THEME XX
The Arts and Sciences Supplement
to the Subtheme
EDUCATION

The National Survey of Historic Sites
and Buildings

United States Department
the Interior
National Park Service
COVER PHOTOGRAPH

"Cornell University in 1866
(Morrill Hall),"

Ithaca, New York

Courtesy Cornell University
The National Survey of Historic Sites and Buildings

Theme XX

The Arts and Sciences

Supplement to the

Subtheme

EDUCATION

1965

United States Department of the Interior
Stewart L. Udall, Secretary

National Park Service
George B. Hartzog, Jr., Director
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PREFACE

The Survey's consideration of Theme XX, The Arts and Sciences Subtheme, Education, consists of two parts, a report prepared in 1960, entitled "American Education," and this supplement. The latter stems from the original study's inadequacy concerning the subtheme. At its August, 1960, meeting, the Consulting Committee to the Survey accepted "American Education" only insofar as it concerned higher education. The Committee, believing that the scope of the subtheme should be enlarged, recommended further study of education in the United States. It specifically suggested that an attempt be made to locate sites and structures associated with elementary and secondary public schools, the instruction of the handicapped, private schools, libraries, educational philanthropies, technical schools, educational leaders, and the history of education in the midwest and west.

Spurred by the Committee's recommendations, the Survey studied the history of education anew. Even though it was impossible to revise the narrative statement (which will be done in the future), the review of the subtheme added numerous sites and structures relating to almost all of the specific suggestions made by the committee five years ago, especially for the history of education west of the Mississippi River.

The supplement and the original study jointly afford an inter-
esting and comprehensive selection of sites and structures associated with American education. Apropos of the earlier study, a review of the status of the sites and structures listed in it is necessary before reading the supplement.

"American Education" recommended 23 sites for classification. Eleven of those sites have been classified under related themes. The name of each of those sites, the pagination for them in the 1960-study, and the theme under which they have been classified follows below.

**Alabama**

Tuskegee Institute, pp. 30-31, Theme XXII, Social and Humanitarian Movements.

**District of Columbia**

Smithsonian Institution, pp. 36-37, Theme XX, Subtheme, Scientific Discoveries and Inventions.

**Maryland**

United States Naval Academy, pp. 42-44, Theme XIII, Political and Military Affairs, 1830-1860.

**Massachusetts**

Massachusetts Hall, Harvard University pp. 48-49, Theme IX, Development of the English Colonies, 1700-1775.

**New Jersey**

Nassau Hall, Princeton University, pp. 50-52, Theme IX, Development of the English Colonies, 1700-1775.

**New York**

Cooper Union, pp. 57-59, Theme XIII, Political and Military Affairs, 1830-1860.
United States Military Academy, pp. 60-63, Theme XXI, Political and Military Affairs, 1783-1830.

Voorlezer's House, pp. 64-66, Theme VII, Dutch and Swedish Exploration and Settlement.

**Pennsylvania**

Carlisle Indian School, pp. 74-77, Theme XV, Westward Expansion and Extension of the National Boundaries to the Pacific.

**Vermont**

Justin Smith Morrill Home, pp. 78-82, Theme XX, Subtheme, Education (Special Study).

**Virginia**

College of William and Mary, pp. 83-85, Theme IX, Development of the English Colonies, 1700-1755.

The status of the remainder of the sites recommended for classification in 1960 follows (the pages listed after each site below refer to "American Education"). Six of those sites - Transylvania College, pp. 40-41; the Kentucky School for the Deaf, pp. 38-39; the University of North Carolina, pp. 72-73; Hampton Institute, pp. 86-88; and the University of Virginia, pp. 89-91 - are still recommended for classification and their site descriptions are in the original study. Three of the sites recommended for classification in 1960 have been re-studied and new site descriptions for them are included in the supplement. They are the Library of Congress, pp.34-35; the Chautauqua Institution, pp. 53-56; and the William H. McGuffey House, pp. 67-69. Finally, three sites recommended for classification in 1960 - Connecticut Hall, Yale University, pp. 32-33; the First
State Normal School, pp. 45-47; and Oberlin College, pp. 70-71 - have been re-studied and are now recommended for classification as "Other Sites Considered." New site descriptions for the immediately preceding are included in the supplement.

With regard to "Other Sites Considered," the preparation of the supplement resulted in a greatly revised list of sites for inclusion in that category. Some of the sites originally recommended for "Other Sites Considered" are now recommended for classification and many sites have been dropped. The only sites recommended for "Other Sites Considered" in the 1960 study and whose original descriptions are still valid are listed below (pagination refers to the original report).

Alabama

La Grange College, Colbert County, p. 104
University of Alabama, Tuscaloosa, p. 104

Arkansas

Dwight Mission Site, Pope County, p. 104
University of Arkansas, Fayetteville, p. 104.

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South Carolina

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The Citadel, Charleston, p. 112

Tennessee

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Vanderbilt University, Nashville, p. 112

Virginia

Hampden-Sydney College, Hampden Sydney, p. 114
Syms-Eaton Academy, Hampton, p. 114
Washington and Lee University, Lexington, p. 114

West Virginia

Bethany College, Bethany, p. 115
West Virginia University, Morgantown, p. 115

The supplement contains no list of "Other Sites Noted" because it is no longer required.

The supplement is the product of a cooperative effort. Historians Merrill J. Mattes, Midwest Region, Omaha; William Brown, Southwest Region, Santa Fe; Horace Sheely, Jr., Richmond; and Charles W. Snell, Western Region, San Francisco, supplied v
the site descriptions for the sites in their respective regions.
Historian S. Sydney Bradford, Northeast Region, Philadelphia, provided the site descriptions for the Northeast Region and coordinated the supplement.
ACKNOWLEDGEMENTS

The cooperation of the following individuals in supplying material about many of the sites and structures discussed in the supplement is gratefully acknowledged.

Dr. George A. Boyce, Institute of American Indian Arts, Santa Fe, New Mexico; Dr. Everett Cooley, Utah State Historical Society, Salt Lake City, Utah; Mr. Philip H. Dunbar, Assistant Director, The Connecticut Historical Society, Hartford, Connecticut; Malcolm J. Farrell, M.D., Walter E. Fernald State School, Waltham, Massachusetts; Mr. Wilbur H. Hunter, Jr., Director, The Municipal Museum of the City of Baltimore, Baltimore, Maryland; Sister Daniel Ignatius, St. Michael's High School, Santa Fe, New Mexico; Mr. Herbert S. Jones, Vice President, Litchfield Historical Society, Litchfield, Connecticut; Mr. David N. Keller, Director, Public Relations, Ohio University, Athens, Ohio; Mr. Alexander C. Liggett, President, Litchfield, Connecticut; Mr. John Marcham, Director, Public Relations, Cornell University, Ithaca, New York; Mrs. Thomas E. Rogers, North Lima, Ohio; Mr. James F. Scotton, Director, News and Publications Service, University of Wisconsin, Madison, Wisconsin; Dr. S. K. Stevens, Executive Director, Pennsylvania Historical and Museum Commission, Harrisburg, Pennsylvania; Mrs. Helen Truny, Public Relations Office, The New York Public Library, New York; Mr. Abraham Tucker, Navajo Agency, Window Rock, New Mexico; Dr. Charles Turner, Acting President, State University College, Oswego, New York; Mr. Peter Walz, United Pueblo Agency, New Mexico; Mrs. Elizabeth H. Walden, Special Services Librarian, Central Connecticut State College, New Britain, Connecticut; and Dr. Muriel H. Wright, Oklahoma Historical Society, Oklahoma City, Oklahoma.
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EXCEPTIONAL VALUE
THE J.L.M. CURRY HOME, ALABAMA

Location: 3 mi. northeast of Talladega on State Highway 21, Talladega County

Ownership: Private ownership

Significance

The first of a number of wealthy men to aid the South in its post-Civil War educational crisis was George Peabody, a London banker born in Massachusetts. His strong interest in public education led him to create the Peabody Fund for the purpose of encouraging and promoting schools in those portions of the country which had suffered from the destructive ravages of the Civil War and its aftermath.

The Reverend Barnas Sears, president of Brown University, was named general agent of the fund. To the delicate and difficult duties of the position he brought rare training and experience and great resourcefulness and adaptability. For thirteen years he rendered the South a high order of genuine educational service. Dr. Sears requested that J.L.M. Curry should be his successor because he considered him to be so many-sided, so clear in his views, so judicious, and to know so well how to deal with all classes of men. He felt that his whole being was wrapped up in general education and that he was the best lecturer or speaker on the subject in the South. It was on the motion of General Grant that Curry was elected agent of the Peabody Fund in 1881.
Under the leadership of Sears and then Curry, the Peabody Fund made a tremendous contribution to education in the South. The immediate need was obviously in the field of elementary instruction for the masses of Southern youth, and the fund trustees early determined to give assistance to public free schools. The funds were not to be distributed as a charity and were appropriated on the sound principle of helping those communities which would help themselves. The purpose was to stimulate and encourage local initiative and community effort. During the first ten years of the operation of the fund, nearly a million dollars was distributed by it to aid public-school education in the South. In addition to appropriations of money, thousands of textbooks were also distributed to schools in the Southern states. This means that the Southern states raised during that time for educational purposes, by taxation or otherwise, between two and three million dollars which otherwise would not have been available. In this way sentiment for local taxation began, and the spirit of local effort which was stimulated gradually developed and spread throughout the South.

The promotion of normal school work for the training of teachers in the South was another important result of the fund. Adequate provision for the training of teachers was early urged upon the states which the fund was aiding, because the lack of competent teachers was one of the chief obstacles to be surmounted in establishing public-school systems. In 1868 there was not a normal school in the entire South. The fund soon began to devote
a large portion of the annual income to stimulate the establishment and to aid the support of normal schools, and in this work the training of teachers was given considerable impetus.

In 1898, the Conference for Education in the South originated in a small meeting of interested persons who came together following a suggestion by Dr. Edward Abbott, an Episcopal clergyman of Cambridge, Massachusetts. At the second Conference, Dr. Curry was unanimously elected president. Curry's address on "Education in the Southern States" was forcible presentation of the great difficulties in the way of progress in public education in the Southern states and of the ways to overcome such difficulties. This address furnished the basis for all the discussions in the Conference for sixteen years, and was the starting point for a great educational campaign.

Coming as it did from a former member of the Confederate Congress and soldier in the Confederate army who had already been campaigning for years for schools for all of the people, this address now became in a sense the charter of the Conference. Universal education -- the training of both races in the South, beginning with the neglected whites and development of Negro leaders -- was henceforth its aim.

At the third conference, when Dr. Curry declined re-election as president on account of his health, the members found a new leader in Robert Curtis Ogden. The Conference had defined its work and now devoted itself to the two great problems of universal education -- the training of all people for citizenship and service and,
as a means to this end, the development of agricultural and industrial education in accordance with the requirements of the states.

George Peabody guaranteed funds of about $40,000 a year for the first two years, but from its inception the Southern Education Board, an executive committee for the Conference, anticipated the donation of big money. The General Education Board was organized by John D. Rockefeller shortly afterwards. In the hands of this Board, Rockefeller placed $53,000,000 in a series of large gifts made between 1902 and 1909. While other philanthropic work was contemplated, the donor indicated his special interest in the needs of Southern education. The two boards were closely associated and were, in effect, interlocking with the General Board serving as an interlocking directorate or holding company for vast philanthropic interests.

With a fervor reminiscent of the cotton mill crusade of the 1880's, Southerners embraced the educational panacea and began the campaign in 1902 that eventually swept the region. The effective force for the educational crusade was exerted from within the several states in campaigns planned and led by state leaders.

Four achievements can be credited to Curry in his administration of the Peabody Fund: state normal schools for each race in twelve Southern states; a system of public graded schools everywhere in the cities and small towns; the grounding in the minds of legislators of their responsibility for adequate rural schools; and a body of educational literature in his forty reports and ten
In 1890, Curry became agent for the Slater Fund for Negro schools in the South. Thus to Curry's strong leadership had come the main threads of educational progress in the post-war South. As had been indicated, his address to the Conference for Education in the South furnished the basis and direction for the Conference's work. Curry's rare combination of qualities enabled him to obtain a hearing throughout the South. "Until his death in 1903, Curry did more than any other single man to further education 'from the Potomac to the Rio Grande'."

Present Condition of the Site

The home near Talladega was bought by J.L.M. Curry, after his marriage in 1847, from his brother, who had built it. A wide colonnaded veranda extends across the front and sides of the one-story weatherboarded house. Extensions over the square front columns conceal a succession of gables and cause the roof to appear flat. The interior consists of four large main rooms opening from the central hall, with smaller rooms beyond. The foundations of the house are of slave-made brick. Splendid oaks and elms shade the grounds.

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There have been only minor changes in the interior, such as the addition of a bath and several fireplaces. Only slight changes have been made to the exterior.

J.L.M. Curry Home, Talladega, Alabama

National Park Service Photo, 1965
Sheldon Jackson Junior College, established as the Presbyterian Mission School for Indians in 1878, is the oldest existing, American-founded educational institution in Alaska, and was closely associated with the Reverend Sheldon Jackson, the father of the American educational system in Alaska, during his entire career in Alaska.

On April 11, 1878, the Reverend John G. Brady, who had been selected for this task by the pioneer Presbyterian missionary, the Reverend Sheldon Jackson, arrived at Sitka and held church services in the decaying Governor's House (or "Baranov's Castle) on Castle Hill. Six days later, Dr. Brady, assisted by Miss Fannie Kellogg, opened a school for Indian children in the former Russian barracks, with 50 pupils in attendance. This was the second such American-sponsored missionary institution to be founded in Alaska. After a precarious beginning, the mission school assumed a permanency. By 1880 the former Russian hospital building was used as the meeting place for the 103 pupils. In January, 1882 the school house burned to the ground. Dr. Sheldon Jackson collected $5,000 in donated funds and in the summer of 1882 selected a tract of land (the present school site) outside of the village as the permanent location of the new building. On this site Austin Hall, a large two-story frame building, 100 by 90 feet and capable of housing 100 Indian
boys and girls, was erected. In 1884, when Dr. Jackson assumed the superintendency of the school, its name was changed from the Sheldon Jackson Institute to the Sitka Industrial and Training School. In 1885 the Reverend Jackson was appointed "General Agent for Education in Alaska" by the Secretary of the Interior and the Commissioner of Education, a position he held until 1908. Jackson at once began his great task, with the limited appropriations then available, of attempting to extend public education to the 6,000 children of Alaska who were widely scattered over that vast area.

In 1895 the enrollment of the Sitka School totaled 100 Indian children, who were fed, clothed, and housed at no charge. They were taught reading, writing, spelling, English, geography, arithmetic, American history, physiology, and hygiene. In the industrial arts, the boys were taught carpentry, shoemaking, bakery, and steam-pressing and laundering, while the girls trained in sewing, cooking, and general housework.

By 1909, the year of Dr. Jackson's death, the number of buildings on the campus had increased to 15, and the enrollment was 106. In 1910-1911, the school plant was completely rebuilt and the name changed to Sheldon Jackson School. In 1917 the first high school level training was introduced. In 1935, the school became a fully accredited high school and all instruction below the junior high level was ended. In 1944 the high school next became Sheldon Jackson's Junior College, open to both natives and whites, and the institution graduated its first class in 1946.
Present Condition of the Site

The oldest existing school building is the one-story octagonal cement Museum Building, which was erected by Dr. Jackson at his own expense in 1895 to house the many interesting artifacts of Native and Russian life he had collected in his Alaskan travels. The Museum, which is still used for its original purpose, contains Dr. Jackson's collection.

The other school buildings, erected in 1910-1911, includes four large dormitories, a heating plant, laundry, classroom building, and a gymnasium.

America's public school system probably owes more to the labors of Horace Mann and Henry Barnard than to the efforts of any other individuals. Mann is the better known, but Barnard contributed almost as much as Mann to the rise of the public school. Through his practical work and his scholarly publication, Barnard stimulated the growth of the public school as a pillar of the American democracy.

Born on January 24, 1811, Barnard developed an early interest in education. He attended both public and private schools, and as a youth realized the advantages of each. In 1826 he entered Yale, where he won no scholastic honors but became adept at oratory. Barnard visited schools during his vacation in 1828 and 1829, and later published observations about them in the New England Review. Yale granted him his degree in 1830.

Following his graduation, Barnard choose a career that inadvertently thrust him into public education. Desiring to devote himself to public service, he, after admission to the bar in 1835, entered politics. In the latter part of 1835 and in 1836, he travelled to Europe, learning much about European educational practices. Returning to the United States, he won a seat in the Connecticut General Assembly in 1837, and was
re-elected in 1838 and 1839. He strongly supported humanitarian legislation, including efforts to improve public education.

Barnard's sponsorship of a bill in 1838 to improve the supervision of schools resulted in his becoming a public educator. The bill provided for a state board of commissioners and a secretary. Upon the act's becoming law, Barnard reluctantly accepted the secretaryship after Dr. Thomas A. Gallaudet had turned it down. Upon assuming his $3-dollar-a-day job in 1838, Barnard exerted himself to stimulate the State to improve the public school system. He visited schools, spoke to groups, began and edited the Connecticut Common School Journal, and organized the first teacher's institute that met for more than just a few days. A Whig, the Democrats forced him out of office in 1842. They proclaimed that Barnard's accomplishments did not justify the money spent on the schools, an erroneous charge.

In keeping with his character, Barnard did not react angrily to his dismissal. A scholar and of judicious temperment, Barnard eschewed controversy. Education, of all matters, he felt, need not be the subject of bitter quarreling. While avoiding platform combat, Barnard ceaselessly promoted his crusade. He claimed that by the end of his career to have spoken 1,500 times on education. Moreover, he wrote volumes of letters in behalf of his cause.

Barnard conceived of education as a vital factor in the development of the individual and as a necessity apropos democracy. An individual's education was a life-long affair that enabled him to enjoy an even fuller
life because of his constantly expanding knowledge and increasingly discerning insight. Democracy needed such individuals, resting as it did on the people. And if ignorance hobled the public, what future faced the American republic?

If the Connecticut Democrats rejected Barnard's work, that was Rhode Island's gain. Roger Williams' state immediately employed him. Between 1843 and 1849, Barnard startled the State into action. In 1845, for example, Rhode Island enacted a school law and established the Rhode Island Institute of Instruction, one of the first teachers' schools in the country. By the time of his resignation in 1849, Barnard had created a sound basis for the State's public school system.

Shortly after leaving Rhode Island, the Nutmeg State, with the return of the Whigs to power, again enlisted Barnard's services. In August, 1849, Connecticut selected him as its superintendent of public schools and named him head of the new normal school. He saw to the establishment of the normal school, which opened in May, 1852, but then spent most of his time in behalf of the public schools. As in the past, he wrote and spoke to promote public education, and successfully spurred new beneficial legislation. He published two landmark works concerning public education, _History of the Legislature of Connecticut Respecting Common School Down to 1838_, and _School Architecture, or Contributions to the Improvement of Schoolhouses in the United States_. Both volumes were the first of their kinds, and each exerted widespread influence.
When poor health forced his retirement in 1855, Barnard had accomplished a revolution in public education in Connecticut and Rhode Island.

Barnard, subsequent to his retirement in Connecticut in 1855, served in several positions elsewhere in the Nation. Renowned for his work in Connecticut and Rhode Island, he had already declined numerous other offers before accepting the Chancellorship of the University of Wisconsin in 1856. The position proved to be a little more than a nominal one, however, and he gave it up in 1860. In 1866-67, he served briefly as the president of St. John's College in Annapolis, Maryland, resigning from there in 1867 to become the first United States Commissioner for Education. Barnard's years in Washington were fairly unhappy, for the scholar could not cope with the politicians. He retired from his office on March 15, 1870.

Throughout his career, Barnard made a notable contribution to public education through his writings. His outstanding publications was the American Journal of Education, which he founded in 1855 and continued for a total of thirty-one volumes. Volumes appeared at irregular intervals, each containing over 800 pages, the last being published in 1882. Through the Journal, Barnard achieved his purpose of making available to the isolated teachers in America material concerning the history of education and educational practices and techniques. At the expense of his own fortune, Barnard vastly expanded the horizon of the American teacher by means of his still valuable Journal. More an
educational encyclopedia than a journal, the Journal was the source of the material that appeared in Barnard's Library of Education, a fifty-two volume work.

When Barnard died on July 5, 1900, American lost a man who had made a basic contribution to the welfare of each American and to the Nation.

Present Condition of the Site

Barnard was born in the house at 118 Main Street in Hartford, lived there off and on during his life, and died in the building. The house was built in 1807, four years before the educator was born. It is a tall three-story brick building that is covered by a steep gabled roof. An Ionic-columned portico protects the front door. There are two windows on either side of the portico, and five on the second and third floors in front respectively. On each side there are three windows on each floor, with a small arched window beneath the peak of the gable on either side. A heavy cornice emphasizes the roof line. An addition has been made to the rear of the house, but otherwise the exterior appears to be quite unchanged.

Little fundamental alteration has apparently occurred inside. Just off to the right of the front entrance is a parlor. It is a spacious room that contains its original fireplace and woodwork. The room just across the hallway has been enlarged by removing the dividing wall between it and the room behind it. There are nine bedrooms on the upper floors. Because the house is operated by a church order, the author could not visit any of it but the first floor.
The building is not open to the public.

The Henry Barnard House, Hartford, Connecticut

National Park Service Photo, 1965
THE TAPPING REEVE HOUSE AND LAW SCHOOL, CONNECTICUT

Location: South Street, Litchfield, Litchfield County

Ownership: Litchfield Historical Society,
Mr. Alexander C. Liggett, President (same address)

Significance

America's first law school in Litchfield, Connecticut, sits beside the home of the school's founder, Tapping Reeve. Approximately a thousand young men from all over the Nation attended the school, and as many of them became prominent in national, state, and local political affairs, the school significantly influenced the development of American law.

The law and teaching dominated Reeve's life. Born in October, 1774, at Brookhaven, Long Island, New York, Reeve, attended the College of New Jersey, now Princeton University. Following his graduation in 1763, he taught for seven years, serving as a tutor at his alma mater in 1769-70. In 1771, he moved to Connecticut, won admittance to the bar in 1772, and settled in Litchfield. He saw only minor service during the American Revolution. He became involved in politics after the Revolution, strongly espousing Federalist views. Just before the turn of the century, he became a judge of the superior court, which position he held until he became the chief justice of the State Supreme Court of Errors in 1814. Two years later he retired. Between 1816 and his death on December 13, 1823 he published several works on the law.
As early as 1782, Reeve had begun to present a formally developed law course. Young men of that day who aspired to be lawyers generally read law in a lawyer's office and absorbed, it was hoped, whatever advice their lawyers afforded. Reeve, a personable individual, apparently elaborated on the current practice and began to teach the law in the proper sense of the word. His lectures encompassed the whole of the law and his students responded to his organized presentation. Initially, Reeve held his classes in his house, where his law library was, but the growing popularity of his teaching soon forced him to move the classes from his home.

Responding to the need, Reeve erected a small building close to his house. The frame structure measured twenty by twenty-two feet, and had no fire place to heat the single room during winter. Nevertheless, between 1784 and 1798, Reeve helped to prepare about 200 young men to become lawyers. Again, he permitted the students to use his personal law library, which he had transferred from his house to the law school.

Reeve maintained his association with the school until 1820. When appointed to the Connecticut Superior Court in 1798, he placed James Gould in charge of the school, doing only a part of the teaching himself thereafter. Twenty-two years later, Reeve ended all association with the school he had founded, although students continued to use his library for some time.

Gould had been a former pupil of Reeve's and was an excellent teacher. He held the classes that he taught in his own home, while Reeve con-
ducted the classes he taught in the small building next to his house. Thus the students travelled back and forth between the two buildings, between 1798 and 1820. Gould continued the school until 1833 after Reeve's withdrawal from it, when ill health and the establishment of law schools at Yale and Harvard forced the closing of the precedent-setting institution.

During the existence of the school, the course took from fourteen to eighteen months. Students paid $100 for the first year and $60 for the remainder of the course. Lectures, according to an 1828 catalog, were given every weekday and generally lasted between an hour and an hour and a half. Although the curriculum covered all of jurisprudence, a student could begin his work at any time. One of the great benefits of the school stemmed from its moot courts, which were held on Monday nights. Those mock courts enabled students to experience and develop court techniques and practices.

Before the school closed in 1833, hundreds of young men from every State had attended it. The extent of the school's influence is clearly suggested by the fact that two former students, Aaron Burr and James C. Calhoun, became vice-presidents; three became justices of the United States Supreme Court; ninety became members of the House of Representatives; and twenty-six became Senators.

Present Condition of the Site

Reeve's house and law school sit well back, in the New England manner, from South Street in Litchfield. Reeve erected the house in
1772, and it is a handsome two-story, gabled-roof and clapboard building that is painted white. Its shutters are dark green.

The house's attractive interior complements the building's appealing exterior. A large parlor is just off to the right of the entrance, and it contains a fireplace that has a splendid mantlepiece. In this and the other rooms, the original floorboards are still in use. Just before the dining room, which is at the back, is a small study, whose walls are panelled with unpainted wood. From it one looks into the dining room, which is a long, but nicely proportioned room. A fireplace is on the right and windows are in the left wall, which look out toward the law school. Upstairs, the several bedrooms are furnished with period furniture and furnishings. The bedroom over the parlor is named in honor of the Marquis de Lafayette and a back bedroom is called the Aaron Burr Room. Lafayette stayed in his room when in Litchfield and Burr occupied his room while attending Reeve's school.

Not too far away from the house is the law school. The building dates from 1784, and as previously mentioned, is a small frame structure. It, like the house, is painted white. A one-room building, some of the furniture, such as the teacher's desk and a students' desk, supposedly dates from Reeve's day. Long after Reeve's death, in 1849, the building was moved some distance away and attached to a house. Another move occurred many years later, and the building only returned to its original site in 1930. Since then, a
fireproof addition has been added in back and in it are kept manuscripts and printed works of relevance to Reeve's law school.

The house and school are open Tuesday through Thursday, 2:00 - 5:00 p.m., May 15-October 15. Adults, 50¢; children, 25¢.

The Tapping Reeve House, Litchfield, Connecticut

National Park Service Photo, 1965
The Tapping Reeve Law School, Litchfield, Connecticut

National Park Service Photo, 1965
Location: Florida Avenue at 7th Street, N.E.
Ownership: Gallaudet College, Dr. Leonard M. Elstad, President, Florida Avenue Avenue at 7th St., N.E.

Significance

Ever since its founding in 1864 as the first institution of higher education for the deaf and dumb in the United States, Gallaudet College has been the only such school in the country. Named for Thomas Hopkins Gallaudet, and long directed by his son, Edward Miner Gallaudet, the college is unique in the field of American education. It was long known as the Columbia Institution for the Deaf and Dumb. Today, the institution comprises Kendall School, the pre-school elementary, and secondary school for deaf children of the District of Columbia, a training center for teachers of the deaf, and undergraduate instruction leading to B.A. and B.S. degrees.

Present Condition of the Site

Chapel Hall was for many years the heart of the Columbia Institution for the Deaf and Dumb. In 1866, its place in the future campus was planned by the well-known firm of Olmsted, Vaux and Company of New York. Soon, Vaux, Withers and Company, New York architects, drew plans for this "Main Central Building". Collegiate Gothic in style, the building housed kitchens, laundry, dining halls, chapel, and lecture rooms. The structure was completed in 1870, probably built by J.G. Naylor.
Chapel Hall, with its Tower Clock, has been the best-known building on the Gallaudet Campus ever since its completion. The main section of the building houses the large, square auditorium. Stained glass windows and exposed beams in the high ceiling make this an imposing room, the scene of all graduation exercises until recent years. This auditorium has been kept in use by the addition of recessed ceiling lights, new flooring, and painting. Today, Catholic students use the auditorium for Sunday chapel, while the wing of the building nearest College Hall provides space for physics classrooms.

The red-sandstone walls and polychrome slate roofs of Chapel Hall remain in excellent condition. The College plans to retain this fine structure, perhaps adapting it as an art gallery for student exhibitions.

Chapel Building - Gallaudet College, Washington, D. C. The south front as it appears today.

National Park Service Photo, 1960
Howard University was chartered by Congress in 1867 to help to acclimate the newly freed Negro to freedom. Students were to be admitted "without regard to sex or color." The University has continued to accept this policy, while discharging its special responsibility for the admission and training of Negro students.

Both in name and origin, Howard University recalls the contributions of General Oliver Otis Howard, the man selected by Lincoln and appointed on May 12, 1865, as commissioner of the Bureau of Refugees, Freedmen, and Abandoned Lands. (The building occupied by this agency, which did a great deal for Negro education, no longer survives.) The idea for the institution arose at a meeting of the Monthly Concert of Prayer for Missions, held in the First Congregational Church of Washington, D.C., on November 19, 1866. The next night, ten people met at the home of H.A. Brewster and decided unanimously to establish the institution. On January 8, 1867, the institution was named after General Howard, well known as a man of good intentions, humanitarian passion, and religious enthusiasm. The group applied for a Congressional charter for the institution on January 26, 1867, and President Johnson approved the charter on March 2.
General Howard served as the third president of the University, from 1869 until 1874, giving much of his time to the school. During these years, he lived in what is now Howard Hall. General Howard remained active in the Army until his retirement in 1894. Thereafter, in Burlington, Vermont, Howard continued his previous religious and educational activities.

**Present Condition of the Site**

In November, 1867, in the same year as Howard University received its charter, a local newspaper reported this house as being one of three buildings under construction. The structure originally had 16 rooms on three floors, with a fourth floor room in the mansard-roofed tower. The basement and foundation are built of white granite, and the walls constructed of unique oversize, hollow, white bricks, made of sand and lime on the site by students. The roofs had slate sides and tin tops. Furnaces were to heat the building, although fireplaces were also included. The newspaper reported that the building would cost about $20,000.

The structure now serves the University as classrooms and office space for the Counseling Service of the College of Liberal Arts. Partitions have divided large rooms, and modern light fixtures have been installed. Only a few of the old slate and marble mantels remain in the building, but interior cornices and ceiling decorations have been retained. The roof of the tower has been covered with asbestos shingles.
As new buildings continue to be built around Howard Hall, it will no longer be needed for classrooms and offices. The University plans to retain this historic structure, perhaps for museum use.


Photo courtesy The Howard University, Washington, D. C.
THE LIBRARY OF CONGRESS, WASHINGTON, DISTRICT OF COLUMBIA

Location: First Street, S.E. between East Capitol Street and Independence Avenue.

Ownership: The United States, L. Quincy Mumford,
Librarian of Congress, 10 First Street, S.E.

Significance

The Library of Congress was established by an appropriation of April 24, 1800, for books for the Congress. A librarian was provided for in 1802. Since that time, the Library of Congress has grown steadily into one of the largest libraries in the world.

The Library's first responsibility is to serve Congress. Beyond this, it serves the Federal Government and the public interested in the serious use of its collections. Among the many activities of the Library of Congress, one of the most valuable is the existence of a group of consultants, scholars serving either voluntarily or with non-governmental aid, to aid the systematic development of the collections, furnish expert advice, and serve as liaison between the Library and investigators pursuing intensive research. In all, the Library contains over 43 million items in its collections. The vast resources of the Library of Congress are also extended to other libraries through such services as the interlibrary loan system, photoduplication, extensive cataloging and bibliographical work, the National Union Catalog, and the provision of books for the blind and the deaf.
Present Condition of the Site

The Main Library Building first began to rise in 1886, following plans by Smithmeyer and Pelz. Later, construction was taken over by the Army Corps of Engineers, and the plans were modified by Edward Pearce Casey. Completed in 1897, the building has three stories on a raised basement story. Light gray granite was used for the French Renaissance building, whose low copper dome surmounting the central pavilion was probably inspired by the Paris Opera House. The building originally consisted of a great rectangle of pavilions and galleries, with four large inner courts. Bookstacks and an auditorium have partially filled in these courts. The exterior is liberally adorned with sculpture.

Inside are the lavish decorations executed under the direction of Elmer E. Garnsey and Albert Weinert. Particularly resplendent are the central stair hall, with its many bronze and marble statues and colorful frescoes and mosaics, and the main reading room, topped by an octagonal rotunda, 100 feet in diameter. Great care has been taken to maintain both the inside and the exterior of the building in their original condition. Recently, the exterior and main reading room have been carefully cleaned and retouched. Although the Library's facilities and services have long since outgrown the original building, it still serves an important function, housing collections, reading rooms, offices, and exhibit space.

The Library of Congress, Washington, D.C.

National Park Service Photo, 1938
The Old North Building is significant primarily because it is the oldest existing building of a very historic academic institution. Although Maryland was founded by Roman Catholics in 1634, British colonial control made the founding of Catholic schools impossible until political independence was achieved. Georgetown College was the first Roman Catholic school in the original thirteen United States. It was founded in 1789, while Georgetown was still part of the State of Maryland, largely through the efforts of John Carroll, the first Catholic Bishop of the United States. In accordance with the liberal principles of the Constitution of the United States, which made the founding of a Catholic school possible, Bishop Carroll opened the institution to students of every religious faith. The federal guarantee of religious freedom found in the First Amendment to the Constitution was exemplified again in the granting to Georgetown College of the first University Charter given by the Congress of the United States. The charter was signed by James Madison on March 1, 1815.

Because of the important functions housed in Old North Building, many distinguished guests were received here. George Washington, who had
a long personal acquaintance with Bishop John Carroll, was received in the parlor of Old North in 1797, probably on August 7. The Marquis de Lafayette also visited here during his tour in 1824.

Present Condition of the Site

The Old North Building itself was built in 1795, when Rev. Robert Molyneux was President of the College. The architect and builder are unknown. As the second building to be erected on the campus, Old North contained the library, museum, rector's office, students' chapel and auditorium, and, later, dormitory space. The structure is solidly and skillfully built in the best style of the Early Republic. The general proportions and architectural details of the building are pleasing. The symmetrical 17-bay south front faced the earlier Old South Building, and had 3 stories and a dormered attic. (cf. p. 4). Brick belt courses and scaled window sizes distinguish each floor of the building. The central section is highlighted with white architectural trim such as lintels, belt course, porch, and arches. A central rounded opening is repeated with variation on each floor to unify the whole structure. Random glazed headers enliven the brick walls.

The land dropped off towards the north so that 4 complete floors stood above ground level on this side. The 2 distinctive octagonal towers on the north side were constructed 1808-10, probably to prevent any slippage of the building downhill towards the ravine to the north. The roofs of these towers attained their present height.
in 1866. (cf, p.5). One of the towers had a room, variously known as the "Jug" and the "Sky Parlor", in which unruly students were incarcerated until they repented their misdeeds.

The present porch is not original, and nothing is known of the existence or design of a porch in 1795. The level of the quadrangle facing the south front was lowered about 8 feet in 1893, (cf.p.6) and the present porch and steps may date from 1899.

As a result of continuous use and occasional fires, the interior of the Old North Building was entirely rebuilt in 1926 under the direction of a Washington architect, Walter G. Peter (1868-1945). The interior stairs were moved from their original position (cf.p.8) to the center of the building.

Old North Building now contains administrative offices, classrooms, and dormitory space. The quadrangle to the south provides a congenial setting for the structure, whose exterior has changed very little since its construction. The nearby buildings are Mulledy, 1831; Maguire, 1854; Healy, 1877; Dahlgren Chapel, 1892; and Ryan 1903 (on the site of the Old South Building.) The integrity of the exterior of the Old North Building is high. Because its exterior appearance has changed so little, the Old North Building is of exceptional value in commemorating the ideal of religious freedom in the United States which allowed Georgetown College to become the "Alma Mater of all Catholic Colleges in the United States."

OLD NORTH BUILDING, GEORGETOWN UNIVERSITY. The original south facade as it appears today.
Zalmon Richards was founder and first president of the National Teachers' Association. Born August 11, 1811, in Cummington, Massachusetts, he early decided to follow the teaching profession. During his long lifetime, he broke new ground in American education. While attending Williams College, Richards came under the influence of Mark Hopkins. Soon after, working in Saratoga county, New York, Richards organized a teachers' institute. This innovation foreshadowed an important career.

Richards moved to Washington, D.C., in 1849 to become principal of the preparatory department of Columbian College. Soon he organized the Columbian Teachers' Association. It was in Washington that Richards made his most lasting contributions to American education. In 1857, after helping to organize the National Teachers' Association, he was elected its first president. Until 1896, Richards faithfully supported the organization, which became the National Educational Association in 1870.

From the beginning of the Civil War until 1867, Richards worked to compile statistics on education for the Federal Government. The Act of Congress which established a national educational office in 1867 owed
its existence largely to the efforts of Zalmon Richards. He worked in this office until it was made a part of the Department of the Interior in 1869. Serving as a member of the common council of the District of Columbia, he succeeded in getting established the office of the Superintendent of public schools. He held this new office in 1869-70. During the seventies, Richards was active in the city government. During the 1880's, Richards published some teachers' manuals.

About 1875, Richards married a second time, to Mary Francis Mather. Their son, George Mather Richards, was born in 1880. The Richards family moved to 1301 Corcoran Street probably in 1882, and here Zalmon Richards died on November 1, 1899. His son owned the house until 1904 when it left the family.

Present Condition of the Site

1301 Corcoran Street faces south at the corner of Corcoran and 13th Streets, N.W. It is an imposing 3-story brick structure with a slate mansard roof. It forms the end of a row of similar mid-19th century dwellings. The exterior of the building is in good repair, and seems to be little changed from Richards' time. A flight of cast iron stairs leads handsomely to the front entrance. Behind the structure is a frame and brick stable or garage. Although nothing is known at present of its interior appearance, it seems to have a high degree of integrity, and is not in immediate jeopardy.

OLD CAPITOL, IOWA

Location: Old Capitol Campus, University of Iowa, Iowa City

Ownership: University of Iowa, Dr. Howard Jones, Dean College of Education

Significance

This building, erected in 1840, housed the territorial assemblies, six sessions of the state legislature, and three constitutional conventions. When the seat of state government was moved to Des Moines in the fall of 1857, Old Capitol passed to the hands of the University.

Old Capitol represents the University of Iowa where the first collegiate chair in education in the United States was established in 1873. To the University of Iowa belongs the distinction of being first among the State institutions of higher learning to provide for the admission of women on equal terms with men.

Present Condition of the Site

This building, in use since 1840, is in excellent condition. It is a classroom and administrative hall. It is very attractive and looks quite substantial.

