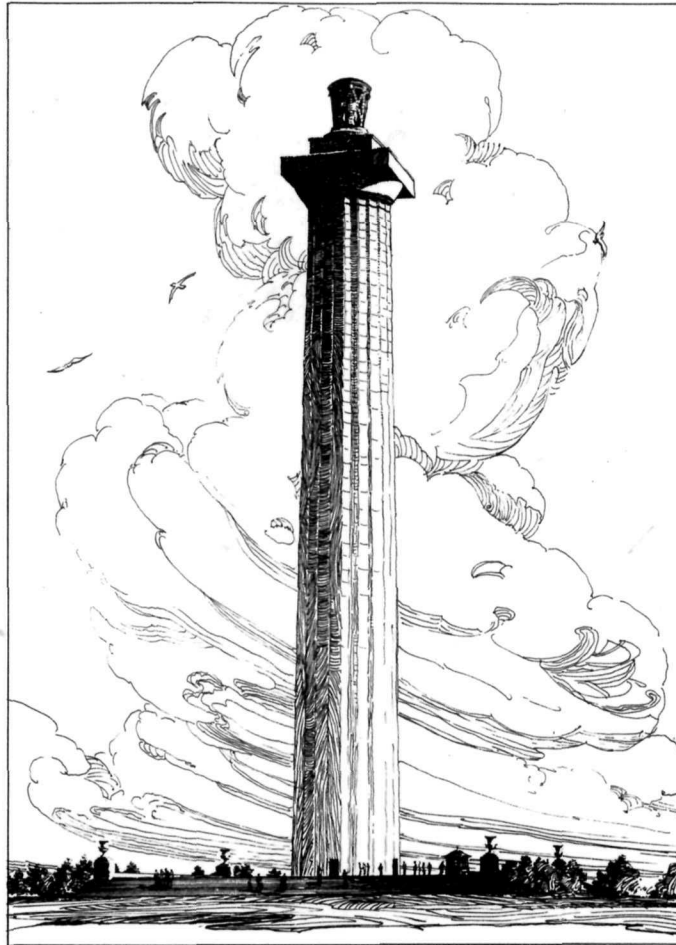


THE REGIONAL REVIEW



GOOD WILL AT THE BOUNDARY

*Perry's Victory and International Peace Memorial
National Monument, Put-in-Bay, Ohio*

NATIONAL PARK SERVICE

REGION ONE

Richmond, Virginia

DECEMBER 1940

VOL. V - NO. 6

THE COVER

A 352-foot monument of pink Milford granite commemorates the victory won by the nine small naval vessels of Oliver Hazard Perry over British forces in the battle of Lake Erie, September 10, 1813, and signalizes the remarkable record of international concord which has characterized American-Canadian relations for more than 125 years. The gigantic Doric column 300 feet high has at its top an observation platform which is capped by a 23-foot bronze reflector weighing 11 tons and equipped with powerful lights that project a vertical beam. More than 15,000 visitors took the elevator to the top of the memorial during the last travel year for a view of the historic spot six miles due west where Perry gained his victory under a battle flag bearing Captain Lawrence's memorable words: "Don't give up the ship."

THE REGIONAL REVIEW

DECEMBER 1940

VOL. V - NO. 6

ARNO B. CAMMERER, REGIONAL DIRECTOR

Hugh R. Awtrey, Editor

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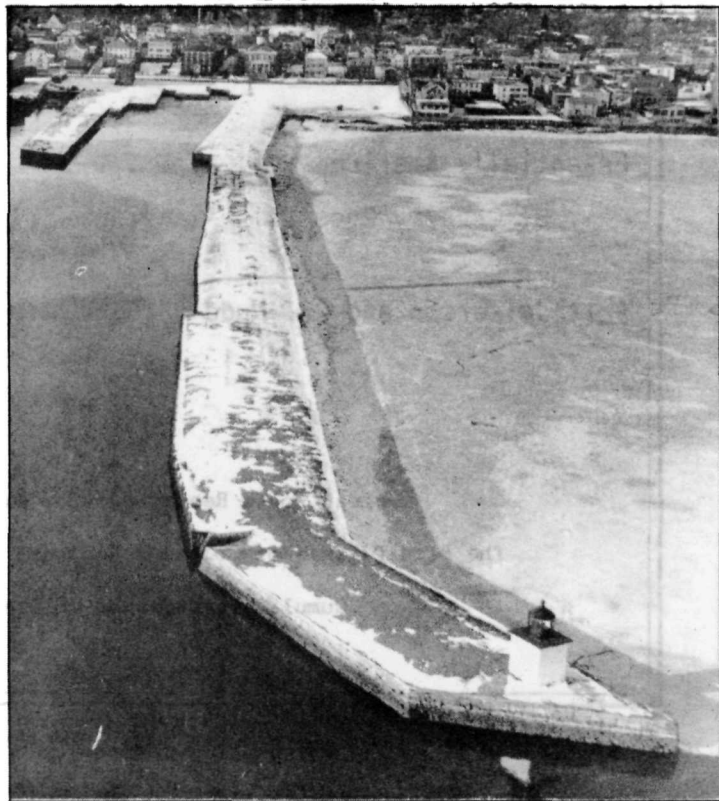
The Significance of Colonial National Historical Park

Cumulative Index of Volume V

THE UNITED STATES
DEPARTMENT OF THE INTERIOR
· NATIONAL PARK SERVICE ·
REGION ONE ~ RICHMOND, VIRGINIA



At the top is seen the Derby House at Salem, built by Richard Derby in 1762. Below, the aerial view of reconstructed Derby Wharf shows Central Wharf at the left and, beginning at the head of Derby Wharf and moving to the right, the Custom House, Hawkes House, Derby House, and old rum shop.



PARKS FOR PATRIOTISM

They Also Serve Who Inspire

"Our primary contribution to national defense," said Director Newton B. Drury recently, "lies in the fact that the great areas of the National Park System inspire in the people a pride of country and serve in a direct way to crystallize a love of its institutions. In short, our national shrines rank among the first of the irreplaceable values that we must defend, for they are America just as are the people who live around them. Someone has said, in speaking of national parks and historic sites, that men will die gladly for their country; and there devolves upon us a singular obligation to preserve a country worth dying for." (Further development of this theme will be found on page 18 in Dr. Carl P. Russell's article, "Essentially American".)

How deeply are our sentiments of patriotism rooted in the venerated soil of our traditional shrines is demonstrated often and strikingly by the attitudes of the country's youth and of that admirable corps of patient men and women who instruct them in the classrooms of America's schools. A recent simple example of the contributions which historic sites make continuously to the national morale is presented here because it is typical of many thousands. M. Zeanette Wheeler, 14-year-old eighth grade student of Salem, Massachusetts, won a gold medal for her essay, *Maritime Salem*. Because printed information resulting from new Service research was not available when the essay was written, the young author made a few minor errors which are corrected by notes; but they make no less interesting her appeal to her classmates to stand forever guard over the cherished shrines which tell the inspiring story of the greatest democracy. The essay:

MARITIME SALEM

BY M. ZEANETTE WHEELER,

Member of Eighth Grade, Bowditch School,
Salem, Massachusetts.

During the eighteenth century in Salem all work and interest revolved around one particular trade - shipping. Derby Wharf, the Custom House,¹ and the homes of famed seamen played the leading roles in this drama. It was the center of all activity, alive with business transactions dealing in strange and costly cargoes from another world.

Until just recently Derby Wharf held but memories of its glorious past life. Now with the aid of records and old pictures the Salem Maritime National Historic Site is being reconstructed so that although it belongs to an age past, it will again take an active part in this, our world of today.

From 1775 to 1807 Salem was at the height of her career. Great fortunes were made on such imports as silks, cotton, chinaware, tea, pepper, molasses, sugar and curios. During the years of the Revolution, Salem was the only town that did not close its port; moreover she supplied the largest number of ships and men for privateering. Jefferson's embargo and the coming of clipper ships were soon to destroy Salem's pros-

¹Several different structures were used in eighteenth century Salem as a custom house. The present building was not erected until 1819.

perity bringing disaster to men who were dependent on this business for their maintenance. As early as 1775, several ships owned by Richard Derby were engaged in trade with Spain and the West Indies².

The "Merchant Prince" of the shipping period, Elias Hasket Derby, took an active part in the support of the colonies. He helped in fitting out one hundred and fifty-eight privateers which captured four hundred and forty-five British vessels. When his father, Richard Derby, retired, Elias took over his ships. He well deserved his title for it was mainly through his efforts that Salem has long been remembered as a great port of entry.

John Derby, brother of Elias, carried the news of the Battle of Lexington to England, and brought home to Salem the first tidings of peace in 1783. Nathaniel Bowditch, an eminent mathematician for whom our school is named, went to Manila on the ship *Astrea*³. He kept an interesting journal which has been preserved in the East India Marine Society.

The noted Salem author, Nathaniel Hawthorne, was for many years collector of the port of Salem⁴. When trade began to decline Hawthorne was discharged from his duty. It was a sad day when he viewed the empty warehouses and the docks waiting for ships and cargoes that would never again come. In his free time after losing his position he wrote his well-known books.

The contributions of such famous men as these would have been forgotten long ago had there been no ships to carry on the trading. One of these vessels, the *Astrea*,⁵ owned by Elias Hasket Derby and with John Derby for her captain, brought home to the United States the message of the signing of the Treaty of Paris which brought to an end the Revolutionary War. The *Astrea*⁶ was also the first ship to fly the glorious stars and stripes in Manila.

A second ship in our honor list is the *Grand Turk*. Owned by Elias Hasket Derby, this was the largest vessel in Salem until after the Revolution, carrying sixty-eight guns and one hundred and twenty men.⁷ It was the first American boat to go around the Cape of Good Hope. Another of the Derby ships, built to trade with Mediterranean ports, was the *Mt. Vernon* which paid its owners a profit of about forty-three thousand dollars on her first voyage.⁸ These were the men and ships that helped to make the history of Salem.

(Continued on page 17).

²Richard Derby owned vessels and traded with the West Indies at least twenty-five years before 1775. The date given in the essay more accurately represents the end than the beginning of his career as a merchant.

³*Astrea II*, ship, 321 tons, built at Bradford, Mass., 1795, and registered at Salem, March 21, 1796, with Elias Hasket Derby as owner, and Henry Prince, master. Bowditch sailed with Prince on the pioneering voyage to Manila, March 27, 1796, and returned May 22, 1797.

⁴Hawthorne was Surveyor of the Port of Salem, 1846-1849.

⁵*Astrea I*, ship 360 tons, built at Pembroke, Mass., 1782, was returning on her maiden voyage when she brought home the news of the Treaty of Paris. The first *Astrea* is not to be confused with the second, which was not built until 1795.

⁶*Astrea II*.

⁷The *Grand Turk* was no larger than several Salem Revolutionary privateers. The aspect of size emanates from the heavy armament and the large crew carried aboard for privateering. Actually, the vessel was only about 300 tons burden.

⁸The profit from the first voyage of the *Mount Vernon* was nearer \$100,000.

INDIAN PRISONER - STUDENTS AT FORT MARION

The Founding of Carlisle Was Dreamed in St. Augustine

BY F. HILTON CROWE,
ASSISTANT HISTORICAL TECHNICIAN.

The chronicle of ancient Castillo de San Marcos at Saint Augustine, once a proud New World outpost of Spain's Golden Age and now known to thousands of American travelers as Fort Marion National Monument, contains so many diverting chapters that, should it ever become complete, it will be well worth the long telling. Not the least interesting of these stories within the story concerns the time 65 years ago when the fort witnessed one of the first practical demonstrations of the ability of the Federal government to elevate and civilize the western Indians, and one of the earliest advances in a rational method of making citizens of the remnants of our aboriginal population.

In April 1865 a group of Comanches, Cheyennes, and Arapahoes were condemned to exile at Fort Marion by the United States government for the high crimes of murder and



A group of Indian prisoners in native dress at Fort Marion. Note squaw and child

rebellion. Among them were "Medicine Water", a ringleader; "White Man", "Rising Bull", "Hailstone", "Sharp Bully", and other accomplices in the murder of the Germain family and in the terrible fate of the two Germain girls, later recaptured from the Cheyennes. Other prisoners were "Come See", accused of the murder of the Short surveying party; "Soaring Eagle", supposed to have killed the hunter Brown; "Big Moccasin" and "Making Medicine", horse thieves and raiders; "Packer", the murderer of Williams, and "Mochi", the squaw identified by the Germain girls as having chopped off the head of their mother with an ax.¹

Besides these, who constituted most of the criminals, was a large number against whom no particular accusation had been lodged but who were confined apparently on the principle that prevention is better than cure.²

The convicted Indians were marched in chains from Fort Sill, Oklahoma, to the railroad 165 miles away. En route to Florida a Cheyenne chief called Gray Beard tried to commit suicide by hanging, but was cut down only to be shot while attempting to escape. Another Cheyenne, Lean Bear, repeatedly stabbed himself with a pen knife on the journey, yet recovered sufficiently to go on a hunger strike and to meet death by starvation and pneumonia. But at last, worn and oppressed in body and spirit, the Indians reached St. Augustine. Many Indians had languished long before in the ancient fort of coquina, and thousands of others had died while engaged in its construction. The ragged, unkempt group of morose convicts, herded into a kind of pen about 100 feet square, knew an equal despair. Hopelessly they lay down on the cold dirt floors of their cells, and began unresistingly to sicken and die.³

It was not long, however, before the Indians began to perceive in the rugged countenance of the commanding officer the aspect and features of a friend. Lieutenant Richard H. Pratt ordered the hated shackles removed and allowed the prisoners to roam the terreplein for exercise and air. Later, as they were found more trustworthy, they were even permitted to camp for two weeks at a time upon nearby Anastasia Island.

Within the first six months at Fort Marion, the radical step was taken of dismissing the highly unpopular soldier guard. Lieutenant Pratt pledged his commission for the good behavior of the captives, and for the remainder of their three years of imprisonment the men guarded themselves without material mishap. Clothed in Army uniforms, and subjected to army discipline and routine, the Indians soon began to have the privileges and consideration of the ordinary soldier.⁴ As the gay winter season of St. Augustine advanced, company drills at the fort began to elicit favorable comment from a host of visitors from all parts of the country. The neat and soldierly appearance, willing industry, and general good spirit of the Indians won the friendly and admiring response that Lieutenant Pratt had confidently anticipated.

As part of Pratt's plan of education of the Indians he cast about for means of vocational training which would make them self-supporting. A limited amount of work

¹ Sidney Lanier, *Florida: Its Scenery, Climate and History*, St. Augustine, 1876.

² Gray Beard and Geronimo apparently came in this last category. There has been a great difference of opinion concerning the location of the prison in which Geronimo was confined. Mr. Braddock, a St. Augustine visitor, asserted that he had seen Geronimo at Fort Marion but that the chief was removed to Fort Pickens, Pensacola, after a few days of imprisonment at St. Augustine. Dr. A. Oscar Brown, now an Army chaplain at Tea Pot Dome, Wyoming, said that he knew Geronimo well when the Indian was a prisoner at Fort Marion, and eventually converted the captive to the Christian faith.

³ E. C. Pratt Eastman, *The Red man's Moses*. University of Oklahoma Press, 1935.

⁴ W. W. Dewhurst, *The History of St. Augustine, Florida*. Putnam and Sons, New York, 1885.

was found for them in the orange groves, packing houses, sawmills, and farms of the area, and the Indians proved industrious workers. The making of souvenirs was encouraged and the Indian canes, bows, arrows, and other trifles had a ready sale. In a few months about 16,000 sea beans were polished and sold to visitors, netting the prisoners \$1,600 which they sent home to their families or used to buy extra comforts for themselves.⁵ Many of the students showed great aptitude for drawing and painting. Sidney Lanier wrote:

"They seem excessively fond of trying their skill in drawing, and are delighted with a gift of pencil and paper. Already, however, the atmosphere of trade has reached into their souls, and I am told that they now begin to sell what they were ready to give away when I saw them a few weeks ago!"⁶

An English noblewoman, in commenting upon the artistic proclivities of the wards of Lieutenant Pratt, said:

"They have left their sign-manual upon the walls---specimens of Indian art in the shape of sprawly sketches of men and beast. For, it is well known, Indians are fond of drawing and will draw on anything and with any kind of material that will make a mark. They will even exchange a surplus squaw for a few pencils or paint brushes. Crude and out of all proportions as their productions are, they illustrate the minds and proclivities of the people. An Indian never represents himself as standing, dancing, or walking; he is always fighting against fabulous numbers, and always a conqueror, riding victorious over a score of prostrate forces."⁷