References: Butts and Cremin, A History of Education in America (New York, 1953); H.J. Thornton, "Coeducation at the State University of Iowa," Iowa Journal of History and Politics (October, 1947); H.J. Thornton, Old Captiol, (Iowa City, 1949); University of Iowa, Extension Bulletin, College of Education series Number 13, (October, 1925), No. 133.
OLD PIONEER HALL, IOWA

Location: Campus, Iowa Wesleyan College, Mt. Pleasant

Ownership: Iowa Wesleyan College, Dr. John W. Henderson, President, William Delzell, Director, Alumni Relations

Significance

Pioneer Hall, the first college building at Iowa Wesleyan College, is the oldest existing academic building still in continuous use west of the Mississippi. Pioneer Hall was erected in 1846. Established under a charter approved February 17, 1842, the institution opened in 1846 as the Mount Pleasant Collegiate Institute. James Harlan, later U.S. Senator from Iowa and Secretary of the Department of the Interior, served as president of the college from 1853-55 and from 1869-70. Harlan's only daughter, Mary, who married Robert Todd Lincoln, son of the President, frequently visited the Harlan Home, still extant near the campus.

Old Pioneer Hall represents the institution where on Jan. 21, 1869, seven female students founded the P.E.O. sisterhood on the campus. This semi-secret society is now an international fraternity of women dedicated to the support of higher education. One entire floor of the P.E.O. Memorial Library on the campus is used to commemorate the birthplace of the organization.

P.E.O. has 150,000 members with chapters in every state, Canada and affiliates around the world.

Present Condition of the Site

Old Pioneer Hall shows its age. Although in continuous use since 1846, it now needs rehabilitation and restoration. It is a brick building with a deteriorating interior, and the original masons were not top craftsmen,
References: History and Alumni Record of Iowa Wesleyan College 1842-1942 (Mt. Pleasant, 1942); Winona Evans Reeves, The PEO Story, 1869-1923 (u.p., 1923).
Old Pioneer Hall, Iowa Wesleyan College, Mount Pleasant, Iowa (Looking North)

National Park Service Photo, 1965
DICKINSON COUNTY COMMUNITY HIGH SCHOOL, KANSAS

Location: Old Highway 40 (W. 4th Street), Chapman

Ownership: School District Cl, Mr. S.A. Lindall, Principal

Significance

The present Dickinson County Community High School was built around the site of the original school which opened in 1889. It was the first county high school in the state of Kansas. This school was also the birth place of the national Hi-Y, which is commemorated by a site marker.

At the opening of the school in 1889, the principal, S.M. Cook, assigned the moral and religious training of the boys to Mr. D.F. Shirk. He decided to organize a campaign to counteract undesirable influences. In the fall of 1890, his group of boys formed a high school YMCA under the supervision of the state organization and thus Hi-Y began and spread over the nation.

Present Condition of the Site

Pictures of the original school structure accompany this report, but it should be noted that this building is no longer standing. The site is indicated only by a marker, and there is a new school built on the same site.

BEREA COLLEGE, KENTUCKY

Location: Berea

Ownership: Berea College is a non-profit educational corporation, Dr. Francis S. Hutchins, President

Significance

Berea College is the only one of the early self-help colleges to survive in principle as well as in fact. Berea owes its beginning to the reform movements of the 19th century. The Reverend John G. Fee attracted the attention of Cassius M. Clay, a leader in the movement for gradual emancipation, through his ardent preaching against slavery. Clay invited Mr. Fee, in 1853, to establish a settlement on the edge of the mountains where free speech could be maintained. Fee accepted and established an antislavery church with thirteen members. The following year Fee moved south and built his house on the first mountain footridge, on the land given him by Clay. He called this ridge Berea, after the Bible town where men were open-minded.

A one-room school was built in 1855 on a lot contributed by a neighbor, and it served as a church on Sundays. The first teachers were recruited from Oberlin College, an antislavery stronghold to which the fledgling Kentucky community soon became linked. The visionary Fee saw the small church-school as the beginnings of a sister institution which would, in Kentucky, be anti-slavery, anti-caste, anti-rum, and anti-sin. A few months later he wrote in a letter that they looked eventually to a college giving a cheap and thorough education to all colors and classes.
The college regards 1855 as its founding year; that is the date of the appearance of the first formal school on the Berea Ridge. Incorporated Berea traces its history to the autumn of 1858, when men gathered to plan definitely the establishment of a college. The fundamentals of the first constitution are for the most part the essentials today. The object of the college was to furnish the facilities for a thorough education to all persons of good moral character, and at the least possible expense, and furnish all the inducements and facilities for manual labor which could reasonably be supplied. The second bylaw expressed the intention to have the college under an influence strictly Christian and, as such, opposed to sectarianism, slaveholding, caste and "every other wrong institution or practice." While the incorporation was not completed until 1866, a committee was appointed in 1858 which arranged for the purchase of 110 acres of land for $1,750. The college had no money, but four trustees personally assumed the obligation.

After the Civil War, with its threat to the existence of the school, the incorporation of Berea College was completed, in 1866, and classes on the elementary and secondary level were begun. In 1869 the first class of college students was received. At this time the college saw the freedmen, newly emerging from slavery, as being in great need of education. The first catalogue noted that Berea College might be especially useful to recently emancipated Negroes and to the white people of Eastern Kentucky and similar adjoining regions for whom educational opportunities were lacking. The first
president, Henry Fairchild, saw in service to the freedmen an educational service of the utmost importance and urgency because public educational opportunity to the Negro did not appear in Kentucky until 1871.

This period of emphasis upon the need for Negro education extended from the end of the Civil War to about 1892. This contribution was of the utmost insignificance to the state and to those who benefited by the opportunity. In 1878, President Fairchild reported to an inquirer that there were at least one hundred schools being taught by Negro teachers educated at Berea.

In 1875 President Fairchild wrote of the educational famine among the mountain people of Eastern Kentucky. The concentration of Berea College on educational service to the Southern Appalachians began to emerge in the years following. With the presidency of Dr. William Goodell Frost from 1892 to 1920, this emphasis on the needs of the mountain area increased. Dr. Frost discovered in the Appalachian region what he described vividly as "the backyards of America" and "our contemporary ancestors." He adopted as his life's cause the improvement of mountain life through education.

The educational commitments of Berea for its campus program are:

1. To provide an educational opportunity of high quality.

2. To have a liberal arts foundation and outlook for all parts of the College program.
(3) To emphasize throughout its activities, although as a non-sectarian college, the Christian ethic and the motive of service to mankind, promoting ideas of brotherhood, equality and democracy, with particular emphasis on interracial education.

(4) To serve primarily the Southern Appalachian region by providing an educational opportunity for students who have high ability and limited economic resources, and through appropriate direct and indirect educational services.

A second characteristic of Berea is found in the work program, in which each enrolled student takes part. By such labor the student may pay a portion of his living expenses and make a practical contribution to the ongoing college.

A third characteristic of the college is its restrictive policy of student admission. Berea gives preference to young people from the Appalachian Mountain region, 230 counties in eight Southern states; it seeks young people of ability; and it gives preference to those who have little money rather than to those who have adequate funds for their college education. Only when prohibited by a state law, which has since been repealed, has Berea College excluded students because of race.

Another characteristic of the college has been its service to the surrounding area; it has not limited its educational efforts to the campus. Berea helped to pioneer such significant programs as that of the County Agricultural Agent. It has engaged in projects to improve rural schools. Since 1875, it has been engaged in extensive library work. Present educational programs require that
prospective teachers have field experience in Harlan or Pulaski counties. Each prospective nurse has twelve weeks of field experience in public health work of nearby counties. Student industries include: bakery, candy kitchen, ceramics, printing shop, needlecraft, broomcraft, woodcraft, fireside weaving, Boone Tavern Hotel, dairy, creamery, and farms.

Present Condition of the Site

The only remaining original campus building is the J.A.R. Rogers house, known as the Country Home; this is used by the Home Economics Department. Construction on this wood frame building was started about 1850 by one of the school founders. It is in very good condition, but will be razed in 1965 to make room for a women's dormitory.

Most of the other campus buildings are associated with a significant milestone in the school's history and its development as a self-help institution. Fairchild Hall, for example, is the oldest brick structure on the campus; it was built in 1871 as a dormitory for women. The Phelps-Stokes Chapel was built in 1906 entirely by student labor -- even to the making of the bricks.

The exceptionally well kept grounds and buildings reflect the student work program and the personal pride of the students. The college is a complete little city, owning and operating its own system of heat, light, power, and water supply. Berea's gardens
cover about 60 acres; 803 acres of land serve for instruction in farming, dairying, and animal husbandry; 6,000 acres comprise the Fay Forest.

Location: Main Building, Kentucky School for the Blind, 1867 Frankfort Avenue, Louisville

Ownership: Kentucky Department of Education, Mr. Harry M. Sparks, State Superintendent of Public Instruction, Frankfort, KY.

Significance

The American Printing House for the Blind had its origin in the print shop of the Kentucky School for the Blind, which was founded in 1842 as the third state-supported school for the blind. In those early days, each school for the blind endeavored to provide its own educational materials. The trustees of the Kentucky School recognized the waste of such duplication of effort and worked to establish a national non-profit printing house which could meet the combined requirements of all schools for the blind. As a result, the American Printing House for the Blind was chartered as a separate corporation for this purpose, with members of the then Board of the Kentucky School serving as four of the seven original incorporators.

Beginning operation in January of 1858, the Printing House is the oldest national agency for the blind, private or public, in the United States. For the first twenty years the Printing House supplied its materials on a cash basis and through funds raised in several of the states. The exigencies of the Civil War demonstrated the need for a more adequate -- and permanent -- source of funds for books and instructional materials for all the schools, and in 1878 the American Association of Instructors of the Blind memorialized Congress for an appropriation for this purpose. As a result,
on March 3, 1879, Congress passed the Act "To Promote the Education of the Blind." In this legislation Congress provided a perpetual trust fund of $250,000 to be invested in United States interest-bearing bonds, the income from which, at 4%, would amount to $10,000 annually. In subsequent legislation Federal support has been increased through the years.

Historically, the growth of the Printing House has reflected in almost direct proportion the growth and expansion of work for the blind. It is today the largest publishing house and manufacturer of special devices for the aid of the blind in the world. It is unique in that, on the one hand, it is a segment of industry, manufacturing products solely for the use of the blind, and employing the best and most efficient methods of industrial production; and, on the other, it carries on its business on a strictly non-profit basis. It also holds a singular position in the field of work for the blind, in that it is not only the textbook printery for the entire United States, but the materials that it produces are determined not so much by the Printing House itself as by the special needs of the blind people and work in their behalf.

The Printing House supplies 90% of the aids to the blind in the United States and an appreciable amount to foreign countries. It leads in research of new equipment and methods. Services vary from bulk Braille printing using IBM equipment to hand presses, manufactured Braille linotype machines to typewriters and hand punched boards, tape recordings to phonograph records with players
adapted for blind use. In essence, they produce almost every specialized material needed to make the blind self-sufficient.

The staff continues its efforts to make technological advances. One of the most far-reaching steps in this direction was the installation in 1963 of a 709-IEM computer for the production of Braille printing plates. For several years the IBM Corporation and the Printing House have been working together on the problems of machine translation of English Braille Grade 2. A new system has been worked out which gives much greater speed and eliminates more than two years of training of professional Braille-lists. Other general technological advances are under development.

As a private, non-profit corporation, the affairs of the Printing House are administered by a Board of Trustees consisting of seven citizens of Louisville, successors to the original incorporators. Additionally, all superintendents of schools for the blind and all chief state school officers are ex-officio members of the Board of Trustees for the administration of the Federal Act only. The paid executive staff consists of an Administrative Vice-President and General Manager and seven department heads.

Present Condition of the Site

The original site (1866-1883) for the Printing House was in the basement of the Main Costigan Building of the Kentucky School for the Blind. This imposing Greek Revival building was designed in 1855 by F. Costigan. All outer walls are of stuccoed brick with stone trim, except the first story of the main building on the
south elevation, which is of dressed stone, and is dominated by a
graceful Ionic portico. Its three domes are visible from many
points in Louisville. The character of the Printing House is that
of a purely philanthropic institution for serving the blind.

For at least seven years now the future of the building has
been in doubt. With the construction of newer and more functional
buildings for the school, the state has been considering razing
the building to make room for an additional two-story functional
building. The state feels that the old five-story building with
16 and 18 foot ceilings, with doors and windows at that scale, plus
open stair wells, cannot be safely used as a school and are aban­
donning it. Local preservation groups wish to save it, but have thus
far been unable to work out a plan for using and maintaining it.

The American Printing House moved to its present home at
1839 Frankfort Avenue in 1883. This building is now totally en­
compassed by a modern 140,000 square-foot brick building and a new
40,000 square-foot addition is under construction.

References: William C. Dabney, American Printing House for the Blind,
Inc., 1858-1961 - A Century of Service to the Blind, The Filson
Club History Quarterly, Vol. 36 (Louisville, 1962); Thomas S. McAloney,
et al., American Printing House for the Blind, History, Purposes,
Policies, &c. (Louisville, 1931); Ellwood P. Cubberley, Public Educa­
tion in the United States (Boston, 1934); The Courier-Journal, Louis­
ville, October 13, 1958.
"OVER EDGE," THE SUMMER HOME OF DANIEL COIT GILMAN, MAINE

Location: Northeast Harbor, Hancock County

Ownership: Mr. William Van Alen, Carroll, Grisdale and Van Alen, 6 Penn Center Plaza, Philadelphia, Pennsylvania

Significance

Daniel Coit Gilman, who built and summered at "Over Edge" for many years, made graduate education a recognized university responsibility in America. He created a precedent in emphasizing post-graduate study at the new Johns Hopkins University during the last quarter of the nineteenth century, and his success stimulated the rapid growth of post-graduate learning throughout America.

Gilman spent a lifetime in education. Born on July 7, 1831, in Norwich, Connecticut, he entered Yale College in 1848 and was graduated in 1852. He sailed to Europe in December, 1853, enjoyed two years there, and upon returning renewed his association with Yale. Gilman's especial interest lay in the Sheffield Scientific School, which he helped to plan and organize. He also became the school's librarian and secretary, as well as a professor of physical and political geography, upon its establishment. Furthermore, he also supported public education and accepted a position on the New Haven Board of Education. On December 4, 1861, he married Mary Ketcham (after her death in 1869, he married Elisabeth Dwight Wookey on June 13, 1877).

The young professor's attributes and abilities attracted attention elsewhere in the Nation. The University of Wisconsin offered him its presidency in 1867, but he refused the position, and in 1870,
he turned down the presidency of the University of California. When the latter school renewed its offer in 1872, he changed his mind and accepted the job.

In going to California, Gilman hoped to transform the relatively new state university into a great institution. He enunciated his hope in his inaugural address at Berkely, stressing the view that superior teaching was the greatest need of a university. But Gilman's high academic standards incurred the opposition of various groups in California, many people believing more in utilitarian courses than the liberal arts. After three years of turmoil, Gilman left to head the university established out of a bequest by the Baltimore merchant, Johns Hopkins.

In accepting the presidency of Johns Hopkins University on January 30, 1875, Gilman acquired a unique opportunity. The Hopkins bequest was large; the board of trustees gave him its complete confidence; and almost a half-century of thinking about post-graduate study stimulated broad support for his ideas.

Despite some German influence, Gilman's ideas for Johns Hopkins stemmed largely from the American educational experience and his own thought. The necessity of research ranked high in his mind. Through research, truth would be maintained. Furthermore, pure research would redound to the benefit of the Nation. Gilman thus elevated scientific truth to a pre-eminent position, as well as insisting that the findings of study would contribute to national progress. But research could not know any restrictions, and the new president stressed the neces-
sity of academic freedom. When the university opened, the professors concentrated on research in a fashion new in America and in a complete aura of freedom.

In keeping with his inaugural at the University of California in 1872, Gilman at Hopkins stressed the importance of teaching. He ranked teachers far above most other needs, and he spent much of his first year in his new position searching for excellent professors. Thus, when the institution opened, it numbered on its teaching staff an outstanding Greek scholar from the University of Virginia, a brilliant chemist from Williams College, and a promising young physicist from Rensselaer Polytechnic Institute. The support of the trustees is clearly shown by the fact that not one member of the original faculty came from Maryland.

Gilman had two other ideas that became embedded in Johns Hopkins. He insisted that good teachers needed good students. In order to attract bright young men, he created fellowships. Furthermore, the president insisted upon a non-sectarian character for Johns Hopkins. He felt that the quest for truth could not be fettered in any fashion, and therefore rejected any religious orientation. This point-of-view led to the elimination of prayer and the presence of Thomas Huxley at the university's opening ceremony.

Within a relatively short time after the opening of Johns Hopkins in 1876, the school exercised a national influence. By 1892, over 60 American higher educational institutions had three or more staff
members with degrees from Johns Hopkins. Moreover, the success of
Johns Hopkins stimulated many universities to develop post-graduate
work. Indeed, America's development of post-graduate study stems in
large part from Gilman's bold work at Johns Hopkins.

Gilman, having successfully established Johns Hopkins, retired in
1902. He engaged in several undertakings following his resignation,
serving as the president of the Carnegie Institution for three years,
for one thing. Various other activities engaged him after leaving
the Carnegie Corporation, until his death on October 13, 1908.

Present Condition of the Site
For almost the last twenty-five years of his life, Gilman spent the
summer months at Northeast Harbor. He and his family began going
there in 1886, first living at a small hotel. But he soon desired
his own summer home, and thus built "Over Edge," where he and his family
spent many happy summers.

"Over Edge" sits high on a bluff that overlooks Northeast Harbor. The
two-story shingled structure affords an excellent view of the harbor and
nearby islands, especially from the front veranda that is just to the
front of the living room. The latter room is a long and wide one, with
a bay window on the south and a fireplace on the north. Just east of the
fireplace is a door that leads into the dining room, an oval shaped room.
It also has a fireplace, which is enhanced by a mirror just above it.
The kitchen is just west of the dining room and is apparently the only room in the house that has been greatly altered. Some partitions in it have been removed in order to enlarge the kitchen.

There are quite a few bedrooms on the second floor. A large bedroom is above the dining room, and it, like the room below, has a porch. The third floor has additional bedrooms.

"Over Edge" is in excellent condition. Furthermore, it is by and large, the summer cottage that Gilman built and enjoyed for so many years.

The Peabody Museum of Salem, because it houses the collections of the Salem East Indian Marine Society that was established in 1799 and because it occupies the first building erected for the old society, possesses an unusual significance as an educational institution.

Twenty-two Salem captains met in Salem on August 31, 1799, and agreed to organize the Salem East India Marine Society. Only Salem masters who had sailed around the Cape of Good Hope could participate in the endeavor to carry out the society's three aims as incorporated in the association's articles of October 14, 1799. The first purpose was to aid the families of deceased members; the second, to collect information pertaining to navigation; and the third, to create a museum. Apropos the museum, special efforts were to be made to collect objects from the southwestern Pacific relating to Polynesia, Micronesia and Melanesia. On March 2, 1801, the society was incorporated.

The society immediately became a vigorous one. Annual dinners enlivened the society for its first 12 years, the dinners following a colorful procession through Salem's streets. On the more serious side, the organization undertook to formalize the collection of navigational information by issuing in 1801 blank forms for journals.
On January 4, 1804, Nathanael Bowditch became the Inspector of Journals, and while retaining the office until 1820 produced twelve volumes of journals. Those volumes include the histories of over a hundred voyages. While Bowditch received and prepared masters' journals, the society acquired innumerable museum objects. A catalog of them appeared in 1821 that listed 2,269 objects; and a new catalog in 1831 listed 4,299 accessions. The society also supported scientific expeditions, it early endorsing what is now known as the Wilkes Expedition.

Because it flourished, the society moved several times before erecting its own building. It originally occupied space at the corner of Essex and Washington Streets, but the rapid accession of objects forced it to move within three years to a bank building on Essex Street in 1804. Twenty years later the society built the East India Marine Hall and formally dedicated it on October 14, 1825, with the help of John Quincy Adams and other prominent men.

The decades following the occupancy of the new building cut short the early promise of the Salem East India Marine Society. Salem's commerce had so declined by 1850 that the decreasing number of members began to consider selling museum items in order to raise necessary funds. At this juncture, George Peabody, a wealthy expatriate, saved the situation. Through his generosity in 1868, a trust fund of $140,000 enabled a body that became known as the Peabody Academy of Science (changed to the present name in 1915) to purchase the society's collections and hall. At about the same time, the new organization bought the
ethnological and natural history collections of Salem's Essex Institute.

The Peabody Academy carried on the educational purposes of the Salem East India Marine Society. Concentrating on the maritime history of New England, Pacific and Japanese ethnology, and the natural history of Essex County, the organization expanded the collections and began to publish volumes concerned with its materials. The Peabody Museum of Salem continues in the same fashion today, remaining true to one of the basic purposes of the parent society.

Present Condition of the Site

The East India Marine Hall's exterior is essentially unchanged and its interior has been restored to its original condition. The architect of the two-story and gabled building that President Adams dedicated in 1825 is unknown. Whoever he was, he designed a handsome and dignified building. Approximately 100 feet long and 45 feet wide, the hall's Essex Street front is of granite, the sides and back of brick. The Hall's ground floor first housed businesses, and the names of the original occupants of the two sections of the first floor, the Asiatic Bank and Oriental Insurance Company, respectively, remain on granite blocks in the front facade.

Upon the demise of the founding society, the Peabody museum remodelled the interior of the structure. The building was closed between May, 1867, and May, 1869, and was formally dedicated on August 18, 1869. As a result of that alteration, the interior architectural
merit of the Hall was lost until a restoration occurred in 1943.

Today, as when first erected, the great hall on the second floor remains the building's outstanding room. Seven tall, arched, and well-proportioned windows fenestrate the Essex Street front of the building. They permit ample light to enter the room, as do five similar windows in the opposite wall. The original beautiful, striking chandeliers hang from the high ceiling and give the room an additional esthetic attribute. In this spacious and handsome hall numerous figureheads of sailing ships are displayed.

Throughout the other rooms of the original building and the additions to the building, there are numerous exhibits concerning the museum's fields of interest. Especially noteworthy are the displays that contain items from the collections of the Salem East India Marine Society. Important, too, are the resources of the museum's library, which has 2,300 volumes of manuscripts and 1,900 boxes of journals, account books, and log books relevant to the commercial history of Salem and its trade with the Far East, the Pacific Islands, and Africa.

The museum is open Monday through Saturday, 9:00 a.m. - 5:00 p.m.; Sunday, 2:00 - 5:00 p.m. (2:00 - 4:00 p.m., November 1 - March 1), and admission is free.

The Peabody Museum of Salem, Salem, Massachusetts

National Park Service Photo, 1965
LAC QUI PARLE INDIAN MISSION, MINNESOTA

Location: Lac Qui Parle State Park near Monte Video

Ownership: Minnesota Conservation Department, Centennial Office Building, St. Paul

Significance

The Lac Qui Parle Indian Mission, established by the Presbyterian Church in 1835, was one of the first Indian schools west of the Mississippi. It is noted for devising an alphabet and written language for the Sioux Indians and then producing a Sioux Bible, dictionary, textbooks and other writings for the Indians. This mission typifies early attempts to educate the Indian on the frontier. Lac Qui Parle is distinguished for their linguistic efforts.

Present Condition of the Site

Still extant is the original log cabin chapel and school constructed in 1835. This is the oldest surviving building, to our knowledge, in the category of Indian Mission schools. It has been restored by the Minnesota Conservation Department and the Lac Qui Parle County Historical Society. It is on property marked with other historical plaques in an area supervised by the Minnesota Conservation Department.

Lac Qui Parle Indian Mission, Lac Qui Parle State Park, Minnesota (Looking Northwest)

National Park Service Photo, 1965
VEBLEN FARMSTEAD, MINNESOTA

Location: 1 1/4 mile east, 1/4 mile north of Nerstrand, Rice Co.

Ownership: Mr. George Mach, Rt. #1, Nerstrand,

Significance

The Veblen home was built in 1855 by Thomas Veblen, father of Thorstein, American educator, sociologist, economist and writer. It is near Carleton College, Northfield, Minnesota where Thorstein received his undergraduate education. Thorstein began his graduate work at Johns Hopkins and finished a Ph.D. at Yale in 1884. Veblen's best known work was first published in 1899, Theory of the Leisure Class. His strong criticism of the educational system in the United States was published in 1918, The Higher Learning in America. There is currently no public iconography or architecture commemorating Veblen. In addition to his economic thought and writing, he taught at the University of Chicago, Stanford University, and the University of Missouri, Cornell, and the New School for Social Research. Veblen was born in 1857 and died in 1927.

Veblen was a giant among economic theorists. He had many disciples. "Veblen's was perhaps the most considerable and creative body of social thought America has produced." (DAB, p. 242) He weakened the hold of neo-classical economics and established the realistic, "institutional" approach.

Present Condition of the Site

The frame house built by Thorstein's father is still extant and is
used by the George Mach family. It is about to fall apart and is in disgraceful condition. The residents have not painted or repaired it.

Veblen Farmstead, Nerstrand, Minnesota (Looking Southwest)

National Park Service Photo, 1965
**COLUMNS, UNIVERSITY OF MISSOURI, MISSOURI**

**Location:** Central Campus, University of Missouri, Columbia

**Ownership:** University of Missouri, Dr. Elmer Ellis, President

**Significance**

The six ionic columns which upheld the portico of the original building for the University of Missouri are the traditional symbols of the University. They symbolize the first state university established in the Lousiana Purchase territory. They also commemorate the institution at which was founded the first separate School of Journalism in the world. It was the first complete division of any university in the world to devote itself to education for journalism founded on an equal status with other professional schools of the University.

**Present Condition of the Site**

These six Ionic columns upheld the portico of Academic Hall, the first building of the University. The three-story building was completed in 1843 but destroyed by fire in 1892. The columns remain as the traditional symbol of the University.

Ionic Columns, University of Missouri, Columbia, Missouri

National Park Service Photo, 1965
DES PERES SCHOOL, MISSOURI

Location: 6307 Michigan Avenue at Iron Street, St. Louis

Ownership: Cook Inc. (Food Store), (same address)

Significance

It was in St. Louis in September, 1873, that the public school system of kindergarten was established in Missouri and it was from the success of this experiment that public schools kindergartens were established elsewhere in the United States. The first kindergarten was held in Des Peres School by Susan Blow, a native of St. Louis. By 1880 the kindergarten became a part of public school education in most large cities. It was later adopted in Canada and recognized internationally.

The building is intact, the interior still possessing blackboards and a portrait of Susan Blow painted on one wall. It is used for minor grocery storage.

Present Condition of the Site

The school building is intact and in good condition. The interior rooms still have original chalk boards on the walls, and one room displays an oil portrait of Susan Blow. Cook Food Stores uses the basement for minor grocery storage and the second floor for their administrative offices. The school is a red brick structure.

ENRIGHT MIDDLE SCHOOL, MISSOURI

Location: 5351 Enright, St. Louis

Ownership: St. Louis Board of Education, Building Department, 911 Locust St.

Significance

One of the first special purpose schools in the United States was the first manual training high school developed by Prof. Calvin M. Woodward of Washington University in St. Louis. Students in Woodward's school were to divide their working hours, as nearly as possible, equally between mental and manual labor. Woodward, as originator and director of the St. Louis Manual Training School opened in 1880, accomplished his most important work. This school became a leading educational experiment of the time and was the model for similar schools quickly established in other cities.

Present Condition of the Site

This school building has been in continuous use as such since Woodward established the Manual Training High School. It is in good condition and is still used as a school.

Enright Middle School, 5351 Enright, St. Louis, Missouri (Rear of School)

National Park Service Photo, 1965
THE ROSATI CABIN, MISSOURI

Location: Campus, St. Mary's Seminary, Perryville,

Ownership: St. Mary's Seminary, The Very Reverend Edward F. Riley, Academic Dean (same address)

Significance

Father Rosati's cabin was the first structure erected at St. Mary's College and Seminary in 1818. It represents the first institution of higher learning west of the Mississippi. St. Mary's was the first college incorporated by Missouri (1822) and the first empowered to grant higher degrees (1830). From the beginning lay students were admitted together with candidates for the priesthood. The School was established primarily for the training for the priesthood, but secular courses were also offered and many Protestant young men were educated there until the collegiate department was removed to Cape Girardeau in 1843.

The seminary library also contains one of the best rare book collections in the country. There is a collection of over 800 volumes of Americans first editions from Colonial times to the present—many inscribed by America's greatest writers. Some 11th century manuscripts, an entire Gospel from the Guttenberg Bible, a first edition of the King James Bible, and a Coverdale New Testament of 1538 complement a hugh collection of incunabula.

St. Mary's still includes a liberal arts college for the preparation of the candidates for the priesthood. As the first institution of higher learning west of the Mississippi it is worthy of recognition. This fact is complemented by the outstanding museum and libraries on the campus. Bishop
Rosati's cabin, preserved since 1818, represents the school. The cabin is protected by a rock canopy.

Present Condition of the Site

A small log cabin built in 1818 by Father Rosati, this structure was used as a chapel, sacristy, and classroom by St. Mary's College and Seminary. It has been restored and is in excellent condition. It is protected by a stone canopy. The interior is furnished as a small prayer room.

Rosati Cabin, St. Mary's Seminary (Looking West) Perryville, Missouri

National Park Service Photo, 1965
FIRST SITE OF FATHER FLANAGAN'S BOYS TOWN, NEBRASKA

Location: 25th and Dodge Streets, Omaha

Ownership: Mercer Realty Co., 2509 Dodge St., Omaha

Significance

Boys Town, a nationally known home and school for homeless, abandoned neglected and under-privileged boys, was founded by Father Flanagan on December 10, 1917 in this building at 25th and Dodge Streets. The Home was started with five boys, three from the juvenile court and two homeless newsboys. In a short time these quarters became crowded and Father Flanagan purchased 160 acres ten miles west of Omaha, the present location of Boys Town.

Boys Town has cared for over 9,000 boys. Currently it has facilities for nine hundred boys, 500 of high school age and 400 in grade school.

Father Flanagan was born July 13, 1886, Roscommon, Ireland. His entire life was dedicated to juvenile rehabilitation and he was recognized by many national organizations and the federal government for his work.

Present Condition of the Site

This building is owned by the Mercer Realty Company, which uses it for offices. It is a brick building showing need of care and repair.

References: Boys Town Staff, "Facts About Boys Town"; Current Biography 1941 (New York, 1941) 285-287; Fulton Cursler, Father Flanagan of Boys Town (Garden City, New York, 1949).
Original Site of Father Flanagan's Boys Town, 2509 Dodge, Omaha, Nebraska
(Looking North)

National Park Service Photo, 1965
Location: State Highway 4, 5 miles w. of Beatrice, Gage County

Ownership: Gage County School District #21, Superintendent, Scotts Bluff Natl. Mon.

Significance

Nebraska's first homesteader, Daniel Freeman, was intimately involved in the affairs of the Freeman brick school. He initiated a "Bible reading" suit in 1899 which focused attention on the school. Freeman school stands today as the oldest one-room school house still used in the state of Nebraska. It would serve as a representative of these little bastions of knowledge that once dotted the countryside. The National Park Service should preserve a one-room school as part of the national heritage. Freeman school would also add to the interpretive program of Homestead National Monument, which attempts to tell a segment of the entire story of westward expansion. The school was one of the key institutions on the frontier and often the hub of social and political activities in the community.

Present Condition of the Site

This school stands today as the oldest one-room schoolhouse still used in the state of Nebraska. It is a brick structure in average condition—not falling apart but in need of some repair.

References: National Park Service Special Report on Freeman School, being prepared as of June 1965.
Freeman School, Beatrice, Nebraska (Looking West)

National Park Service Photo, 1965
ZION LUTHERAN PAROCHIAL SCHOOL, NEBRASKA

Location: 2 miles east, 2 miles north of Hampton

Ownership: Mr. Bartell Baach (same address)

Significance

During the post World War I period, intolerance of things foreign especially German, created a fanatic purge of many helpless individuals. One Nebraskan who was almost victimized was Robert T. Meyer, a teacher at Zion Parochial School. He was arrested under a Nebraska law that made it illegal to teach in or about a foreign language below the eighth grade. In the attempt to combat all alien influences, the law would have also been detrimental to all schools that used any language besides English even though it was directed against German elements. Meyers case went to the U.S. Supreme Court (Meyer v. Nebr.), which declared the law to be an unconstitutional interference with the right of a foreign language teacher to teach. In effect the law prevented the destruction of foreign language instruction and also protected private and parochial schools, the popularity of which often depended upon their use of language suited to the ethnic origin of their students. Zion school commemorates this landmark case known as the "Freedom of Education" decision.

Present Condition of the Site

The frame schoolhouse is now used as a farm supply shed. It is in good condition and has been kept repaired and intact.

CHAUTAUQUA INSTITUTION, NEW YORK

Location: Chatauqua, Chautauqua County

Ownership: Chautauqua Institution, Mr. Walter C. Shaw, Jr., Chairman, Board of Trustees (same address)

Significance

The American thirst for education is dramatically highlighted by the rise and astounding influence of the Chautauqua Institution, on Lake Chautauqua, New York. Originally a movement to perfect Christian education, Chautauqua rapidly embraced the whole of learning. Aside from helping and stimulating the thousands who availed themselves of the Chautauqua program, the institution on Lake Chautauqua inspired hundreds of imitators. Chautauqua's impact upon the Nation may never be specifically delineated, but there is no doubt that the movement generally benefited the Country by contributing to the democratization of learning.

Two men, one a Methodist minister and the other a pious business man, created Chautauqua. The minister, John Heyl Vincent, had become a licensed Methodist preacher at 18 and an elder in the church at 25. Vincent's duties soon made him aware of the inadequacies of Sunday school teaching. And as he believed that the basis of a religious life rested on what one learned as a child, he determined to improve the quality of Sunday schools. He instituted a program whereby he trained Sunday school teachers during the summer and around 1864 created a correspondence course for the teachers. Not completely
satisfied with the preceding, Vincent decided to organize a summer school at which teachers could assemble for a two weeks' course. A wealthy friend of Vincent's, Lewis Miller, of Akron, Ohio, immediately responded to that idea when Vincent informed him of his plan.

Miller, a very religious individual and a Sunday school teacher, also appreciated the value of education in general. He believed that all knowledge, Godly and secular, should be promoted for the benefit of the American democracy. The restriction of learning to a minority disturbed him because he believed that every individual should have the opportunity to learn.

Miller and Vincent thus collaborated in 1874 to inaugurate Chautauqua. Miller, a trustee of a defunct Methodist camp meeting at Fair Port, on Lake Chautauqua, New York, suggested that the school be held there. Furthermore, he would spend his vacation supervising the students. Vincent demurred at first, not wanting to have anything to do with the camp revival idea. But he finally accepted Miller's suggestion, and the Sunday School Teachers' Assembly opened on August 12, 1874. The assembly lasted for 16 days, numbered 40 young women and men as participants, and charged each student $6 for the course. The success of the initial session inspired subsequent schools at the same site and the expansion of the curriculum.

The curriculum, as time passed, became increasingly secular. Chautauqua also lost its denominational character as the courses offered rapidly multiplied and as speakers, orthodox or not, appeared with increasing frequency. The broader its point-of-view, the more
popular Chautauqua became and the two weeks gradually expanded into two months. Numerous buildings were erected to house those who flocked to the Lake to enjoy a happy combination of learning and leisure.

Vincent soon transformed Chautauqua from just a summer program into a year-round activity. He organized the Chautauqua Literary and Scientific Circle in 1878, a four-year course in home study. Further developments followed rapidly, the State chartering the Chautauqua School of Theology in 1881, and authorizing Chautauqua University to issue diplomas and award degrees in 1883. Vincent created the Chautauqua Press and the 1885 catalog included 93 titles. The volumes issued by the press were paperbacks, probably the first in the country.

Miller and Vincent's amazingly successful innovation inspired a legion of imitators. Most of the spawn were "Tent Chautauquas," presenting their literary and learned fare in one town and then moving to the next village. Around 1900, some 200 imitators existed.

The development of the automobile, the expansion of academic opportunity, and the rise of radio contributed to the demise of the broad Chautauqua movement. But the original Chautauqua persists, although the institution's educational program is now restricted to the summer. Nevertheless, Chautauqua remains a significant landmark in the growth of educational opportunity in America.
Present Condition of the Site

The Chautauqua Institution sits on the south shore of Lake Chautauqua. A great many residences, as well as public buildings, are included in the community. During the summer, the settlement is thronged with families who enjoy both the educational opportunities proffered and the natural beauty of the area.

There are several early buildings of special significance at Chautauqua. The most important, despite some remodelling, is the Lewis Miller Cottage that fronts on Miller Park and overlooks Lake Chautauqua. Lewis Miller, the co-founder of Chautauqua, brought the prefabricated cottage from Akron, Ohio, and erected it on its present site in 1875. In addition to living there with his family of eleven children for many years, Miller entertained many prominent visitors to Chautauqua, President Ulysses S. Grant being one of them.

Resembling a Swiss chalet, the cottage is a two-story, gabled roof, wooden building that is painted grey, with green trim. A front porch with a low railing is complemented by a second-story balcony. On the first floor, a wide front door is balanced by a high window on either side. Double windows sit above those windows. A wing projects off to the right as one faces the house.

When remodelled in 1922, some alterations occurred both outside and inside. The balcony, which originally carried around on a side, was removed, except for the section in front and a small section on the left of the building. Inside, the first floor's several rooms were
made into one large room. Upstairs, several bedrooms were created out of what had been used as a women's dormitory. Also, some contiguous buildings on the outside were torn down and gardens were created in their stead.

In addition to the Lewis Miller Cottage, the Athenaeum Hotel, Pioneer Hall, and Octagon House also date from the early years of Chautauqua. The hotel was begun in 1881 and completed in 1883. Facing Lake Chautauqua, the three-story hotel and its spacious, high-columned veranda reflect the ease of an earlier era. The building has not been radically altered since its construction, the erection of a 48-room annex in 1924 being the greatest change. Two other 1885 structures are Pioneer Hall and the Octagon House, both of which appear as they did when built. All of these buildings are still in use.

Because the Lewis Miller Cottage was the house of one of the two founders of Chautauqua and because it is essentially the same structure as it was when erected, it is recommended that it would be a suitable location for the Landmark plaque, if Chautauqua is classified. The great granddaughter of Miller, Mrs. E.T. Arn, owns and occupies the building.

The Lewis Miller Cottage, Chautauqua, New York

National Park Service Photo, 1965
MORRILL HALL, CORNELL UNIVERSITY, NEW YORK

Location: Ithaca, Tompkins County

Ownership: Cornell University, President James A. Perkins
(same address)

Significance

When the first students walked into Morrill Hall at the opening of Cornell University in 1863, a revolution in American higher education began. For the first time, a university offered training in the various fields of learning on the basis of equality among the disciplines. The concept behind the program became known as the "Cornell Idea", and it sought to prepare students for useful careers in the complex society that emerged after 1865. The success of the "Cornell Idea" raised Cornell University to a commanding position among state universities and to an influential position in American higher education in general.

Cornell University owed its existence to the intellectual and financial generosity of Ezra Cornell. A self-made and wealthy man by 1862, Cornell knew how difficult it was for poor boys to obtain a good education. In particular, he realized that training even in agriculture and the trades was largely beyond the reach of poorer youths. When the Morrill Act of 1862 was passed, Cornell instantly comprehended that the purpose of the land-grant law coincided with his own thoughts. Moreover, the act inspired him to contemplate practical means of bettering educational opportunity.