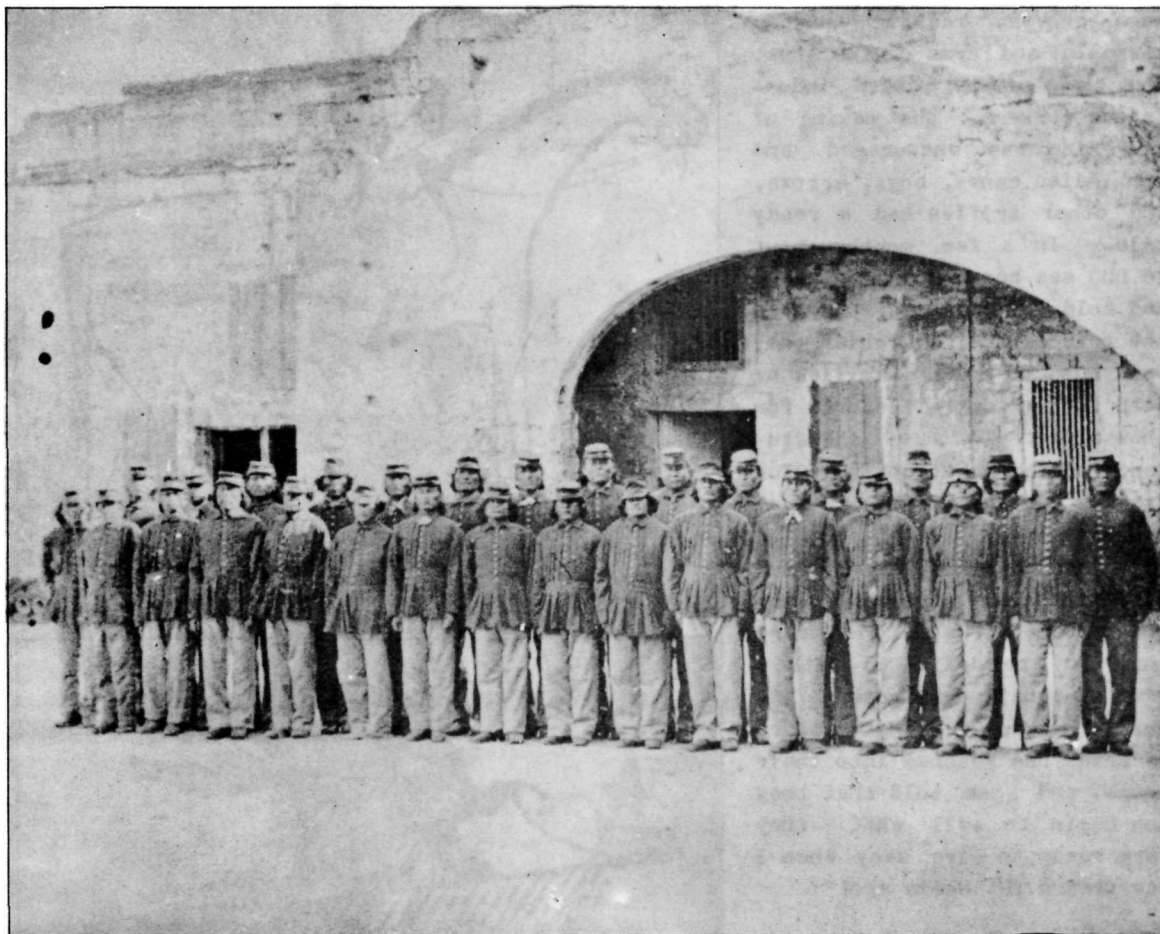
Water colors made by Indian prisoner at Fort Marion during the period 1875-78.

A school for the Indians had been started in Fort Marion at an early date. Sev-

⁵ R. H. Pratt, "Indians at Fort Marion", *The Mentor*, September 1924.

⁶ *op. cit.*

⁷ Lady Duffers Hardy, *Down South*, Chapman and Hall, Ltd., London, 1883



Uniformed Indian prisoners organized into a military company at Fort Marion in the 70's. The photograph is from a stereograph

eral teachers, among them the Sisters of St. Joseph, volunteered their services and from that point to the close of the three years of confinement there were from four to six classes constantly under instruction and English soon became the common tongue of the captives. In the spring of 1878, the War Department released all the prisoners to the Indian Bureau. Twenty-two of the younger men asked to remain and these young braves went to form the nucleus of the pioneer Indian school at Hampton. Lieutenant Pratt later suggested to Carl Schurz, Secretary of the Interior, that the Carlisle Barracks in Pennsylvania, then occupied, be used exclusively as an Indian school. A bill to that effect was introduced in Congress and in August 1887 Pratt, now a Captain, wrote: "Carlisle is ours and fairly won!"⁸

The Carlisle barracks were transferred from the War Department to the Department of the Interior and Pratt entered upon his arduous duties of founding a school with little money or outside aid. The expenses for the first year were paid from the "Civilization Fund." This fund was several hundred thousand dol- (Continued on Page 30)

⁸Report of the Commissioner of Indian Affairs, Government Printing Office, 1887.

NATURALIST PROGRAMS IN AMERICA

A Preliminary Analysis of a National Survey



Broadcast of field trip in Rocky Mountain National Park, Colorado, under leadership of Park Naturalist Raymond Gregg

BY R. C. ROBINSON,
RECREATIONAL PLANNER

With the vast increase in opportunities for outdoor recreation made possible by the rapid expansion of non-urban parks and with improved facilities for travel, the countryside and wilderness have become accessible to most of our people. That large numbers of them are taking advantage of these opportunities is evidenced by the fact that attendance at parks has tripled and quadrupled during the last few years.

Most of the newcomers are rank strangers to the natural environment. Records of Park use show that more than 90 per cent of them confine their visits to picnicking and

bathing areas and that they participate almost exclusively in activities familiar to the city playground, playfield, and park. Few of them venture out on trails. To most of them, nature is like a book written in a foreign language.

Use of the sort described tends to defeat the primary purpose for which parks have been established, which is that of providing people with an opportunity to enjoy nature's beauties and to satisfy human curiosity concerning the world in which we live.

How to bring about a better use of non-urban parks presents, then, a problem which deserves the fullest consideration. It requires the same careful study and planning that has gone into the selection, planning, and development of such areas. Visitors' eyes must be opened to nature's handiwork and their appreciation of its beauty sharpened. This requires a program of interpretation, variously referred to as nature study, nature appreciation and more lately, nature recreation. The naturalist service in national parks exemplifies this type of program, but at best it reaches a relatively small number of the total annual park users, and the visitors come once or twice and stay only a few days at the most before returning to their homes, most of which are several hundred miles away. No matter how well the National Park naturalists do their job, they can not meet the total public need for the type of service they are rendering. The program of interpretation needs to be carried down through state, metropolitan, county, and city parks into the neighborhoods where it can touch people's daily living from childhood to old age. The realization of a program so ambitious in scope requires, as mentioned before, careful planning followed by energetic and persistent action over a long period of years.

Planning necessarily starts with a study of the existing situation. What do we have now? What do we need? What are our resources? How can we utilize these resources to accomplish our objectives? These are the "a, b, c's" of planning. To accomplish the first of these steps, to find out what we have now, a nation-wide survey of naturalist programs was undertaken. While its results may be incomplete in minor respects, it does give an excellent *résumé* of the scope of nature activities now being conducted throughout the country and the contributions being made by the wide range of participating agencies and clubs.

From the several hundred forms distributed, 167 replies were received. Of this number, only 77 agencies were found to render public naturalist services adequate in scope to warrant detailed consideration. Of the remaining 90 forms returned, 22 reported no program, 17 were from schools and colleges and included only scholastic activities, while 51 were rejected because the programs were either insignificant or were not of a public character. Of the 77 agency programs analyzed, 54 were supported by public funds and 19 by private funds. Supervisory authority included federal, state, and local park and recreational agencies, museums of natural history, sanctuaries, botanical gardens, nature centers, garden clubs, nature clubs and societies, a hotel and a hospital for people suffering with nervous disorders. Thirty-three states and the Territory of Hawaii were represented.

Principal types of areas or centers used for nature activities included 114 parks and recreational areas, 33 museums, 126 playgrounds, 3 sanctuaries, 1 botanical garden, and the grounds of a hospital and a hotel. In six instances, the open countryside was the exclusive area of operation.



Naturalist Party in Acadia National Park, Maine

Fifty-two of the programs operated the year around, while 25 were confined to the summer months.

Seventy-two agency programs were being conducted under paid leadership, while five were instrumented through volunteers from cooperating schools, colleges and other educational institutions. Altogether, there were 123 full-time and 206 part-time naturalists employed.

Eighty-nine museums were reported by 53 agencies, while 48 agencies listed 137 nature trails in use. There were 14 field laboratories in operation by 12 agencies. Nineteen programs reported 123 trailside exhibits and 2,328 trail signs in use.