About two years later, Cornell met and became a friend of Andrew D. White. Both men held seats in the New York Senate, White being the
chairman of the committee on education, Cornell the chairman of the committee on agriculture. White was a scholar and deeply interested in education. When he learned of Cornell's plan to give $500,000 towards founding a university if the State would grant the institution New York's share of Federal lands stemming from the Morrill Act of 1862, he vigorously supported the scheme. After much debate, the legislature accepted Cornell's largess, chartered Cornell University in 1865, and conferred on it the State's land grant.

Because of his close association with Cornell, White became president of the new university and largely devised its academic point-of-view. White's educational philosophy rested on the idea that democracy depended upon educated citizens. Although more learned than Cornell, both he and the founder basically agreed that education should benefit as many citizens as possible, and thus the Nation in the greatest possible degree. Cornell had originally conceived of a school to train tradesmen, but White gradually converted him to the idea of a university to offer as broad an education as possible for the "captains in the army of industry."

The essence of White's hopes for Cornell University still invigorates the plan of organization that he presented to the Board of Trustees on October 21, 1866. He asserted in the report that subjects requiring the same amount of study and effort should be recognized as peers; that in the liberal arts such courses as history, political science, and modern literature should rank with Latin, Greek, and mathematics; and that undergraduates should be able to elect courses. These principles foreshadowed a new day in college education, stressing as they did an equality in courses and personal development.
From the day White delivered his inaugural address in 1868, he devoted himself to the advancement of the University. A record initial group of 412 students began the first academic year, White having rejected 50 applicants. There were 17 resident professors and 16 non-resident scholars to instruct the students. Three years later, in 1871, a freshman class of over 250 began at Cornell, the largest freshman class in the history of American education. Furthermore, the University's total enrollment surpassed that of any other three colleges in New York.

In administering Cornell, White adhered to his basic concepts. He sought the best teachers. Many stimulating professors thus taught at Cornell, such as the linguistic genius, Daniel Willard Fiske, who authored *Chess in Iceland* and *An Egyptian Alphabet for the Egyptian People*; and Isaac Roberts, who was appointed to the Department of Agriculture in 1874 and has been called the "Father of Agricultural Science in America." An advocate of sectarianism, White opposed any religious orientation of the University. That position aroused the enmity of some outside the institution, and his popularity was not bolstered when some students formed the Cornell Young Men's Heathen Association. A believer in female education, White supported the introduction of co-education at Cornell. In 1886, the University granted the world's first doctorate in electrical engineering.

Besides offering its students a broad spectrum of courses, Cornell attempted to cooperate with the public schools. Outstanding in this
respect was its work in promoting nature study. Through teachers lecturing in schools and the distribution of helpful leaflets, the University created an effective relationship between itself and the farming population. Liberty Hyde Bailey's essay, *The Nature Study Idea* (1903), exemplified this aspect of the University's work.

Both White and Cornell have long since died. Nevertheless, the institution they created played a major role in the democratization of American college education. And the impact of that accomplishment remains with us today.

**Present Condition of the Site**

Morrill Hall stands at the south west corner of the campus and was first known as Building No. 1, or South University Building. The University named it after Justin S. Morrill, the author of the Morrill Land Grant Act of 1862, in 1883.

The building is a solid structure that looks as if it will endure for all time. Begun in 1866 and completed in 1868, Morrill Hall is a four-story building that is made of bluestone that was quarried on the campus. It was designed by Henry J. Wilcox, of Buffalo, and cost $70,111.25. The central section of the building is slightly recessed, which breaks what would have been a very monotonous front. The main doorway has a companion in the middle of either wing. The first three floors have a large number of tall, arched windows, each with a keystone at its top. A Mansard covers the top of the building, and dormer windows project from the roof. Two massive stone chimneys rise from either side of the central section. Just beneath the roof
line is a bold and heavy cornice.

The interior of the building, unlike the exterior, has been somewhat changed since 1868, but its basic integrity has not been altered. Upon entering the center door, one is immediately confronted by the main stairway, which leads to the fourth floor. Originally, the structure served as a combination dormitory, classroom, and administration building. Today, Morrill Hall is used by the Department of Modern Languages and the Department of Psychology.

Despite an early Cornell professor's statement that the building, plus some other early structures, could only be improved by dynamiting them, Morrill Hall exemplifies that thought that Cornell and White created an institution that was to be as enduring as that solid stone edifice.

Morrill Hall, Cornell University, Ithaca, New York.

Courtesy, Cornell University
THE NEW YORK PUBLIC LIBRARY, NEW YORK

Location: Fifth Avenue and 42nd Street, New York

Ownership: Board of Trustees, Mr. Gilbert W. Chapman, President (same address)

Significance

The New York Public Library is one of the Nation's major libraries. Its extensive and invaluable manuscript and rare book collections, plus some 7,000,000 volumes for general use, make it an almost unrivaled center of study and research in the United States.

The Library traces its ancestry back to the philanthropy of three wealthy New Yorkers. John Jacob Astor, albeit unknowingly, took the first action that eventually culminated in the creation of the New York Public Library when in 1838 he decided to leave the City of New York $350,000 and a piece of ground for a public library. A year later, he increased the sum of money to $400,000. Following Astor's death in March, 1848, the trustees of the fund decided to build the Library on the east side of Lafayette Place and to call it the Astor Library. A competition for a suitable design produced a winning plan, finally adopted on December 10, 1849, and the cornerstone was laid on March 14, 1850. When opened on January 9, 1854, the library occupied a Byzantine style building and owned between 80 to 90,000 volumes. The books alone had cost about $1,000,000.

In the succeeding decades, the Astor Library greatly expanded but remained difficult to use. Apropos its growth, the building had two
additions by 1879 and 225,477 volumes by 1895. Its books made the
Astor one of America's major libraries, but the library so restricted
readers that the institution alienated the public. No books could
be borrowed; and the librarians discouraged any but well-to-do indi­
viduals from visiting the library.

While the Astor Library grew and discouraged the general reader,
another rich New York citizen, James Lenox, created a new library.
Lenox's affluence enabled him to retire from business in 1845 and to
devote himself to book collecting. A shrewd bookman, he gathered up
the works of Milton, Shakespeare, and Bunyan. He also specialized
in Americana, and bought, among other things, the famous Bay Psalm
Book. Ten years before his death in February, 1880, Lenox founded
the Lenox Library, conveying to its trustees $7000,000 worth of stocks
and bonds and a plot of ground on Fifth Avenue, between 70th and 71st
Streets. When the building was opened on January 15, 1877, most of
Lenox's collections had been transferred to it.

New York City had a magnificent new library, but admission, as at
the Astor Library, was difficult to obtain. Even after admission
tickets had been abandoned in 1887, only scholars could use the in­
stitution's books. That restrictive policy did not go unnoticed. A
cartoon that appeared in Life, January 17, 1884, shows the library
as a beleaguered fortress, with bodies of would-be users lying around the
building.

The public benefactions of Astor and Lenox were duplicated by Samuel
Jones Tilden, an eminent politician, in his creation of the Tilden Trust. Upon his death in August, 1886, he left the city a library of about 20,000 volumes and an endowment of some $2,000,000. The sum of money became involved in litigation, which only ended in March, 1892, and resulted in a substantial decrease concerning the amount finally received by the city.

Even before litigation over the Tilden Trust had been concluded, a movement had developed that contemplated the consolidation of the Astor, Lenox, and Tilden Trusts. Although ample when given, neither the Astor nor Lenox Trusts provided sufficient income for their respective libraries by the 1890's. New York had grown within fifty years from 500,000 to 20,000,000 people, and neither library, even as restrictive as they were, could properly serve their users. Supported by prominent men in the city, the consolidation movement rapidly advanced. On May 23, 1895, the consolidation of the trusts occurred, which resulted in the creation of the New York Public Library, Astor, Lenox and Tilden Foundations--The Reference Department. In 1901, as the result of a gift by Andrew Carnegie, the New York Public Library consolidated with ten independent circulation libraries to form the Circulation Department.

The consolidation was a major achievement, but the new library needed a building. Negotiations with the city resulted in an agreement on December 8, 1897, whereby the City agreed to erect a library building and the library agreed to establish a free circulating library and a free circulating branch.
Little time was lost after the agreement with the city in beginning work on the new building. A design by the firm of Carrèrè and Hastings was accepted on November 11, 1897, and the demolition of the Croton Reservoir, the site for the library, began on June 2, 1899. The completed building was formally opened on May 23, 1911, having cost $9,002,523.09, or about eighty-seven cents a cubic foot.

Since the New York Public Library's opening in 1911, it has become one of America's leading cultural institutions. Open to all, general readers and scholars from throughout the United States have benefited from the generosity of Astor, Lenox, Tilden, and the City of New York.

**Present Condition of the Site**

The handsome and monumental library building sits some distance back from Fifth Avenue. At the top of a flight of steps from the sidewalk sit two stone lions, and just beyond them a flight of stairs leads up to the triple-arched and Corinthian-columned main entrance. A spacious hallway lies behind the entrance, with a handsome stairway at its north and south ends. Two flights up and at the back of the building is the main reading room.

The main reading room is one of America's most heavily used rooms. It covers half an acre, being two blocks long, and is fifty feet high. There are sufficient spaces at the reading tables to seat almost 800 people. Open shelves border the walls and they contain some 20,000 reference works, which the reader may use himself. Other volumes are obtained by filing requests in the Public Catalog Room. Some eighty miles of shelves hold the remainder of the library's volumes.
Just outside of the main reading room is the public catalog. The heart of the library, the catalog contains 10,000,000 index cards for the Reference Department's 4,000,000 volumes.

Twenty-one specialized reading rooms supplement the main reading room. The reading room for American History, for example, is at the south end of the main reading room and there the reader may obtain special works on America. A specialized room of major interest is the manuscript room, which contains some of the great collections of Americana.

The library is open every day of the year, 9:00 a.m. to 10:00 p.m. Monday - Saturday, 1:00 p.m. to 10:00 p.m. Sunday.

The architect's drawing and earliest known picture of the New York Public Library

Courtesy, New York Public Library
The library under construction, July 1, 1905

Courtesy, New York Public Library
The New York Public Library today

Courtesy, New York Public Library
THE WILLIAM HOLMES MCGUFFEY HOUSE, OHIO

Location: 401 East Spring Street, Oxford, Butler County

Ownership: Miami University, President John D. Millett, Oxford

Significance

William Holmes McGuffey, while living in his Miami, Ohio, house between 1833-1836, wrote the first of the redoubtable McGuffey Eclectic Readers. It has been estimated that over 122,000,000 copies of the Readers have been purchased from the day they first appeared. The astounding figure alone testifies to the influence those volumes have had in the Nation.

Born near Claysville, Pennsylvania, on September 23, 1800, McGuffey's family moved to near Youngstown, Ohio, in 1802. There he spent the next sixteen years. His mother tutored him, as did the minister of the Presbyterian Church in Youngstown. In 1818, he matriculated at a school in Darlington, Pennsylvania; and from there entered Washington College, from which he was graduated in 1826.

Having received his degree, the compactly built and devout McGuffey devoted the rest of his life to education. He assumed a professorship of languages at Miami University, Miami, Ohio, in 1826. Shortly after arriving in Miami, he married Harriet Spining, by whom he had five children. He remained in Miami until 1836, when he resigned as the head of the department of moral philosophy, which he had come to head in 1832, in order to accept the presidency of Cincinnati College, Cincinnati. Ohio University elicited McGuffey to its presidency on September 17, 1839, and he held that position until 1843. About two years
after departing from Athens, McGuffey became the professor of moral philosophy at the University of Virginia. By the time of his death on May 4, 1873, McGuffey had become the University's ranking professor.

McGuffey's fame stems not from his classroom lectures in college, but from his readers for children, the first four of which he compiled in his Spring Street House. He published a brief volume, Method of Reading, prior to 1833, and in 1836 a Cincinnati publishing house contracted with McGuffey to produce a series of children's readers. It was this series that made his name common. The First Reader appeared in 1836, as did the Second Reader; and the Third and Fourth Readers came out in 1837. Subsequent revision of the books improved them and increased their popularity. In 1851 a Fifth Reader was published, and in 1857 a Sixth Reader. The series was completely revised in 1879; and changes continued to be made until 1920.

Several factors contributed to the popularity of the books. First, a need existed for a well-written and interesting series of readers for children when McGuffey's volumes first appeared. Second, the books taught by employing the social, economic, and political ideals then current and popular for decades to come. Admonitions about thrift, hard work, and patriotism, as well as many other virtues and ideals, appeared on almost every page. Third, the original publisher, and his successors, promoted the readers with vigor and intelligence. Although McGuffey's poor business talent prevented him from making a fortune, the Readers' publishers recognized their commercial value and availed themselves of every opportunity to increase their use.

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Perhaps the leading reason for the success of the Readers was that McGuffey had written an excellent series. The books' material appealed to the mind of the child. Abstract ideas had been ignored, and the child could recognize and understand the realistic situations and scenes that were presented. And as the material was not parochial, but wide ranging in nature, the child's interest was further sustained. Furthermore, McGuffey set a precedent in his copious use of pictures. Never before had children's text books been so profusely illustrated. Moreover, simple, direct writing supported all of the preceding. McGuffey's presentation of easily grasped ideas in quick succession, his stress of the basic points in description, and his stimulation of the imagination initiated a quick response in his young readers.

Present Condition of the Site

The McGuffey House is a two-story brick structure that has been altered since McGuffey lived there. During McGuffey's occupancy, the building's main entrance was on the east side, now it is on the north. Moreover, the porch on the east side has been enclosed on the second floor, whereas it was open between 1833-36. In 1855, a two-story wing, containing a room on each floor, was added at the southwest side of the house.

Various changes have also occurred inside the McGuffey house. The hallway now contains a stairway to the second floor which it did not when the house was built. Just to the west from the present front entrance is the parlor, which is entered by passing through an arched opening that has replaced the normal doorway of McGuffey's era. The
room is nicely proportioned and has two windows in front and one on the side. The present mantle for the fireplace, a handsome Adam one, is not the original mantelpiece. The dining room adjoins the parlor and the kitchen the dining room. The kitchen has been modernized.

Less change has evidently taken place on the second floor. McGuffey's bedroom is over the parlor. It still has its original mantle, a marble-ized iron one. Behind the front bedroom is another, which also contains its original mantle and the original floors.

Miami University recently restored the house and uses it as a museum to honor McGuffey.

Most of the furnishings are period pieces, there being only a few McGuffey articles in the house. One of the most interesting of them is McGuffey's octagonal table, on which he wrote his readers. The octagonal table is in the first-floor room of the 1855 wing, as is McGuffey's secretary and a large collection of the Readers.

The McGuffey House is open throughout the year, except in August, on Saturday, 9:00-11:00, 2:00-4:30, Sunday, 2:00-4:30, and Tuesday, 2:00-4:30. There is no admission.

The William Holmes Mc Guffey House (left foreground), Oxford, Ohio, circa 1875. Mc Guffey occupied the small house behind the larger building during the latter's construction.

Courtesy Miami University

National Park Service Photo, 1965
Location: Cherokee County, at Tahlequah and Park Hill

Ownership: Ruins of the first Seminary are in a fenced 3-acre plot owned by the State of Oklahoma and supervised by the Oklahoma Historical Society; the second Seminary is incorporated in Northeastern State College.

Significance

Context for evaluating the historical significance of the national academies and seminaries established by the Five Civilized Tribes in Indian Territory is presented in the site description for Wheelock Academy, the archetype for these institutions. The Cherokee National Female Seminary is recommended for "exceptional value," in addition to Wheelock Academy, for two specific reasons:

(1) because the historic structure commemorating this institution is extremely impressive--thus forcefully illustrating the extent of the Cherokee commitment to education, and is a well-maintained building in current use--thus promising longevity as an historic site; and

(2) because the Cherokee school system, though similar in purpose to those of the other Civilized Tribes, was distinct in terms of administration, being operated directly by the tribe with no missionary intermediaries.

1 Because of Wheelock's historical priority and to avoid a redundancy otherwise dictated by the peculiarities of our alphabet this context is not repeated here. It is suggested that the Wheelock site description (p. 2) be read before this one, which is written on the assumption that this suggestion will be followed.
The Cherokee National Female and Male Seminaries represent the full flowering of the tribal school systems in Indian Territory. Located south of the Cherokee Capital of Tahlequah, they were housed in identical buildings of Classical style completed in 1850. These handsome 3-story brick structures with columned brick porticos were easily the most impressive architectural achievements in Indian Territory. Beyond mere size and beauty, however, they symbolized the Cherokee people's deep commitment to academic education. Under the direct management of trustees empowered by the Cherokee Education Act of 1847 and appointed by the Tribal Council, these seminaries attained an academic excellence that in the early years was unmatched by any other schools west of the Mississippi -- white, Indian, or otherwise. A broad curriculum included the classical subjects, modern languages, and also the scientific disciplines—botany, chemistry, physics, physiology, and zoology. This at a time when a slate board and a McGuffey Reader sufficed on most frontiers! Regularly the Tribal Council sent committees back East to recruit teachers, who responded mainly from Mount Holyoke, Dartmouth, and Princeton—and also Vassar and Cornell. In addition to their functional role in producing educated citizens, the seminaries instilled justifiable pride in the Cherokees, a matter of deep significance to a people in the throes of acculturation and only recently dispossessed of its landed heritage.

1 The Male Seminary, located just southwest of Tahlequah, burned in 1910. The writer was unable to locate any remains.
Except for a hiatus during the Civil War, the seminaries were in continuous operation from 1851 until 1910, at which time they were combined into what is now Northeastern State College, Tahlequah. The Female Seminary at Park Hill burned in 1887. Undaunted, the Cherokees in 1888 built a second, even larger school for their girls, now the Administration Building of Northeastern State College. It was after the Male Seminary burned in 1910 that the two schools were combined.

Present Condition of the Site

Remains of the Male Seminary have evidently vanished. Evocative ruins of the first Female Seminary--vine-clad columns and overgrown wall and foundation remains--can be seen at Park Hill. The second Female Seminary--a fine Victorian structure pictured in the accompanying photo--dominates the Northeastern State College campus. Should the recommendation for "exceptional value" be confirmed, this building would meet the historian's criteria for Landmark status. At the entrance to the campus are two commemorative columns made from bricks of the original seminaries.

References:  Grant Foreman, Advancing the Frontier (Norman, 1933); idem, The Five Civilized Tribes (Norman, 1934); Ida Wetzel Tinnin, "Educational and Cultural Influence of the Cherokee Seminaries," Chronicles of Oklahoma, XXXVII; Muriel H. Wright, A guide to the Indian Tribes of Oklahoma (Norman, 1951); idem, The Story of Oklahoma (Oklahoma City, 1930); Althea Bass, Cherokee Messenger (Norman, 1936).
The Cherokee National Male Seminary near Tahlequah, Oklahoma

National Park Service Photo. 1965
These two columns on the campus of Northeastern State College commemorate and are made of bricks from the original Cherokee National Female Seminary (L) and Male Seminary (R). These identical structures, built in 1850, were 3-story brick with columned porticos in a modified Greek Revival style. They were the finest architectural expressions in Indian Territory.

National Park Service Photo, 1965
Ruins of the original Cherokee National Female Seminary at Park Hill, south of Tahlequah. This structure burned in 1887; the identical Male Seminary nearby burned in 1910 and is marked by similar remains.

National Park Service Photo, 1965
Now the Administration Building of Northeastern State College in Tahlequah, Oklahoma, this fine Victorian structure was built by the Cherokee Nation in 1888 to house the Cherokee National Female Seminary, whose original home at Park Hill burned in 1887.

National Park Service Photo, 1965
SEQUOYAH'S CABIN, OKLAHOMA

Location: Sequoyah County, 7 miles east of U.S. 59 on State Route 101

Ownership: Sequoyah's Cabin State Park is owned by the State of Oklahoma and operated by the Oklahoma Planning and Resources Board

Significance

By his invention of the 85-character Cherokee syllabic alphabet, Sequoyah gave to his Nation—and, by example, to the other Civilized Tribes—the gift of literacy. Before Sequoyah, the Indians had viewed as witchcraft the white man's written records. After Sequoyah, they achieved the ability to construct constitutions and to govern themselves according to civilized standards. Once the Indians became literate in their own tongues, they more easily became literate in English. Their early commitment to academic education attests their quick realization of the benefits and the power of the written word. Because Sequoyah's syllabary could be learned in a matter of days (it was not a foreign language but a phonetic rendition of the Cherokee's own spoken tongue), the tribe mastered it almost overnight. Similar renditions of the tongues of the other Civilized Tribes followed quickly—often resulting from teamwork between the Indians and their missionaries. The laws of the tribes were printed. By 1828 the first Indian newspaper had been founded—The Cherokee Phoenix—its columns printed in both English and Cherokee. The mission presses—notably Rev. Samuel A. Worcester's Park Hill Press—used this same parallel column technique, only that made news and literature
available both to the older generations fluent only in the mother tongue and to youngsters schooled in English. Thus in a few short years after Sequoyah's invention all of the Civilized Tribes in all their generations could read and write. The effects of this metamorphosis from "savagery" to mastery of civilization's single most important attribute—a written language—ramified into every phase of society: education, government, business— but especially education. It was largely the impetus of this sudden literacy that impelled the Five Tribes to their outpouring of money and effort for schools and academies.

Beyond the direct benefits of Sequoyah's invention to the Five Tribes, his syllabary made possible the preservation of the sacred lore of the Cherokees—a matter of profound interest to ethnologists. James Mooney, authority on these matters, states that Sequoyah's genius—utilized in writings by Cherokee shamans—gave scientists "an exposition of the aboriginal religion [that] could be obtained from no other tribe in North America."¹ He states further that the same invention gave to missionaries the power of written communication with the Cherokees through books, pamphlets, and other religious and educational materials. Thus, while the shamans preserved the old lore, their rivals demolished its meaning, making way for the new civilization that the Civilized Tribes quickly embraced. In this light, Sequoyah's accomplishment

cannot be viewed as merely a brilliant individual feat—a curiosity—but rather as a catalyst that gave the new civilization simultaneous entree at all age levels among the Five Tribes. Based on the painful history of acculturation among Indians divided between young literates and old illiterates, it is difficult to believe that the Five Tribes could have gone through this process with such facility lacking their own written languages.

Sequoyah's great contribution was recognized by the United States Government in 1828 when he was awarded $500 for benefitting the Cherokee Nation. The Cherokees themselves provided him with a pension in his later years and struck a medal that he wore for the rest of his life. The giant Sequoyah trees of California were named for him. His statue stands in Statuary Hall in the U.S. Capitol. And he is honored as one of the world's twelve alphabet inventors on the great bronze doors of the Library of Congress.

Sequoyah was born of a Cherokee mother and a white or half-blood father in the lower Appalachian region between 1760 and 1770. Reared in the old tribal ways and customs, he never learned the English language. Active in his early years as a hunter and trader, he is reputed to have sustained an injury that turned his energies to sedentary pursuits. He became a noted silversmith. In 1809, impressed by the importance of writing and printing as instruments and weapons of civilization, he began work on the syllabary. Ridiculed and often threatened by his fellows, he persisted, and in 1821 presented his
invention to the Cherokee Council. With their approval the Cherokee Nation "went to school" in a manner foreshadowing the forced literacy drives of modern underdeveloped nations. Within a few months mastery of Sequoyah's syllabary was widespread. Sequoyah then went to Arkansas and Indian Territory to instruct the Western Cherokees. In 1829 he built the log home that still stands near Sallisaw. Instrumental in the reunification of the eastern and western branches of the Cherokee Tribe, he was reckoned a statesman and benefactor by his people. In 1844, somewhere in the Mexican sierras, he met his death.

Present Condition of the Site

Sequoyah's Cabin State Park, a walled 10-acre site, preserves the homestead and 1829 cabin. This structure, on its original site, is enclosed by a stone shelter built in 1936. The cabin is typical frontier home of hewn logs. Minor restoration of roof and floor has not impaired integrity. Near Sequoyah's cabin is a relocated log addition of 1855 that once adjoined the main structure.

The site is attractive—with walks through grass and clumps of trees, well maintained, and heavily visited. A custodian lives on the premises.

The cabin built by Sequoyah in 1829 is on its original site within a stone shelter at Sequoyah's Cabin State Park, Oklahoma.

National Park Service Photo, 1965
The stone structure housing Sequoyah's Cabin, built in 1936 under the auspices of the Oklahoma Historical Society.

National Park Service Photo, 1965
WHEELOCK ACADEMY, OKLAHOMA

Location: McCurtain County, east of Millerton and 1.5 miles north of U.S. 70

Ownership: Wheelock Church and Cemetery are owned by the Southern Presbyterian Church; the Wheelock Academy grounds and buildings are owned by the Choctaw Tribe, but administered by the Bureau of Indian Affairs.

Significance:

Wheelock Academy is the archetype for the tribal school systems established by the Five Civilized Tribes in Indian Territory. As the first national academy founded under the Choctaw Nation's Education Act of 1842, Wheelock set precedent for some 35 academies and seminaries maintained by the Five Tribes. Even the Cherokee National Male and Female Seminaries (discussed above), though administered in a different manner, were modelled after Wheelock in terms of educational purpose. This purpose was to speed the Indians' adaptation to the dominant white culture—a conscious policy decision of the Five Tribes, based on the conviction that survival depended upon emulation. It must be emphasized that these academies were not mission schools, not Government schools. They were national schools, paid for and controlled by the Councils of the Five Tribes. They satisfied Indian needs, and being liberally endowed, they attracted qualified teachers and attained academic excellence. Considered as prime vehicles of acculturation, they are unique in American Indian history; for the Indians themselves sponsored the schools—they were not imposed.
Considered solely as educational institutions, they are, again, unique; for at a time when the typical mission or Government Indian school hoped at best to inculcate rudimentary literacy and simple vocational skills, the academies of the Five Tribes carried out a sophisticated academic program that produced educated citizens and skilled leaders for societies distinguished by the presence of libraries, newspapers, and constitutional self-government. Teachers from leading Eastern colleges and universities—Princeton, Dartmouth, Harvard, Vassar—gave instruction in natural philosophy, algebra, astronomy, history, and Greek and Latin. The Councils financed college educations in the East for promising academy graduates. The success of the Five Civilized Tribes in achieving first-class citizenship in Oklahoma can be traced to this commitment to education. The national academies, first of which was Wheelock, were the instruments of this success.

Wheelock began as a mission school, established in 1832 by Rev. Alfred White. Graduate of Williams College and Andover Theological Seminary, White was missionary to the Choctaws from 1820 until his death in 1853. He named his school after Eleazar Wheelock, founder of Moor's Indian Charity School—later Dartmouth College. A scholar and translator of note, White reduced the Choctaw language to writing and published some 60 books in that tongue. A missionary of tempered zeal, he was beloved by the Indians.

When the Choctaws passed the National Education Act of 1843,\(^1\)

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1 This was the first such law among the Five Tribes. It was the outgrowth of a concern for education among the Choctaws that dated back to 1803. In 1820 the Choctaw Council voted to use all Government annuities for schools
which provided for a system of national academies and seminaries, Wheelock was chosen as the prototype institution. Wright was hired to run the school and recruit the teachers. This contact system between tribe and missionary was also adopted by the Chickasaws, Creeks, and Seminoles—the Cherokees, however, administered their schools directly.

In 1832, shortly after the Choctaws of the Six Towns had traversed the Trail of Tears from Mississippi to Indian Territory, their missionary and friend, Alfred Wright, founded Wheelock Mission on its present site. Though the strange land and decimating epidemics caused great hardship, the mission and its school soon prospered. By 1839 Wright was forced to expand the school plant, building a large 2-story frame dormitory to accommodate the influx of boarding students. Because the Wheelock school was already established, it was selected to become the first Choctaw national academy in 1842. Within a year of the academy's founding, Capt. William Armstrong, Superintendent of the Choctaw Agency, could report that Wheelock was a model for Indian education, its curriculum providing a judicious blend of cultural uplift and practical skills. He lauded Reverend and Mrs. Wright for their excellent management of the school.

Aware that they were participating in an historical advance of the frontier, the Choctaws in 1845 decided to build a permanent church to memorialize the bringing of civilization to the West.
One year later they dedicated the stone church that still stands 200 yards from the academy. They honored Reverend Wright by engraving on a tablet embedded in the east wall his still legible motto: "Jehovah Jireh" -- The Lord will Provide.

Wright died in 1853 and was buried in the church cemetery. Many noted teachers followed him at Wheelock, including John Edwards, John Libby, and Miss Mary J. Semple— for 40 years teacher and counselor of Choctaws.

Civil War disrupted Indian Territory and Wheelock Academy suffered temporary eclipse. Reinstated after the war, it was all but destroyed by fire in 1869. For some years instruction was carried on in the gutted church and the few damaged buildings that remained.

With the help of the Southern Presbyterian Church, the Choctaws rebuilt Wheelock Academy in the years 1880-84. Main structure of the new school plant was the Seminary. Oklahoma Historical Society photos of the 1880s and 1890s show this structure dominating the campus. It still does, its appearance essentially unchanged except for evidences of deterioration.

Ensuing years saw a number of changes in the formal arrangements for administration of Wheelock Academy, changes involving both the Presbyterian Home Mission Board and the U.S. Government. But until 1932, Wheelock remained a tribal school, supported and ultimately controlled by the Choctaws. With the centennial celebration that year, Wheelock Academy became a regular U.S. Indian School. After 123 years of service to the Choctaw people, the Wheelock school merged with Jones Academy near Hartshorne in 1955.
Present Condition of the Site

Though owned by the Choctaw Tribe, the grounds and buildings of Wheelock Academy are administered by the Bureau of Indian Affairs under terms of an option that, according to local sources, still has about 2 years to run. Since the school closed in 1955, the buildings have suffered neglect. The prime historic structure, the Old Seminary, still is basically sound and can be repaired. But a poorly-constructed porch and sun-deck dating from the 1940s is collapsing, as shown in the accompanying photos. Modern additions to the rear of the historic front wing of the building are also suffering severely from leakage through the damaged roof. The Choctaw Tribe is seriously concerned about the Old Seminary. Rumors from the Bureau of Indian Affairs Office in Muskogee hint that all damaged buildings at Wheelock may shortly be razed to make room for a Youth Corps camp on the campus. The Choctaws want the historic front wing of the Old Seminary preserved, something they are willing to do themselves once they gain control of the building—that is, when the option lapses. Should the present program of neglect continue, restoration of this historic structure may prove extremely difficult or impossible.

Given the desires of the Choctaw Tribe to save the Old Seminary as a Choctaw national shrine, and given the conviction of the writer

2 And also key officials of the Oklahoma Historical Society.
that this building, historic focal point of Wheelock Academy,
possesses exceptional value in illustrating a significant chapter
in the history of American education, it would seem that representa-
tions should be made to the Bureau of Indian Affairs on this matter.
This recommendation is elicited not only by the intrinsic values
involved, but also by possible application (in spirit if not in
letter) of the statutory obligation deriving from the Surplus
Property Act of August 27, 1935 (49 Stat. 885) as amended. Possibly
this act does not apply, because actual ownership of the Wheelock
buildings appears to be vested in the Choctaw Tribe. If so, the
rights granted by the Government's option would be ill-used if they
result in disintegration of destruction of the building against the
wishes of the Choctaw people, who, again according to local report,
are forbidden to make even temporary repairs while the option is in
force.

This is a very complicated question, probably one loaded with
subtle legal technicalities. The writer has not consulted with
BIA officials in Muskogee, and his information may be erroneous.
But given the present state of deterioration of the Old Seminary and
the rumored imminence of its destruction by the Government, it would
seem that official channels of communication should be opened
immediately between the Service and the BIA to prevent irreparable
deterioration or destruction of a structure certainly of great
regional importance and probably of national significance.
A score of other buildings on the Wheelock Academy campus are historically interesting, and many of them could be easily repaired and maintained. The Choctaw Tribe has considered utilizing the school plant as an orphanage or other public institution for the Choctaw people. In terms of an historic shrine, however, their interest focuses exclusively upon the historic front wing of the Old Seminary.

A custodian in the employ of the BIA maintains the grounds. Except for the accelerating deterioration of the buildings themselves, the Wheelock Academy campus retains a most pleasant appearance and excellent integrity. Behind the campus proper is a small lake whose shores have been developed as a public park, used mainly by Choctaws in the immediate vicinity.

The nearby stone church and cemetery—resting place for many students and teachers of the academy, including Rev. Alfred White—are well maintained and still in use. While accessory to the Old Seminary in terms of historical significance in this theme, these sites are strongly complementary to the Wheelock story.

This stone chapel at Wheelock Academy was built in 1846 and is the oldest surviving church structure in Oklahoma.

National Park Service Photo, 1965
The old Choctaw Female Seminary at Wheelock Academy was built in the early 1880s on the site of the original structure, which burned in 1869. Historical photos indicate that the core section of this building, exclusive of the poorly constructed porch and sundeck and other modern additions in the rear, retains high integrity.
Modern porch and sundeck on the old Female Seminary building at Wheelock Academy, showing deterioration since 1956.

National Park Service Photo, 1965
Old Female Seminary at Wheelock Academy from the west.

National Park Service Photo, 1965
View from the northeast of old Female Seminary at Wheelock Academy. Original section, left, and modern additions, right.

National Park Service Photo, 1965
The grave of Rev. Alfred Wright at Wheelock Academy. As missionary to the Choctaws, Wright accompanied them over the Trail of Tears to Indian Territory and in 1832 founded Wheelock Mission, which became in 1842 the first of the Choctaw National Academies.
TUALATIN ACADEMY (OLD COLLEGE HALL), OREGON

Location: Pacific University, Forest Grove
Ownership: Pacific University

Significance

Education went hand in hand with religion in preterritorial days in the Far West. Missionaries opened schools in their own homes or in rough buildings that also served as churches. Even after the establishment of free public schools, church schools and private academies were founded and operated in an effort to provide a higher level of education than could then be offered by the struggling public schools. Tualatin Academy (now Pacific University) at Forest Grove Oregon, is an excellent example of the missionary supported school.

In 1841 the Reverend Harvey Clarke of Chester, Vermont, and his wife came to Oregon as independent missionaries. In 1842, the Clarkes, with the help of Alvin T. Smith, built a log cabin on land that is now part of Forest Grove, Oregon, and opened a school in their cabin where Indians and half-breed children were taught. In 1847 they were joined in their efforts by Mrs. Tabitha Moffet Brown, who opened a school for orphans in a log church erected for that purpose. Soon her boarding school was attended by children of the settlers. In 1848 the Reverends Harvey Clarke and George Atkinson, together with seven other men, drew plans for the establishment of an academy. In furtherance of their project, they also decided to take over the orphan school. On September 29, 1849, the Territorial Legislature of Oregon granted
them a charter "for a seminary of learning, for the instruction of both sexes in science and literature, to be called Tuality Academy."
The first building of the new academy was erected in 1850. The new institution was supported by Congregational Christian Churches. Tualatin Academy's successful fulfilment of its mission was also due to the interest taken in it by some of America's most outstanding men, who gave to it both time and money. Among these men were: Henry Ward Beecher, Edward Everett Hale, Edward Everett, Rufus Choate, and Sidney and Samuel F.B. Morse.

Present Condition of the Site

The building erected in 1850 to house the Tualatin Academy is still in use and is now known as Old College Hall. The structure, located on the campus of Pacific University, has a charming exterior design. In spite of the necessary frugality of the period, the designer surmounted the structure with a graceful bell-tower, marking it as an institutional building. Its hand-hewn timbers gave it permanence. In continuous use as a building of education for the past 110 years, it has the distinction of being the oldest such structure west of the Mississippi River. The first floor of Old College Hall contains a memorial chapel and an alumni room. The large rooms on the second floor house a museum. The building is now carefully maintained by Pacific University, the direct institutional descendent of Tualatin Academy.

Tualatin Academy (Old College Hall), 1850. Pacific University, Forest Grove, Oregon.

National Park Service Photo, 1960
WILLAMETTE UNIVERSITY, OREGON

Location: State Street between 12th and Winter Streets, Salem

Ownership: Willamette University

Significance

Willamette University is the oldest institution of higher learning west of Missouri. On January 1, 1842, an interested group of pioneers, including the Methodist missionary Jason Lee and the Independent Congregationalist Harvey Clarke, met at Lee's "Old Mission House" in Salem for the purpose of providing for the proper education of the children of the community. They agreed to establish a collegiate institution and to build a log boarding house and school house of sufficient size to accommodate the teachers and pupils. They further agreed that their school should become a university as soon as the resources of the community and the institution would justify this step. A month later a board of trustees was appointed, and a constitution and by-laws were adopted for the "Oregon Institute."

In 1844 the trustees of the institute purchased the Methodist mission school property of Jason Lee, including a three-story frame building, then the most imposing structure in the Oregon Country. These facilities were located on the present Willamette campus. In August of that year, the Oregon Institute officially opened as a boarding school for white children.

On January 12, 1853, the Oregon Territorial Legislature granted the Institute a charter as "Willamette University." Dr. Francis S. Hoyt was named first president of the University, and the Oregon Institute
was retained as a preparatory school. The University began its operations with five students and one instructor. The first student was graduated from the University in 1859. Willamette University became a true university in 1866. Law and normal school departments were established that year, and a theological department and a medical school were added in 1867.

Present Condition of the Site

Oldest of the University's structures still standing is Waller Hall, built in 1864-67 and named for Reverend Alvin Waller, an early-day missionary. With the help of Salem townspeople, Mr. Waller dug the foundation for the building in 1864 and used the clay from the excavation to make bricks for the structure. The new hall, five stories in height and built in the form of a Greek cross, was finally completed in 1867. The building is now carefully maintained by the University and contains a chapel and pipe organ on the first floor. Departmental offices occupy the other floors of the structures.

One other building erected prior to 1910 still stands on the campus. This is Eaton Hall, a four story, red-brick and gray-sandstone structure, finished in Oregon fir, that was erected in 1908-1909. Eaton Hall now contains the administrative offices and general classrooms.

Willamette University, in 1960, has an educational plant that includes 17 educational buildings and an 18-acre campus. The student enrollment is approximately one thousand, and its faculty numbers 120 teachers.
Waller Hall, 1864-67, Willamette University, Oregon

National Park Service Photo, 1960
GIRARD COLLEGE, PENNSYLVANIA

Location: Corinthian & Girard Avenues, Philadelphia, Philadelphia County

Ownership: City of Philadelphia, Mayor H. J. Tate

Significance

Girard College, since its opening on January 1, 1848, has remained an outstanding example of the philanthropic support of education in America. The college has trained and educated hundreds of boys for adult life who otherwise might have been deprived of a good education because of adverse economic circumstances.

That remarkable institution arose from the generosity of an outstanding Philadelphian, Stephen S. Girard. Girard, who was born on May 20, 1750, in Bordeaux, France, lost his mother in 1762, went to sea in 1764, and became a licensed sea captain in 1773. By 1774, the young master had migrated to New York, where he became the half-owner and master of the ship, La Jeune Babé. The American Revolution soon disrupted commerce, and after a difficult trip from the West Indies early in the summer of 1776, Girard sailed into Philadelphia. It was here that he settled for life.

Girard's fortunes rose rapidly following the Revolution. Despite the dangers stemming from the French Revolution and the Napoleonic Wars, Girard's fleet of ships accomplished numerous commercial coups. At Philadelphia, Girard also became involved in real estate operations and important financial undertakings. Just before the War of 1812, he organized the Bank of Stephen Girard; and following the war, he contributed
importantly to the founding and development of the Second United States Bank. He became one of the latter bank's directors, but subsequently withdrew from the institution when he disagreed about its management. He spent his last years on his farm in South Philadelphia, where he died on December 26, 1831.

By means of his will, Girard left most of his valuable estate to the citizens of Philadelphia and Pennsylvania. Some $140,000 was left to relatives and various charities; $300,000 was left to the Commonwealth for internal improvements; $500,000 was left to the City of Philadelphia; and property worth over $6,000,000 was left to the City for the education of poor white boys.

Girard's interest in things of the mind is suggested by the names he gave some of his boats, such as Montesquieu, Rousseau, and Voltaire. Perhaps Girard's difficult early years had spurred the growth of his great interest in education, especially for poorer boys. In any event, for decades before his death he helped to educate many young people, members of his family and the children of friends. Long before his demise, also, he began to think about a school for poor boys, perhaps as early as 1807. The amount of time and thought that he gave to that concept must have been considerable, for his will provides for every aspect of the school he founded. Upon Girard's death, his heirs sought to break his will, but managed to increase their inheritance only in a small degree.

Several decades passed before Girard College, as the institution
became known, achieved a firm footing. Girard had stipulated that the school be managed by the Mayor and Aldermen of Philadelphia. As a result, the school became embroiled in numerous controversies, many of them having political coloring. The Commonwealth finally created a Board of Directors of City Trusts in 1869 and placed Girard College under its supervision. Thus Girard's hope of the public administration of the school proved to be abortive.

The difficulties of the school's early years did little to spur its academic development. Alexander Dallas Bache was made president of Girard College in July, 1836. An eminent scholar, he travelled to Europe to study comparable institutions, preparing upon his return in 1838 a Report on Education in Europe, to the Trustees of the Girard College for Orphans. The report is still of value, but its author left the school in 1840 because of the troubles surrounding it.

The construction of the school also proceeded in fits and starts. Girard had provided the site and his will guided the college's construction. Thomas U. Walter, a Philadelphian, won the competition for the design of Girard College, but had to adapt his plan to the desire of Nicholas Biddle, the president of the Board of Trustees, to have the main building in the Greek style. Ground was broken on May 6, 1833, and the cornerstone was placed on July 4, 1833. Fourteen years later the building had been completed. When the architect formally presented the keys of Girard College to its administrator, four additional structures had also been completed. A massive stone wall,
one and a quarter miles in length, surrounded the college.

On January 1, 1849, 95 pupils attended the opening ceremonies. Intended originally to educate just orphans, the school, after a decision of the Pennsylvania Supreme Court, later admitted boys who had lost only their fathers. The students wore no uniforms, Girard wishing to avoid any uniform of pauperism. Both practical and academic work was afforded the pupils. Since its opening, the school has continued to implement Girard's trust, to the benefit of Pennsylvania and the Nation.

Present Condition of the Site

Founder's Hall, the impressive and dominant structure of the five original buildings at Girard College, is still the most interesting edifice on the school's grounds. A broad flight of steps leads to both the north and south entrances. As one mounts the top step at either front, he passes between two of the huge Corinthian columns that dignify both entrances and both sides. A tall, massive door dominates the wall of the north front, and a door about half its height breaks the wall of the south front.

Just beyond either the north or south door is a vestibule. Ionic columns support the ceiling in the center of both vestibules. In each of the corners in the vestibules is a marble stairway that ascends for three floors. The balusters in each stairway are of cast iron. A skylight in the roof at each corner turns each corner into a light well, which enhances the grace of the stairways. Both vestibules are alike, except that the south vestibule holds the sarcophagus of the school's founder. Girard, in marble, stands before his tomb.
The area between the two vestibules was originally divided into four rooms. Each room had a vaulted ceiling and marble pillars between the windows. Today, the first floor contains three rooms in pristine condition. One is known as the Girard Room, it containing furnishings and furniture from Girard's home. This room possesses a singular interest because it is still graced by the original floral decoration on the ceiling and along the upper parts of the room's four walls. The Board Room adjoins the Girard Room on the last, and two similar rooms lie just to the north. One of these rooms has been turned into a kitchen and lounge, but not to the permanent detriment of the building.

The second and third floors also contain four rooms each. Those on the second floor are used for student activities, those on the third floor have been closed.

Founder's Hall is excellently maintained and suffers from no defects in its construction.

An early view of Girard College

Courtesy, Girard College
Girard College (Main Building), Philadelphia, Pennsylvania.

Courtesy, Girard College
GENERAL BEADLE STATE COLLEGE, SOUTH DAKOTA

Location: Campus, General Beadle State College, Madison

Ownership: General Beadle State College, Dr. Lawrence S. Flaum, President

Significance

General William H.H. Beadle (1838 - 1915), soldier, statesman, educator and conservationist is memorialized by the college of which he was president (1889-1905) and professor of history (1905 - 1912). Through Beadle's leadership, twenty million acres of school lands were saved for posterity in South Dakota, North Dakota, Montana, Idaho, Wyoming and Washington. In Beadle's own words, the land designated for schools "were the great trust of the future commonwealth and should be absolutely secured from waste and cheap sales" (Personal Memoirs p. 90). All of Beadle's public service assisted in the accomplishment of this purpose. His movement made it impossible to sell any school lands for less than their appraised value and never for less than ten dollars an acre. Congress was so impressed by Beadle's proposal in South Dakota, it was a requirement for North Dakota, Montana, Idaho, Wyoming and Washington statehood. Beadle was decorated for meritorious service during the defense of Washington, D.C. during the Civil War. President Grant appointed him Surveyor General, Dakota territory in 1869. Ten years later he was appointed territorial Superintendent of Public Institutions.

Present Condition of the Site

No particular site. The statue of General Beadle and West Wing are both in excellent condition.
General Beadle State College, Madison, South Dakota. West Wing Hall

National Park Service Photo, 1965
FISK UNIVERSITY, TENNESSEE

Location: Jefferson Street and 17th Avenue, Nashville

Ownership: Fisk University Board of Trustees, President Stephen J. Wright

Significance

In an abandoned army barrack at Nashville, where he was an Assistant Commissioner of the Freedmen's Bureau, General Clinton B. Fisk opened, in 1866, a school for Negroes. After his discharge the school continued to develop and was chartered in 1867 as Fisk University. The American Missionary Association took Fisk University under its charge, and Fisk, who became a prosperous banker in New York, continued to support it. As it matured and grew along the lines of a small college and normal school, it was one of the earliest approaches to the large problem of Negro education.

In the fifteen years before 1930, Fisk moved from a college, having high school and primary grades, to a first class college giving graduate courses. The total enrollment remained about 500, but the students' maturity, ability to pay, and quality of educational effort steadily increased.

As measured by the standards of small denominational colleges, Fisk stood out as one of the best Negro schools in America during the first decade of this century. In 1916 when the University of Illinois made a study of Fisk University, it found the staff, endowment and teaching facilities would merit C rating. By diligent effort and careful management, the school, in 1921, had succeeded in turning out a quality of students as graduates which led
the University of Chicago to place Fisk on its accredited list -- although it was understood that Fisk's A-B Degree was not accepted on a par with that of Chicago. With continuing improvement of the faculty and strengthening of the curriculum, Columbia University decided (in 1923) to place Fisk on its accredited list. The American Association of Colleges and the American Association of Universities have both placed Fisk on their accredited list.

Associated with Fisk and using the same library facilities is Meharry Medical College, founded in 1865 by the Methodist Episcopal Church. Fisk has been a great influence in the advancement of Negro education in all fields. With the affiliated Meharry Medical College, it makes Nashville the center of higher and professional education for Negroes in the South. Through its leadership in these ways and through its work in training teachers, Fisk has aided greatly in improving public schools for Negroes.¹

Present Condition of the Site

Jubilee Hall is a brick L-shaped structure, six stories in height, and Victorian Gothic in style. It is the oldest building on the campus and for years served as the center of university life.

It was built in 1873 with part of the money made by the first group of Jubilee Singers. The group was organized in 1867 by George L. White, treasurer of Fisk, and was known as the Colored Christian Singers. In 1871, the chorus of seven women and four men students made an extensive tour of the larger northern cities, Europe, and the British Isles. Their singing of Negro spirituals was so enthusiastically received that the proceeds of the tour amounted to more than $150,000, sufficient to purchase the university campus and build Jubilee Hall. Under the name of the Fisk Jubilee Singers, successive choral groups have continued at intervals to tour widely and to give radio concerts.

Jubilee Hall is being remodeled throughout its interior for use as a girl's dormitory. Its exterior is not being altered, and the building is in an excellent condition.

THE EMMA WILLARD HOUSE, VERMONT

Location: Middlebury College, Middlebury, Addison County
Ownership: Middlebury College, Dr. James Isbell Armstrong, President.

Significance

After Emma Hart Willard presented to the New York State Legislature what has been termed the Magna Carta of female education, An Address to the Public; Particularly to the Members of the Legislature of New York, Proposing a Plan for Improving Female Education, in 1819, a popular quip exclaimed that "They'll be educating the cows next."¹ Despite the contempt for and opposition to her Plan, Mrs. Willard eventually effected it and established a sound basis for the subsequent rise of female education in the United States.

Intellectual interests stimulated Emma throughout her life. Born on February 23, 1787, in Berlin, Connecticut, she grew up in a family that appreciated books. Bright and enthusiastic, she first taught while completing her education. Subsequently, she moved to Middlebury, Vermont, in 1807 to supervise a female academy, which she did until 1809. In that year she married Dr. John Willard, on March 10. She was 22 and his third wife, he was 50.

Apparently fated to be a housewife for the rest of her life, Emma retained an interest in female schooling. She acquired a thorough knowledge of the program of Middlebury College which was just across the street

¹ Quoted in Alma Lutz, Emma Willard, Daughter of Democracy (New York, 1929), 74.
from her home, and realized all the more the inadequacy of women's education. By 1814, her irritation at the males's callous attitude concerning the training of women rankled strongly within her. Just at that time, her husband's financial distress thrust her back into teaching.

After dispelling her husband's opposition, Emma opened the Middlebury Female Seminary in her home in the spring of 1814. The venture marks a turning point in her life, for out of the experience emerged her basic ideas apropos the education of girls.

The handsome and kind Mrs. Willard devoted almost all of her energies to the school. Teaching ten to twelve hours a day, she gradually expanded the usual female curriculum of music, drawing, and penmanship by adding courses in mathematics, history, and languages. She even ventured into philosophy. None of her pupils collapsed, as females were supposed to do if exposed to higher education; indeed, Emma's school increased in popularity. Because the college disdained permitting her girls auditing some classes, Emma developed her own lectures and teaching methods.

Inspired by the success of the school and deeply agitated about women's education, Emma began to formulate a program of female education. When completed, the Plan began forthrightly by stating that the education of young women needed reform. Because she intended to send the document to the New York State Legislature, she quickly disavowed the idea of creating a woman's college, rather proposing, in a phrase of her own, a "Female Seminary." She then described the current shortcomings of
female learning, suggested principles for such education, proposed a model female seminary, and ended by explaining the benefits of educating women. Apropos her last point, she claimed that well educated women would further the growth and brilliance of the Republic. Hoping to stimulate state support, she proposed her Plan to New York's legislature in 1819. Some legislators applauded the Plan, but most felt that the Republic needed only educated men and her plea failed. Emma then published the Plan at her own expense, which elicited a favorable letter from John Adams in December, 1819.

A determined person, Emma did not allow the legislature's action to defeat her. She transferred her seminary from Middlebury to Waterford, New York, in 1819, still hoping to gain some state aid. None came, but help did come from the citizens of Troy, who offered her a building. Thus in 1821, Emma Willard's Troy Female Seminary began classes. Once again, she worked exceedingly hard, teaching those subjects for which she could not afford hired teachers. She constantly expanded the curriculum and wrote textbooks herself; her geography and history volumes became very popular. As had happened to her school in Middlebury, success made the Troy Seminary a popular girl's school. Emma retired in 1838, turning the management of the Seminary over to her son.

Although she had retired from her own school, she did not abandon her interest in education. She cooperated with Henry Barnard in Connecticut and helped to improve that State's public schools. Emma also travelled throughout the Nation and spoke in behalf of improving female education.
She also supported bettering opportunities for women as teachers, stressing the need for higher salaries and improved buildings. Ever active, this tireless worker and promoter of female education died on April 15, 1870.

**Present Condition of the Site**

The Emma Willard House is in excellent condition and is well maintained. It is currently used as the Middlebury College Admissions Office, the college having purchased the house in 1959.

The house's exterior and interior simplicity complement each other. Dr. Willard built the house in 1809, erecting for himself a two-story brick building that has now been painted a cream color. There is no exterior ornamentation on either the main building or the wing on the right as one faces the house. Some time after the Willards moved away in 1819, a front proch covering the entire front was added, but it has been removed.

Upon entering, one is in a narrow hallway. A nicely proportioned parlor lies just to the right of the front door. The parlor's fireplace, which has a plain mantlepiece, is opposite to the doorway into the room. The four windows in the room, two in front and one on either side of the fireplace, still have their original interior shutters. Across the hall from the parlor is a small room, now used as an office. At the back of the hall is a door that leads into what is now one large room. Originally, two rooms occupied this space. The wall that divided the early rooms is the only interior wall that has been removed.
Just to the right of the doorway that leads into the back is a handsome maple stairway that leads to the second floor. As on the first floor, there is a plain wood trim around the doors and windows, and most of the rooms have fireplaces. A back bedroom has a particularly nice marble fireplace. All of the rooms on the second floor are used as offices.

Although the Emma Willard House holds offices of the college, one may visit it by requesting permission from the receptionist on the first floor.

The Emma Willard House, Middlebury, Vermont

National Park Service Photo, 1965
The University of Wisconsin possesses a record of serving the people of Wisconsin since the construction of its first building, North Hall, in 1851. And in the first decade of the twentieth century, the university established the ideal of a state university's service to the community so effectively that national and international imitation subsequently occurred. Known as the "Wisconsin Idea," the university's cooperative program stemmed from the concept that an enlightened public would best ensure a progressive America. The response of Wisconsin's citizens, and a subsequent national acceptance of the scheme, underscored the validity of the "Wisconsin Idea."

The Wisconsin legislature established the University of Wisconsin by an act of July 26, 1848. Following the passage of the Morrill Act in 1862, the State saddled the university with Wisconsin's land grant and the problem of how to apply the proceeds of the grant to the teaching of agriculture. Only after long effort was the university able to defeat attempts to establish a separate agricultural school, as desired by Granger interests and the Populists. That victory, in part, stemmed from the institutes' effort to improve its agricultural instruction, plus creating effective extension courses. The first extension work began in 1885, and farmers' institutions,
short courses in farming, and summer schools greatly benefited the farmer.

The extension work of the university preceded the emergence of the "Wisconsin Idea." Indeed, the "Wisconsin Idea" traced its ancestry to the Jacksonian period, to the era of broadening democratic thought. Thus, while not an original concept, the "Wisconsin Idea" readily achieved success in Wisconsin when applied with unprecedented vigor because, in part, the university's effective early extension work enabled the State's people to appreciate the contribution that the university could make to the betterment of life in the State.

Charles R. Van Hise, who became president of the university in 1904 and remained so for fourteen years, capitalized on the propitious moment to thrust the University of Wisconsin deeper into the daily life of the State. Only 46 in 1904, the new president believed strongly in the value of education. He conceived of three goals for his institution: to prepare undergraduates for productive careers; to promote learning; and to carry knowledge to the people and apply it to political, economic, and social problems. Van Hise used his position to promote the preceding goals, and his optimism, energy, sincerity, and honesty enabled him to accomplish much. The fact that Van Hise enjoyed a close friendship with Robert M. LaFollette, the progressive governor of Wisconsin between 1901 and 1905, also contributed to the implementation of his hopes.
Van Hise emphasized the idea of service to the State. During his presidency, he achieved spectacular results in serving the State through detailing professors to assist the State government and by greatly expanding the university's extension work.

As the "Wisconsin Idea" became a reality under Van Hise, more and more university scholars became involved in legislative and regulatory affairs. Forty-one members of Van Hise's staff served on one or more commissions by 1908. Acting on a non-partisan basis, the professors helped to write bills, staffed new regulatory bodies, and endeavored to devise solutions to troublesome problems confronting the State. Van Hise himself sat on five State commissions. The preceding had occurred to some degree in other States, but never in such a strong and effective manner as in Wisconsin. When the particularly hospitable Progressive Party lost power in 1914, the scholars began to return to their classrooms.

Just as the university's involvement in state government established a pattern, so did its rejuvenated extension work. Through it the institution effected a practical application of knowledge, to a degree never before attempted. By 1910, over 5,000 people participated in the university's correspondence courses. Although much of the extension work involved agriculture, strong efforts were made to develop a broader extension program. Thus District Centers of Extension Teaching, a Bureau of General Welfare, and a Bureau of Debating and Public Discussion arose. Professors from the university
participated in the preceding, as well as in additional extension educational activities.

Van Hise's success in transforming the university into a vigorous State institution, in the broadest sense of the phrase, attracted wide attention. Viewed as a logical development within a democracy, his application of the "Wisconsin Idea" deserved the wide applause and imitation that it received. And the university continues to apply the concept for which it became famous at the start of the twentieth century.

Present Condition of the Site

North Hall is the oldest building at the University of Wisconsin. Opened on September 17, 1851, and first called North Dormitory, the fourstory sandstone building had cost $19,000. It is a rather severe structure, with little ornamentation. The center of the front projects slightly beyond either end, thus breaking a monotonous front. A lintel block tops each door and window, there being numerous windows in the building. A plain cornice adorns the top of the structure's walls and a hipped roof covers the building. Brick chimneys, four each in front and back, lend the tall building added height.

Students used North Hall for many years as a dormitory. There were 24 suites on each of the first three floors, a suite consisting of a study and one or two bedrooms. The fourth floor was divided into classrooms. Between 50 to 60 students lived in the building until 1884, when a fire destroyed the main classroom building and North Hall was then converted into offices and classrooms. In the following years, various departments used the hall, which is now occupied by the Department of Political Science.
North Hall, University of Wisconsin, Madison.

Courtesy, University of Wisconsin
The State Historical Society of Wisconsin is significant because it is the paramount example of a state supported historical society and because of its leadership in promoting the public interest in history. The Society's success as a state agency and as a promoter of history has inspired widespread imitation in the United States.

The Society achieved a firm basis only after several abortive attempts at organization. Supporters of a historical society proposed such a body during the State constitutional convention of 1846. The resulting organization soon failed. Later, in January, 1849, another attempt occurred, which led to the formation of The Historical Society of Wisconsin. This organization accomplished little, although it had acquired a library of 50 volumes by 1852. But in the same year a movement arose to have the society chartered by the State. That movement culminated in Wisconsin's creating The State Historical Society of Wisconsin on March 4, 1853. Less than a year later, on January 18, 1854, the man most responsible for the chartering of the Society, Lyman Copeland Draper, became the corresponding secretary of the organization.

Draper, who has been called "The Plutarch of Western History," had
arrived in Madison in the summer of 1852. Born in New York on September 4, 1815, this vain and romantic person made the Society one of the Country's most influential historical bodies.

Draper seemed to have been born with an interest in history. The American Revolution fascinated him as a youth, and by the time he had entered Granville College, Ohio, in 1834, he had also become intrigued with the frontier. He left college in 1836 and in 1838 began to manage a relative's properties in the old North West. His job enabled him to travel widely, and on his trips he constantly sought to acquire historical materials. He collected manuscripts and recorded innumerable conversations that he had with Revolutionary soldiers and pioneers. By December, 1845, he had collected 5,000 pages of manuscripts and 5,000 pages of notes from his conversations. Before removing to Madison in 1852, he had made a total of nine extensive trips through the frontier states of the day in collecting historical material.

Having become the Society's main working officer shortly after settling in Madison, Draper began immediately to promote the Society. He dispatched some 600 honorary certificates of membership within his first month as corresponding secretary. Francis Parkman, William Henry Seward and the King of Denmark were among those who received such certificates. Many of the recipients, in turn, contributed volumes or other material to the Society. Draper also persuaded the Society to request a $500 appropriation from the State, which the State agreed to. Once the money had been appropriated, Draper then purchased some
rare Western manuscripts. By the end of 1854, he had added 4,000 volumes to the library. Draper's energetic efforts to strengthen the society by 1858 had resulted in a vastly enlarged library, the creation of a portrait gallery, and the development of a museum. Most important, in that brief period he had gained permanent influence and prestige for the institution.

Until his retirement, Draper continued to push the growth of the Society. He lost some of his initial popularity with the legislature as the years passed, but not to the great disadvantage of his first love. When he retired in 1887, he left a Society that owned 110,000 volumes, extensive and invaluable manuscript collections, and a museum. And upon his death on August 26, 1891, he willed his amazing collection of books and manuscripts, 478 volumes of manuscripts and 2,546 books, to the Society. The Draper Collection remains the institution's prize collection.

Draper's successor, Reuben Gold Thwaites, brought a greater professionalism to the Society and stimulated a closer relationship between the Society and the public. While Draper had collected, Thwaites published. The 73 volumes of the Jesuit Relations and Allied Documents, the eight volumes of the Original Journals of the Lewis and Clark Expedition, and numerous other works appeared during Thwaites' tenure. At the same time, the director sought to enhance the Society's educational role. He made its collections more available and cooperated with schools and their historical programs.

Thwaites also realized a long ambition of Draper's, for the Society
to have its own building. The first quarters had been in the basement of the new Baptist Church in Madison. Remaining there between 1854 and January, 1866, the Society moved into the south wing of the new State capitol building on the latter date. Draper agitated for a separate building, but all he could gain was an additional room in the Capitol. Eight years after his retirement, the State legislature in 1895 authorized the construction of a building for the Society. It was opened in 1900 and remains the Society's headquarters—and a monument to Draper's work.

Present Condition of the Site

The State Historical Society of Wisconsin's building is a handsome Greek revival structure that was begun in 1895 and completed in 1900. Some 900 people attended the dedication of the $675,000 structure on October 19, 1900.

Built of Bedford, Indiana, limestone, the three-story building now faces the recently constructed library of the University of Wisconsin. Whereas the library is an unadorned and severe modern building, the historical society's building has classical facade. Three arches lead to the main entry and above them twelve Ionic columns dominate the front of the building. A balustrade on the roof tops the two-story columns in the center portion of the structure. Either end of the front contains windows and a solid balustrade on the roof. The northwest wing was erected in 1914, and gave the building its present "U" shape. At the present time, a new addition which will fill the middle of the "U" is under construction.
Upon entering the structure, one is in a spacious lobby. The rooms on either side of the lobby house museum exhibits concerning the history of the State. A marble staircase at either end of the structure leads to the second and third floors. On the second floor and behind the Ionic columns of the facade is a large reading room. It is two-stories high and very ornate. Pilasters enhance the walls and a heavy cornice accentuates the break between the walls and ceiling. The room is painted white.

Additional rooms on the second and third floors hold offices and the society's historical collections. Now, the society owns over 600,000 books, 25,000 reels of microfilm, and over 5,000,000 manuscripts. In need of additional space, the current addition will provide welcome new working and storage area. It should be noted that until the University of Wisconsin recently acquired its own building, it occupied half of the society's structure.

The society's home is open Monday-Friday, 8 a.m. - 5 p.m.; and Sunday, 1:00 - 5:00. There is no admission.

The State Historical Society of Wisconsin's building under construction, 1896.

Courtesy the Society
The State Historical Society of Wisconsin's building shortly after its completion in 1900.

Courtesy the Society
OTHER SITES CONSIDERED
A.H. Parker High School

Location: 8th Avenue N. between 4th & 3rd Streets, Birmingham

Arthur Harold Parker, the son of freed slaves, came to Birmingham from Ohio at the age of seventeen. While working in Birmingham as a barber, Parker dreamed of establishing in the city a high school for Negroes. Dr. J. H. Phillips, superintendent of the city schools, sympathized with this ambition and cooperated with Parker. The Board of Education responded favorably to requests and, in September, 1900, the first high school for Negroes in the city was begun in one room of the second floor of the Cameron School building. A.H. Parker was the first principal and only teacher when the school opened with eighteen pupils.

In a few years the school outgrew these quarters, and in 1910 the city rented a three-story building on Eight Avenue. Formal training in industrial education was begun here, and the school became known as the Industrial High School. The school moved to a third home in 1914 and remained there until 1924, when the present building was dedicated.

Industrial High won recognition for its emphasis on industrial education and the large number of pupils it served. In 1939, after fifty years of service in the Birmingham public schools, Dr. Parker retired. The name of the school in which he had worked for thirty-nine years was changed to Parker High School. In 1953, Parker High School was approved and accredited by the Southern Association of Secondary Schools.

Parker High now has a general high school curriculum and continues its vocational training. Such courses as printing, auto-mechanics, upholstery, shoe repairing, tailoring, mechanical drawing, beauty culture, home economics, typing, and shorthand are included. Extension courses are still offered at night school.

The present school building is a one-story grey stucco structure on 8th Avenue North, between 4th and 3rd Streets. It is well-maintained in the Birmingham school system.

Livingston State Teachers College

Location: Livingston

Livingston State Teachers College had its beginning in 1840 as Livingston Female Academy. Alabama's chief woman citizen and school worker, Julia Strudwick Tutwiler, became a determining factor.
in its growth and development. After gaining teaching experience at the Tuscaloosa Female College and in her father's famous Green Springs Academy, Miss Tutwiler became assistant principal at the Livingston Female Academy. This school had one or two normal classes in which girls planning to teach were given special training. After teaching these classes for several years, Julia Tutwiler became convinced that the state needed more and better schools for teachers. Her writing and lecturing on the subject led the legislature to make a small appropriation for teacher training in her Livingston school. In 1883 she and Dr. Carlos Smith secured the incorporation of this school as the Alabama State Normal College. In 1886, Livingston granted its first normal school diploma.

To get the means to carry out larger plans, she studied the needs of her school and presented them to the legislature so forcibly that the appropriations were considerably enlarged. In 1890, Miss Tutwiler took charge of the normal school and conducted it until she retired as president emeritus in 1910.

Julia Strudwick Tutwiler's work in the field of education was not confined to Livingston. She extended her studies to the need of education and training for women in the rural districts and mining and mill towns. The preparation of women for home duties and for industrial work concerned her especially. A paper she published, "A Trade School for Women," attracted national attention. She now started a campaign for an industrial school for girls in Alabama, which resulted in the establishment of a school at Montevallo, the forerunner of the present Alabama College for Women.

Julia Tutwiler's interest was not limited to normal and industrial education; she was also an ardent advocate of the advanced education of women. In her school she encouraged the study of art, music, and literature. Even before she had succeeded in her plans at Livingston and Montevallo she had begun a movement to introduce coeducation at the state university. She pursued the board of trustees for years until she succeeded in getting them to make the university coeducational. The first young women admitted were ten of her students, who matriculated in 1898. The first dormitory for women at the University was named the Julia Tutwiler Hall. Miss Tutwiler was one of the first women in the South to enter actively into public service. Her example and influence were felt throughout the country.

Livingston State Teachers College has a current enrollment of about one thousand. It is in the midst of an extensive building program and its ante-bellum buildings no longer stand. No buildings significantly associated with Julia Tutwiler remain on the campus or in town.
Talladega College

Location: Talladega

The American Missionary Association purchased a fine ante-bellum brick building overlooking the town of Talladega with about 20 acres of land at a cost of $23,000 -- a fraction of its original cost. With four teachers and 140 students, under the direction of the Reverend Henry E. Brown and his wife, the future college began its work in the rudiments of learning. The building was named Swayne Hall in honor of General Wager Swayne, of the Freedmen's Bureau, by whom the purchase had been made. Incorporated in 1869, the college had its charter confirmed and enlarged by the legislature of Alabama twenty years later.

The training of leaders in education was the first, and has been a continuing interest of the institution. The first courses offered above elementary grades were normal courses for teachers. The college continues the important work of preparing teachers, using the public schools of the city and of other localities to give its students the opportunity for laboratory experience.

Theological training was begun in 1872, but after fifty-six years of constructive work in training ministers and missionaries this work was discontinued to permit the concentration of the resources of the college on the effective maintenance of a first-class liberal arts college.

An outline of a course of collegiate grade first appeared in the catalogue for the year 1890, and in 1895 the first class was graduated with the bachelor's degree. Since that time the college has shown steady growth, and its academic standards have been kept high. Talladega College is recognized both nationally and regionally. It is on the last published list of accredited colleges of the Association of American Universities, and is an accredited member of the Southern Association of Colleges and Secondary Schools.

Swayne Hall still stands in excellent condition at the center of the campus and serves as the administration building. It also contains classrooms. The college grounds comprise three hundred acres of which fifty are used for the main campus, and two hundred are woodland. Eighteen main buildings house the college. All are substantial brick structures with modern equipment.

Talladega is non-sectarian and interracial in both faculty and student body. It bears a historic relationship with the Congregational Christian churches and enjoys continuing support from the United Church of Christ.
As a part of President Grant's Peace Policy, the Board of Indian Commissioners in 1870 allotted Indian educational work to various religious denominations. The Presbyterian Board of Missions accepted responsibility for the Navajo Tribe in Arizona and New Mexico. Presbyterian teachers soon started classes at Ganado, Fort Defiance, and other points in Navajoland. Given the Indians' antipathy toward Anglo education and primitive facilities (at Ganado classes met in the Hubbell Trading Post wareroom), these early "schools" fared poorly. Finally, in 1901, Reverend Charles Bierkemper founded the Ganado Mission School. By the next year an elementary school was operating in the building now known as the Old Manse, and in 1906 portions of the mission church were partitioned as classrooms to accommodate expanding enrollment. The Ganado Mission School is historically significant in commemorating the role of missionary educators during the period 1870 to 1897 when, subsidized by the Government, they carried almost the entire burden of reservation schooling. Today the school occupies a handsome stone structure built in 1949. A number of frame and stone structures of earlier date continue to use as dormitories, residences, and offices. The Old Manse, an adobe structure much altered for residential use, still survives, as does the original stone church.
Original church and classroom building at the Presbyterian Mission School, Ganado, Arizona, constructed in 1901.

National Park Service Photo, 1965
CALIFORNIA

Altaville Grammar School

**Location:** Altaville, Calaveras County

The building is owned by the Division of Forestry of the State of California. The red brick grammar school, erected in 1858, is one of the oldest school buildings in California and the Far West. The structure was utilized as a school until 1950.

The school, now vacant and boarded up, stands on the California Division of Forestry Station in Altaville. The building is intact, but it has been necessary to shore up the exterior walls to prevent them from collapsing. The school has been designated by the State of California as California Registered Historical Landmark Number 499.

Placerville (Ivy House) Academy

**Location:** Main Street, Placerville, El Dorado County

Placerville Academy is one of the few surviving examples of an early private academy building still standing in California and the Far West. Originally established as the Conklin Academy in 1861 by E.B. Conklin and his wife, the school operated until 1868, when it closed its doors due to lack of patronage. In 1871, Professor George Tyndall, from New York, purchased the buildings, and in 1881 enlarged them, also laying out a garden. The Placerville Academy continued its activity until 1894, when the public high school was opened in the building.

The Academy building, a large three-story brick structure with a wide two-story veranda, is now utilized as a hotel known as the "Ivy House."

John Swett Ranch

**Location:** Alhambra Valley Road, Martinez, Contra Costa County

John C. Swett has been truly called the "father of the California public schools" because of his untiring efforts in their behalf while he was State superintendent of public education from 1863 to 1868. Born in New Hampshire, Swett came to San Francisco in 1853 and was at once employed as a teacher. Throughout his long career as teacher and administrator he did more to build up the public school system of California than any other one man.

The educational needs of children of California were recognized in the state's first constitution. However, the fabulous revenues expected from the proceeds from the sale of 500,000 acres of Federal lands, granted to support the common schools, failed to exceed $250,000, and early school systems suffered accordingly. Gradually state school legislation
was extended until by 1860 it provided for levying of city and school district taxes, appointment or election of county and city school superintendents and city boards of education, and authorization of boards of examinations to grant teachers' certificates. By 1864 California had 754 public schools but only 219 of this number were free schools.

The revised School Law of 1866, drafted and guided by far seeing John Swett, put the crown on the progressive legislation of the few proceeding years. This law fixed state and county school taxes at adequate levels and established district school libraries, county teachers' institutes, and city boards of examination. Under this law, for the first time in the history of the state, every public school, in rural as well as urban areas, became entirely free for every child to enter.

The John Swett Ranch is situated in the midst of orchards that lie in Alhambra Valley. The two-story frame house itself is hidden among trees from the main road and stands on the bank of a stream. Beside the big house there is a small one-story adobe, erected in the early 1850's, that once belonged to the great Rancho Las Juntas. Both buildings are in excellent condition and are utilized as residences.

**California College of Arts and Crafts**

**Location:** Oakland

This coeducational institution was founded in 1907. The college has a four-acre campus and 12 buildings constructed of wood and stucco.

**California Institute of Technology, Pasadena**

**Location:** Pasadena

This institute was developed from a local school of arts and crafts, founded in Pasadena in 1891 by Amos G. Throop, and was known until 1920 as Throop Polytechnic Institute. The early institute included a college, a normal school, an academy, and, for a time, an elementary school and a commercial school. In 1908 the trustees decided to separate the elementary department, the normal school and the academy, leaving only the college of technology which conferred Bachelor of Science degrees in electrical, mechanical, and civil engineering. In 1910 Throop Polytechnic Institute moved from its crowded quarters in the center of Pasadena to a new campus of 22 acres on the southern edge of town. The college then had a faculty
of 13 and a student body of 34.

At the present time there are about 700 undergraduates, 550 graduate students, and a faculty of 450. Of 47 buildings now located on the 30-acre campus, only one, Throop Hall, erected in 1910, falls within the limits of this survey. This structure serves as the administration building of the Institute.

California School of Fine Arts

Location: San Francisco

The California School of Fine Arts was founded by the San Francisco Art Association in 1874, the first school devoted exclusively to the study of the visual arts to be established in the West, and one of the first in the United States. Housed originally in the Museum Room of the Mercantile Library, it moved in 1893 to the palatial Mark Hopkins residence on Nob Hill which was deeded to the Regents of the University of California in trust for the San Francisco Art Association. When the Mark Hopkins mansion was destroyed in the great earthquake and fire of 1906, the school was rebuilt on the same site. In 1924, it moved to its present site, 800 Chestnut Street, on the slope of Russian Hill. The present building was erected in 1923.

Chico State College

Location: Chico

Construction of Chico State College was begun in 1887 on a 10-acre plot donated by General John Bidwell, founder of the town of Chico. One building erected prior to 1910 still stands on the campus. This structure, known as the Bidwell Mansion, is a two-story stone structure with broad verandas and a huge central tower. The mansion was erected in the 1880's and was first the home of General Bidwell and later utilized by the college as a women's dormitory.

College of the Pacific

Location: Stockton

This college is the oldest incorporated educational institution in California and was founded by Isaac Owen, the first Methodist minister in the State, at Santa Clara. The college received its charter on July 10, 1851 as California Wesleyan University. The original building, the Seminary, built in 1852, in which the young ladies of the day received their education, is still standing and is now utilized for private purposes. In 1870 the institution, then called the University
of the Pacific, was moved to College Park, about half way between Santa Clara and San Jose, and now located within the city limits of San Jose. In 1921 the name was changed to the College of the Pacific, and in 1924 the entire establishment was moved to Stockton. The site and buildings on the 1870-1924 College Park campus in San Jose are now occupied by the Jesuits, who use it as a preparatory school for the University of Santa Clara.

La Verne College

Location: La Verne

La Verne College was founded at Lordsburg as Lordsburg College by the Church of the Brethren in 1891. A new hotel was purchased from the Santa Fe Railway by the trustees for use as the school building. The institution opened its doors in September, 1891, with an enrollment of 76 students. The intention of the founders was to establish a college of liberal arts, but until 1912 it was scarcely more than an academy or private high school. In 1916, when the town changed its name to La Verne, the college did likewise. Enrollment is now about 600 students. The original 1891 building has been demolished, and the other structures now standing have been erected since 1910.

Loyola University of Los Angeles

Location: Los Angeles

Loyola University is the successor of the first institution of higher learning in southern California, St. Vincent's College, which was chartered in 1869. The Vincentian Fathers opened St. Vincent College in the Vincente Lugo house on the Los Angeles Plaza in 1865. In 1911 they discontinued their work in the field of higher education in Los Angeles. In September, 1911, the Jesuit Fathers opened Loyola College in temporary quarters on West Avenue 52. The present campus was occupied in 1929, and in February, 1930, the college was incorporated by the State of California as Loyola University. None of the present buildings dates back to 1910.

Mills College

Location: Oakland

This college, oldest in the West exclusively for women, was founded as the Benicia Seminary in Benicia. In 1871 Dr. Cyrus Mills and his wife then removed the girls' school to what is now East Oakland. The institution reached full collegiate standing and became known as Mills College in 1885. The college is nonsectarian and has about 700 students.
Pomona College

Location: Claremont

Pomona College was founded on October 14, 1887 by the Reverend Charles B. Sumner, a New England Congregationalist minister, and supported by the Congregational Churches of Southern California until 1903. Instruction was begun in September, 1888, in a small rented house in the city of Pomona. The following January an unfinished hotel (now Sumner Hall) and 500 acres of land in Claremont were donated by the Santa Fe Railway, and the college was transferred to the new site. The first class was graduated in 1894, at which time the total number of college students was 47. The preparatory department, essential in the beginning, was discontinued in 1910. The college now has 31 buildings and a 120-acre campus. Six buildings erected prior to 1910, and still standing, are: Sumner Hall, 1889; Holmes Hall, 1893; Pearsons Hall of Science, 1898; Frank P. Brackett Observatory, 1908; the Andrew Carnegie Building, 1908; and Smiley Hall, 1908.

San Francisco State College

Location: San Francisco

The college was established in 1899 as the San Francisco State Normal School, with the primary function of training elementary school teachers. Under the guidance of its first president, Dr. Frederic Burk, the institution became an important center for the training of elementary teachers, and attracted world-wide attention for its experimental work. In 1921 the school became San Francisco State Teachers College, with greatly expanded functions.

The original campus of the college was located at 124 Buchanan Street, and one original building, situated at 55 Laguna Street, still stands. This structure is now utilized as the University of California Extension Center.