Twenty-eight programs sponsored 233 nature interest clubs with a total membership of more than 118,000. Twenty-two agencies published literature regularly, 22 others occasionally and 4 issued both regular and occasional publications. The mailing list of the 20 agencies reporting this item included 69,000 persons.

More than 6,000,000 participants were recorded by the 59 agencies listing attendance at museums, nature trails, lectures, guided trips and field trips to distant points. Of this number, two and a half million (in round figures) visited museums; 2,114,000 attended the 14,239 lectures reported and a half-million hiked over nature trails. Better than 19,000 made field trips to distant points.

While lectures and guided trips dealt with a comprehensive group of subjects,

Geology, plants, birds, and mammals, in the order listed, were by far the more important from the standpoint of number of lectures and attendance. That human history is being given considerable emphasis, however, is indicated by the fact that history, archeology, and ethnology were subjects of more than 4,000 lectures and 6,500 guided trips.

However dry this recital of figures, it provides a general idea of the scope of public naturalist programs now being carried out in the nation. To follow up, it appears appropriate to review briefly the activities of the various types of agencies offering naturalist services. Let us begin with those closest to where the people live, those that have their roots in the neighborhood and home, and proceed from there to the program of the National Park Service.

Probably the closest of all public organizations to the daily recreational lives of the people are those groups, societies, and associations that people form to make possible the satisfaction of common interests. They include such organizations as garden clubs, Audubon Societies, nature clubs, and natural history associations. Returns in the nation-wide survey included 20 agencies of this sort but only 11 offered what appeared to be public naturalist services. The programs offered by 9 of these 11 were under the direction of paid naturalists with 17 full-time and 12 part-time leaders conducting regular schedules of lectures and field trips and supervising museums and nature trails. The other two agencies carried out fairly comprehensive programs with volunteers from schools, colleges, and their own membership. Subjects covered were confined largely to natural sciences with the principal emphasis being placed on plants and birds. Eight clubs operated ten nature museums, while five provided nine nature trails. A few of the clubs used parks and the countryside for their hikes and lectures.

A check with studies made by the National Recreation Association reveals (1) that there are literally thousands of recreational interest groups in the nation of the type discussed above, most of them functioning through volunteer leaders, and (2) that a majority of them sponsor outdoor forms of recreation that are closely related to the natural environment. In most cases, such groups are in need of facilities which afford them richer and wider opportunities. They also need the guidance of trained leaders. The closeby non-urban recreational area, such as the local or state park, can instrument both these needs; and by doing so, it can extend its influence far beyond its boundaries. Such groups can become the roots through which its program of use can grow and become exceedingly rich in content.

The significant fact revealed by returns from four museums of natural history was the extent to which institutions of this sort are turning to the out-of-doors in carrying out their educational and recreational programs. Every one of the agencies reporting conducted field trips and sponsored a wide range of groups interested in such subjects as botany, geology, birds, archeology, and photography. Two museums offered leadership training courses in natural sciences. Through this sponsorship of interest groups functioning largely under the guidance of their own leadership, and through training courses for volunteer leaders, the natural science museum is becoming a valuable community recreation center and at the same time improving its educational services.

The local park and recreation system with its neighborhood playgrounds, its city

and outlying parks, offers a splendid medium for integrating nature into the daily recreational lives of the people. Because of this fine opportunity, the fact that reports were received from only 20 metropolitan districts, counties and cities was a disappointment. It was felt there must be many other public nature programs offered by minor civil divisions, but upon a close check against the 1935 report of *Municipal and County Parks in the United States*, it was found that, while many urban centers reported nature trails, zoological parks, arboreta, and wilderness areas, very few, probably no more than 25, offered interpretive leadership.

A glance at the results accomplished by the 20 agencies included in our survey reveals the possibilities of nature programs when offered close enough to people's homes for frequent participation. The 24 full-time and 23 part-time naturalists employed by these agencies reached directly an aggregate of more than a half-million persons through lectures, museums, and guided trips. If all urban centers, counties and metropolitan districts operating park and recreation programs offered naturalist services that reached the same average number of persons per system, the annual total participation would approach 27,000,000 for this group of agencies alone, and when it is considered that the local recreation system is in a position to reach all age groups frequently enough to arouse, sustain, and satisfy interest in nature throughout a life time, its importance in this aspect of the nation's recreational program is emphasized further.

While its areas are not quite so close to the people as are those of the municipality, county and metropolitan district, the state park system, if planned with an eye to the distribution of a state's population, can fit its program nicely into gaps left by its minor civil divisions. Primarily the state can and does provide the large, wilderness type of park beyond the financial reach of the average local government agency. It has a wider choice of natural resources and, for this reason, can better round out the ecological pattern of the state and its physiographic regions. Yet its areas are generally close enough to the population for that frequency of participation necessary to sustain interest in nature study, nature arts and crafts, and other activities which make a recreational use of natural resources.

That states are beginning to recognize these values is indicated by the rapid expansion of interpretive programs on state parks during the last few years. Before 1938, only four state park systems employed naturalists. Now 15 offer, under leadership, nature activities as a part of the park's public service. It should be added, however, that five of the above listed programs are financed wholly or in part by WPA. In Region One of the National Park Service (23 states east of the Mississippi River), at least two additional states expect to employ one or more naturalists in 1941, while five of the six now providing such services expect to expand them materially.

In content, the nature programs now being offered on state parks include both natural and human sciences, with the greater emphasis being placed on plants, birds, mammals, reptiles, and geology. Seven of the agencies included history, three archeology, and two ethnology. All techniques of presenting the interpretive program were employed. Twelve state agencies operated 33 museums, 11 provided nature trails, all of them offered lectures and all but 2 conducted guided trips, while 4 conducted field trips to distant points. Five issued literature regularly and 4 occasionally. Altogether, more than a million state park visitors participated in nature recreation.

One touch of nature makes the whole world kin.
Shakespeare, *Troilus and Cressida*.

The book of Nature is that which the physician must read; and to do so he must walk over the leaves. Paracelsus.

Accuse not Nature: she hath done her part;
Do thou thine. Milton, *Paradise Lost*.

It is one and the same Nature that rolls on her course, and whoever has sufficiently considered the present state of things might conclude certainly as to both the future and the past.

Montaigne, *Apology for Raymond de Sébonde*.

Art may err, but Nature cannot miss.
Dryden, *The Cock and the Fox*.

Nature, the vicar of the Almighty God.
Chaucer, *The Assembly of Fowles*.

It is the modest, not the presumptuous, inquirer who makes a real and safe progress in the discovery of divine truths. One follows Nature and Nature's God.

Viscount Bolingbroke, *Letter to Mr. Pope*.

Art is man's nature; Nature is God's art.
Philip James Bailey, *Festus*.

Everything is fruit to me that thy seasons bring, O Nature. All things come of thee, have their being in thee, and return to thee.

Marcus Aurelius, *Meditations*.

Come forth into the light of things,
Let Nature be your teacher.

Wordsworth, *The Tables Turned*.

Nature admits no lie.

Carlyle, *Latter Day Pamphlet No. 5*.

Nature is a mutable cloud which is always and never the same. Emerson, *History*.

Nature, exerting an unwearied power,
Forms, opens, and gives scent to every flower;
Spreads the fresh verdure of the field . . .

Cowper, *Table Talk*.

While it is believed that an encouraging start toward a well rounded interpretive program has been made among state park systems, it should be noted that only 50 of the 891 state parks and recreational areas now in operation provided leadership during 1940. No doubt some of these parks are too far removed from population centers and too poorly used by vacationists to warrant naturalist services, but by far the majority of them are so situated as to make them ideally suited for nature programs.

To illustrate, the Swift Creek Recreational Demonstration Area, near Richmond, Virginia, offers a typical state park situation both as to resources and proximity to population. A nature program was started in 1938. During the year from September 1, 1939, through August 31, 1940, more than 37,000 visitors engaged in one or more features of the program. Every grade school class in the county in which the area is situated was brought by school buses to the museum, craft shop, and trails for natural science activities; community houses, youth agencies and recreation departments brought numerous groups at regular intervals. Many parents who came first to bring their children have become interested participants themselves. Thus the family is being drawn into the program which includes the following among its activities: lectures, guided trips, bird feeding, conservation, nature crafts, basketry, pottery, wood and rustic craft, leaf printing, weaving, and braiding of natural materials.

The results just described were accomplished with WPA leaders from the security wage list who had to get their experience and training on the job. Think what might have been accomplished had there been a well trained naturalist to plan and promote the program. What has been done

at Swift Creek can be equalled or surpassed in probably a majority of the 891 state parks in operation. And state park officials are becoming interested. The Virginia Conservation Commissioner cooperated in launching the Virginia Institute of Natural History because, he said, "I am looking forward to the day when I can have a trained naturalist in every one of my parks, and I want this institute to train them for me." It will be only a matter of time until there are 48 instead of 15 state park departments offering naturalist services to those who visit their parks.