In 1953-54 San Francisco State College moved to its new 92-acre campus at 1600 Holloway Avenue. All of the buildings at the new campus are modern. The enrollment is now more than 2,000.

San Jose State College

Location: San Jose

San Jose State College is the oldest state institution for higher education in California. It began in 1857 in San Francisco as Minns' Evening Normal School, a department of the San Francisco School System. The school was taken over by the State when the California State Normal School was established by the Legislature in 1862.
In 1870 the Legislature voted to move the school to San Jose, where it opened in the following year.

The college was known as the San Jose State Normal School until 1921, when its name was changed to San Jose State Teachers College. Since 1935 it has been known as San Jose State College. Its enrollment is now more than 14,000 students. The only early building still standing on the 26-acre campus is Tower Hall, completed in 1910.

Santa Barbara State College

**Location:** Santa Barbara

Founded in 1909 by Ednah Rich Morse as a State normal school of manual arts and home economics, the college became a part of the University of California in 1944.

Stanford University

**Location:** Palo Alto

Leland Stanford Junio University was founded and endowed by Senator and Mrs. Leland Stanford in 1885 as a memorial to their only child, Leland, Jr. who died in March, 1884, just before his 16th birthday. Stanford, one of the "Big Four" railroad builders of the Central and Southern Pacific, Governor of California, 1861-62, and U.S. Senator, 1885-93, endowed the University with $30,000,000. Construction of the first university building began in May 1887, and classes began in 1891. The entire university land holdings amount to 8,880 acres, of which 3,800 acres form the campus proper. The enrollment is about 8,400, and the faculty numbers 740. Forty buildings erected between 1887 and 1908, many of them designed by the Architect Richardson, still stand on the campus.

University of California

**Location:** Berkeley

Three separate movements resulted in the establishment of the University—one originating in private initiative, one in State action, and one in Federal action.

Private action began when a group of Congregationalists and Presbyterians, led by the Reverend Henry Durant, opened the Contra Costa Academy in Oakland in 1853, and two years later they incorporated it as the College of California.

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State action had its inception in the Constitutional Convention of 1849, which incorporated into the State constitution recognition of and provision for a State University.

Federal action began in 1853 when Congress offered the State 46,000 acres for a "Seminary of Learning." In 1862 the Morrill Act offered an additional grant of 150,000 acres for the establishment of an Agricultural, Mining, and Mechanical Arts College.

These three forces combined to work towards one end -- the establishment of a State University. The State gave property accumulated for this purpose, also appropriations, and on March 23, 1868, the law establishing the University was signed. The College of California contributed its buildings and lands in Oakland and Berkeley, and the Federal Government donated the public lands.

The new institution opened its doors in September, 1869, at the College of California site in downtown Oakland, and moved to the present Berkeley campus in 1873. The campus now includes 900 acres and 78 buildings. The enrollment is approximately 22,000. Eleven buildings still stand that were erected prior to 1910. These are: South Hall, 1873; Bacon Hall, 1881; Leuschner Observatory, 1886; the Chemistry Building, 1891; the Mechanics Building, 1894; the Art Gallery, 1904; California Hall, 1905; Architects Building, 1906; Hearst Memorial Mining Building, 1907; and Decorative Art Building and Annex, both erected in 1909.

University of California at Los Angeles

Location: Los Angeles

The Los Angeles State Normal School, destined to become the University of California at Los Angeles, was established by action of the State Legislature in March, 1881. Initially located on the site of the present Los Angeles City Library, the school moved to a new site on North Vermont Avenue in 1914. In 1919, through state legislative action, the State Normal School became the southern branch of the University of California. There are no buildings standing that were erected prior to 1910.

University of Redlands

Location: Redlands

The University of Redlands was founded in 1907 by the Southern California Baptist Convention. Instruction began September 29, 1909, in the First Baptist Church of Redlands. The first edifice for instructional use, the present Administration Building, was erected in 1910, Bekins Hall and the president's house were also built in 1910. Twenty-eight buildings are now located on the 100-acre campus; the enrollment is about 1700.
University of San Francisco

Location: San Francisco

This university was founded by the Jesuits as St. Ignatius College in 1855 and was granted a State charter in 1859. A college building was erected in 1861-1862 on Market Street near Fourth. The first bachelor of arts degree was conferred in 1863. In 1880 a new campus was acquired at Van Ness Avenue near the site of the present Civic Center, and here a majestic set of buildings was erected. These structures were totally destroyed in the great fire and earthquake of 1906.

In 1907 temporary buildings were erected on Hayes Street, near the Golden Gate Park. In 1910 the present campus, located on Ignatian Heights (Fulton Street, between Clayton Street and Parker Ave.) was acquired. Development of the new campus was begun in 1914, and all of the oldest buildings of the university date from that year. In 1930 the name of the institution was changed to the University of San Francisco. The enrollment is now more than 1,000.

University of Santa Clara

Location: Santa Clara

A school was opened by the Jesuit Father John Noboli in one of the Mission adobe buildings at Santa Clara in 1851. The first class had 16 students. In 1855 the institution was chartered as Santa Clara College, and in 1857 one degree of A.B. was conferred, the first to be granted in the State of California. In 1907 lectures were commenced with a view to preparing student to enter upon professional courses in law, medicine, and engineering. The college officially became a university in 1912. The present buildings are all those erected since 1910.

University of Southern California

Location: Los Angeles

This university was founded in 1876 by the Southern California Conference of the Methodist Episcopal Church; the institution has been officially non-denominational since 1926. The university first opened its doors on October 6, 1880, as a College of Letters, Arts and Sciences. Other schools were added and established as follows: School of Medicine, 1885, reopened 1925; School of Religion, 1887; School of Music, 1892: School of Law, 1896: School of Dentistry, 1897; and School of Pharmacy, 1905. Sixty-five buildings are now located on the 80-acre campus. The faculty numbers 820 and the enrollment more than 16,000.

One building erected prior to 1910 still stands on the campus. This is Widney Hall, a two-story frame building, erected in 1880 and the original building of the university. Widney Hall is also the oldest university
building still standing in southern California and has been marked as such by California Historical Landmark No. 536.

Saint Mary's College,

Location: Moraga Valley

Saint Mary's College, now located in Moraga Valley, near Oakland, was established by Archbishop Alemany in San Francisco in 1863. In 1868 the charge of the institution was given to the Christian Brothers. It was incorporated as a college in 1872 and was removed to Oakland in 1889; and was relocated in 1928 in Moraga Valley.

College of the Holy Names

Location: Oakland

This institution for the education of women, located in Oakland, dates its origin back to 1868; but it was not chartered as a college until 1880. It was instituted by the Sisters of the Holy Names of Jesus and Mary who came from Montreal at the request of Father King, Oakland's pioneer priest.

Whittier College

Location: Whittier

Whittier, California, named for John Greenleaf Whittier, the Quaker poet, had its origin as a Quaker colony in 1887. Shortly after founding the town, the Society of Friends also established Whittier Academy and maintained it as one of the Quaker institutions of the new community. In 1901 the academy was chartered as Whittier College, a coeducational institution, by the State of California. In 1904 the first class of four members was graduated from a total student body of 77. The college now has 21 buildings located on a 100-acre campus; the enrollment is 1,284.

The two buildings still standing that were erected prior to 1910 are Founders Hall, the original building on the campus, built in 1893; and the Redwood Building, constructed in 1909.

Bancroft Library, Original Site

Location: San Francisco County

This, from 1881 to 1906, was the original site of the library of Hubert Howe Bancroft, who in 1860 began to collect the wealth of material which was subsequently resulted in the writing of his monumental 39 volume history of Western North America.
The Bancroft Library, the most comprehensive and most famous library of its kind ever assembled by a single individual, by 1905, contained more than 60,000 books, pamphlets, newspapers, maps, and manuscripts, as well as the record of interviews with many early pioneers of the Pacific Coast. Here some 20 researchers worked over this vast collection for Bancroft until 1890, when his great history project was finally completed.

In October, 1905 Bancroft sold his great collection to the University of California at Berkeley for $250,000. The historian himself donated $100,000 of the purchase price to the University. The books he had collected remain unharmed through the great San Francisco earthquake and fire of 1906 and were transferred to the University at Berkeley later that same year.

The original Bancroft Library, 1881-1906, was a brick building and no longer stands. Its former site is marked as California Registered State Historical Landmark No. 791.

The present existing Bancroft Library building of the University of California at Berkeley was erected in 1911.

Public School House

Location: Columbia, Tuolumne County

The two-story brick school house in Columbia, erected in 1860 was used for classes until 1937. This structure is the finest surviving example of an early public school building still standing in California.

The school house has recently (in 1960) been completely restored and fitted out with desks and teaching equipment of the 1860 period by the Division of Beaches and Parks of the State of California. The structure is now open to the public as a historic school exhibit and has been included as a part of Columbia Historic State Park.

This site is included in the Registered National Historic Landmark District of Columbia, California, which was classified under Theme XV, The Mining Frontier.
THE SAMUEL GRISWOLD GOODRICH, "PETER PARLEY," HOUSE

Location: Southbury, Fairfield County

The history of American educational publications recognizes the significance of the millions of copies of Samuel Griswold Goodrich's Peter Parley volumes that appeared during the middle decades of the nineteenth century. Thousands of children read and learned from the ubiquitous Peter Parley books that Goodrich published between 1827 and 1860.

Goodrich was born on August 19, 1793, in Ridgefield, Connecticut, and he experienced a full and varied life. He largely educated himself. After serving with the Connecticut State militia in the War of 1812 and starting a pocketbook factory in Hartford that soon failed, Goodrich became a publisher. The stability of the new business fluctuated for some time, but even in its early years Goodrich began to write and publish school and juvenile books. In 1823 he travelled to Europe, meeting several literary figures while abroad. About three years after his return to the United States, in 1826, he married Mary Booth, his first wife having expired, and moved to Boston. There, Goodrich issued in 1827 the first of the Peter Parley books, The Tales of Peter Parley about America. It was followed by over a hundred Peter Parley volumes, about 7,000,000 copies of all the books eventually being sold. Obviously popular, the series inspired imitation both here and in Great Britain. In addition to publishing those books, Goodrich briefly published Parley's Magazine, 1833-34, and Robert Merry's Museum, 1841-54, both periodicals being children's magazines.

A man of broad interests, Goodrich participated in politics and served as a diplomat. In 1837 he sat in the Massachusetts legislature; and he later became a devoted supporter of Daniel Webster. He subsequently became the American consul at Paris and retained the position until 1853. Following the conclusion of his consulship, he visited Italy and then returned to America, settling in New York City.

Goodrich continued an active business career until his death on May 9, 1860. Despite some doubt about his claim that he authored all of the works that appeared under his name, Goodrich will always occupy an interesting place in American education.

The Peter Parley House was erected in 1777 and Goodrich lived in it for an unknown length of time. The building is a two-story brick structure, whose gambrel roof has a steep and long rear pitch. A
handsome Palladian window enhances the appearance of the building's facade. Although two wings extend to the rear, their construction did not require any serious alteration of the original building. The front porch probably is not original and the sun porch, on the right as one faces the house, is a later addition.

The inside of the building has been altered in order to accommodate it to its present use as a nursing home. That is especially true of the first floor, the parlor on the right as one enters having been enlarged by the addition of a sun porch. The parlor's original fireplace has been replaced by a nineteenth-century one. Upstairs, less change has occurred, and the bedrooms appear much as they did when the house was constructed. The house's attic is unused, and in it the original beams and rafters are still visible.

Permission to visit the building must be obtained from the chief nurse's office in the front of the building.

The Peter Parley House is not recommended for classification because Samuel G. Goodrich is of secondary importance in the history of American education.

Connecticut Hall, Yale University, Connecticut

Location: Old Campus, bounded by High Chapel, Elm and Cottage Streets, New Haven, New Haven County

Yale University is the third oldest institution of higher learning in the United States, having been founded in 1701 and preceded only by Harvard (1636) and William and Mary (1693). Connecticut Hall is Yale's oldest surviving building and continues in active use at one of the Nation's outstanding universities.

Since its founding in 1701, Yale's growth has paralleled the expansion of the Country. Elihu Yale's financial contribution to the college in 1718 helped to guarantee its continuance and led to the institution's being named after him. Located in New Haven by then, after having been twice moved, the college erected Connecticut Hall in 1750-52 and established its first professorship in 1755, a chair in divinity. In 1771, chairs in mathematics, physics, and astronomy were added. Further expansion occurred in the nineteenth century, a School of Medicine being established in 1813, a Divinity School in 1822, a School of Law in 1824, a Graduate School in 1847, and additional schools in later years. The university opened the first college gallery of fine arts in America in 1832, granted the first degree of Doctor of Philosophy in the Nation in 1862, and inaugurated the Country's first School of Forestry in 1900. The turn of the century witnessed the further
growth of the institution, enabling Yale to retain a position of leadership among American universities.

Like the university, Connecticut Hall has undergone many changes since the eighteenth century. Built in the Georgian style, the structure that was finished after two years' work in 1752 was a brick, three-story building. Because the state legislature had contributed financial support toward its erection, the building was named Connecticut Hall. Used as a dormitory, the hall received a fourth floor in 1796. Then, in the nineteenth century, the structure housed various administrative offices of the university, among them that of the Dean of the College.

Several changes in Connecticut Hall occurred in the present century. A remodelling in 1905 altered the eighteenth century structure. Almost fifty years later, in 1953-54, a complete restoration presumably returned Connecticut Hall to its original appearance. Most noticeable on the exterior is that Connecticut Hall is once again a three-story building, the 1796-fourth floor having been removed. A gambrel roof covers the building and dormer windows line the roof in both front and back. Inside, the building is modern, there being nothing to suggest the original interior.

Because Connecticut Hall has experienced so many alterations and because the interior is modern, the building is not recommended for classification.
The Samuel G. Goodrich and Peter Parley House, Southbury, Connecticut.

National Park Service Photo, 1965
The Berry Schools

Location: Mount Berry, Floyd County

By reason of both their origin and their work, the Berry Schools at Mount Berry, founded entirely through the efforts of Miss Martha Berry, are among the most interesting industrial schools in the country. The schools evolved from a Sunday School taught by Miss Berry in 1901 in a little log cabin on her plantation in Floyd County, which is still preserved. The opportunity to learn to read and write awakened so deep an interest among the neglected people in the Southern Appalachians that their teacher was stirred to consider this great need and the means to meet it.

Miss Berry was deeply moved by the tragic plight of the million or more illiterate or semi-illiterate mountain people of Southern Appalachia, who in their poverty and pride had been allowed to retire, both physically and mentally, into their mountain homes. She determined to do something about it by training mind and hand together and turning the wasted thousands into useful citizens. Thus began the years of battle Martha Berry was to wage in an endeavor to place education within the reach of every poor boy and girl in the Southern Highlands.

Martha Berry started with a Sunday School, added day schools; started a boys boarding school, added a girls school; then started a junior college, and finally a senior college.

The college at first was a small part of the overall school program, but grew rapidly during Miss Berry's time into more than half the enrollment. After 27 years of existence of the four-year Berry College, and many efforts to have its work accredited, accreditation was finally achieved upon the recommendation of the Southern Association of Colleges and Secondary Schools study committee in 1957. The study committee commented favorably on the fact that there still existed the original nature of the school, which was concerned with the welfare of the students more than other institutions -- providing a work-experience program for those needing it.

Today, the Berry Schools are composed of Berry Academy and Berry College. Together, the enrollment is more than 1,200 students with approximately 240 in the academy. In 1963-1964 the name of the college preparatory school, Mount Berry School for Boys, was changed to Berry Academy. Berry Academy is a member of the National
Council of Independent Schools and is accredited by the Southern Association of Colleges and Schools.

Approximately 30,000 acres of land are owned by the Berry Schools. About 6,000 acres are landscaped for the campuses which have over 100 buildings. The remainder is in pastures, farms, and forest.

Many of the more than 100 buildings were built by the students, some with bricks they had made. The impression of growth under the self-help purpose is strong. There is apparent a transition from the log buildings of the early days to the handsome structures of later years -- such as Hermann Hall, the Ford Buildings, and other of the more modern additions. The campus, like the academic programs, was planned to give young men and women inspiration as well as the practical and more material necessities of a good life.

The Berry Schools developed in the general tradition of the manual labor school movement which reached its peak in the United States in the 1830's. While this shortly collapsed as a general movement, it had a more lasting effect in Southern schools, particularly in rural areas. There are other Southern self-help schools of older origin than the Berry Schools which better illustrate the development and significance of this type of school.
Lahainaluna Technical High School

Location: On the hillside about 1 3/4 miles northwest of Lahaina, on the Island of Maui.

The year 1831 was one of discouragement for the American missionaries in Hawaii. After a decade of effort, native school attendance had suddenly dropped, and it was feared that failure was at hand unless the Hawaiians themselves could be enlisted as teachers. Without such assistance, it was thought that one of the great missionary goals -- to teach the Hawaiians to become "thinking people" -- could not be realized. Thus in 1831 it was decided to establish a seminary for training teachers. Lahaina was chosen as the site, and the project was made possible when Governor Hoapili's wife, Hoapili-Wahine, donated 1,000 acres of land at a place called Lahainaluna, meaning "upper Lahaina."

With the Reverend Lorrin Andrews in charge, the school opened in a series of grass houses on September 5, 1831. There were then 25 pupils, all mature native men. Tuition was free, but the pupils raised their own food and performed the work of the school. A pupil in the first class was David Malo, then 38 years old. He later became a noted historian and was responsible for the preservation of much knowledge of ancient Hawaii. He is buried on the hill, Puu Pau Pau, above the school. By June, 1832, a stone schoolhouse was completed.

Finding that school books were needed, Andrews imported an old and battered Ramage press during 1833. From that press on February 14, 1834, came the first copy of the first American newspaper printed "west of the Rockies" -- the Lama Hawaii, or Hawaiian Luminary. The stone building which housed this press, the Hale Pai, is the only one of the early school structures which still stands.

During the next ten years the school came under the direction of the American Board of Commissioners for Foreign Missions, and both student body and curriculum were expanded. Geography, writing, and arithmetic were taught, as well as teacher training and technical subjects such as carpentry, masonry, engraving, and agriculture. Before many years the institution was "standardized" as a boarding school for Hawaiian boys below the age of 20. By 1843 the seminary had three main buildings -- a church, a press, and a school - three adobe teachers' residences, and two rows of adobe and grass houses for students.

Under the direction of Andrews, who was working on a Hawaiian dictionary, and Sheldon Dibble, a stimulating teacher who developed
interest in Hawaiian antiquities and history, Lahainaluna became a "spring-head" of Hawaiian culture. A group of native scholars was developed. One result was the important Ka Moolelo Hawaii, a history of the islands written and printed in Hawaiian by the pupils. Dibble's own history of Hawaii was printed at the school in 1843. Toward the end of that decade a visitor noted that Lahainaluna graduates were "doing something towards making books and forming a national literature." But the influence of the school was more than literary. It produced many successful teachers, lawyers, judges, surveyors, ministers, and other professional men who did much to improve the lot of the native Hawaiians. Some of the graduates were instrumental in framing the more liberal laws and constitutions which after 1839 helped transform the kingdom into a realm ruled by law. Two graduates in particular, Kauhane and Filipo, became famous orators who long worked for better government.

In 1849-1850 the school was turned over to the Hawaiian government, and it so continued until annexation to the United States. It then became a private boarding school for a time but in 1916 was placed under a board of Maui County officials. In 1923 it passed to the direct control of the Hawaiian Department of Public Instruction, and has continued to the present as a public technical high school.

The influence of Lahainaluna extended beyond the islands. As an industrial school organized before similar technical training was generally available in the United States, it inspired General Samuel Chapman Armstrong to found the Hampton Institute in Virginia for Negroes and American Indians during 1868.

The present campus, with its numerous modern buildings and landscaped grounds, preserves little of the appearance of the early seminary. Only one building, the Printing House, remains from the missionary period; and the old cemetery, containing the grave of the Reverend Sheldon Dibble, is in poor condition, though fenced. Nevertheless the school, as the first seminary for teacher training in the islands, as the site of the printing of the first American newspaper in the Pacific, as the scene of labor during the preparation of the first Hawaiian history, and for many other contributions to Hawaiian spiritual and material development, richly merits recognition. However, the same broad themes seem to be even more significantly symbolized by the mission structures in Honolulu.

This site has already been included in the "Other Sites Considered" section of Theme XXI, Hawaii History.
IDAHO

The College of Idaho

Location: Cadwell

The College of Idaho, the oldest institution of higher learning in the state, was founded by William Judson Boone on October 7, 1891. On April 1, 1893, the College was incorporated under the laws of the State of Idaho, and its management placed in the hands of a self-perpetuating Board of Trustees. The tie with the United Presbyterian Church, U.S.A. was established by the initial sponsorship of the Presbyterian of Wood River. This church relationship is still maintained, although the College is nonsectarian in spirit and in instruction, and its students represent all the major religion denominations. The liberal arts college is privately supported and has been fully accredited by the Northwest Association of Secondary and Higher Schools since 1922. The physical plant of the College is now comprised of 15 buildings located on a 75 acre campus. Three of these buildings, including Sterry Hall, the three story brick administration building, were erected in 1910.

Magic Valley Christian College

Location: Albion

This institution is the successor to Albion State Normal School, which was established by the State legislature in 1893. During the early years the college operated as a secondary school as well as an institution of higher education. In 1947, the legislature changed the name to Southern Idaho College of Education. Before this college was closed in 1951, more than 6,000 teachers certified to teach in Idaho public schools were trained at Albion.

In 1957 a board of directors was formed under the name of Magic Valley Christian College. Following action by the 1957 Idaho legislature, the former Normal School campus was secured for the operation of a private, non-denominational Christian College.

The College is under the control of a self-perpetuating Board of Trustees, the majority of whom are members of the Church of Christ. The college is non-sectarian in spirit and practice and enrolls students of any religious faith.

Eighteen buildings are now located on the 41 acre campus. Three of these structures were erected prior to 1910 and are: Swanger House, built in 1896 and now being remodelled into a Home Economic Building;
Miller Hall, erected in 1901 and now utilized as an apartment dormitory; and Hansen Hall, erected in 1903 as a dormitory for women and now used as an apartment dormitory for married students.

**Lewis-Clark Normal School**

**Location:** Lewiston

This school was first established by the State legislature in 1893 as Lewiston State Normal School. The first building was erected in 1895 and institution opened its doors to students in October, 1896. In 1947 the name of the college was changed to Northern Idaho College of Education. In 1951 when the State legislature failed to appropriate funds for the financial support of the school, the college closed its doors.

Lewis-Clark Normal School, which embraces the campus and buildings of the former Normal School, was established by the State legislature in 1955 as a Division of the University of Idaho.

The physical plant is comprised of 11 buildings situated on a 30-acre campus. Four of these structures were erected before 1910 and include: The College Elementary School, which is the original building erected in 1895 and is also the oldest higher education building still standing in Idaho; Lewis Hall, built in 1906; Student Union Building, erected in 1909; and the Science Building, also built in 1909.

The Lewiston Independent School District now rents the 1895 College Elementary School building from the Lewis-Normal School for use as grade school building.

**University of Idaho**

**Location:** Moscow

Created by the Territorial Legislature on January 30, 1889, the University of Idaho opened its doors at Moscow in October, 1892, with one unfinished building and a faculty composed of the president and one professor. There were no students, laboratory, or library. By 1902 the institution had 140 students. In 1914 the enrollment reached 438; and the organization of four separate colleges had been formed: Arts and Sciences, Agriculture, Engineering, and Law.

The university has seven buildings standing on its 685-acre campus that were erected prior to 1910. These are Redenbaugh Hall, 1902; Women's Gym, 1904; Geology Building, 1906; Mines, 1906; Forestry, 1906; Administration Building, 1907 (the original structure was destroyed by fire on March 30, 1906); and the Agricultural Engineering Laboratory, constructed in 1909.
Ricks College

Location: Rexburg

Ricks College was founded by the Church of the Jesus Christ of Latter-day Saints as Bannock Stake Academy in 1888. The institution opened its doors on November 12, 1888, using the Rexburg First Ward Chapel as the school building. In 1898 high school work was added to the elementary curriculum, and the name was changed to Fremont Stake Academy. In 1903 the name was again changed to Ricks Academy, thereby honoring Thomas E. Ricks, who had played an important part in the founding of the school. In 1915 and 1916 the first two years of college level work were introduced, and in 1917 the name was changed to Ricks Normal College.

The year 1923 marked the beginning of a new era for the school. The name was changed to Ricks College, and the first two years of high school work were eliminated. By 1931 all high school work was discontinued, and the institution became a two-year junior college.

The original building of the college, the Administration Building, begun in 1900 and completed in 1906, is still standing.
Morrill Hall, Iowa State University

Location: Ames

Iowa was the first state in the union to accept the provisions of the Land Grant Act passed in 1862. This legislation, referred to as the Morrill Act, established the basis for the state agricultural schools or land grant colleges. Iowa's endowment from this action went to the State Agricultural College and Farm when it finally opened its doors in 1869. It was chartered in 1858, but did not open for eleven years. Morrill Hall represents the university and the Congressman from Vermont.
KANSAS


Location: 53rd Street and Mission Road, Fairway

The West Building (one of three) on this site was erected in 1839 and represents one of the earliest and most sophisticated attempts to combine a secular experience with a sectarian mission for Indian children. Children of many tribes were sent to learn English, manual arts and agriculture under the auspices of the federal government.

In 1854 the first territorial governor of Kansas, Andrew H. Reeder, had his executive offices in these buildings. During the Civil War the buildings were barracks for Union troops and in 1864 a battle was fought across the mission fields.

Old Castle, Baker University

Location: Baldwin

On November 22, 1858, Baker University opened as the first college in the Kansas territory. Old Castle was the building in which the first classes were conducted. It now stands as the oldest surviving college building in Kansas. Baldwin's parent town, Palmyra, was on the Santa Fe Trail and realized the activity and history of such a location.

Currently, Old Castle is a well stocked museum of Santa Fe Trail memorabilia. It has been recognized by the State Historical Society as a historic point. Next to Old Castle is an authentic frontier post office or Pony Express station. It was moved to the site for an interpretive setting. Old Castle represents higher education on the way West -- a last stop oasis of culture before the perils of the frontier.

Baker University is also host to one of the nation's outstanding Bible collections. William Alfred Quayle bequeathed the nucleus of the holdings to which has been added considerable rare and valuable editions. Baker displays: King James Bible, 1611, first edition; Latin Codex, 13th century; Eggensteyn Bible, 1469; Coberger Bible, 1475; Terra Cotta Cone, circa 2060 B.C.; to name but a few of the over 300 rare Bibles.

Rice Hall, Washburn University

Location: Topeka

Rice Hall is the oldest (1874) building on the present campus of Washburn University. It represents the institution, originally
chartered in 1865 as "Lincoln College, which shall commemorate the triumph of Liberty over Slavery in our nation, and serve as a memorial of those fallen in defense of their country." The charter also made clear that the school's objectives included "to afford to all classes, without distinction of color, the advantage of a liberal education." It is noted in the Congregational Record (Vol. 7 (1866), March, p. 157) of the supporting Congregational church that "this is the first college in Kansas, which, to our knowledge, has ventured the experiment" of enrolling Negroes.

Dyche Natural History Museum, University of Kansas

**Location:** Lawrence

The Museum of Natural History of the University of Kansas dated from September 1, 1866. One of the three original professors, Francis H. Snow, went hunting twelve days before the first classes were held and thus the Museum collection was begun. The University of Kansas has exported personnel and biological knowledge throughout the nation. Professor Lewis L. Dyche devised the innovation of a panoramic display of North American mammals, an idea that has spread to most museums in the United States. Vernon Kellogg, a Museum graduate, founded the National Research Council. The Museum has always been a strong educational complement to the University of Kansas.
Old Castle, Baker University, Baldwin, Kansas (Looking Northwest)
National Park Service Photo, 1965
**KENTUCKY**

Kentucky School for the Blind

**Location:** 1867 Frankfort Avenue, Louisville

The Kentucky legislature in 1842 chartered a school for the instruction of the blind and the partially-sighted children of Kentucky. This established the third school in the country specifically for the teaching of the blind.

Since so little was known about the implements and methods of teaching the blind, a number of people already in the field came to aid with the organizational problems encountered. Dr. Samuel Gridley Howe, eminent administrator and educator from the Perkins Institute in Boston, brought a vast store of experience and ingenuity to assist Kentucky. Also, Mr. William Chapin, Superintendent of the Ohio School for the Blind, came to Louisville to aid Dr. Howe in organizing the school.

Because of skepticism regarding the feasibility of teaching the blind, the school had to prove itself before securing solid financial support. By 1844, there was enough money available for the institution to move from its original building to new quarters on Broadway. This building was destroyed by fire in 1851. On October 8, 1855, the Kentucky School for the Blind established its residence in its present location at 1867 Frankfort Avenue in Louisville. It has been in continuous operation since that time except for a five-month period during the Civil War when the building was taken by the Union Army and used as a hospital.

The School for the Blind has had a long association with the American Printing House for the Blind. The Printing House began its operations in the basement of the Main Costigan Building of the school and continued there until 1883. It is also interesting for its Greek Revival architecture. The main section was built in 1855 and two four-story wings were added in 1898. The Costigan Building is in fair condition, but is deteriorating as the school hopes to raze it to make way for a newer, more functional structure. Local preservation societies are interested in preserving it.

The school campus is a 22-acre wooded area which contains most of the shrubs and trees native to Kentucky. The twelve buildings which house the school's activities are kept in excellent condition, except for the Main Costigan Building.
Main Building, Kentucky School for the Blind, Louisville, Kentucky

Courtesy Courier-Journal and Louisville Times
The Charles William Eliot Summer Home

**Location:** Peabody Drive, Northeast Harbor, Hancock County

The vigor and strength of American higher education stem in great part from the labors of Charles William Eliot. A long-time and innovating president of Harvard University, Eliot not only raised that university to new educational heights, but stimulated a general improvement in education. His application of the elective system was his preeminent accomplishment. By successfully advocating it, plus additional reforms, Eliot helped to democratize and broaden university and secondary learning.

Born in Boston, on March 20, 1834, Eliot's inner strength enabled him to overcome and ignore poor vision and a facial birthmark. He attended the Boston Latin School; entered Harvard in 1849, when 15, and was graduated in 1853; and began teaching at Harvard in 1854. Four years later he married Ellen Derby Peabody (following her death in 1869, he married Grace Mellon Hopkinson in 1877). Innovation marked his teaching, he using the written examination for the first time at the university. He also initiated some elective work in his mathematics and chemistry courses. Harvard's failure to promote him in 1863 induced Eliot to resign. He then sailed to Europe, where he took some advanced work in chemistry and observed European educational practices. The Massachusetts Institute of Technology appointed him as a professor of chemistry while still abroad, and Eliot resumed teaching in the fall of 1865.

Eliot's teaching, study, and familiarity with European education, further deepened by a second trip abroad in 1867, stimulated his own thinking about education. By 1869 he had developed several strong ideas apropos education, which appeared in two articles in *The Atlantic Monthly* in February and March of the same year. Entitled "The New Education: Its Organization," the articles delighted liberals, appalled conservatives, and made Eliot a cynosure.

"The New Education" manifestly demanded reform. Eliot insisted upon making education relevant to the times. Just as democracy invigorated freedom, so should the new education inspirit learning. And the new education could achieve that by only presenting the broadest opportunity to the individual. The means to that end lay in the elective system. It would enable a youth to best apply his talents to the benefit of himself and society. Other reforms would have to be applied, also, but the elective system was to Eliot what the blasting cap was to the dynamiter.
The Atlantic articles terrified those who had taken shelter behind the worn ramparts of classicism. Changes in education had been advocated for some time, but never before with Eliot's brilliance, learning, and clarity. The university that had neglected to promote him in 1863 now regarded Eliot anew, as a candidate for its presidency. And despite some opposition, Harvard named him president in May, 1869.

Eliot's appearance and character combined to make him an imposing and successful president. He was over six feet tall and carried himself well. A pleasing voice contributed to his effectiveness as a speaker; his willingness to listen better enabled him to act. But once he had listened and acted, he did not backtrack. Self-confident, he could answer a query as to why practices at the Harvard Medical School were to be changed after eighty years by saying simply, "There is a new president." Although most of his success arose from his character and ability, it is probably true that his accomplishments were also due to

... the fortuitous circumstance that he was able to outlive all of his principal opponents.

The University inaugurated Eliot on October 19, 1869. Realizing that he spoke to friend and foe alike, Eliot in his inaugural address frankly elucidated his plans for Harvard. He covered almost every aspect of the university, and always in terms of reform. He also spoke of the institution's obligations to the state and how Harvard had to respond to them. Central to all the preceding was Eliot's concept of the university's responsibility to learning and the individual's development.

The thirty-five year old president lost no time changing the university's complacent manner. Aided by a generally rising desire for change, Eliot, in many ways, created a new Harvard. By the time of his retirement, he had centralized undergraduate activities in Harvard College; had vastly improved the status of the professors; had made chapel attendance voluntary; had stressed graduate education, making the Medical and Law Schools national leaders; had transformed the Divinity School into a non-sectarian school of higher learning;

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1 Quoted in Frederick Rudolph, The American College and University (New York, 1962), 291.

and had greatly increased the university's endowment. The preceding reforms attracted wide attention, just as did his basic change, the application of the elective system.

Eliot, in his inaugural address, had affirmed his belief in the elective system. Although his most liberal reform, Eliot simply insisted on applying a system that had been thought of and about for many decades. He supported the principle so stoutly because he felt that an individual's ability to cope with a complex, industrial world rested in large part upon his choosing a course of action based on his interests and abilities. Furthermore, freedom of choice in education complemented political democracy. Despite all opposition, Eliot by 1894 had eliminated all compulsory courses at Harvard, except for English and modern languages for freshman.

Eliot's success at Harvard had a national impact. Election of courses not only radically changed student life, but spurred the equality of learning in education. In so doing, it stimulated the growth of departments of learning in universities, in both the arts and sciences.

When seventy-five, Eliot retired. Some seventeen years after 1909, he died on August 22, 1926.

The Eliot summer home is a two-story shingled building that is painted white. It sits on a rise overlooking Northeast Harbor and presents one with an excellent view of the harbor.

The author did not see the interior of the house, but was told by the owner, Mrs. Peter A. Jay, over the telephone that the house has been altered twice since Eliot's death. She feels that the cottage bears little resemblance to the building that Eliot knew.

Because the Eliot summer home has been quite changed, it is not recommended for classification.
MARYLAND

The Municipal Museum of the City of Baltimore

Location: 225 North Holliday Street, Baltimore, Baltimore County

The Municipal Museum of the City of Baltimore occupies the first building erected as a museum in the United States. A son of the Maryland born artist, Charles Wilson Peale, proudly opened the precedent-setting building to the public on August 15, 1814, so that it could see the scientific curiosities and works of art housed inside.

Rembrandt Peale, born on February 22, 1778, and apparently the most talented of the elder Peale's sons, established Baltimore's Peale Museum, as it was originally called. The young Peale had quickly taken to painting, completing a portrait of George Washington in 1795 and opening a studio in Baltimore in 1797. He operated a museum of some kind in conjunction with his studio, but as neither succeeded, the young artist resumed living in Philadelphia within less than a year. Years of painting followed, but by 1811 Rembrandt sought a mere remunerative profession. Again following in his father's path, who directed a successful museum in Philadelphia, Rembrandt decided to return to Baltimore and establish a museum there.

Rembrandt advertised in Baltimore in April, 1813, his intention to build a museum, and on August 15 of the next year he inaugurated his new undertaking. Hating no plan to follow, Rembrandt had erected a brick, three-story house that had a wing in back. Inside, the central hall-way opened onto four small rooms on the first floor, in which sat scientific and natural exhibits. A large drawing room occupied the second floor and the third floor held a painting gallery. Rembrandt struggled to operate the museum for about eight years, but his creditors forced him to sell his interest in it to his brother, Reubens, in 1822. Reubens continued the museum until 1829, when his creditors forced him to vacate the building.

Until the former Peale Museum became the Municipal Museum in 1931, the museum building underwent numerous serious alterations. It became the city hall in 1830 and remained so until 1875; then it was used as a school until 1887; and then was occupied by the Water Board, as well as by several businesses. When Baltimore renewed the building's museum career, its front wall was rebuilt, the original protico was reconstructed, and the interior was almost completely reconstructed. Where Peale apparently had had a sign in a recess above the front entrance, a new bas relief was placed.

Today, the building is completely devoted to museum purposes. The two front rooms on the first floor have permanent exhibits that are associated with Rembrandt Peale, the rooms on the second floor are used for
painting exhibitions, and the third floor room contains a permanent exhibition on the history of Baltimore. Admission is free and the hours are from 10:30 a.m. to 4:30 p.m., Tuesday-Saturday; 1:30 - 5:30p.m. Sunday (closed Sunday, May 30-Labor Day, and Saturday during August.)

The Municipal Museum of the City of Baltimore is not recommended for classification because it has been almost completely rebuilt since Rembrandt Peale's day.

McDowell Hall, St. John's College

Location: St. John's College Campus, Annapolis, Anne Arundel

McDowell Hall is the oldest original building on the grounds of St. John's, a liberal arts college that was founded in 1785. Since its founding, the college has occupied an important position in Maryland higher education, especially in recent years because of the institution's renewed emphasis upon the classical liberal arts course since 1937.

The establishment of St. John's coincided with a general post-Revolutionary growth in the number of colleges in the United States. Maryland's Senate considered an act providing for the establishment of St. John's in November, 1784, which act became law in 1785. The law granted the new college an annual grant of State funds and four acres of ground in Annapolis, if the college should be located in Maryland's capital. In 1786, St. John's accepted the funds and property of King Williams School, an Annapolis preparatory school whose history is ill known. Despite an evidently propitious start, the college experienced difficulties after 1786. By February 1789, for example, work on the building that subsequently became known as McDowell Hall had to be halted because of a shortage of funds, many of the original subscribers to the college defaulting on their pledged contributions. Nevertheless, the college formally inaugurated its educational career on November 11, 1789, when officials and 16 students gathered at McDowell Hall to start the first term.

Today, the college looks back on a varied, but interesting past. Perhaps the most significant educational undertaking occurred in 1937, when St. John's, as is stated in the college catalog, restored "...the traditional program of Liberal Arts." The college's renewed emphasis upon the classics attracted, and continues to attract, widespread interest.

For many years, St. John's occupied but one structure, McDowell Hall. Begun in 1742 as the colonial governor's palace, the uncompleted building became the college's property when the institution settled in Annapolis.
The college completed the brick, three-story building in the mid-1790's, and used it for many years for class rooms, sleeping quarters for students, and apartments for teachers. A fire gutted the building in 1909, leaving only the walls. Then, in 1952, another fire occurred in the basement and on the first floor, necessitating the removal of the original 1744 beams, and their replacement by steel ones.

McDowell Hall is not recommended for classification because St. John's has not played a major role in American higher education and because the structure has been twice severely damaged by fire.
The Municipal Museum of the City of Baltimore.

Courtesy, Municipal Museum
The Walter E. Fernald State School

Location: 200 Trapelo Road, Waltham, Middlesex County

The Commonwealth of Massachusetts established the first school for mentally retarded children in the Nation in 1848. That institution, now known as the Walter E. Fernald State School, continues to train and care for mentally handicapped youths.

Massachusetts created a school for mentally defective youngsters because of the work of Dr. Samuel Gridley Howe. Howe, who also promoted schooling for the blind, surveyed the mentally retarded in the Commonwealth in 1846 and his report of 1847 stimulated the legislature to appropriate a small sum for the organization of an experimental school for afflicted children. As a result, thirteen boys, ages 8 to 14, were admitted to the new school in October, 1848. Two years later the institution became known as the Massachusetts School for Idiotic and Feebleminded Youth. The need that the school met is illustrated by the fact that in 1856 the Commonwealth provided $25,000 for land and a new building. When the new school was completed in Boston, the institution remained in it until 1887.

In 1887, the school received a new director and moved to Waltham. Walter E. Fernald became the superintendent, and under his leadership the institution won international acclaim for its progressive methods. Following his death in 1924, the institution was named after him in 1925. At about the time Fernald assumed the direction of the school, it moved to an 18-acre site in Waltham. The old stone farmhouse on the land was used to house patients, and it still does. But many newer buildings have been erected, especially as the school's population has greatly increased since 1887.

The original building at the Walter E. Fernald State School is a low-lying, two-story structure. It is made of fieldstone, and one's impression is that there is almost as much mortar in the walls as stone. Floor to ceiling windows appear in the front and sides. The exterior is in very poor condition, the woodwork needing painting. Inside, the building is also in poor condition. Alterations have been made in order to adapt the structure to the school's purpose. Today, forty-nine mentally afflicted people are housed in the old farmhouse.

The preceding structure is not recommended for classification because it is not the original home of the school.
Mount Holyoke College

Location: South Hadley, Hampshire County

Mary Lyon pioneered in the field of female education in the 1830's and 1840's. Despite the indifference or opposition of males, she organized and established the Mount Holyoke Female Seminary, which inspired widespread imitation before and after it became a college in 1893.

Born on February 28, 1797, in Buckland, Mary soon showed an aptitude for learning and teaching. A bright, pious, and industrious person, she commenced teaching even before entering the Sanderson Academy in Ashfield, Massachusetts, in 1817. There, she impressed everyone with her keen intelligence. She subsequently attended the Byfield Seminary of the Reverend Joseph Emerson, who further inspired Mary's zeal for learning and religious sincerity. She also decided while at Byfield to dedicate her life to public service, and resumed teaching after completing two terms at the seminary in 1821.

Mary taught for the next 13 years, becoming deeply impressed by the need to improve female education. She felt especially that good educational opportunities should be provided for girls from families of moderate means. Her desire to provide a school for such females induced her to leave her teaching position at the Ipswich Female Seminary in 1834 and to devote the next three years in an attempt to raise money.

Success crowned her campaign when on November 8, 1837 she opened the Mount Holyoke Female Seminary in South Hadley, Massachusetts. She was 40, and until her death on March 5, 1849, she devoted her life to her school. Originally, the school's course covered three years and was based on the curriculum of Amherst College. So successful was the school, that 400 applications had to be rejected in 1838 because of the lack of room. As time passed, Mary gradually expanded the subject matter, modern languages and music, for example, being added. The teaching of the regular staff of teachers was supplemented by lectures by members of the faculties of Amherst College and Williams College. Before the founder died, the pattern for this independent woman's college had been successfully created.

From its small beginning, Mount Holyoke has grown to include a campus of 800 acres and many buildings. The original seminary building of 1837 burned in September, 1896. Mary Lyon Hall, a two-story stone building that has a steep gabled roof sits on the site of the original building. A massive tower dominates the north end of Mary Lyon Hall, which is used for various academic purposes. The oldest college structure on the campus is the John Payson Williston Observatory which was erected in 1881.
Mount Holyoke College is not recommended for classification because its original building no longer exists.

The Boston Athenaeum

Location: 10-1/2 Beacon Street, Boston

The Boston Athenaeum is the largest and most influential of the Nation's extant early proprietary libraries. Founded by private individuals long before the rise of the free public library, the Athenaeum remains a leading cultural institution in Boston.

Established in 1807, the Athenaeum grew out of an earlier organization, the Anthology Club. That Club, founded in 1804, established an Anthology Readingroom and Library, which became the Athenaeum. The new institution received the support of well-to-do individuals, who contributed both money and books. Despite the Athenaeum's private nature, its liberal administration quickly made the institution a leading educational organization in Boston.

Intended to serve both the scholar and general reader, the Athenaeum has created a library that meets the needs of both kinds of reader. It had acquired nearly 20,000 books by 1820, and today has over 422,351 volumes. Included in the printed works are numerous rare items, among them being large parts of the libraries of George Washington and John Quincy Adams. The collection of early pamphlets and tracts, which run into the tens of thousands, are also of inestimable use to the student of American History. The Athenaeum also possesses unusually strong newspaper collections and owns more Confederate imprints than any other institution in the Country.

Since its founding, the Athenaeum has had several homes. It was first located in Congress Street, then in a house on Pearl Street, and finally in its present building. The latter structure was begun in 1847, completed in 1849, and enlarged in 1913-14. Made of brown freestone, the building's facade is modelled after that of a Palladian palace, with "...a high basement of rusticated piers and round arches carrying an order of Corinthian pilasters, with lofty windows embellished with pedimented caps." ¹ A spacious lobby and a handsome reading room on the left as one leaves the lobby are two interesting

¹ Justin Winsor (ed.), The Memorial History of Boston (4 vols.; Boston, 1881), IV, 481.
ground floor rooms. The reading room overlooks the old burying ground that lies behind the Athenaeum. The main reading room is on the fifth floor. The catalog is also located on the fifth floor.

Visitors may visit the Athenaeum and use its resources by obtaining a visitor's card at the information desk, which is just beyond the lobby. The hours are as follows: Monday-Saturday, 9:00 a.m. - 5:30 p.m., October-June; 9:00 a.m. - 5:30 p.m., June-October. Admission is free.

Because the Athenaeum is not the first proprietary library and because its influence has been largely limited to Boston, it is not recommended for classification.

The Massachusetts Historical Society

Location: 1154 Boylston Street, Boston

Aside from being the oldest historical society in the United States, the Massachusetts Historical Society is notable for its exceptional manuscript collections and its outstanding series of publications. The Society, from its earliest days, has been preeminent in the collection, preservation, and publication of historical material.

The Society owes its inception largely to the foresight of the Reverend Jeremy Belknap. Early in the 1780's, Belknap had begun to write a history of New Hampshire, and that undertaking awakened him to the need of preserving historical records. Accordingly, he met with some friends on August 26, 1790, and discussed the creation of an historical society. Belknap on the following day wrote a "Plan of an Antiquarian Society." About five months later, on January 24, 1791, "The Historical Society" was established. When incorporated in 1794, its present name was assumed.

Even before the society had been organized, Belknap began collecting manuscripts and records. He persuaded Paul Revere to write an account of his ride, acquired manuscripts collected by Jonathan Trumbull, of Connecticut, and chose various manuscripts and books of the late John Hancock. He even thought about what could be acquired from the papers of Samuel Adams, but, unfortunately, Belknap preceded Adams to the grave. Nevertheless, before he died in 1798, Belknap had laid a sound basis for the Society to grow upon. He also left a memorable sentence apropos an historical society when he wrote to Ebenezer Hazard in 1795 and said,

There is nothing like having a good repository, and keeping a good lookout, not waiting at home for things to fall into the lap, but prowling about like a wolf.
for the prey.¹

As the Society's historical collections have grown, the Society has constantly presented much of its material to the public in its publications. Within the first year of its history, the Society published the initial issue of its Collections, on January 6, 1792. Since then, the published Collections has been steadily enriched. Furthermore, the Society has issued innumerable other volumes, thus making much of its material readily available to scholars and other interested individuals.

Like so many old institutions, the Society has had several homes. Until 1872, it occupied a number of different rented quarters, but in that year erected a building for itself on Tremont Street. There the Society remained until March 9, 1899, when it held its first meeting in its present home.

The Massachusetts Historical Society's present building is a three story structure whose first floor is of stone and upper two stories are of brick. A protico leads into a handsome lobby. Off to the right is the catalog and reading room. The latter is panelled and holds a large number of tables for readers. Admission is free and the Society is open 9:00 a.m. - 4:45 p.m. Monday through Friday.

Because the Society does not occupy its original quarters or even the first building specifically erected for it, it is not recommended for classification.

The Essex Institute

Location: 132 Essex Street, Salem, Essex County

Among county historical societies in the United States, the Essex Institute is without a peer. The depth and importance of the Institute's manuscript and library collections have been complemented by its century-old publication program.

The Institute has constantly grown in size and influence since its founding in 1848. In that year, the merging of the Essex Historical Society, formed in 1821, and the Essex County Natural History Society, organized in 1833, resulted in the creation of the Essex Institute. A library of some 500,000 books and pamphlets is now an invaluable tool for the study of the history--political, social, and economic--

¹ Quoted in Walter Muir Whitehill, Independent Historical Societies, (Boston, 1962), 9.
architecture, and decorative arts of Essex County. Despite the society's stress on Essex County history, many of the library's printed works, as well as many of its manuscripts, possess a national value. Among the printed works is an outstanding collection of early American broadsides, and among the manuscripts is one of the two original copies of the Massachusetts Bay Charter of 1628/29. The publications of the Institute have helped to make available much of the library's material, and the Essex Institute Historical Collections has been published since April, 1859. Furthermore, innumerable individual publications have helped to disseminate much of the material owned by the organization.

Two large brick buildings on Essex Street house the Institution. A three-story brick mansion, originally erected in 1851 for a merchant, contains the museum. A broad flight of stone steps leads to a columned portico and main entrance. Above the Corinthian columns and roof of the portico is a Palladian-type window. Inside, a large hall contains a notable collection of portraits and costumes, plus numerous collections of various relics of the past. Also in the building are period rooms, which the Essex Institute was the first to use in interpreting the past. A large brick building built in 1857 that adjoins the museum on the left as you face th latter houses the library.

In addition to the museum and library, the Essex Institute owns and administers several historic buildings that are open to the public. The John Ward House, the Vaughan Doll and Toy House, and the Lyetopley Shoe Shop are in the garden behind the Institute. Four exceptional historic homes are also owned by the Institute, the Pierce-Nichols House, 80 Federal Street, the Crowninshield-Bentley House, Washington Square West, and the Andrew-Safford House, 13 Washington Square West. All but the latter house are open to the public and there is an admission fee for each of them.

The Essex Institute is open from 9:00 a.m. to 4:30 p.m. daily except Mondays, 2:00 to 5:00 p.m. Sundays and holidays. Admission is free.

Although an excellent example of a county historical society, the Essex Institute's national influence has not been great and thus it is not recommended for classification.

The Concord School of Philosophy

Location: Lexington Road, Concord, Middlesex County

Amos Bronson Alcott, educator and philosopher, organized his School of Philosophy near the end of his life. A born teacher and conversationalist, the school presented Alcott with another opportunity to espouse his cultural and philosophic ideas.
Alcott was born on November 29, 1799, in Wolcott, Connecticut. Because of the less than moderate circumstances of his family, Alcott received a poor formal education; and instead of attending college as he had hoped, he began to teach. When 19, he travelled to Virginia in the hope of finding a teaching position. His expectations proved unavailing, and he then spent four and a half years in Virginia and North Carolina as a peddler. Returning to New England late in 1823, he spent the next decade teaching in Connecticut, Massachusetts, and Pennsylvania. During that period, he furthered his own education, and also developed very liberal philosophic and educational outlooks. Those views lay at the core of the school he established in Boston in September, 1834, and they aroused little enthusiasm in that city. The school existed until 1839, its demise being especially due to Alcott's efforts to inspire his charges to think independently about religion.

Following the closing of the school, Alcott largely spent the next two decades propagating his philosophic idealism. He visited England in 1842 and conferred with fellow mystics, bringing three of them back with him to the United States. They, Alcott and his English friends, attempted to create an ideal community at Fruitlands, near the village of Harvard, but it endured only from June, 1844, until January, 1845. Various wanderings then carried Alcott and his family from one spot to another in New England until they resumed their residence in Concord, Massachusetts in 1857. There, Alcott became the superintendent of Concord's schools in 1859 and he contributed much to their improvement.

In 1879, Alcott organized his school of philosophy. It first met in his library, then in a small building erected for it behind his house, now known as Orchard House. After Alcott's paralysis in October, 1882, the school saw less and less of its founder, but it existed until the philosopher's death on March 4, 1888.

The philosophy school's building was erected in 1886. It is a one-story frame building, its walls of unpainted vertical planking. The gabled entry is at right angles to the main building and its gabled roof. There is but one large room inside. A platform is at the back of the room and rows of chairs cover the floor before the stage. The fireplace is at the left end of the building as one enters it.

The school building and Alcott's house are open as follows: Monday-Saturday, 10:00 a.m. - 5:00 p.m.; Sunday, 2:00-6:00 p.m., April 19 through November 11. Adults, 60¢; children, 25¢.

The Concord School of Philosophy is not recommended for classification because the school's brief existence lacks national significance.
The Site of The Fifth Street Grammer School

Location: Russell & Pleasant Streets, New Bedford, Bristol County

The following legend appears on a bronze plaque affixed to a stone at the site of the Fifth Street Grammer School in New Bedford.

Fifth Street Grammer School
This was the first school in the country to raise the United States flag and make the use of it a permanent feature of public school administration. The first flag was unfurled May 11, 1861.
Mr. Sylvander Hutchinson, Principal

Just behind the plaque is a flagpole. The remainder of the school site has been turned into a parking lot.

Because nothing remains of the Fifth Street Grammer School, the site is not recommended for classification.

The First State Normal School

Location: Bedford and Elm Streets, Lexington, Middlesex County

The Commonwealth of Massachusetts inaugurated the Nation's first state normal school in Lexington in 1839. The school met in a former academy building in Lexington for five years and then moved to West Newton.

Horace Mann's appointment in 1837 as the secretary of the newly created state board of education led to the establishment of the Lexington normal school. A vigorous advocate of the public school system and the need to improve it, Mann appreciated the necessity of producing better teachers. With the support of several leading citizens, Mann sponsored and secured the enactment of a law that appropriated $10,000 for the establishment of a state normal school. That sum matched the amount donated for the same purpose by Edmund Dwight, an eminent business man and philanthropist. Individuals in Lexington, upon learning of the proposed normal school, offered to provide a rent-free building adapted to the purposes of the school, and the offer was accepted. The town then raised $543 to prepare the old Lexington Academy building for its new occupant.
The precedent-setting state normal school opened on July 3, 1839. Three young women met the qualifications for admission on that day and became the school's initial students. But the number of pupils quickly rose, there being 12 at the end of the first quarter, 25 at the end of the opening year, and 31 at the end of three years. The usual course lasted a year, and a distinctive feature lay in the institution's model school, where the student could do practice teaching. Because the school needed additional space by 1844 and because the town refused further aid, Massachusetts transferred the normal school to West Newton in the same year.

The old normal school building has been greatly altered since 1844. It was originally erected, apparently, in 1822-23. The Lexington Academy occupied the building until 1833, when it failed. Six years later, the Town of Lexington remodelled the structure for the normal school. A kitchen and dining room were installed in the basement, a model school on the first floor, a class room in the main hall on the second floor, and individual rooms in the attic for the pupils. Following the transfer of the normal school, the building was turned into a tenement and still later used as a grocery store. In 1868, the Hancock Congregational Society purchased the building. The various alterations in the structure since 1844 had so greatly changed it by 1887, that one who had known the building when it was the normal school said that the edifice bore little resemblance to the school she had known. Apparently, the building is still drastically different from the way it was between 1839-1844. Although the author could not gain admittance when he visited it, the building has obviously been enlarged by a wing on either side. Furthermore, it is doubtful that the pilasters on the front and the blue window above the front door existed when the normal school occupied the structure.

Because the building has been greatly altered since 1844, the First State Normal School is not recommended for classification.

The Horace Mann Law Office Building

Location: 74 Church Street, Dedham, Norfolk County

The evolution of the American public school system during the nineteenth century benefited tremendously from the monumental achievements of Horace Mann in the Commonwealth of Massachusetts. He transformed a lamentable public school system in Massachusetts into one with out a peer in the country, making it a model for the Nation to imitate.

Man lived a very full life as a lawyer, politician, and educator. Born on May 4, 1796, in Franklin, Massachusetts, he led a hard existence until entering Brown University in 1816 because of his family's
poverty. Upon being graduated in 1819, Mann studied law, was admitted to the bar in 1823, and developed an excellent practice in Dedham and Boston. His legal career aided his entry into politics, and he served in the House of the Massachusetts legislature from 1827 until 1833 and in the Senate from 1833 until 1837. He had become the president of the latter body in 1836 and in 1837 signed the revolutionary education bill that became law on April 20.

The new law established a new career for Mann. Always interested in public service, Mann secured the appointment as the secretary of the newly established state board of education. He retained the post from 1837 until 1848, and in that time transformed Massachusetts' inefficient and largely ineffective public school system.

Mann's reforming methods produced startling results. Realizing the need for public support, Mann organized annual meetings in every county for the public discussion of education. Teachers, school officials, and the public attended the meetings and considered the inadequacies and needs of the public schools. The crusader also realized the need to secure better teachers and he stimulated the establishment of three normal schools, the first state normal schools in the Nation. In order to keep those in and out of the profession informed, he published the Common School Journal and produced a series of annual reports. As a result of confiding in the public and working with school officials and teachers, Mann brought about the establishment of a six-months' school year, the erection of 50 new high schools, the betterment of teachers' salaries, and a general improvement in curricula and methods. When he resigned in 1848 he did not leave just friends behind, but despite much opposition he had accomplished a miracle in Massachusetts.

Mann, in his last years, served in the Federal House of Representatives between 1848-53 and as president of Antioch College from 1853 until his death on August 2, 1859.

The house in which Mann had a law office for an unknown number of years in Dedham is a two-story, clapboard building. A steep gable roof tops the house, which is painted yellow, with white trim. Originally, the building stood on a site across Church Street from its present location. There are four rooms on the first floor, four bedrooms and two baths on the second, and three small rooms on the third. The house contains no Mann furnishings and it is not known which room Mann employed as his office. Furthermore, it is not known how much the building has been altered since Mann's day.

Because the location of Mann's office is unknown and because the house has been moved from its original site, the house is not recommended for classification.
Salem Athenaeum

Location: 337 Essex Street, Salem, Essex County

The Salem Athenaeum owns an extremely interesting eighteenth century collection of scientific works. Added significance attaches itself to those volumes because in all likelihood the Athenaeum would never have acquired them if it had not been for the American Revolution.

In February, 1781, an American vessel out of Salem attacked and captured the Mars, a British ship. The captors must have been surprised to find aboard their prize a notable collection of scientific works, the scientific library of Sir Richard Kirwin, of Dublin. Kirwin had intended the books for an institution in Quebec, but fate decreed otherwise. When the Pilgrim, the American ship, returned to Salem, the vessel's owner placed the books on sale.

A new cultural organization in Salem, the Philosophical Library, immediately exhibited great interest in the books. And on April 12, 1781, the Philosophical Library paid £858:10:00 for the collection, thus acquiring an invaluable library. Included in the collection were most of the transactions of the French Academy, of the Royal Society of London, and of the Society of Berlin. The Kirwin collection also counted the works of Sir Robert Boyle and Sir Isaac Newton. Through the Philosophical Library's foresight, Salem came to possess a magnificent intellectual tool; and the volumes, for example, helped to school Salem's famous scientist, Nathaniel Bowditch. Some years after 1781, the Philosophical Library merged with the Social Library in Salem to form the Salem Athenaeum. The Social Library had been organized in March, 1760, and over the years had acquired a respectable number of books. By 1810, most of the members of the Social Library also belonged to the Philosophical Library, which situated led to the merger of the two groups on March 12, 1810.

Since 1810, the Athenaeum has occupied several buildings. Its present home was built in 1907, and is modelled after "Homewood," the Baltimore residence of Charles Carroll. The attractive structure now houses over 45,000 volumes.

Because the Athenaeum's building was built in 1907, the Salem Athenaeum is not recommended for classification.
Mary Lyon Hall, Mount Holyoke College, South Hadley, Massachusetts.

National Park Service Photo, 1965
The Concord School of Philosophy, Concord, Massachusetts.

National Park Service Photo, 1965
The Site of the Fifth Street Grammer School, New Bedford, Massachusetts.

National Park Service Photo, 1965
The First State Normal School, Lexington, Massachusetts

National Park Service Photo, 1965
The house at 74 Church Street, Dedham, Massachusetts, in which Horace Mann had a law office.

National Park Service Photo, 1965
MICHIGAN

The President's House, University of Michigan

Location: 815 South University Avenue, Ann Arbor, Washtenaw County

The rise of the American university owes much to the bold and progressive growth of the University of Michigan. A pioneer institution in numerous respects, the university's influence stimulated emulation throughout the country. That was especially true during the presidency of Henry Philip Tappan, who imparted a permanent progressiveism to the institution during his administration between 1851-1863.

The university's birth occurred in 1817, twenty years before Michigan became a State. Originally little more than a preparatory school, the university received its charter in 1837 and moved from Detroit to Ann Arbor. Offering a college curriculum for the first time, the young institution began its first year in Ann Arbor with no president, two professors, one sophomore, and six freshmen. But enrollment reached 154 by 1851, when the university welcomed Tappan as president.

Tappan came to Ann Arbor with an excellent background and a surging enthusiasm for his new job. Born on April 18, 1805, at Rhinebeck, New York, he had been graduated from Union College, Schenectady, New York in 1825 and from the Auburn Theological Seminary in 1827. In the following years, he married in 1828, served as a professor of moral and intellectual philosophy at New York University between 1832-1837, and produced several volumes, an important one, University Education, appearing in 1851. The volume reflected his strong attachment to the German university ideal, especially the idea of service to the Nation. Furthermore, the author espoused, for the time, liberal educational concepts, such as the elective system, the teaching of all subjects (not just the classics), and improving educational standards.

After arriving in Michigan, Tappan quickly inaugurated innovations at the university. He chose some excellent professors, one being Andrew D. White, who later became the first president of Cornell University, in order to raise the academic level of the school.

Subsequently, he created a scientific course on a basis of equality with the traditional liberal arts course and he introduced graduate work. He organized courses leading to the Masters of Art degree, which entailed a thesis and a difficult final examination. In 1855, he created a degree of bachelor in civil engineering. Furthermore, he introduced the elective system, although restricting it to the senior year. Nevertheless, that innovation, plus his others, transformed the university into one of America's most progressive in the 1850's.
Educational reformers admired and applauded Tappan's accomplishment, but there were those who demurred at the university's new cast. They wondered about the innovations and reacted negatively to Tappan's determined, forthright manner. Also, many resented his insistence upon the university's non-sectarian character. The temperance movement also worked against the European-oriented president, who enjoyed wine with his dinner despite those who pled water's cause. Tappan persisted for twelve years against increasing opposition, only to be dismissed in 1863. Twelve years later, in June, 1875, the university's regents admitted their error in discharging Tappan, who then lived in Europe, dying there on November 15, 1881.

Despite Tappan's abrupt dismissal, the University of Michigan never lost the liberal impetus given to it by Tappan. It adopted coeducation in 1870; and under the presidency of James Burrell Angell (1871-1909) greatly expanded, inaugurated the first professorship in education, and established the first course in forestry in America. Since Angell's administration, the university has continued to generate scholarly achievement and to serve the State, fulfilling two basic goals imparted to it by Tappan.

The oldest building on the campus is the president's house which Tappan occupied while at the university. The sole survivor of four faculty houses that were erected in 1840, the building has been the residence of every president since Tappan's era.

Various alterations and additions have greatly changed the house since its construction. Originally, a square, two-story structure which had cost $7,712.50, the house received a one-story kitchen wing in 1864; a library wing in 1891; a sun room, sleeping porch and garage in 1920; and a study on the northeast side in 1933. Furthermore, a third floor and a roof with a deep overhang, supported by large, elaborately carved brackets, was added in the nineteenth century. Perhaps the most distinctive extant original feature of the house is the Greek revival portico, which is painted white and graces the front entrance of the grey building.

Because the president's house has been drastically altered since 1840, the house is not recommended for classification.
The President's House, University of Michigan, Ann Arbor, Michigan

National Park Service Photo, 1965
Mississippi State College for Women

Location: 2nd Avenue between 11th and 15th Streets, Columbus

The Mississippi State College for Women was the first state supported institution of higher learning to be established in the United States for the education of women exclusively. State support was initiated in 1884, but the school's antecedents date back some years earlier.

The Columbus Female Institute was privately maintained for thirty-seven years. In September of 1884 its buildings and grounds were conveyed by deed of gift of the school's trustees to the State of Mississippi as a home for the Mississippi Industrial Institute and College. The City of Columbus had also made a sizable contribution toward the founding of the new college. The first college session began October 22, 1885 with an enrollment of more than 250 young women.

As the name indicates, the new college pioneered in adding vocational subjects to the standard arts and sciences program. Although emphasis was placed on the industrial courses, music and fine arts were included in the first curriculum.

The campus comprises some seventy acres lying within the residential area of Columbus. The oldest building on the campus is Callaway Hall, erected in 1860. In 1938 it was completely renovated and remodeled.
"B" Barracks, Kemper Military Academy

Location: Boonville

On May 8, 1845, Professor F.T. Kemper opened what is now the oldest boys' school west of the Mississippi. The next year, 1845, "B" Barracks was completed and still stands for use by the Academy. Kemper represents the typical American educational institute before the idea of free public schools became popular and widespread.

Henderson Hall, Culver-Stockton College

Location: Canton

Henderson Hall, the oldest building at Culver-Stockton College (formerly Christian University, 1904) represents the institution which claims to be the first college west of the Mississippi to provide by charter for equal education men and women (January 28, 1853). Section 2 provides that the school "Shall embrace male and female and all other departments which properly appertain to a university."
Henderson Hall, Culver-Stockton College, Canton, Missouri (Looking West)

National Park Service Photo, 1965
The Nebraska State Museum opened its doors for educational purposes June 14, 1871, three months before the first classes were held at the University of Nebraska. It is now a major national depository for paleontology, and for this it enjoys a world-wide reputation. In particular, the large and varied collection of Tertiary and Pleistocene mammals adds to the educational and research facilities of the museum. (The United States Geological Survey houses its Pleistocene collection in the Nebraska State Museum and the Smithsonian Institute houses its osteological collection). The Museum took the lead as a major educational institute in the midwest and has continued to remain in the forefront, serving students and visitors from every state.
University of Nevada

Location: Reno

Established by an article in the State Constitution in 1864, the University of Nevada actually began work in Elko on October 12, 1874, with a class of seven students. For 10 years the University continued at Elko, primarily serving as a high school, an institution that was then a great rarity in the intermountain area. The original one-story, brick building utilized by the University for this purpose still stands at Elko and now serves as the Elko County Library.

By 1886 the educational demands of the State had become great enough to move the University to Reno, nearer the center of the State's population. The University opened its doors at its new location in 1887 with an enrollment of 50 students. The Morrill Land Grant Act of 1862 had already provided Federal aid for the establishment of the university, and subsequent acts of Congress provided further grants which assisted in the development of the institution. After its transfer to Reno, the University's academic standing and influence rapidly improved. In 1887 work in mining was organized and plans made for adding courses in agriculture to the already established arts and sciences programs.

The early educational buildings of the University at Reno comprised three structures: Morrill Hall, erected in 1886; Stewart Hall, built in 1890; and the Agricultural Experiment Station or Hatch building, constructed in 1891. Stewart Hall was demolished to the basement level in 1958, and the Hatch building was completely razed in 1957. Only Morrill Hall, a three-story, brick building with mansard roof, the original 1886 structure, still remains. The Hall is now utilized as the administrative offices of the University. Two other buildings erected prior to 1910 still stand. These are Lincoln Hall, a three-story, brick dormitory erected in 1896 that is scheduled for early demolition, and the Mackay School of Mines erected in 1908. This latter structure, designed by Stanford White, is a brick, two-story building with a formal white Doric portico. The 100-acre campus now has 35 buildings, and the student enrollment is 2100.

Fourth Ward School

Location: C Street, Virginia City, Storey County

The pioneers of the Far West early recognized the need for free public education, and their territorial or state legislatures, as one of their first actions, enacted laws providing for the establishment of a system of free common schools. The Territory of
Oregon passed such legislation in 1849, the State of California followed suit in 1850, and the newly organized Territory of Washington passed a similar law in 1854. Provision for a public school system supported by county taxation was made when the Territory of Nevada was organized in 1861, and a similar law provided for the schools in Idaho when that area was organized as a territory in 1865. While these laws established the principle at an early date, it was many years before widespread and effective public school systems could actually be formed. Thin and widely scattered population, poor roads, and the meager funds arising from the small county and district levies resulted generally in crude buildings, scanty equipment, poorly paid teachers, and short terms. These conditions confronted educators with problems that took many years to overcome, and required further state legislation to strengthen the system and also the gradual increase in population and wealth of the Far West to render the economic support so necessary for the creation of an effective public school system.

The Fourth Ward School is a magnificent example of the type of early public school that could be erected in the Far West when adequate economic resources were available. The Fourth Ward School at Virginia City was constructed in 1875-76 during the heyday of that famous mining town.

The frame building is four stories in height and rests on cut stone foundations. The structure was built to accommodate 1025 students and contains 16 classrooms and two study halls. It served as a combined grammar and high school. The last class was graduated in 1936. The building is now unused but stands as a landmark that gives a true picture of the former magnitude of fabulous Virginia City.

This site is included in the Registered National Historic Landmark District of Virginia City, which was classified under Theme IV, the Mining Frontier.
Morrill Hall, 1886, University of Nevada, Reno, Nevada

National Park Service Photo, 1960
Fourth Ward School, 1875-76, C Street, Virginia City, Nevada

National Park Service Photo, 1960
St. Catherine's Indian School

Location: Griffin Street, Santa Fe

Beginning in the early 1880's Miss Katharine Drexel, Philadelphia heiress to the fortune of banker Francis M. Drexel, began her travels in the Southwest for the Bureau of Catholic Indian Missions. She conceived a great love for the Indians, whose wretched poverty excited her pity and a determination to aid them. She decided to furnish her church with an effective arm for specialized education service among Indians, and, because their minority status produced similar distress, among Negroes as well. After a novitiate under the Mercy Sisters of Pittsburgh, Mother Katharine founded her own community in 1891, the Order of the Sisters of the Blessed Sacrament for Indians and Colored People. After intensive training at the order's Central House in Philadelphia, Mother Katharine and nine of her Sisters came to Sante Fe in 1894 to take over St. Catherine's Indian School. During her earlier work in the Southwest, Miss Drexel had built this industrial school with her own funds. Retired Archbishop Lamy dedicated the institution in 1887 and it was operated under Government subsidy until Miss Drexel, now Mother Katharine, returned to Santa Fe. St. Catherine's Indian School was only the first of a system of Indian and Negro mission schools founded by Mother Katharine. She lived to be 96 years old, not dying until 1955. During her 6 1/2 decades of active missionary service she established 48 elementary schools, 12 high schools, and the first Catholic university for Negroes in the United States--Xavier University in New Orleans.

St. Catherine's was one of the most important educational institutions for the Pueblos of the Rio Grande Valley. Sisters from the school went out to the villages and persuaded Indian parents to enroll their children. So successful was Mother Katharine in this endeavor--at a time when the Indians resisted off-reservation boarding schools--that the U.S. Commissioner of Indian Affairs enlisted her aid in persuading Indians to attend Government boarding schools. Her contributions as a student-recruiter among the Navajos were particularly notable. Her interest in the Navajos led her in 1895 to buy a site just west of Window Rock, Arizona, for establishment of St. Michael's Mission and School. Shortly after installing Franciscan Fathers in a rehabilitated ranch to begin their mission work, Mother Katharine sent a contingent of her Sisters to found St. Michael's School. This was in 1902. Since then St. Michael's School has exerted continuing influence on the Navajo people and is recognized as the center of Catholic educational work on their reservation. Because of the
Catholic mission bureau's strained finances, its director, Monsignor J.A. Stephan, called upon Mother Katharine to aid many other missionary enterprises in the Southwest, including the repair of Acoma's famous fortress church in 1904.

Meanwhile, St. Catherine's Indian School, headquarters for Mother Katharine's far-flung activities, continued to expand its plant and student body, which soon included Navajo and Pima and Papago children. An interesting account of student life during this period is contained in Alice Marriott's Maria: The Potter of San Ildefonso. Maria, leader of the Indian art revival in the Rio Grande Valley, is perhaps St. Catherine's most distinguished alumnus.

St. Catherine's, still operated by the Sisters of the Blessed Sacrament, today has an enrollment of about 200 Indian students. The original school plant, dating from 1887, is still in use and includes the 3 1/2-story main classroom building and two other structures.

St. Michael's High School at St. Michael's, Arizona, also operated by the Sisters of the Blessed Sacrament, is one of the largest Indian boarding schools in the country. Its student body of nearly 400 includes mainly Navajos along with Hopis, Apaches, and Pueblos. Though many modern additions have been made to the school plant, the core historical area, identified by the pitched roofs in the accompanying photo, dates from about 1910.

While St. Catherine's and St. Michael's Indian schools are intrinsically important as centers of Indian education, they are additionally significant in symbolizing the life work of a great philanthropist who directed her energies and wealth to the education of two minority groups and founded a unique religious community that continues this worthy work.
St. Catherine's Indian School in Santa Fe, first of 61 schools for Indians and Negroes established by Mother Katharine Drexel who in 1891 founded the religious community of the Sisters of the Blessed Sacrament, devoted exclusively to specialized educational service to Indians and Negroes.

National Park Service Photo, 1964
The original St. Michael's Franciscan Mission on the Navajo Reservation in northeastern Arizona, constructed in 1898.

National Park Service Photo, 1965
St. Michael's High School, founded in 1902 near St. Michael's Franciscan Mission by the Sisters of the Blessed Sacrament.

Courtesy, St. Michael's High School
The Site of the Torrey Library

Location: 2.6 miles north of Route 20, New Lebanon, Columbia County

The claim is made by apologists for Dr. Jesse Torrey that he established the first free public library in the United States. Accordingly, his proponents state that on March 12, 1804, Torrey, then 17 years old, organized "The Juvenile Society for the Acquisition of Knowledge" in the home of his future father-in-law, Aaron Jordan Booge. That society purportedly was really a library. It is supposed to have had 147 members. Nothing else is known about Torrey's organization.

Torrey practically disappears from history after 1804. He evidently became a medical doctor, but there is no record of his subsequent career.

Today, a pile of rubble marks the supposed site of the Booge home. But an archeological investigation would be necessary to establish the validity of the site.

Because Torrey's supposed library had no national influence and because the Booge home, the location of Torrey's undertaking has disappeared, the site of the library is not recommended for classification.

The Astor Library

Location: Lafayette Place, New York City

The New York Public Library emerged from the consolidation in 1895 of the Astor, Lenox, and Tilden Trusts. The Astor Trust was the oldest of those trusts, and it had supported the Astor Library, long the city's outstanding library, since 1848.

John Jacob Astor, upon his death in March, 1848, left $400,000 for the founding of a public library in New York. Named after him, the library was located on Lafayette Place and a design for its building was selected on December 10, 1849. The structure was finished in 1853 and formally opened on January 9, 1854. In addition to a new building, the library also owned between 80-90,000 volumes, purchased for around $100,000.

The Astor Library became famous in the following decades. As its fame grew, so did its holdings. By 1875, it possessed 135,065 volumes and by 1895, 225,477 volumes. Despite its rich resources, the library
failed to be as useful as it could have been because of its restrictive policies. The library excluded those under 16, discouraged poorer people from using its books, and permitted no borrowing. While New York's population vastly expanded after 1865, the library became more and more narrow in its policies. Furthermore, the library's endowment by the 1890's was becoming more and more inadequate.

Because of the greatly increased need of New York for improved library facilities by the 1890's, a movement arose to consolidate three trusts left to the city for library purposes. As a result, a consolidation occurred on May 23, 1895, and out of it emerged the New York Public Library, Astor, Lenox and Tilden Foundations—the Reference Department.

Besides the great library that became a part of the new institution, the Astor Library's original building remains. Following the erection of the first section of the structure in 1853, two additions were completed in 1859 and 1881 respectively. The structure's style of architecture is Byzantine, the facade having deeply recessed arched doors and windows. It is a three-story building, except the central portion which has four stories, and the ground floor is of brownstone and the upper floors of brick.

The interior, as well as the exterior, has not been basically altered. Temporary partitions have been installed for offices, but no structural changes have occurred. The most impressive room is on the second floor in the central section of the building. It was the main reading room, is two stories high, and has a vaulted skylight for the ceiling. Cast iron Corinthian columns support a balcony and the skylight. Despite the temporary partitions in the room, its elaborate quality is still attested to by its ornate columns, cornice, and balustrade on the balcony.

Visitors may visit the building upon request.

The Astor Library is not recommended for classification because its main significance stems from its relationship to the New York Public Library, which has been recommended for classification under this theme.

The Fairfield Academy and Medical College

**Location:** Fairfield, Herkimer County

The Regents of the University of the State of New York granted the Fairfield Academy a charter on March 15, 1803, and the school opened one month later, on April 15. Aside from the Hamilton Oneida Academy at Clinton, the new school became the only one of any academic standing west of Schenectady. The Academy quickly earned a good reputation.
and achieved a special distinction for its chemistry and natural science courses. In 1809, the school inaugurated courses in medicine and allied subjects. The Academy continued to thrive for many decades, but by the 1890's met increasing difficulties in conducting its program. Finally, in 1901, ninety-nine years after its opening, the school closed.

The College of Physicians and Surgeons for the Western District of New York, commonly known as the Fairfield Medical College, had been associated with the Academy for a number of years prior to the Civil War. New York granted a charter for a medical college at Fairfield in 1812, and within a short time the adjunct of the Academy had an excellent faculty. But as the Fairfield Medical Academy prospered, many of its best staff members received calls to more important positions. As a result, the medical school began to founder in the 1830's, and it ceased operating in 1840.

At its peak, the Fairfield Academy counted many buildings on its campus, but now only one survives. Presumably used as chapel, the structure is a two-story, clapboard, and gabled roofed building. A tower is at one end of the building and it has an empty belfry. The building is in very poor condition. Much of the clapboard is unpainted and rotten (some of it has fallen away), the roof is about ready to collapse, and many of the windows are boarded up. If the building is not the victim of an accidental fire, it will probably collapse in the not too distant future.

The sole extant building of the Fairfield Academy and Medical College is not recommended for classification because the institution lacked national significance and because the structure is in extremely poor condition.