From the above *résumé* of local and state park programs it may be seen readily how the situation obtaining in the nearby, relatively small recreational area differs from that presented by a national park where most visitors are travelers who have come for their first and possibly even their only time to stay a few hours or at best a few days. Those national areas have a much vaster story to tell and very little time in which to tell it to those who listen. Their naturalists can arouse latent curiosity but they meet special difficulties in the attempt to sustain and carry it forward by the methods which may be followed by the naturalist in a park near its public. Moreover, most of the visitors possess only a limited knowledge of natural forces while a large number of those who make up attendance at local park museums and trails are enthusiastic nature students and many may even be classed as amateur naturalists.

It is vastly important here, however, to warn against any under-evaluation of the pioneer service which has been and is being rendered by national park naturalists. It is they who have blazed the trail which state and local recreational agencies are following. They have been the teach-

Let us a little permit Nature to make her own way; she better understands her own affairs than we.

Montaigne, *Of Experience*.

Nature teaches beasts to know their friends.

Shakespeare, *Coriolanus*.

No form of Nature is inferior to Art; for the arts merely imitate natural forms.

Marcus Aurelius, *op. cit.*

Nature her customs holds,

Let shame say what it will.

Shakespeare, *Hamlet*.

Nature speaks in symbols and signs.

Whittier, *To Charles Sumner*.

Everything in Nature contains all the powers of Nature. Everything is made of one hidden stuff.

Emerson, *Compensation*.

To him who in love of Nature holds

Communion with her visible forms, she speaks
A various language.

William Cullen Bryant, *Thanatopsis*.

Go forth under the open sky, and list

To Nature's teachings. *Ibid.*

Death is the ugly fact which Nature has to hide
and she hides it well.

Alexander Smith, *The Fear of Dying*.

All are but parts of one stupendous whole,

Whose body Nature is, and God the soul.

Pope, *Essay on Man*.

I trust in Nature for the stable laws of beauty
and utility. Spring shall plant and Autumn
garner to the end of time.

Browning, *A Soul's Tragedy*.

For many years I was self-appointed inspector
of snow-storms and rain-storms and did my duty
faithfully. Thoreau, *Walden*.

Man is Nature's sole mistake.

William Schwenck Gilbert, *Princess Ida*.

ers and demonstrators, and, if quantity has not been a practical component of the program, quality has ever been a vital compensation. The techniques that they have developed for presenting nature's amazing story to an inquisitive public have been adapted to the different situation presented by the local park.

During 1939, according to records submitted, they reached five and a half million visitors through museums, nature trails, lectures, and guided trips. Geology was the subject given greatest emphasis from the standpoint of lectures and exhibits, but most naturalists covered all the 12 subjects listed on the report form. Three issued regular publications while 12 got out nature literature occasionally. Five reported a distribution of 22,000 copies. Two reported leadership training, but only one, Yosemite, conducted an extended training camp.

In connection with leadership training, it is of interest to know that 25 of the 77 agencies whose programs were summarized offered one or more leaders' training courses during 1939. Five forms not included in the summary were received from agencies conducting nature leaders' training camps for periods of from two to six weeks, while a number of colleges that sent in forms (also not summarized) conduct summer camps for advance science students. The April 1940 issue of *Recreation* listed 16 such training camps that now operate annually, and this list did not include the Virginia Natural History Institute course which was started last summer at our Swift Creek Recreational Demonstration Area. Such training camps should assist materially in providing leadership for the rapidly expanding naturalist program since the continued success of the program depends in large part on the abilities of those who guide it.

Although public schools and colleges were excluded from this survey, 15 forms were received from educational institutions and a few sample studies were made of natural science activities in the educational systems of larger cities. From these studies, it appears evident that scholastic methods are tending more and more toward the use of living nature as laboratory material. Grade schools are doing much the best job in this connection, since they are reaching all their students; whereas, high schools and colleges reach only those actively interested. This is unfortunate in view of the importance of adolescence and part adolescence in the formation of life interests and habits. But the trend is in the right direction. In a number of southern states serious consideration is being given to the establishment of conservation areas as a part of consolidated school plants, such areas to be used by students for both class work and play and by the communities as recreational centers.

While it is true that at present there are relatively few agencies actively sponsoring nature recreation -- when compared to the number of sports organizations, for example -- it is encouraging to note the wide range represented by those agencies that do. They reach all age groups and make possible a rich combination of recreational pursuits: hiking clubs trying to see and understand what lies along the trails they follow; garden clubs extending their activities to include public education on the natural world; youth agencies using nature as an instrument for teaching reverence for the world and its creatures; schools going out-of-doors to let the student learn from nature's laboratory instead of from a dusty dead one created by man within four confining walls; resort hotels beginning to offer their guests an opportunity to get away occasionally from the dance floor, the bar, the bridge table, the competitive sports area, or to trails where they may exercise a long dormant curiosity concerning the world in which they live; museums, once thought of in the same category as mausoleums

because all they housed were the cold dead things of nature, becoming headquarters for groups that go out where vivid life is to be found in all its natural glory; city playgrounds turning more and more to the stimulation and direction of the child's innate curiosity concerning the strange and beguiling nature of a tree, a butterfly, the frog that hops across its path; conservation agencies teaching instead of preaching conservation; park departments, city, state and national, seeking to interpret to a public largely strange to the out-of-doors the natural wonders and the artifacts of human history, so carefully and scrupulously set aside and preserved for it.

All these various agencies and groups stepping out tentatively into this great, new leisure time field - few now but potentially adding up to an aggregate of thousands - offer the instruments for forging a national program. They fit nicely together. The school, the playground, the garden club, the hiking club and youth agency have their roots sunk deep into the home and the neighborhood where dormant curiosity can be aroused, sharpened, given initial direction; the city, county, metropolitan, and, in many cases the state, park lies close by to accommodate expanding interest, to diversify and satisfy the interest, while for the increasing millions able to get to it, the national park in all its rich and varied beauty offers the climax to the amazing story of creation which was begun back on the neighborhood playground and school yard.

Sounds like a pipe dream, doesn't it, to think that some day nature may share a large part of the increasing leisure of the American public, along with moving pictures, the radio, the automobile speeding down a road hedged in by billboards, the nation's sports fields, the hot dog stand, and juke joint?

The democracy we are arming ourselves so feverishly to defend was also once a pipe dream, as were skyscrapers, talking machines, moving pictures, and television. Is it unreasonable, then, to predict that the masses of mankind will one day rediscover that they, like the trees, the flowers, the crops they grow, have their roots in the earth, that once again they will understand the proverb that dust returneth to dust?

(Adapted from an address at the National Park Service Naturalist Conference, Grand Canyon National Park, Arizona, November 13.)

MARITIME SALEM

(Continued from page 3)

The Salem Maritime National Historic Site, established in 1938, includes Derby Wharf which is two thousand feet long, Central Wharf one third this length, the Derby House, built by Richard Derby in 1762, the Benjamin Hawkes House where, in honor of the launching of the Grand Turk in 1791, a feast was given, and finally the Custom House. Already a center of local enthusiasm, when finished this Site will be of national interest.

Classmates, we are the future citizens of Salem and the United States. It is therefore, our duty to remember and treasure gifts such as these, made by the men of old. They toiled to build a great trade, they realized success, then failure with the coming of new and larger ships. But this was not the end. They knew little that in after years we would take an interest in their dream though it had passed. Let us work toward a gift equal to theirs so that our descendants may long remember us, so that through us our glorious city may again reclaim its former glory.

ESSENTIALLY AMERICAN

Parks for Appreciation of Country

BY CARL P. RUSSELL,
SUPERVISOR OF RESEARCH AND INTERPRETATION

(An excerpt from an address delivered by Dr. Russell on November 29 at a session of the annual Eastern Regional Conference of the National Park Service)

Conservationists and educators throughout the United States have engaged in 1940 as never before in a searching analysis of existing methods of providing citizens with a basis of knowledge of all things American. They have done this because they believe that democracy depends fundamentally upon the wisdom of the people.