**Erasmus Hall High School**

**Location:** 911 Flatbush Avenue, Brooklyn, Kings County

The Erasmus Hall High School is distinguished because it was the first secondary school to be chartered by the Regents of the University of the State of New York. Since its chartering in 1787, the school has continued to be used for educational purposes.

The residents of Flatbush established Erasmus Hall High School, aided by contributions from John Jay, Alexander Hamilton, Aaron Burr and George Clinton. The Dutch Reformed Church presented the site for the school to its founders. Originally a private academy, the school opened in September, 1787. Named after Desiderius Erasmus, the school achieved
quick success, attracting students from various locations in the United States and the West Indies. Students paid an admittance fee of one guinea and a yearly tuition of six pounds sterling. Despite the strict rules and stern punishment for their infractions, the school permitted good students to frequent taverns in Flatbush.

The school, during the nineteenth century, adapted itself to changing conditions. Girls were admitted in 1801 and the Flatbush village school began to meet in one room in the building in 1803. It became one of the institutions in the State in 1849 to be selected by the Board of Regents to conduct meteorological observations. Almost half a century later, in 1896, the school's ownership was transferred to the City of Brooklyn and it became a city high school. It remained in use as a school until 1936. Now, the building is used for administrative purposes for the modern Erasmus Hall High School, whose Gothic style buildings completely surround the old building.

The exterior of the old school contrasts sharply with the modern Gothic buildings surrounding it. Of the Georgian style, the original edifice is 100 feet wide and 36 feet deep. It cost £6,250. It is a two-story, clapboard building that has a hipped roof. The building's handsome front is broken by a slightly projecting central section, which is set off from either side by wooden quoins. The entablature at the top of this section contains a semi-circular window, just beneath which is a Palladian window. A covered portico protects the main doorway. Aside from the Palladian window, the windows on the first and second floor have green shutters. The back of the building presents an unbroken wall, relieved only by windows on the first and second floors. Three dormer windows project from the back roof, whereas there are only two on the front roof.

Some changes have taken place in the structure. The first alterations occurred in 1823, but their nature is not known. A restoration was made in 1952, but as there are no records of the interior's appearance, the appearance of the interior probably is not authentic.

The building is open to visitors.

Erasmus Hall High School is not recommended for classification because it has only State significance.

The Edward Austin Sheldon House

Location: State University College at Oswego, Oswego County

Edward Austin Sheldon built his home in Oswego while president of the Oswego Normal School, which he had founded. That institution, between 1861 and 1886, trained hundreds of teachers, who upon graduation carried the methods of the school throughout the Nation, making the Oswego
Normal School famous and stimulating widespread imitation of its program.

Sheldon spent most of his life in education. Born on October 4, 1823, near Perry Center, New York, he attended local schools before matriculating at Hamilton College in 1844. Illness forced his withdrawal in 1847, and after recovering he began a nursery in Oswego. It soon failed, leaving him jobless in the next year.

A sympathetic and kind person, Sheldon in 1848 developed an interest in Oswego's poor. His investigation of illiteracy in 1848 in the town showed that over 1,500 people could neither read nor write. That discovery stimulated him to organize the Orphan and Free School Association of Oswego on November 28, 1848. Confronted by 120 neglected boys and girls and without teaching experience, Sheldon grappled with the task of aiding his wards. His kindly nature quickly won their confidence and their plight persuaded him that public schools should be free. And that conviction remained after he left his school in 1849 in order to open a private school for children.

Sheldon's support of free public schools finally resulted in his heading Oswego's public school system, which was made free in 1853. As the superintendent of schools, Sheldon organized a school system based upon 13 years of schooling. The lower schools were divided into three-year terms and the high school had a four year term. The superintendent also improved the courses, stressed the selection of good teachers, and established a night school for males between 11 and 21. Sheldon also worked closely with the school board. He backed the election of friendly persons, and always dealt honestly with the board. His diligence in working with the board contributed to his success, so much so that he seldom lost a point and thus was termed "Pope Sheldon."

By 1860, he had acquired such state renown that he was elected president of the state teachers' association.

Sheldon's emphasis upon free public schools had a corollary, that only good teachers made good public schools. His difficulty with poor teachers in Oswego stimulated him to develop training methods for teachers. The demands of this aspect of his work became so great that he proposed that Oswego create a teacher training school, and the city accepted Sheldon's suggestion.

Oswego established the country's first city normal school in 1861. Known first as the Oswego Primary Teachers' Training School, it opened in May, 1861, and Sheldon became its principal in the next year. New York granted the school financial aid in 1863, which the institution did not receive until May, 1865, and in 1866 recognized Sheldon's school as the Oswego State Normal and Training School.
Under Sheldon, the Oswego school became the center of the teaching of the Pestalozzian method of instruction. This system, created by Johann H. Pestalozzi, insisted on stimulating children to learn rather than stressing learning by rote. This revolutionary approach depended on the teacher's ability to stimulate children to observe and reason, not his or her knack at forcing pupils to memorize. And Pestalozzi's method coincided with Sheldon's thought that education should prepare the pupil to acquire learning, rather than just to impart knowledge. In order to apply Pestalozzi's ideas, Sheldon hired an English woman, Miss Margaret E.M. Jones, who contributed much to the success of the normal school, despite the opposition of many in the profession.

The Oswego Normal School, for over two decades after its founding in 1861, inspired the imitation of its methods in numerous States. Over 2,500 graduates by 1886 had carried its influence throughout the nation, they becoming school teachers, normal school teachers, and school superintendents. Furthermore, numerous people travelled to Oswego to visit the school and observe its methods. Sheldon also helped to further the school's influence by two of his books, A Manual of Elementary Instruction (1862) and Teachers' Manual of Instruction in Reading (1875).

Sheldon died on August 26, 1897.

The Sheldon house has been quite changed since its construction in 1857. It still stands on the shore of Lake Ontario, which site Sheldon had purchased in 1856, but the college now adjoins the property, occupying the fields that once stretched up a rise on the south side of the house.

When built, the Sheldon house was a one-story, gabled roof house. A front porch dominated the front of the building. Above the porch, a steep gable covered a tall, arched window, and a smaller window was on either side of the center window. On the north side of the first floor was a bay window that looked out towards Lake Ontario. Clapboard covered the entire structure.

During the 1930's, the house was extensively renovated. The major exterior change occurred when stone facing replaced the clapboard on the first floor. At this time the original front porch disappeared and a heavy, stone-columned porch appeared. The front gable also was removed. In addition, a side porch at the rear of the house was enclosed, which enlarged the dining room, and a garage was added to the rear of the building. Moreover, the bay window on the north side was enlarged.
The 1930's renovation did not change the interior as much as it transformed the exterior. The living room on the left as you enter, is much as it was originally. It is a pleasant room, with a tall window in front and two similar windows, one on either side of the fireplace, on the south side. The dining room adjoins the living room, and the kitchen. On the northside is a small library in front (with a modern picture window), then a parlor, and then a bedroom. Upstairs, there are three bedrooms and two baths. Most of the woodwork inside appears to be original.

The house is not open to the public.

Because the Sheldon house has been greatly changed, especially the exterior, it is not recommended for classification.

Sylvanus Thayer, Superintendent's Quarters,

Location: United States Military Academy, West Point, Orange County

Sylvanus Thayer, the "Father of the Military Academy," was born on June 9, 1785. In 1803, he entered Dartmouth College, where he pursued the classical course, but in 1807 transferred to West Point. He received his degree from the Academy in 1808, plus a commission as a second lieutenant in the engineers. Until the War of 1812, Thayer worked on coastal fortifications. During the second war with England, Thayer served with the army on the Canadian border and in Norfolk, Virginia. Following the Treaty of Ghent, he sailed to Europe in order to study military engineering. He had the good fortune to study at the Ecole Polytechnique, which he enjoyed immensely. Moreover, his work at the Ecole Polytechnique impressed upon him the need for similar training in America.

After returning to the United States, Thayer became the Superintendent of West Point in 1817. He retained this position until 1833, and during his tenure made West Point an outstanding military school. Aside from ending the laxity everywhere evident at the Academy, the French-trained Superintendent laid heavy stress on improving the academic program. He borrowed freely from his experience in France; moreover, he placed a French engineer in charge of the engineering department. Text books of French origin, either in French or in translation, also became standard at West Point. Thayer's concern for thoroughness and proficiency stimulated the development of an excellent engineering department at West Point, and from it appeared many capable engineers. Indeed, West Point graduates planned and built most of the early railroads in America.
Thayer left the Academy in 1833, at his own request. In the following years, he supervised the construction of coastal fortifications on the New England Coast. Of especial importance were the fortifications he built in Boston Harbor. He retired from the army in June, 1863, having attained the rank of brigadier general. Before his death on September 7, 1872, he had endowed the Thayer School of Engineering at Dartmouth and had established a free library in Braintree, Massachusetts.

The superintendent's quarters, the oldest building at West Point, was largely completed in 1820. Numerous additions and changes were made in the following years, one of the most notable additions being the ironwork that was added to the porch during the Civil War. Thayer's office as superintendent was in the basement of the house. It is now planned to restore the office as a memorial to Thayer.

Because the Superintendent's quarters have been drastically altered since Thayer's time, the building is not recommended for classification.
The Astor Library, Lafayette Place, New York City.

National Park Service Photo, 1965
Fairfield Academy Building, Fairfield, New York.

National Park Service Photo, 1964
Erasmus Hall High School, Brooklyn, New York.

National Park Service Photo, 1965
The Edward Austin Sheldon House, Oswego, New York

National Park Service Photo, 1965
Bacone Indian College

Location: Muskogee County, east of the City of Muskogee on U.S. 62

In 1879 Professor Almon C. Bacone, a teacher at the Cherokee National Male Seminary, got permission from the Cherokee Council to establish a college for all Indian tribes. Next year Oklahoma's first college opened classes in the old Baptist Mission House at Tahlequah. An expanding student body forced relocation in 1885 to a 300-acre campus near Muskogee, center of government for the Five Civilized Tribes. Supported by the American Baptist Home Mission Society, Bacone College soon came to occupy a unique place in Indian education, at an early date stressing the preservation of ancient Indian art forms and a college-level academic program—this at a time when most mission and government-sponsored Indian education concentrated on "practical" or vocational instruction. Bacone, an accredited junior college, continues this artistic and academic tradition today. Its handsome campus contains 14 major buildings, most of them dating from the 1920s and 1930s.

Dwight Mission

Location: Sequoyah County, south of Marble City on State Route 101

Dwight Mission was originally established in 1820-21 among the Western Cherokees near present Russellville, Arkansas. When the Cherokees migrated to Indian Territory in 1829, the missionaries transplanted Dwight Mission to its present site on Sallisaw Creek. Next year the coeducational mission school opened its doors, and, except for interruption during the Civil War, continued in operation until 1948. Most important of the early American Board mission schools in Indian Territory, and the last to be closed, Dwight is significant today as the exemplar of 40 such institutions maintained by the Presbyterians among the Indians of present Oklahoma. Two other important mission school centers for the Cherokees—Fairfield and Park Hill—were branches of Dwight Mission. In the early years, the school at Dwight consisted of numerous log cabin classrooms, with similar structures for teacher residences, dormitories, dining hall, and chapel scattered about in the form of a small village. In the book, The Five Civilized Tribes, Grant Foreman states:

With the completion of the school at Dwight there were sixty-five pupils and for many years this institution maintained a reputation as the best school in all the Indian country. Boys and girls both were educated there and many of the graduates became teachers in this and other schools of the [Cherokee] tribe.
The Civil War produced calamity in Indian Territory, for missionaries as well as for Indians. Teachers and clergy at Dwight were accused of abolitionist sentiments (many Cherokees owned slaves) and they were eventually driven out and the mission school burned. After the war the Cherokees requested the Presbyterians to reopen Dwight, the Indians volunteering to rebuild the school. In time the school again flourished, accommodating 100 to 150 students each semester. A series of disastrous fires consumed most of the old school buildings in the early 1900s, but it was again rebuilt and by 1925 the present school plant had been dedicated. Then ensued a quarter century of prosperity for the mission school, its curriculum balanced between academic and practical courses for the student body of Cherokee, Choctaw, and Seminole boys and girls. In 1948 Dwight ended its service as an Indian school and became a retreat for the Presbyterian Synod of Oklahoma.

Except for a historical museum constructed from logs of the "Blue House," last of the original mission school buildings, the physical plant at Dwight dates from 1920s. Fortunately, however, an historic atmosphere pervades the grounds, with the museum, cemetery, and other sites marked and interpreted.

Union Mission

Location: Mayes County about 5 1/2 miles northeast of Mazie, by the Mazie Landing Road off U.S. 69

The first mission and school in what is now Oklahoma, Union Mission was established in 1820 on the Neosho River by Reverend Epaphras Chapman of the United Foreign Missionary Society (Presbyterian-Dutch Reformed). By 1821 a church and school were serving the Osage Indians, whose country this was until its transfer to the Cherokees by treaty of 1828. Branch mission stations carried the Union message to the hinterlands, and for a decade religious and educational efforts prospered. Arrival of the Cherokees and Creeks in Indian Territory increased enrollment at the Union Mission school, with Osage children now a minority. Reverend Chapman died in 1825 and was buried in the mission cemetery. A few years later "cold Plague" or influenza decimated the school population. By 1834 Union Mission was abandoned. The next year Reverend Samuel Austin Worcester came from Georgia and installed a printing press in Union's vacant buildings. Here was issued the first publication in what is now Oklahoma, a primer printed in the Creek language. Reverend John Fleming of the American Mission Board and John Perryman of the Creek Nation had together reduced the Creek tongue to writing. In later years Reverend Worcester's press was moved to Park Hill where many publications in the Cherokee, Creek, and Choctaw languages were printed.
Today the Union Mission site is in a pasture on the Bert F. Nelson farm. Central feature is the still-flowing Mission Spring which were grouped the 20 mission-school buildings. Large stone-slab foundations and piles of worked rock from the ruined walls are the only remains. A short distance away, on the county road bordering the Nelson farm, is a granite monument erected in 1935 to commemorate Union Mission and Oklahoma's first printing press. Across the road from the monument is a 1/4 acre memorial park owned and maintained by the Oklahoma Historical Society. This fenced area contains the old mission cemetery, including many unmarked graves of Indian students and also, in a restored vault covered by the original 1825 gravestone, that of Reverend Chapman, "First Missionary to the Osages."
Dormitory and Chapel at Bacone Indian College near Muskogee, Oklahoma. Founded in 1880 as a university for all Indian tribes, this school is a unique expression of the mission school educational effort.

National Park Service Photo, 1965
Union Mission marker on a farm road 300 yards from the mission school site, near Mazie, Oklahoma.

National Park Service Photo, 1965
Manassah Cutler Hall, Ohio University

Location: Ohio University, Athens, Athens County

Manassah Cutler Hall, now the main administration building for Ohio University, is the oldest college building in the old Northwest Territory. It is named after the eminent New England physician, botanist, and minister, Manassah Cutler, who wrote the charter for the university, which was founded in 1804.

The building, first called the College Edifice, then the Center College, and finally Manassah Cutler Hall, was begun in 1816 and completed in 1819. A three-story, gabled-roof, and brick structure, it cost $17,806. A tall cupola rose from the center of the roof and its clock helped students to adhere to their schedules. Following its completion, the building was used as a dormitory, with some rooms set aside for use as laboratories. Also, the president's office was in the structure, and William Holmes McGuffey occupied it while president between 1839-43. In 1882, a remodeling occurred, and the roof line was raised three feet.

Classes met in the building until 1937, when it was declared unsafe for such use. A complete interior modernization followed, and concrete was substituted for wood, metal stairs were installed, and elevators were introduced. In 1947, the roof line was restored to its original level, and the exterior now appears as it did when constructed.

Manassah Cutler Hall is not recommended for classification because neither it nor Ohio University possess exceptional significance in the history of American education, and because the interior of the building has been completely modernized.

The William Holmes McGuffey Farm Site

Location: McGuffey Road Extension, Youngstown

The author of the McGuffey Electric Readers, William Holmes McGuffey, spent his youth on a farm near Youngstown, Ohio. His father, who had fought against the Indians on the frontier and had married Anna Holmes in 1794, settled on the Ohio farm site in 1802, following the opening of the Connecticut Reserve. There, the young McGuffey, who had been born near Claysville, Pennsylvania, on September 23, 1800, spent his next sixteen years. He obtained what schooling he could, attending local schools and in his teens taking Latin lessons from a Presbyterian minister in Youngstown. He left the farm in 1818 in
order to enter the Old Stone Academy at Darlington, Pennsylvania, and upon leaving it entered Washington College, from which he was graduated in 1826. He then accepted a teaching position at Miami University in Oxford, Ohio. By the time of his death on May 4, 1873, McGuffey's texts for children had won great popularity and he had achieved eminence as a college professor.

McGuffey's youthful home no longer stands.

Because the McGuffey Youngstown home is not extant and because McGuffey's Oxford, Ohio home has been recommended as possessing exceptional value, the farm site is not recommended for classification.

Oberlin College

Location: Oberlin, Lorain College

Oberlin College inaugurated collegiate co-education in 1837, thereby setting a precedent in the Country. Unfortunately none of the college's buildings dating from that significant year in American higher education now stand.

From its very beginning, Oberlin College exuded a progressive air. The Oberlin Collegiate Institute opened on December 3, 1833, received a charter from the State of Ohio in February, 1834, and within a week after having received its charter proclaimed the intention of admitting both sexes. About eight months later, the college established two additional departments, one of college level for males and one of female seminary level for women. The latter department possessed the greatest significance, for the female school was the first to be an integral department of a college.

Not too much time elapsed between the creation of the female seminary at Oberlin and the admittance of women to college classes. And by 1837, the college had accepted four young women for regular college work. Three of those female students were graduated on August 25, 1841, and received the same diplomas that the male graduates did; Thereafter, co-education prospered at Oberlin, and spread throughout the Nation.

Oberlin College is not recommended for classification because none of its original buildings exist.
Manassah Cutler Hall, Ohio University, Athens, Ohio.

Courtesy, Ohio University
George Fox College

Location: Newberg

In 1885 the Quakers, or Society of Friends, opened Pacific Academy at Newberg. The first class had 19 students and a faculty of three. Herbert Hoover, the 31st President of the United States, was a member of this class and was graduated in 1888. The academy was reorganized as Pacific College in 1891. In 1949 the College was renamed George Fox College, in order to avoid confusion with the large number of other educational institutions along the West coast that also embodied the name "Pacific."

The 35-acre campus of George Fox College today contains two buildings that were erected prior to 1911. These structures are: Kanyon Hall, a three-story, frame building erected in 1892 and now utilized as a women's dormitory; and Wood-Mar Hall, a four-story, brick structure erected in 1910, now containing the administrative offices and general classrooms of the college.

Linfield College

Location: McMinnville

The Oregon Baptist Educational Society was formed at Oregon City in 1849 to establish "a school of high moral and religious character" that would "eventually take its place among the colleges of the land." In 1857 the Baptists opened McMinnville College at that town, receiving a charter from the territorial legislature for this purpose on January 30, 1858. In 1922 the name of the college was changed to Linfield to honor George Fisher Linfield, whose widow gave the college a large endowment.

The fifty-acre campus today contains 29 buildings, and the enrollment is 800. Pioneer Hall, a four-story, brick building, is the only structure still standing that was erected prior to 1900. The hall, constructed in 1882-83, long served as the main college building. Its interior has been completely remodeled and is now used for classroom purposes.

Oregon College of Education

Location: Normouth

This college began its career in 1856 as Bethel Institute, and later, supported by members of the Christian Church, was established as
Monmouth Christian College. In 1882 the college was acquired by the State; its name was changed to the Oregon College of Education in 1910, and it has since served as a training center for elementary teachers. The buildings are of brick and stone and occupy an 11-acre campus.

Oregon State College

Location: Corvallis

Started as a community academy in 1852, Corvallis College was incorporated as a college in 1858. In 1865 the school passed under the control of the Methodist Episcopal Church, South. College-level study began at this time; and the first class, composed of two men and one woman, graduated in 1870.

The State of Oregon began its support of higher education on October 27, 1868, when it designated Corvallis College "the agricultural college of the State of Oregon" and commenced making appropriations to help maintain the institution. In taking this action, the legislature accepted the provision of the First Morrill Act of July 1862. The college was thus jointly supported by the Southern Methodist Episcopal Church and the State from 1868 to 1885, when the State finally assumed complete control.

Subsequent Federal legislation, notably the Hatch Act of 1887, the second Morrill Act of 1890, and the Smith-Lever Act of 1914, provided further for the teaching function of the college and also for programs of research and extension. Agriculture, largely conducted in the Department of Chemistry, was added in 1869. Four professorships (commerce, 1880; agriculture, 1883; household economy, 1889; and engineering, 1889) grew into departments and resulted in the establishment in 1908 of four professional schools: Agriculture, Commerce, Engineering, and Home Economics. An Agricultural Experiment Station was established in 1888, and extension work had its beginnings in 1889, when farmers' institutes were held at four places in the state. The first advanced degree (A.M.) was awarded in 1876, and the first Ph.D. degrees were conferred in 1935.

Corvallis College originally occupied a site at Fifth and Madison Streets but moved in 1884 to the present campus at 9th, 30th, Monroe, and Washington Streets. Development of the 189-acre Oregon State College campus during the past fifty years has been in accordance with a permanent plan prepared for the institution by consulting landscape architects of national recognition, namely, John C. Olmsted in 1908, and A.D. Taylor in 1925 and 1945.

The physical plant of the college now includes a total of 67 buildings. Twelve of these structures were erected before 1910. These include
Benton Hall, erected in 1889 and the first building to be constructed on the new campus; Kidder Hall, built in 1892 and remodelled in 1936; Apperson Hall, erected in 1898 and remodelled in 1920 and 1950; the College Playhouse, built in 1899 and remodelled in 1950; the Foundry, constructed in 1899; the Paleontology Laboratory, erected in 1899; Education Hall, built in 1902 and remodelled in 1940; Waldo Hall, erected in 1907 and remodelled in 1959; Shepard Hall, built in 1908; Industrial Arts, erected in 1908 and remodelled in 1949; Agriculture Utilities, constructed in 1909; Agricultural Hall, erected in 1909 and added to in 1913; and the Armory, constructed in 1910-1911. The college has an enrollment of 8500 students.

Pacific University

Location: Forest Grove

This institution began its career in 1849 as Tualatin Academy (see Tualatin Academy - Old College Hall, for its early history) and was supported by the Congregational Christian Churches. In 1853 the trustees of the Academy decided that a more advanced course of study was essential. In 1854 the Territorial Legislature granted a new charter with full collegiate privileges to "Tualatin Academy and Pacific University." The university grew under this name until 1914, when the academy was discontinued.

Pacific University now has 16 buildings on a 41-acre campus situated in the heart of Forest Grove. The student enrollment is 881. Two buildings still standing were erected before 1910. These include Old College Hall, built in 1850, and Marsh Hall, a three-story, brick building erected in 1893-95. Marsh Hall now contains administrative offices and general classrooms.

University of Oregon

Location: Eugene

In 1859 the Federal Government set aside a grant of 72 sections of land to establish a state university. After a fund of $31,635 had been accumulated from the sale of this land, the Oregon legislature, on October 10, 1972, passed an act "to create, organize, and locate the University of the State of Oregon." Eugene was chosen as the site after the Lane County delegation in the legislature had offered to provide a building and campus worth $50,000. Construction of the first building, Deady Hall, began in 1873, but that year the great financial panic struck the country, and there followed a struggle to keep the enterprise alive. Finally, on July 28, 1876, the site and building were accepted by the state, and the university opened its first session on October 16, 1876. The first class was graduated in June, 1878.
The early university courses were limited almost entirely to classical and literary subjects. As the university developed, however, other departments were established. The School of Law was organized as a night law school in Portland in 1884 (and moved to Eugene in 1915). The Medical School was established in Portland in 1887. The Graduate School was organized in 1900, the School of Music in 1902, and the School of Education in 1910.

The main 187-acre campus of the University of Oregon is located at Eugene and contains approximately 40 educational buildings. This plant serves a student body of 6795. An additional 1000 students attend the Medical and Dental Schools of the University at its 80-acre campus in Portland. Five of the buildings at Eugene were erected prior to 1910. These structures include Deedy Hall, constructed in 1873-76. Deedy Hall is a two-story building built of native-field stone, with a mansard roof, in the French Second Empire style. Villard Hall, the second campus structure, was erected in 1885. The hall is a two-story, brick building with a mansard roof, and is also designed in the Second French Empire type.

Friendly Hall was erected as a men's dormitory in 1893 and then remodelled in 1914 as an office building. The first of the three units of the Arts and Architecture Building (Lawrence Hall) was erected in 1901, and the other units were added in 1914 and 1922. This building is of brick and stucco construction. Fenton Hall (old Library) is a three-story, brick building, built in 1907 and remodelled in 1914. It now houses the school of law and the law library.

University of Portland

Location: Portland

The University of Portland is located on Willamette Boulevard, in the north residential section of Portland. In 1901 Archbishop Christie of the Roman Catholic diocese of Oregon purchased the property of the defunct Portland University which had been operated by the Methodist Episcopal Church. He renamed the school Columbia University because of its proximity to the Columbia River and staffed it with priests of his diocese. After one year of operation it became evident that he would not have sufficient manpower to operate the university, so he appealed to the Congregation of Holy Cross, through its superiors at Notre Dame, Indiana, to take over the university. His request was granted, and since 1902 the university has been under the direction of the religious order of Holy Cross.

Columbia University was for some 30 years a combination high school and college under one administrative head. In 1934 the North-West Association of Secondary and Higher Schools granted official recognition and accreditation
to the collegiate programs of Columbia University. In February, 1935, the University section was renamed the University of Portland and given its present organization.

The university occupies a 88-acre campus and has 17 educational buildings. The enrollment is 1434. Only one of the present college buildings was erected before 1910. West Hall, built in 1891, is a four-story, brick building of Renaissance design and now contains the general administrative offices, departmental offices and 14 classrooms.
Deady Hall, 1873-76, University of Oregon, Eugene, Oregon

National Park Service Photo, 1960
The Original Germantown Academy Buildings

Location: West School House Lane and Greene Street, Philadelphia, Philadelphia County

The Germantown Academy, until its move to a new campus in 1964, occupied its original buildings for over 200 years. Now owned by the Lutheran Action Council, Missouri Synod, the venerable structures continue to be used by an educational institution.

An alliance of German and English groups in Germantown resulted in the founding of the Germantown Academy. Members of the two groups met on December 4, 1759, and organized the Germantown Union School. The word "Union" appeared in the name because both German and English were to be taught in the new institution. Following the meeting, an advertisement appeared in the Pennsylvania Gazette for December 20, 1759, that appealed for public support for the Union School, as it was commonly called for many years. The effectiveness of the appeal is not known, but the site for the school was purchased in April 1760, for £125. The construction of the main building soon began, and the school apparently opened on August 4, 1761, with 131 children attending.

The following decades witnessed the successful evolution of the school, in spite of several difficult periods. The institution made a very good beginning during its first three years, but then had a troubled career between 1764-74. An improvement in its functioning occurred between 1774-77, but the American Revolution forced the academy to close between 1778-84. When it reopened in 1784, it was known as the Germantown Public School, having been chartered as such on September 15, 1784. Then, in the 1790's, it began to be referred to as the Germantown Academy. After the turn of the century, the school experienced a general growth and improvement, which carried over into the present century. The Academy's current expansion, indeed, stimulated its move to a new campus outside of Philadelphia.

The three original buildings of the Academy still stand. It is not known just when work began on the main building, but on August 21, 1760, a patty for the builders probably occurred to signalize the erection of the girders, joists, and rafters of the belfry. Each trustee of the school had contributed ten shillings for the purchase of cakes and ale for the occasion. By March 5, 1761, the building had apparently been largely completed. It was a two-story, gabled roof structure, with a belfry in the center of the roof. The front was of dressed stone, the sides of rubble masonry; the front was a little over 67 feet long, the sides 40 feet wide. Inside, the central hall was eleven feet wide and had a large classroom on either side on...
the first floor. In addition to the main structure, two masters' houses were erected. These were small two-story stone buildings, the English headmaster's house standing on the west of the main building, the German headmaster's on the east.

These three buildings are very much as they were when erected. The main building has been restored in part, the German headmaster's house is essentially the same as when erected, and the English headmaster's house has its original exterior, but a greatly changed interior.

These buildings are not recommended for classification because the original school has recently moved to a new location and because the school when at the old site did not possess a national influence.

The Osler Museum, Philadelphia General Hospital

Location: 34th and Currie Streets, Philadelphia, Philadelphia County

The Osler Museum at the Philadelphia General Hospital commemorates the life and career of Sir William Osler, especially the years he spent in Philadelphia. A famed surgeon and teacher, Osler was born on July 12, 1849, in Bond Head, Canada. Entering the McGill Medical School in 1870, he was graduated in 1872 and studied during the next two years in Europe. He returned to Canada in 1874, and by the end of the following decade had earned a wide reputation as a surgeon and teacher. In 1885, he left Canada and inaugurated a four-year period at the Philadelphia General Hospital. Johns Hopkins University appointed him head physician in September, 1888, and he remained in Baltimore for 16 years. His fame became so great, that in 1905 the University of Oxford made him the Regius Professor of Medicine, which position he retained until his death on December 29, 1919.

The Osler Museum occupies the old autopsy house of the Philadelphia General Hospital. It is a brick, two-story building that has a flat roof. The fenestration in front consists of a window on either side of the centrally located door on the first floor and three windows on the second floor.

Inside, a small entry leads to the left, to the autopsy room. This room is very much as it was when Osler operated in it. An operating table, which is calibrated on either side, stands in the middle of the room. Just above it is the original gas fixture, which has two jets. Above the gas fixture was an open section in the ceiling, which in Osler's day had a railing around it on the second floor. Students used to stand around the railing and observe the dissection of cadavars. A small cabinet on the front wall served as Osler's
instrument closet and his desk stands against the outside side wall. In a glassed over section of the desk is one of the autopsy record books that bears Osler's signature at the bottom of a description of an autopsy.

A door at the back of the autopsy room leads into a vault. There are stored many of the manuscript records of the Philadelphia General Hospital, they dating from the founding of its parent, the Philadelphia Almshouse. A rare medical library is also stored in the vault. The library contains innumerable eighteenth-century medical volumes, a particularly interesting volume being a 1725 edition of Vesalius' Anatomy.

There are four small rooms on the second floor. In them are displays of material concerning the hospital and Osler.

The Osler Museum is not recommended for classification because Osler's limited association with it is not of national significance.

The Avery Memorial Church

Location: 709 Avery Street, Pittsburgh, Allegheny County

The Avery Memorial Church, originally called the Allegheny Memorial Church, housed an early school for the education of Negro children in Pittsburgh. For many years, the school helped to train Negroes, who largely lacked other opportunities for self-improvement.

Charles Avery, a minister and successful business man, established the church and school. Born in New York in 1812, Avery arrived in Allegheny County in 1812. He acquired great wealth through his business undertakings, much of which he distributed for the benefit of the poor until his death in 1858.

Always prominent in religious affairs, Avery by the 1830's had become a minister in the Methodist Church. He engaged in it very actively, especially endeavoring to ease the plight of the Negro. In order to succor the free Negro, he, some time before the Civil War, erected the Avery Memorial Church. In addition to providing a new home for an already organized congregation, he established and endowed a Negro school on the top floor of the church. Both the church and school flourished for many years, the latter existing until after the Civil War. Subsequently the dissipation of an endowment around the turn of the twentieth century clouded the work of the Avery Memorial Church. Now, the church is somewhat distant from the Negro population of the North
Side in Pittsburgh and it has a very small congregation.

The Avery Memorial Church is brick building that has two stories on top of a ground floor. A double flight of steps leads to the main door on the first floor. Tall windows break the side walls on the first floor, smaller windows on the second. In general, the structure is in very poor condition. The ground floor wall, on the right as you face it, has a number of large, gaping holes in it.

The school, although of local importance, possessed no national significance and therefore the building is not recommended for classification.
An old photograph of the main building of the Germantown Academy.

Courtesy, Germantown Academy
The Avery Memorial Church, Pittsburgh, Pennsylvania

National Park Service Photo, 1965
The John Carter Brown Library

Location: Brown University, Providence

The John Carter Brown Library possesses the preeminent collection of printed Americana dating from the era of discovery through 1800. In addition to its cultural significance, the library is a notable example of a philanthropic educational institution.

A wealthy Providence merchant, John Carter Brown, assembled the books and pamphlets that subsequently formed the heart of the library named after him. He began purchasing early Americana in 1846, and continued his buying for the next twenty-five years. Many of the items purchased came from Europe, and the extent of his collecting is underscored by the over 7,000 titles of books published before 1801 that appeared in a catalog that was issued between 1875-82.

The collector's son, upon his death on May 1, 1900, willed the magnificent collection and an endowment of $500,000 to Brown University. He also left a building fund of $150,000.

Since the opening of the John Carter Brown Library on May 17, 1904, the library has continued to grow. It now owns some 25,000 rare books and 6,500 bibliographical reference books. Furthermore, the library has issued notable publications.
CHARLESTON MUSEUM

Location: Rutledge Avenue between Calhoun and Bennett Streets, Charleston

The Charleston Museum traces its foundation to pre-Revolutionary collections of the Charles Town Library Society and, thus, establishes claim to being the oldest museum in the United States. The Library Society undertook what was to grow into the Charleston Museum when a committee was appointed in 1773 to collect materials for promoting a natural history of the province. The Gazette announced the appointment of a committee to receive for their proposed museum, specimens of every natural feature of the province -- plants, marine and land life, soils, rocks, and minerals. The collection is known to have been in existence in January, 1778. The founding of the museum thus antedates by twelve years the museum founded in Philadelphia in 1785 by Charles Wilson Peale, and its certified collection antedates Peale's by at least eight years.

In 1815, the library transferred its museum to the Philosophical and Literary Society, which maintained it as a large and successful museum for many years. With time, its activities were gradually reduced and in 1840 it was urged that its collections be transferred to the College of Charleston. Instead, they were deposited with the Medical College.

The American Association for the Advancement of Science met in Charleston in 1850. The enthusiasm and interested suggestions of Louis Agassiz at this meeting led to the enlargement of the existing museum from several private collections, including that of Agassiz. Professor F. S. Holmes was appointed curator and transformed a cabinet of curiosities into a scientific museum of the highest rank. On January 24, 1852 the museum was officially inaugurated as a part of the College of Charleston; a week later it was opened to the public. Louis Agassiz pronounced the collections superior to all others in the United States with the exception of those of the Academy of Natural History in Philadelphia.

In the early twentieth century both the College of Charleston and its museum became crowded for space. An agreement between the city and the college was arrived at in 1906 by which the museum was moved to Thompson Auditorium. In its new location, the museum was known as the Charleston Museum and it was to be open to the public two days a week without admission charge.

The next step in the evolution was the complete separation of the museum from the College of Charleston. A new corporation was created, and the trustees conveyed to it in 1915 all the museum properties. The Charleston Museum embarked upon an era of activity that has seen it continue as a vital institution.
Charleston Library Society

Location: 184 King Street, Charleston,

The Charleston Library Society is the third oldest library in the country. A group of young gentlemen in 1748 founded the Charles Town Library Society to import a few books and pamphlets chiefly for amusement. They proposed to enlarge their plan and invited others to join them. As their numbers grew, they projected a public library. The Society rapidly became the cultural center of the province and became much more than a library in the ordinary sense. Besides the sum which was annually expended for books through a designated bookseller in London, there were appropriations for philosophical apparatus which was loaned to members on virtually the same terms as books. There are partial journals which show that before 1778, when its collections were largely destroyed by fire, the Society owned a microscope, a concave mirror, an air pump, a telescope, a camera obscura, and a hydrostatic balance. In 1773, the Society laid the foundations for the Charleston Museum when it began collecting materials for a natural history of the province.

The Revolution checked the attempt to replace the library of the Society which had been almost totally destroyed by the great fire of 1778. The books bought in 1792 form the basis of the present library. The Apprentices Library, founded in 1824, was threatening to eclipse the older institution when it was merged with it in 1874.

Today, the library's 18th century newspaper files and South Carolina history collections are of value to scholars from all over the country and also in Europe. These collections are housed in a modern building on King Street.

John de la Howe School

Location: Approximately 8 miles southwest from McCormick

The establishment of the school by Dr. John de la Howe in 1797 is one of the first examples of individual philanthropy that is found in the history of child-caring institutions in the United States. Dr. de la Howe apparently conceived the idea of establishing a school from an article that appeared in the April 1787 issue of an English magazine. This article recommended a farm school of 300 or 400 acres within the section of a general limit of 20 to 40 miles extent, where children could be employed and earn their support.

A school such as this was established in 1797 in accordance with the terms of the will and was called the Lathe Agricultural Seminary. Unfortunately, the lands left to the school were poor and the cash
endowment small. The South Carolina Agricultural Society administered the estate for nearly nine years. They continued the operation of the plantation, but instead of being a source of profit for the school it was rather the occasion of expense and loss. In 1805 the Society surrendered their trust to the legislature, who accepted it and appointed trustees.

It appears that from the time the school began until 1918 except for several years when the school was closed, the average population was 24: 12 girls and 12 boys. Day students were allowed to attend the school and at times there were as many as 30 children enrolled.

In 1918, the institution was placed under direct control of the legislature of South Carolina and its privileges extended to every county in the state. At that time the name was changed from the Lathe Agricultural Seminary to the Doctor John de la Howe Industrial School.

At the present time, it is the purpose of the institution to receive and train, free of charge, neglected and dependent children. The children may be orphaned, or children whose parents are living, but for some cause, such as ill health or poverty cannot care for them. Illegitimate children are also admitted.

An eleven-grade institutional school is maintained, and the children who finish their high school work at the institution are encouraged to continue their education at the colleges maintained by the state.

Governed by a board of seven trustees and two advisors, the institution receives a state appropriation of approximately $260,000 and a Duke Endowment Grant of $16,500 annually.

The institution owns about 2,100 acres of land. Dr. de la Howe stated in his will that 1,000 acres of this land should be preserved in its original state, and it is said that this tract contains one of the finest stands of virgin timber to be found.

On November 7, 1937, the de la Howe Hall was destroyed by fire. This building contained practically all of the housing space incident to the operation of the institution. In considering plans for rebuilding, the trustees decided to change from the original idea of the dormitory system necessary in the original plant to the cottage plan -- retaining, however, the central dining room and kitchen. The administration building and nine cottages have been completed to carry out that plan. In addition, there is a school building, gymnasium, a church, an infirmary, several frame houses for employees, certain agricultural and work buildings, and a number of small tenant houses.
The Mather School

Location: Two miles south of Beaufort on State Highway 28, Beaufort County

Rachel Crane Mather was one of the first of the Northern teachers who endured many and great hardships to help the newlyfreed slaves. Mrs. Mather, a widow with a sixteen-year-old son, went to Beaufort, South Carolina, in 1867, with a commission by the American Missionary Association to establish a normal school to train teachers for emancipated slaves. She found no one ready for normal school training, but she found many hungry, destitute children. The Association could not change her commission, so Mrs. Mather resigned.