Reports and publications prepared in connection with these studies reflect the high resolve of all workers who have participated in the program to defend their government, their democratic institutions, and their ideals against the antisocial forces now sweeping the world. They point in unison to the fact that preservation of American traditions, the teaching of history, and the popular interpretation of natural history can make important contribution to the preparedness program. One of the discerning observations made in these studies of social needs comes from the pen of Archibald MacLeish of the Library of Congress:

The young generation in America distrusts statements of principle, declaration of moral purpose---all slogans are suspect---all tags are phony. This is a more sobering fact than our lack of planes, our lack of antiaircraft guns, or any other weakness in our physical preparedness. If the young generation in America is distrustful of all moral judgment than it is incapable of using the only weapon with which fascism can be fought---the moral conviction that fascism is evil and that a free society of men is worth fighting for. If all convictions of "better" or "worse" are fake, then there is nothing real and permanent for which men are willing to fight; the moral and mental unpreparedness of the country is worse than its unpreparedness in arms.

Gradually it has become apparent to a multitude of Americans that an important educational aspect is to be found in the public enjoyment of parks; that scenic and scientific appreciation, historical-mindedness and national patriotism are intensified through their use. The National Park Service has committed itself to a policy of preserving, and presenting by striking examples, the comprehensive and varied story of earth forces and the progress of civilization in this country. From the standpoint of scope, the Service programs now connect and constitute expression of much that is essentially American. In short, the National Park Service is situated most advantageously to develop a national perspective in social traditions and esthetic appreciation of all that America has and stands for.

Making this wealth of national expression accessible and understood to millions of citizens is the great responsibility and opportunity of the National Park Service. That such work has a direct bearing on national morale and preparedness for war is apparent. The Advisory Board on National Parks, Historic Sites, Buildings, and Monuments,

during its October meeting in Washington, anticipated National Park Service cooperation with the Army and Navy in presenting to the armed forces of the nation the story of the national parks and historical reservations. Its recommendation:

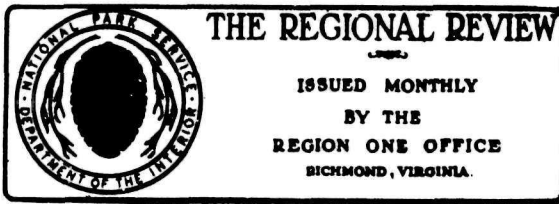
The Advisory Board believes the National Park Service's interpretative program in national park areas, particularly the historical parks and monuments and the great national scenic areas, is one of the most valuable contributions by any Federal agency in promoting patriotism, in sustaining morale, and understanding of the fundamental principles of American democracy, and in inspiring love for our country. The Advisory Board would therefore suggest that the National Park Service's interpretative program should be extended by every means, including publications, radio, motion pictures, guide service, park museums, etc., during this period of national exigency. It further recommends the National Park Service should undertake immediately the encouragement of national pride in our new armed forces as well as our citizenry which is so essential for the defense and preservation of our country. With the present organization in the National Park Service we feel that this branch of the Government is the most qualified to undertake in cooperation with the Army and Navy and private historical agencies this essential element in our defense organization.

In conclusion, it may be stated that 1940 has witnessed a critical review and re-examination of those public agencies engaged in educational activities contributing to national understanding of American values and democratic principles. National Park Service programs stand out in high relief among the activities directed toward attainment of citizen appreciation of our national heritage. Because of the advantageous position of National Park Service areas in the social scheme, they are to be recognized as especially well situated to develop a national perspective in native values and democratic ways.

Probably we do not place too high an appraisal upon the value of Service programs when we assert that they constitute one of the most potent agencies in effecting mental preparedness and maintaining national morale.

HERITAGE

In America, because we are so close to the frontier period, we are just awakening to our rich heritage of achievements and blending cultures---our history. We are beginning to link together the separate prides and outlooks into a nation of one people with the heritage of all. In the awakening, we look upon our native scene, stretching from coast to coast and 400 years in depth. . . Following the mandates of Congress, the National Park Service is acquiring, protecting, and making available to the nation many famous areas, structures, and objects of historic and prehistoric value. As ingredients in our common historic right, the cultures of east and west, north and south, are equally essential. From the trappers' rendezvous, the long and perilous Oregon Trail, the Spanish era of the south and west, the Pilgrims of New England, the planters of Virginia, and countless others, come the stones that build the structure. In its program to vitalize the history of our country, the National Park Service seeks to perpetuate and, in some instances, to recreate the essential scenes, supplemented by explanatory aids in books, charts, markers, models, museums, trailside exhibits, lectures, and informal guide service. By these means, each historic scene loses its antiquated seclusion and becomes an event of today. From *Portfolio on the National Park and Monument System, Part Three, Preservation of History*. American Planning and Civic Association, Washington.



Vol. V December 1940 No. 6

THINGS TO COME

Several experienced and observant persons of maturer years than The Regional Review have expressed the opinion that, with respect to the total number of human beings immediately concerned, A. D. 1940 was the most eventful year since that remote day when our species evolved from some mysterious pre-man substance and became man himself.

The assertion appears to be sound. It would be a challenging task to choose any other year in which developments bore more profound implications affecting the course of Earth civilization.

Americans watched anxiously as the crystal flame of peace flickered feebly, and died away, to be superseded by the red flares of war, in more than a score of nations overseas. They saw white man enslave white man, yellow man murder yellow, black man slay black; and more horrible combinations of all those horrible equations.

They saw man's diabolically contrived engines demolish the very symbols of his own achievement. They saw his resources waste away in the destruction of the resources of his fellows.

Therein have Americans learned a grim but valuable lesson. They now recognize as never before the necessity for safeguarding their irreplaceable treasures, their soil and its content, their institutions, their shrines, their life ways. They are aware that every American,

man, woman, child, must rearm his morale, that it stand strong under the inevitable burden of national and personal sacrifices to come.

Americans know that they must defend the focal point of their national existence. That these cores of patriotism are their superlative natural and superlative historic spots, fortunately, is recognized readily. That is why so important an obligation devolves upon the National Park Service: to protect and sustain against every emergency the supreme areas of its stewardship.

A. D. 1941, many predict, will be more eventful still than A. D. 1940.

FOOTNOTE

A staff member who is interested personally in those agreeable editorial chores relating to the issuance of The Regional Review announces regretfully that the modest tasks which he has performed in contributing to the first five volumes of this journal will come to an end as the result of an assignment to new duties outside the Richmond (eastern) regional headquarters of the Service.

He has ever wanted to do better, but he is no less grateful for the admirable cooperation of a conscientious and generous voluntary staff of authors who have forwarded contributions for reproduction.

Humbly departing, the editor bears away many happy memories.

H. R. A.



SIGNIFICANCE OF COLONIAL NATIONAL HISTORICAL PARK

Interpretative Statement : III

Colonial National Historical Park includes within its authorized boundaries not only areas associated with the outstanding people and events of colonial Virginia history, but also sites of especial significance in our national history. The Spaniards settled Florida in 1565, and Raleigh sent colonists only 20 years later to what is now North Carolina; but Jamestown, the first permanent English settlement in America, may be called rightfully, as is inscribed on the Jamestown Tercentary Monument, "the cradle of the United States." The victory of Yorktown, October 19, 1781, fulfilled the promise of July 4, 1776, and by assuring American independence, may be named the beginning of our national era. The 174 years between 1607 and 1781 are the years of development for Virginia, one of the most important of the 13 colonies, and the story of those years may be traced at Jamestown, Williamsburg, Yorktown, and some of the great plantations of Tidewater Virginia.

The development of Jamestown Island, in its final form, will emphasize two things. Of greatest national significance and human interest is the story of the founding of the colony in 1607, and the successful surmounting of the perils and privations of the years immediately following. The building of the first palisaded fort and the crude huts inside it, the adventures of Captain John Smith among the Indians, the terrible winter of 1609-1610, "the Starving Time," the friendship of Pocahontas for the colony and her marriage to John Rolfe, the massacre of 1622, the starting of tobacco culture, the first meeting of the Virginia House of Burgesses, the arrival of the young women from England, the arrival of the first Negroes---in short, the incidents and events of the first decade at Jamestown, always will be of outstanding interest and importance.



Trumbull's Surrender of Lord Cornwallis at Yorktown

Each of these played its part in the establishment of this first permanent English colony in America, and many are of additional significance as the beginning of American social, political, and economic institutions.

But the story of Jamestown does not stop at this point. Of equal importance in the final development will be the history of the entire seventeenth century, the depicting of the growth and decline of the town from 1607 to 1699, the telling of the life of the people who lived and worked there. During those 92 years Jamestown was in many ways Virginia. It was the capital, the port of entry, the most important town. There the indignant colonists met and "thrust out" Governor Harvey. There Sir William Berkeley and Nathaniel Bacon, Jr. had their dramatic meeting in 1676, when a royal governor was forced to defer to public opinion and the popular will. Until the final abandonment of the town in 1699 most of the important events in Virginia history took place at Jamestown or had some connection with it.

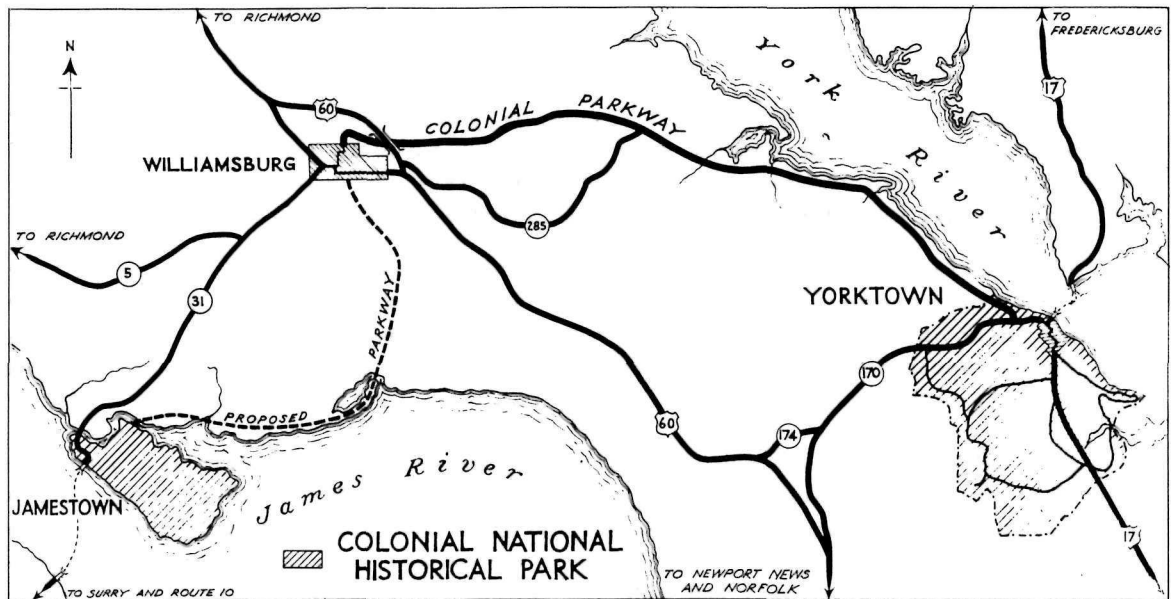
It will be the aim at Jamestown to present the entire story of the town throughout its existence. This will mean showing, by exhibits in the ground, trailside exhibits, and the museum, how the town was arranged, what it looked like, who lived in it, what they did, and what happened there from 1607 to 1699. Using technical terms, it might be described as a historicosociological study of a seventeenth century Virginia community.

Williamsburg, although not actually a part of Colonial National Historical Park, is associated chronologically and geographically with the development of the area, and influences the determination of the developmental policy as a whole. Through the work of the Williamsburg Restoration there is presented the flowering of the cultural and political life of Virginia in the eighteenth century. Capital of Virginia from 1699 to 1779, center of the social life of the colony, the residence of the royal governor, seat of the College of William and Mary, its restoration today displays in unexcelled fashion several of the most important aspects of the life of the period that was Virginia's greatest.

Another important aspect of colonial life, which will be told in Colonial National Historical Park when land acquisition is completed, is the story of the Tidewater tobacco plantation, the economic unit upon which so much was based. Bellfield, Greenspring, Carter's Grove, and Rosewell are outstanding examples which will permit the development of the story of tobacco culture, Virginia's chief source of revenue, and of the plantation social unit, which was largely responsible for the course of political and social life of the period.

The development of Yorktown, again, will emphasize two things. Of considerable interest and importance is the history of colonial Yorktown, port of the colony from 1691 until the Revolution, commercial center, residence of some of Virginia's outstanding merchants. With its many colonial buildings still intact, including America's first custom house, and its waterfront, it is well adapted for telling the story of the commercial history of Virginia during the eighteenth century, the logical continuation of the story of the tobacco plantations told elsewhere in the park.

Of greatest significance at Yorktown, however, is the story of the siege of 1781. The re-creation in part of the colonial appearance of the town, and the reconstruction of the fortifications, encampments, and roads used during the siege, will provide



graphically and interestingly an explanation of the military aspects of the final decisive battle of the American Revolution. The development of the Moore House, where the Articles of Capitulation were drawn, and of Surrender Field, where the British laid down their arms and surrendered their flags, will permit of the development of the significance of that surrender for the United States.

The victory of Yorktown, by assuring the independence of the 13 colonies, unleashed the forces which made the United States what it is today. Its political, economic, and social results are unsurpassed in importance by those of any other single event in American history. It will be the aim of the development at Yorktown not only to tell how the American Revolution ended, but also what that ending meant to the world of that day on this continent and abroad.

JAMESTOWN MUSEUM ACQUIRES VALUABLE INDIAN COLLECTION

The Jamestown Island museum of Colonial National Historical Park has just acquired the culturally significant Wirt Robinson collection of more than 20,000 items of Virginia Indian remains, one of the most representative groups of artifacts ever assembled in the state. The collection will be placed on exhibit eventually as an interesting part of the story of the early American colonists.

The late Colonel Robinson, an instructor in the natural sciences at the United States Military Academy, spent his vacations at his home near Wingina, on the James, and collected most of the objects from Indian sites of the neighborhood. His extensive notes will be photocopied as a permanent record of the collection. The area which supplied the artifacts was occupied, at the time of the settlement of Jamestown, by Siouan-speaking Indians and has been identified on Captain John Smith's map as the village or district of Monahassanugh. The inhabitants chipped native stone for weapons and many of their carefully worked arrowheads and spearheads are in the collection. There are crudely chipped stone hoes, pots and dishes of clay, and several massive vessels of sandstone. Beads and gorgets are well represented, as well as pottery discs which, it is believed, were used as counters in games.

FORT JEFFERSON

Long since outmoded as the "military key to the Mexican Gulf," massive Fort Jefferson unites history and romance with natural features in an unusual combination which offers substantial rewards to visitors who take the overwater trip to the Dry Tortugas Islands, 68 miles west of Key West, Florida.

Fabulous tales of smugglers, of pirate gold, of the heroism of man the builder, of the reckless desperation of escaping prisoners, of deadly yellow jack and the guarded doctor who fought it, all these and more form the record of the tiny group of islets which bears the name bestowed in 1513 by Ponce de Leon because of the hundreds of turtles he saw there.

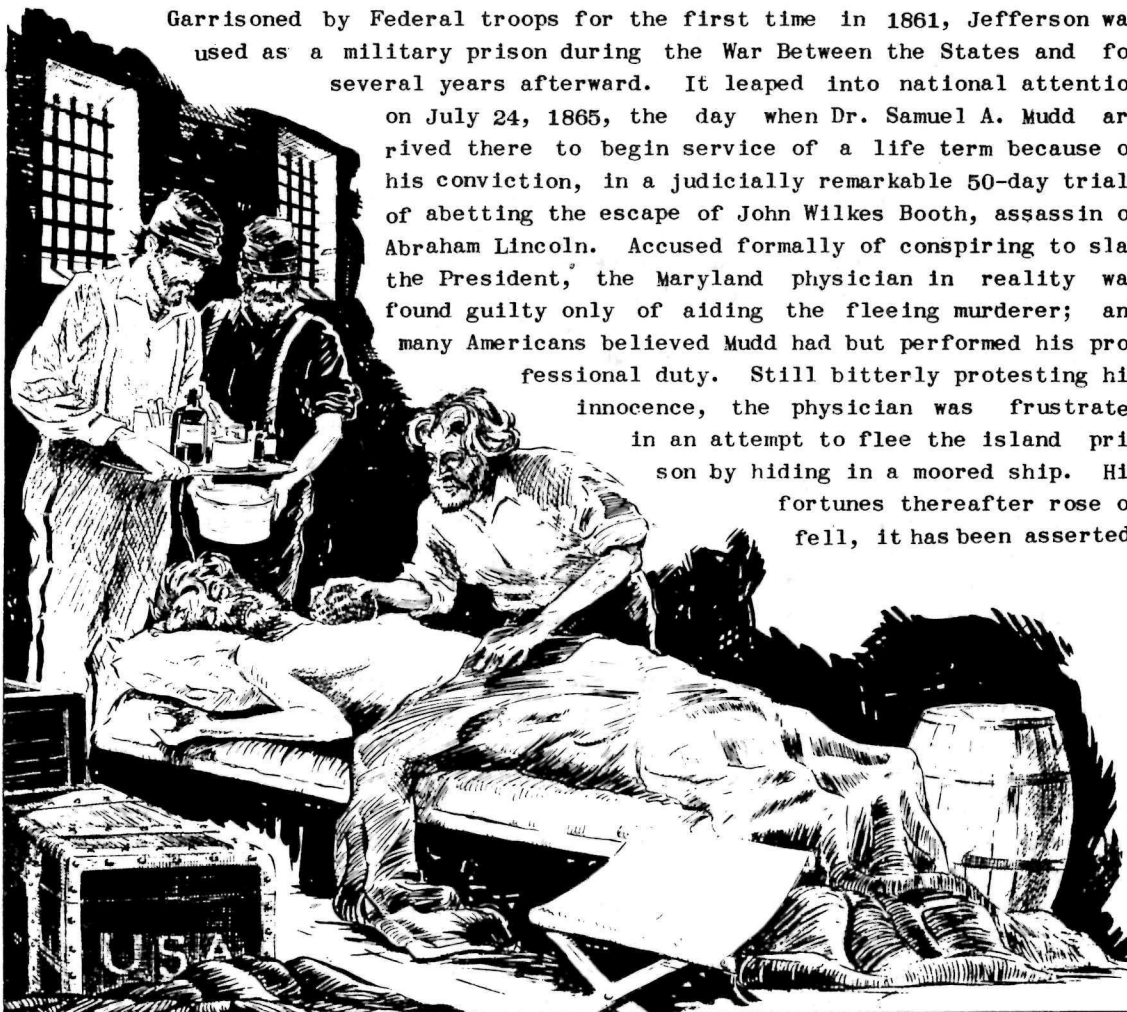
Fort Jefferson, a hexagonal work with a perimeter of about a half-mile and walls eight feet thick and 45 feet high, covers most of 10-acre Garden Key. Construction began in 1846 and continued for 30 years. Designed for 7,500 men and 450 guns, the fort, largest brick stronghold of the Western Hemisphere, was never completed because improvements in cannon already had made its defenses obsolete.