Without salary or any known source of support, she used her own meager funds to buy twenty acres of land on Beaufort Bay and abandoned Union Army barracks, the lumber of which was floated on rafts down the Bay and used in the building of Mather Cottage in 1867, and Kinsman Hall, 1868. Mrs. Mather gave shelter to as many children as she could accommodate in her home and them-welcomed day scholars who came to school by boat, oxcart and on foot. She had one book - the Bible. She developed from her own knowledge lessons in personal cleanliness, arithmetic, grammar and geography.

By 1881, the financial burden was so heavy, Mrs. Mather was persuaded to deed part of her property to the New England Women's Baptist Missionary Society. This Society later merged with other Baptist women's groups to form the Woman's American Baptist Home Mission Society. By 1898, there were 110 day - and 32 boarding students.

As Mather School grew, industrial courses as well as regular academic grades were added. The first eighth grade was graduated in 1902. The high school was approved in 1932 and the first graduates went on to higher education in colleges or professional schools. A normal school was begun in 1934. As public educational opportunities increased, Mather dropped its early elementary grades and then, in 1939, its normal school and became a five-year high school with eighth grade for those who entered from non-accredited schools. In 1954, a junior college was initiated to meet increased demands for more education. It has been approved by the South Carolina Department of Education.

The school property is two miles from the center of Beaufort. The approximately 38 acres are between Battery Creek and Beaufort Bay and divided by Highway 281. There are twelve well-kept buildings among huge live oak trees; many of these are new brick structures.
The original Mather Cottage still stands, although somewhat altered. The three-story central portion is the original cottage. Two smaller, one-story wings were added to one side some time later.

White composition shingles cover the whole structure now. One of the staff has an apartment on the first floor of the original portion, the president's office occupies one wing, and the second wing contains a reception room with Mather furnishings and memorabilia.

Penn Community Services

Location: Frogmore, St. Helena Island, Beaufort County

Out of the schools which were established to educate the former Negro slaves of the South and to help them readjust to a drastically different way of life, have grown some of the best industrial schools and social services in the Southern field. The Penn School on St. Helena Island, with its farm and social departments, is an illustration of the best that has ever been done for the aid and development of these helpless people.

Within its nearly 100 years' span, the educational processes at Penn have changed from those common to a somewhat rigid New England Latin School to those of a rural community school embodying the basic ideas of Dr. Hollis Burke Frissell and Booker T. Washington and, finally, to a community service center with larger region-wide goals of service. Penn School achieved an international reputation as one of the foremost rural schools in the nation. Rural-minded and community-conscious governmental officials, missionaries and teachers from more than a score of foreign countries -- all have found in Penn a model of the sort of educational program they themselves needed. Men and women who have come from Africa, India, the Near East and China have declared that they got ideas and inspiration at St. Helena which have helped them in their own lands. The school has sent out trained teachers to establish, or to help, many other institutions in this country.

1 Charles W. Dabney, Universal Education in the South (University of N.C. Press, Chapel Hill, 1936) 446.

South Carolina's Sea Islands off the coast from Beaufort were among the first Confederate areas to be occupied by the Union armies. Here the only thoroughgoing experiment in the social reconstruction of slave society began with the distribution of land to the freedmen.

In March of 1862, Edward L. Pierce and his New England friends began organizing benevolent societies to furnish relief supplies and salaries of workers for a "Port Royal Experiment" -- to determine whether field slaves were capable of education and whether they would defend their own freedom.

By June of 1862, all the workers were settled in abandoned plantation houses, and had opened some thirty little schools, in cotton houses and cabins, scattered over St. Helena. The most interesting of these and the only one to survive permanently was Ellen Murray's class at The Oaks.

In that same June, the War Department too, over the management of the island's plantations from Mr. Pierce. The project became a business rather than a humanitarian concern, and so Mr. Pierce returned to Boston. Fortunately, General Rufus Saxton was sympathetic with the educational experiment and a personal friend of the teachers at The Oaks. In September, he gave them permission to use Brick Church for school house. Here the school grew in the first month to 110 pupils.

In March of 1863 most of the Island's plantations were put up for sale for non-payment of taxes on "abandoned lands." Mr. Edward S. Philbrick, a member of the original Experiment, realized that this was his one chance to continue the original work and bought in his own name thirteen plantations comprising a third of the island. These were later resold in small parcels to freedmen who proved that they could buy and maintain them.

By the end of the occupation, almost the last vestage of the Experiment was the combination of "book learning" and civic education being carried on by Dr. Laura Towne and Miss Ellen Murray with assistance from their most apt pupils. The Philadelphia society in 1865, sent down by boat a frame school house, ready-built, in three separate rooms. This was the first schoolhouse, in the South constructed for the use of freedmen. Pupils and teachers together erected it across the road, facing Brick Church, and named it Penn School.

The former slaves, who flocked in from St. Helena and neighboring islands, saw education as the chief means to a broadening liberty. Through the decades Penn School developed a program of academic and vocational training that made it a model of its kind for educators in many parts of the world.
Penn School continued as the major force for Negro education in the Sea Islands until that responsibility was assumed completely by the State of South Carolina in 1948. It was then that the institution took on new functions and a new name, Penn Community Services, Inc.

Penn is a community center, a meeting place for Island people. It offers opportunities for the exchange of ideas and information on subjects ranging from crop rotation to voting; cultural and recreational activities; and facilities for a day nursery, a library, cooperative marketing, and health clinics. Penn is a rural development center.

Brick Church still stands in a grove of massive live oaks adjoining the grounds of the Community Center. It is owned by the white Baptist Church in Beaufort, but has been worshiped in by the Negro Baptists of St. Helena since the days of the Civil War when the planters deserted the island. The church, bearing the date 1855, is still in good condition.
Brick Church, Penn Community Center, St. Helena Island, South Carolina

National Park Service Photo, 1965
George Peabody College for Teachers

Location: 21st Avenue S. and Edgehill Avenue, Nashville

The George Peabody College for Teachers is a most appropriate memorial to George Peabody and the contribution made by the Peabody Fund. During the tragic post-Civil War years a highly beneficial and encouraging educational influence came to the South with the creation of the Peabody Fund in 1867. George Peabody was especially interested in public education and created the fund for the purpose of encouraging and promoting schools in the South.

The leading object of the trustees, as set forth in their original plan, was the promotion of primary and common-school education, through agencies then in existence or that might be created in the South. The other chief object was the furtherance of normal school work for the professional preparation of teachers, by providing scholarships in Southern institutions and by giving aid to normal schools.

To administer the fund, Peabody appointed a board, which selected Barnas Sears, president of Brown University, as director of its activities. The claims made on the fund were numerous, and the following principles were soon set up. None of the money should be used to originate schools, and no private or sectarian schools should be helped. It was felt that the money could be most effectively used in aiding those schools already in operation and under the stabilizing control of governmental agencies. Many city school systems got their first strength from the Peabody Fund. The Board expended $35,400 during the first year of its existence (1868); the greatest amount it expended in any one year was $136,850 in 1873. The Education Fund set up by Peabody ultimately totaled $3,500,000.

The first college that was aided by the Fund was founded in 1875 under the name the University of Nashville as a state normal school. In 1879 the name was changed to Peabody Normal College because of financial aid from the Fund.

In 1903 Dr. J.L.M. Curry, Dr. Sears' successor, urged the Peabody Board to endow the college with the residue or principal of the Education Fund, which it was empowered to do after the Fund had been active for thirty years. The Board appropriated $1,000,000 of its principal. The college was incorporated under the name George Peabody College for Teachers in 1909.
In order that the college might have the advantage of the Vanderbilt University, the original campus was sold, and the new college was located on grounds adjacent to Vanderbilt. The idea was that this institution would supply the general classical, literary and scientific training for the students, and Peabody, the professional and technical training, the students of either institution having access to courses offered in the other.

The Peabody College continued work on the old campus until 1911. When three new buildings became available, teaching was begun in them, beginning in the summer session in June 1914. The campus was designed by Ludlow and Peabody. The buildings, facing a landscaped quadrangle, are of Classical Revival design.

When the George Peabody College for Teachers opened in 1914 on the new site, the great constructive service of the Peabody Board was concluded, and a magnificent monument to the South's benefactor was permanently established.

Webb School

Location: Bell Buckle, Bedford County

Webb School was founded in 1870 by William Robert Webb, who has been called the father of preparatory school education in the South. The school, which had been established in Culleoka, Maury County, was brought to Bell Buckle in 1886 when local merchants refused not to sell whiskey to his boys.

When Webb began his school, his trustees were aghast when he allowed pupils to study out-of-doors, demanded stricter discipline, but Webb refused to "imprison innocent children" and continued his policy of freedom. His curriculum was much more traditional, however. He taught only Latin, Greek, mathematics, and English, and used no English grammar textbook.

Webb seldom advertised, and printed only a small descriptive circular about the school. Known as "Old Sawney," the schoolmaster of Tennessee, he was recognized throughout the state as its "first citizen."

The Board of Trustees of Webb School was organized in 1920 as a non-profit corporation and owns and operates the school.

The Webb School occupies 144 acres and is made up of a wide variety
of buildings designed for instruction, residence and athletics for both students and faculty. Some of the early frame classroom buildings still stand. The school has embarked on an extensive building program following a master plan which calls for almost complete redevelopment of the campus.
Social and Religious Building, Main quadrangle, George Peabody College for Teachers, Nashville, Tennessee

National Park Service Photo, 1965
The most significant aspect of humanitarian reform and philanthropic activity for Southern Negroes following the Civil War was in the field of education. The short-lived system of Negro schools established in Texas by the Freedmen's Bureau (1865-68) was staffed by volunteer teachers of the American Missionary Society. Their reports on the prevalence of illiteracy led to a great outpouring of aid from the North for Negro education. With the end of Reconstruction, Texas reverted to a segregated school system that deprived Negroes of most of the educational gains made during that period. Again Northern humanitarian and philanthropic groups filled the breach—among them the Freedmen's Aid Society of the Methodist Episcopal Church. This group, in 1873, founded Wiley College as a normal school for Negroes. This is the oldest Negro college west of the Mississippi River, and is also distinguished by having the first Carnegie College Library in the West.

Wiley College is located at Marshall in Harrison County. It is a co-educational institution of about 700 students. Included on the attractive campus are seven brick buildings dating from the historical period.
Washakie Indian Reservation Farm

Location: Box Elder County off U.S. 191 on the Washakie Indian Reservation

Upon creation of Utah Territory in 1850, Governor Brigham Young became ex-officio Superintendent of Indian Affairs. The Mormon attitude toward Indians was shaped by the Book of Mormon, wherein they were identified as the Lamanites—a fallen people of Israel. It would be the mission of the Mormons to regenerate these people, who would one day help bring about the Kingdom of God in America. Since the Lamanites were fallen upon evil ways—had strayed far from the path of righteousness and virtue—and since they further exhibited their lack of Godliness by resisting Mormon expansion onto their lands, Superintendent Young early concluded that the Indian way of life must be destroyed. The present generation he viewed as lost. They would be held in check by a policy compounded of gifts and fairness backed up by a firm defensive stance. But the Mormons would cut off the future of Indian culture by converting the children, liberating them from the hopelessly evil environment that had already damned beyond redemption the adults.

After conventional missionary activity began among the Indians, particularly in southern Utah, the policy of weaning Indian youths away from their parents intensified. Indian children were bought for rearing in Mormon homes. In 1852, Indian indenture was legalized to speed the process.

This policy of keeping unregenerate adults content with gifts, and destroying historic folkways and culture patterns by conversion of Indian youth foreshadowed the direction of U.S.-Indian affairs in the post-Civil War period. For the times it was an enlightened policy, one whose purpose was to save the otherwise damned and, in addition, convert them to useful citizens within the pattern of the dominant culture. Some assert that Young's policy—its essentials later adopted at the national level when the U.S. Government endorsed Capt. Richard Henry Pratt's Carlisle philosophy—was ultimately more destructive of Indian culture than gunpowder. Perhaps this is true. It is all the more ironic that long after Brigham Young had ceased to exert official power in Utah Indian relations, the Indians themselves continued to view him as their "oldest brother."

One of the most important Mormon schemes to missionize, adopt, and educate Indians was the Farmers for the Indians program instituted in 1851. Closely analogous to the Point Four program a century later, it employed skilled Mormon farmers who went into the Indian communities and taught the people to farm, raise livestock, and manage private property. Beyond this
the program included traditional missionary emphasis and schools for children.

In its larger implications, the program was an aggressive scheme to convert those older Indians who were amenable; to provide the means of livelihood for all older Indians, converted or not; and to establish outpost schools where Indian youths could achieve at least partial isolation from their environment. The Utah War and disputes between Young and Government Indian agents ended the program temporarily after a successful beginning. It was reinstituted in later years on the Utah Indian Reservations and is exemplified today by the Washakie Indian Reservation Farm on U.S. 191 near the Idaho-Utah border. This farm dates from the 1870s and is still functioning. The writer has not visited the site, but on the basis of information furnished by the Utah Historical Society, some historic structures still survive and the integrity bestowed by continuity of purpose and basic method remains intact.
The first normal school in America existed at Concord Corner, Vermont, between 1823-1825. Today, the only reminder of the school in Concord Corner is the site of the institution.

Samuel Read Hall, educator and clergyman, established the normal school. He was born on October 27, 1795, in Croydon, New Hampshire. Despite his financial inability to attend college, Hall qualified for a teaching position in Rumford, Maine, in 1814. Even at this early stage of his career, Hall's ingenuity is evident, for he is credited with introducing the use of the blackboard while at Rumford. He also became aware at this time that the educational system possessed many defects and that reform was needed.

By 1822, Hall had been ordained as a Congregational minister and in March, 1823, assumed a ministerial post in Concord, Vermont. His labors in that isolated area reinforced his realization of the need for improvement in education and thus he organized a training school for teachers. The State incorporated the institution in November, 1823, as the Concord Academy. Although teacher training had been discussed earlier, Hall's school established a precedent in the Nation. He operated the school until 1825, Four years later, he published his Lectures on School-Keeping, which, in part, resulted from his work at his Concord Corner school. The book established another precedent, it being the first American professional book for teachers.

After Hall departed from Concord, he spent the remainder of his life in education and religion. He held various teaching and church positions in Massachusetts, New Hampshire, and Vermont until 1875. Two years later, on June 24, 1877, Hall died.

Because only the site of the school exists, the Concord Academy is not recommended for classification.

The John Dewey Birthplace

Location: 186 South Willard Street, Burlington, Chittenden County

Current American education theory and practice reflects much of the philosophy of John Dewey. He, perhaps more than anyone else, stimulated educators to adapt the American school to the Nation's contemporary political, economic, and social conditions.

The long-lived educator was born on October 20, 1859 in Burlington,
Vermont. He attended the University of Vermont, where he set no record as a student, and received his degree in 1879. The young graduate then entered Johns Hopkins University and received his doctor's degree in 1884. Teaching positions at the University of Michigan and the University of Minnesota followed. In 1894, he became the head of the University of Chicago's department of philosophy and education; and the director of its School of Education between 1902-04. Columbia University installed him as a professor of philosophy in 1904, and he remained so until 1930. Following his retirement, he served as a professor emeritus until his death on June 1, 1952.

Democracy, according to Dewey, depended upon well-educated citizens. Furthermore, he believed an individual would experience the richest life only if fully educated. This public and individual welfare depended in great part upon the efficacy of educational practice in a democratic and industrial America.

The importance of education in the Country underscored the significance of its public school system. Dewey believed that in addition to inculcating individual thinking, the public schools should endeavor to prepare the child for his participation in adult society. The school, in reflecting the organization and activities of the workaday world, could promote the development of a child's social attributes in order to best equip him for a life in a highly organized state. In brief, the school could prepare the child to adjust once he faced the world on his own.

Dewey applied his theories during the 1890's at his experimental school at the University of Chicago. School life there contrasted sharply with the activities at the usual public school and Dewey's work both aroused praise and criticism. Despite the less than wholesale emulation of Dewey's program at that time, the succeeding years witnessed a gradual acceptance of many of his ideas.

Democracy and Education, published in 1916, when Dewey was 57, remains one of the philosopher's preeminent works. In it, Dewey states his basic views apropos education and its role in cultivating individual development and national well being.

The Dewey birthplace is a two-story brick structure that has a gable roof. A porch, protects the front of the house and the right-hand side of the building. A two-story section in back projects off to the right of the main structure, forming the foot of an "L." The building appears to be very well maintained, but the author could not gain admission into the interior.

The John Dewey Birthplace is not recommended for classification because of the Survey's 50-year criterion, Dewey having died in 1952.
The John Dewey Birthplace, Burlington, Vermont

National Park Service Photo, 1965
The Old Lyceum

Location: 201 S. Washington Street, Alexandria

In 1834, gentlemen of Alexandria led by the Quaker schoolmaster, Benjamin Hallowell, formed a society devoted to literature, science, and history. Five years later they erected a hall at the southwest corner of Washington and Prince Streets. The Greek Revival style is imposing. It is a two-story stuccoed brick building painted yellow and lined to simulate stone blocks. A tall Doric portico, with four fluted columns and a continuous triglyphed entablature are imposing features.

During the Civil War the building was used as a hospital. In recent years it has been used by Alexandria's Little Theater for their productions. Today, the old hall has been subdivided to provide office space. It is, unfortunately, now being maintained very poorly.
Pacific Lutheran University

Location: Parkland

Pacific Lutheran University is maintained by the Lutheran Churches of the Pacific Northwest. The school was opened as an academy on October 14, 1894, by the Synod of the Norwegian Evangelical Lutheran Church of America. In 1909 Columbia Lutheran College was established by the United Norwegian Lutheran Church. The two churches were amalgamated in 1917, and in 1919 the academy was also merged with the college. The institution became a junior college in 1921, a three-year normal school in 1931, a college of education in 1939, a college of liberal arts in 1941, and a university in 1960.

Pacific Lutheran University now has a 126-acre campus and 18 educational buildings. Student enrollment is 1,925. Only one building predates 1910. Old Main is a six-story, brick building that was erected in 1894 and contained the original administrative offices and classrooms of the academy. Old Main was renamed Harstad Hall in October 1960; the interior has been remodelled, and the structure will be henceforth utilized as a men's dormitory.

Seattle Pacific College

Location: Seattle

Seattle Pacific College was founded under the auspices of the Free Methodist Church in June, 1891 as Seattle Seminary. The school opened its doors to students in April, 1893, and from that date until 1910 offered a course of study that was of high school level. College courses were introduced in 1910, and the name was changed in 1915 to Seattle Pacific College. As the college department grew, the high school steadily declined until it was discontinued in 1936.

The 15 educational buildings and 20-acre campus of Seattle Pacific College are located at 3307 Third Avenue West in Seattle. The student enrollment is about 1200. Four buildings are still standing that were erected before 1910. These are: Alexander Hall, a four-story, brick building built in 1891 and now utilized as a women's dormitory; the Music Hall, a two-story, frame structure erected in 1899; Peterson Hall a three-story, brick building constructed in 1904 and now used for administrative offices; and Tiffany Hall, a three-story, brick and stucco structure erected in 1907 and now utilized as a women's residence hall.
Seattle University

Location: Seattle

In 1890 Bishop Acgidius Yungero of the Roman Catholic Nesqually diocese requested the Jesuit fathers to establish a school in Seattle. Two pioneer priests, the Reverend Victor Garrand and the Reverend Adrian Sweere, were sent by the Reverend Joseph Cataldo, superior of the Rocky Mountain Province, to answer the bishop's request. They arrived in Seattle in 1891, and opened a temporary school, pending the construction of their new building, in downtown Seattle in September of that year. In 1893 the cornerstone of the first building on the present campus was laid. The building, now called Science Hall, served both as a school and the first Immaculate Conception Church in Seattle. In 1894 students were enrolled for the first time in an "academic" course of studies at the high school level. The school received its articles of incorporation as an institution of higher learning, to be known as Seattle College, in 1898. The first collegiate program was begun in 1900, and graduate studies were introduced in 1901. The university granted its first bachelors degrees in the spring of 1909.

In 1937 full accreditation was granted by the Northwest Association of Secondary and Higher Schools. On May 28, 1948, full university status was accorded by the State of Washington, and Seattle College assumed its present title at that date.

The 14 1/2-acre campus of the university is situated at Broadway and East Madison in Seattle. Enrollment is now annually more than 2500. Of the total of 23 educational buildings only one, Science Hall, the first structure erected in 1893, predated 1910.

University of Washington

Location: Seattle

The first legislature of the newly organized Territory of Washington memorialized Congress in 1854 for the necessary land grants to establish a university; and, in response, two townships were allotted for this purpose. On January 29, 1855, the Territorial legislature "established" a university on paper.

In 1860 the tiny frontier town of Seattle, then having a population of 300, was selected as the site for the proposed university. With $3,000 obtained from the sale of the Congressional land grant, a ten-acre plot of hilly ground was secured overlooking the village. On May 20, 1861 construction was begun on a single white building that was capped by a bell tower and faced by four classic columns. On November 4 of that year the new school opened to a class of 37 students, comprising one University student and 36 primary school children. From 1861 to 1875 no direct legislative appropriations were made for the support of the university and twice before 1880 its doors were closed because of lack of funds, lack of students, or both.
All told, only 15 degrees were conferred in the first 25 years of the university's life, the first being bestowed in 1876.

In 1889 statehood came to Washington. By 1890 Seattle's business district was steadily closing in on the university, and it had become apparent that the old campus and equipment were no longer adequate. Between 1891 and 1893 the State legislature authorized the purchase of the 605-acre tract on the shores of Lake Washington and Lake Union where the university is now located and also granted money for the construction of new buildings.

The cornerstone for the first building, Denny Hall, was laid in 1894, and in 1895 more than 400 students attended the first classes on the new campus. Between 1899 and 1903, the Law School was established, graduate work offered, and the level of college work was greatly improved.

The University today has an enrollment of more than 16,500 and a full-time faculty of 1500 teachers. More than 100 buildings are located on the campus. Ten of these structures were erected prior to 1910 and include the following buildings: Denny Hall, the oldest building on the campus, was erected in 1894-95. The Hall is designed in gray stone after a Francis I chateau. The cupola on the roof was brought around the Horn building. The other early buildings include: The Observatory, built in 1895; the Canoe House, erected in 1897; Lewis Hall, the Clark Hall, both built in 1899; Parrington Hall, erected in 1902 and remodelled in 1923. Erected for the Alaska-Yukon-Pacific Exposition of 1909 and still standing are Meany Hall, Old Bagley Hall, the original Engineering Building and the shops and foundry building.

Washington State University

Location: Pullman

Under the provisions of two federal laws, the Morrill and Hatch Acts, and action by the first Washington state legislature, the institution was founded on March 28, 1890, as one of the nation's land-grant colleges

In 1891, before the new college actually opened its doors, its name was changed from "Washington State Agricultural College and School of Science," to "The Agricultural College, Experiment Station and School of Science of the State of Washington." The college opened for classes on January 13, 1892, with a total of 21 students and a faculty of five. The early years were a period of struggle, but by 1916 the college had progressed to the point where it had a faculty of 143 and 1,305 students. In 1905 the name was changed to State College of Washington, remaining so until 1959, when it was renamed Washington State University.

The University is now the second largest educational institution in the
state, and has a faculty of 352 and an enrollment of 6,847. Nine of the
buildings standing on the 234-acre campus were erected before 1910.
These are the four-story, brick administrative building, erected in
1893-94; the Maintenance building, built in 1895; Stevens Hall, a
dormitory erected in 1895; Ferry Hall, a 1899 dormitory; the Arts build­
ing, erected in 1901; Norrill Hall, dating from 1904; and Bryan, College,
and Van Doren Halls, all erected i 1909.

Central Washington College of Education

Location: Ellensburg

Established by the first State legislature as Washington State Normal
School, the institution opened on September 6, 1891. It assumed its
present title in 1937. The state supported college specialized in
training teachers for elementary and junior high schools. The present
enrollment is about 1,560. The physical plant of the college includes
17 educational buildings and 12 residence halls. Of these structures,
only two were erected prior to 1910. The oldest building is the
Administration Building that was erected in 1900. This is a brick,
chateau-type, four-story structure, with mansard roof and a domed
central tower over an arched entrance. The second structure, built in
1910, and designed as a general classroom building and an elementary
teacher training school, is now known as the Music Building.

Conzaga University

Location: Spokane

This school was opened by the Jesuit Fathers in the fall of 1887,
with an enrollment of 18 students. The present physical plant of the
university includes 17 educational buildings and a 10-acre campus. The
original building, a two-story, brick structure with mansard roof,
erected in 1887, is still standing and is now called the Chemistry Building.

The five-story administration building, erected c.1900 is of buff
brick, with granite trim. The structure is of eclectic design, adorned
with Tudor-Gothic detail, and has a towering mansard roof in French
Renaissance style.

Whitman College

Location: Walla Walla

This college was chartered by the Washington territorial legislature
in 1859 and is the oldest institution of higher learning in Washington,
Originally a seminary, it was founded by Cushing Bells, a Congregational missionary, in honor of Marcus Whitman and his wife. The college, coeducational and nonsectarian, is privately endowed and receives no aid from Church of State. The enrollment is now about 1,000 students. Seventeen buildings, located on the 50-acre campus house the college. The Whitman Memorial Building, erected in 1899, contains classrooms and the offices of administration. Billings Hall, also built in 1899, houses the departmental studies. Other structures erected prior to 1910, and still standing, include Reynolds Hall, built in 1902; the gymnasium, constructed in 1904, and the Conservatory of Music, erected in 1909.

College Of Puget Sound

Location: Tacoma

The College of Puget Sound was founded as Puget Sound University in Tacoma, Washington, on March 7, 1888, on initiative of the Puget Sound Annual Conference of the Methodist Episcopal Church and by authorization of the Territorial Legislature. In 1903, the corporation became the University of Puget Sound; and in 1914, taking its present name, it was reorganized as a College of liberal arts.

Originating in one frame building, the College of Puget Sound now occupies 15 brick face concrete buildings situated on a sixty-acre campus. The original building has been demolished and the present buildings have been constructed since 1910.
The Alexander Wade House is a two-story red brick house with a mansard roof. The house was built by Judge Bunker about 1860 and in 1872 was purchased by Alexander Wade, who made it his home until his death in 1904. Wade as a teacher in the schools of West Virginia and superintendent of the schools of Monongalia County, developed a system of graduation in country schools that was adopted nationally.

Wade had observed that rural children in enrolling at 6 and re-enrolling until they are 21, lost much time. Influenced by the graded schools then being established in towns and cities, he found a remedy for the rural situation in a system of grades, promotions, and graduations. More work could be accomplished, he suggested, if a definite amount of work was assigned to be accomplished in a given time. In 1874, he introduced his system of graduation and promotional examinations in the Monongalia County schools.

As worked out by Wade, this system was first brought to a degree of perfection in 1876, when his promotion and graduation exercises were attended by newspaper men, public officials, and members of the University faculty. This system was favorably received throughout all large part of the entire country; on July 30, 1879, its author explained it to the National Education Association meeting in Philadelphia. The Association adopted a resolution urging that the attention of state superintendents of instruction throughout the United States be called to the propriety of adopting a Graduating System for Country Schools.

In a reaction to rapid progress, Superintendent Wade was defeated for re-election. After a brief period, however, the schools were revived and the graded and graduation system, in a modified form was reestablished. Meanwhile Wade's book, A Graduating System for Country Schools, was published in Boston in 1881. West Virginia legalized the system in its public schools in 1890, and other states adopted similar graduating systems.

The Wade House is in good condition and remains essentially un-
altered. Dr. Wade added a third story with dormer windows beneath the mansard roof in 1913. A bay window on the south side was added by Wade also. The house without fundamental change, has been converted into three apartments, one on each floor.

Old Literary Hall

Location: N.W. Corner of Main Street at High Street, Romney

The Literary Society of Romney was organized in 1819 and began the accumulation of a fine library. By 1850, the library was the largest in the present state of West Virginia, but during the Civil War it was destroyed.

A new hall was erected in 1869 in cooperation with the Masonic Lodge. It serves today as the meeting place for several fraternal orders. The two-story brick building is well maintained. It is painted cream with green shutter.
The First American Kindergarten

Location: 919 Charles Street, Watertown, Jefferson County

The wife of Carl Schurz, Margarethe, established the first kindergarten in the United States in 1856. Born and educated in Germany, Mrs. Schurz had studied under Friedrich Froebel, who felt that the early education of children needed fundamental reform. Froebel also believed that music and play were of value in the education of very young children and he organized the world's first kindergarten in 1840. After moving to the United States and settling in Watertown, Margarethe established a kindergarten, first in her home in the summer of 1856. As the undertaking expanded, she moved the kindergarten to a small vacant store on the corner of Jones and North Second Streets that fall. Her venture lasted until 1858.

Despite her innovation, Mrs. Schurz's kindergarten apparently had little influence upon the subsequent development of the kindergarten movement in the United States.

When threatened with demolition in 1956, the store used by Mrs. Schurz was moved to its present location in 1957. It has been restored and a recreation of Mrs. Schurz's kindergarten class has been installed in the front of the building on the first floor. The one-story gabled-roof, and clapboard structure is in excellent condition and is well maintained. It is open from May 5 to November 1, 1:00 to 5:00 daily; 10:00 to 5:00 Saturdays, Sundays, and holidays.

Adults 50ø; children 15ø.

The first kindergarten is not recommended for classification because it had little influence on the subsequent kindergarten movement in the Country.
SITES RELATED TO THE SUBTHEME
AND ALREADY CLASSIFIED

The following list includes those sites mentioned in the Preface that were recommended for classification in the 1960 study and were subsequently classified under related themes.

Alabama

Tuskegee Institute, Tuskegee - Theme XXII, Social and Humanitarian Movements

Connecticut

James Dwight Dana Home, New Haven - Theme XX, The Arts and Sciences, Scientific Discoveries and Inventions

Noah Webster Birthplace, West Hartford - Theme XX, The Arts and Sciences, Subtheme, Literature, Drama and Music

District of Columbia

Smithsonian Institution - Theme XX, The Arts and Sciences, Subtheme, Scientific Discoveries and Inventions

Army Medical Museum and Library - Theme XX, The Arts and Sciences, Subtheme, Scientific Discoveries and Inventions

Administration Building, Carnegie Institution of Washington, D.C. - Theme XXII, Social and Humanitarian Movements

Illinois

"Old Main," Knox College, Galesbury - Theme XIII, Political and Military Affairs, 1830-1860

Iowa

Knapp-Wilson House, Ames - Theme XVII - a, Agriculture

Kansas

Haskell Institute, Lawrence - Theme XV, Westward Expansion and Extension of the National Boundaries to the Pacific, Subtheme, Military and Indian Affairs
Maryland

United States Naval Academy, Annapolis - Theme XIII, Political and Military Affairs, 1830-1860

Massachusetts

Arnold Arboretum, Boston - Theme XX, The Arts and Sciences, Subtheme, Scientific Discoveries and Inventions

Asa Gray House, Cambridge - Theme XX, The Arts and Sciences, Subtheme, Scientific Discoveries and Inventions

Massachusetts Hall, Harvard University - Theme IX, Development of the English Colonies 1700 - 1775

New Jersey

Joseph Henry House, Princeton - Theme XX, The Arts and Sciences, Subtheme, Scientific Discoveries and Inventions

Nassau Hall, Princeton University - Theme IX, Development of the English Colonies, 1700-1775

New York

Cooper Union, New York - Theme XIII, Political and Military Affairs, 1830-1860

United States Military Academy, West Point - Theme XII, Political and Military Affairs, 1783-1830

Voorlezer's House, Staten Island - Theme VII, Dutch and Swedish Exploration and Settlement

North Carolina

Biltmore Estate, Asheville - Theme XIX, Conservation of Natural Resources

Pennsylvania

American Philosophical Hall, Philadelphia - Theme XX, The Arts and Sciences, Subtheme, Scientific Inventions and Discoveries

Carlisle Indian School, Carlisle - Theme XV, Westward Expansion and Extension of the National Boundaries to the Pacific, Subtheme, Military and Indian Affairs
"Old West," Dickinson College, Carlisle - Theme XX, The Arts and Sciences, Subtheme, Education (special study)

Rhode Island

Redwood Library, Newport - Theme IX, Development of the English Colonies, 1700-1775

University Hall, Brown University, Providence - Theme XX, The Arts and Sciences, Subtheme, Education (special study)

Vermont

Justin Smith Morrill Home, Strafford - Theme XX, The Arts and Sciences, Subtheme, Education (special study)

Virginia

Wren Building, College of William and Mary, Williamsburg - Theme IX, Development of the English Colonies, 1700-1775
SITES IN THE NATIONAL PARK SYSTEM
AND RELATED TO THE THEME

Booker T. Washington National Monument; near Rocky Mount, Virginia
(Described in the original study, pp. 96-99).

Whitman National Monument near Walla Walla, Washington
(described in the original study, p. 100).
RECOMMENDATION FOR FURTHER STUDY

Rhea Country Court House, Tennessee

Location: Market Street between Second and Third Ave, Dayton

The stage was set for one of the country's most dramatic courtroom scenes by the enactment in 1925 of Tennessee's anti-evolution law. The new law had been on the statute books only a short time when it was attacked in the courts of Rhea County through the indictment of John Thomas Scopes, a young teacher in the Rhea County High School at Dayton.

Scopes was indicted by the Rhea County grand jury on May 25, 1925, and a small story went out over the news services to the press of the nation. Overnight Dayton was on the front page of every major newspaper in the country.

The case was set for trial in the circuit court of Rhea County. Attorney-General A. T. Stewart, young in the practice of law, would prosecute the case. John Randolph Neal, former dean of the University of Tennessee Law School, announced that he would undertake the defense of Scopes. He was joined by the able Dudley Field Malone, renowned New York attorney, and the American Civil Liberties Union despatched Arthur Garfield Hayes to aid the counsel for defense.

William Jennings Bryan, three times the Democratic nominee for the presidency, announced that he would offer services on behalf of the state of Tennessee and according to the dictates of his conscience.
This was followed by the news that Clarence Darrow, renowned agnostic had tendered his talents to the defense. Rarely has one trial been assured of so much legal talent.

Dayton took on the festive air of a medieval fair. One newspaper described it as half circus, half revival meeting. The capacity of the town to absorb visitors was taxed to capacity.

The scene in the courtroom was little less hectic than the proceedings out of the courthouse to bleacher seats that had been erected on the lawn. Scopes soon became forgotten in this legal battle. The issue became the agnosticism of Darrow versus the Fundamentalism of William Jennings Bryan.

The trial came to an end on July 21 when Scopes was found guilty and fined $100. Thus ended a remarkable courtroom drama.

The Great Commoner died at Dayton on July 25, four days after the conclusion of his last role in an American court. The case, however, was appealed to the Supreme Court of Tennessee. The justices upheld the constitutionality of the law but held that the trial judge had erred in fixing the fine, for that was the privilege of the jury. Scopes had left the employ of the Board of Education and Chief Justice Grafton Green suggested to the attorney-general that the whole thing be forgotten in order to add to the peace and dignity of the state.

The three-story, red brick Rhea County Courthouse was built in Dayton in 1891. The Courthouse occupies a square block near the center of this small town. It is not, however, the central hub of
the town as is the case in many smaller county seats. The square is well-kept and is heavily shaded by a number of large trees. Flowers and shrubbery indicate much more then routine care of the grounds.

The courthouse itself is structurally quite sound, but needs redecoration in the interior.

The Darwinian theory of evolution had a tremendous impact on American life and much broader implications than are suggested by this negative though dramatically charged reaction in the field of education in Tennessee. We recommend that the impact and influence of the Darwinian theory in the intellectual life, social and humanitarian thought and action, the business world; and, perhaps most central of all, the field of scientific thought and research be considered as a whole before individual sites are recommended. The place for this over-all consideration seems most properly to be the theme study on "Science and Invention." We, therefore, recommend that a special study be made within the framework of this theme.
The following criteria are used by the Consulting Committee and the Advisory Board in judging the national historical significance of sites and buildings.

1. Structures or sites at which events occurred that have made a significant contribution to, and are identified prominently with, or which outstandingly represent, the broad cultural, political, economic, military, or social history of the Nation, and from which an understanding and appreciation of the larger patterns of our American heritage may be gained.

2. Structures or sites associated importantly with the lives of persons nationally significant in the history of the United States.

3. Structures or sites associated significantly with an important event that outstandingly represents some idea or ideal of the American people.

4. Structures that embody the distinguishing characteristics of an architectural type specimen, exceptionally valuable for a study of a period style or method of construction; or a notable structure representing the work of a master builder, designer, or architect.

5. Objects that figured prominently in nationally significant events; or that were prominently associated with nationally significant persons; or that outstandingly represent some great idea or ideal of the American people; or that embody distinguishing characteristics of a type specimen, exceptionally valuable for study of a period style or method of construction; or that are notable as representations of the work of master workers or designers.

6. Archeological sites that have produced information of major scientific importance by revealing new cultures, or by shedding light upon periods of occupation over large areas of the United States. Such sites are those which have produced, or which may reasonably be expected to produce, data affecting theories, concepts, and ideas to a major degree.
7. When preserved or restored as integral parts of the modern urban environment, historic buildings not sufficiently significant individually by reason of historical association or architectural merit to warrant recognition may collectively compose a "historic district" that is of historical significance to the Nation in commemorating or illustrating a way of life in its developing culture.

8. To possess national significance, a historic or prehistoric structure, district, site, or object must possess integrity.

For a historic or prehistoric structure, integrity is a composite quality derived from original workmanship, original location, and intangible elements of feeling and association. (A structure no longer on the original site may possess national significance if the person or event associated with it was of transcendent importance in the Nation's history and the association consequential.)

For a historic district, integrity is a composite quality derived from original location, and intangible elements of feeling and association.

For a historic or prehistoric site, integrity requires original location and intangible elements of feeling and association. (The site of a structure no longer standing may possess national significance if the person or event associated with the structure was of transcendent historic importance in the Nation's history and the association consequential.)

For a historic object, integrity requires basic original workmanship.

9. Structures or sites which are primarily of significance in the field of religion or to religious bodies but are not of national importance in other fields of the history of the United States, such as political, military, or architectural history, will not be eligible for consideration.

10. Birthplaces, graves, burials, and cemeteries, as a general rule, are not eligible for consideration and recognition except in cases of historical figures of transcendent importance. Historic sites associated with the actual careers and contributions of outstanding historical personages usually are more important than their birthplaces and burial places.

11. Structures, sites, and objects achieving historical importance within the past 50 years will not as a general rule be considered unless associated with persons or events of transcendent significance.

12. Structures, sites, and objects proposed for addition to the National Park System must also meet standards of suitability and feasibility.