Garrisoned by Federal troops for the first time in 1861, Jefferson was used as a military prison during the War Between the States and for several years afterward. It leaped into national attention

on July 24, 1865, the day when Dr. Samuel A. Mudd arrived there to begin service of a life term because of his conviction, in a judicially remarkable 50-day trial, of abetting the escape of John Wilkes Booth, assassin of Abraham Lincoln. Accused formally of conspiring to slay the President, the Maryland physician in reality was found guilty only of aiding the fleeing murderer; and many Americans believed Mudd had but performed his professional duty. Still bitterly protesting his

innocence, the physician was frustrated in an attempt to flee the island prison by hiding in a moored ship. His

fortunes thereafter rose or fell, it has been asserted,



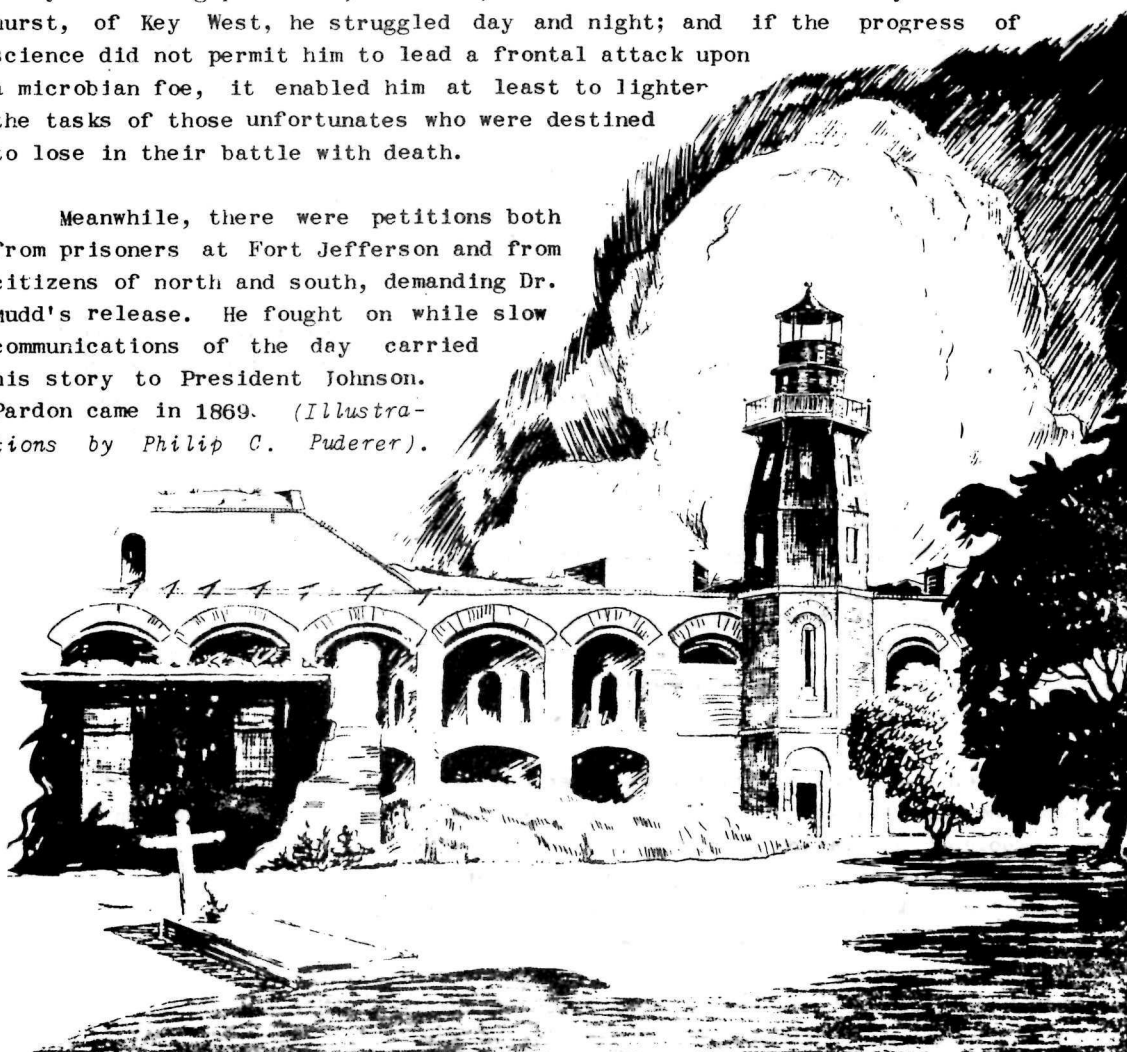
AND DOCTOR MUDD

in accordance with the varying attitudes of shifting fort commanders. Then came the dreaded yellow jack.

Yellow fever had appeared on the island several times after 1854, but a major epidemic burst forth in August 1867. Soon there were 270 cases. Michael O'Laughlin, also serving a life term as an alleged accomplice of Booth, died September 23, and another early casualty was the post surgeon himself.

Dr. Mudd is said to have been on his way to volunteer his professional services to the commanding officer when he met an orderly bearing instructions that he assume charge of the fight against the scourge which, at that time, was regarded helplessly as a mysterious malady of the climate. It was not until 1900 that experimentation revealed a mosquito as the intermediate host which incubated some minuscule virus for 12 days before transmitting it to a new human victim. Yet, marshalling such remedies as the area afforded, Mudd labored Hippocratically throughout the late summer and early fall among prisoners, soldiers, and officers alike. Aided by Dr. D. W. Whitehurst, of Key West, he struggled day and night; and if the progress of science did not permit him to lead a frontal attack upon a microbial foe, it enabled him at least to lighten the tasks of those unfortunates who were destined to lose in their battle with death.

Meanwhile, there were petitions both from prisoners at Fort Jefferson and from citizens of north and south, demanding Dr. Mudd's release. He fought on while slow communications of the day carried his story to President Johnson. Pardon came in 1869. (*Illustrations by Philip C. Puderer*).



The Conservation of Moral Strength

BY JAMES J. MCENTEE,
DIRECTOR OF THE CIVILIAN CONSERVATION CORPS

I think all of us will agree that the future of America, whether in a national emergency or in normal peace times, is bound up in its natural resources and in its youth. The conservation of these great natural and human resources represents an important aspect of the national defense program. Basically, the wealth of America is its land. From this land comes our food, our clothing, our shelter, and all the conveniences and necessities of our life. The lumber for our houses comes from the vast reaches of our timber country. The food for our table comes from our rich farming country and our grazing lands. The cotton and wool for our clothing come from the fertile fields of the south and the sheep ranges of the west. The steel for our skyscrapers, our automobiles, and our ships comes from the ore in our ground. The gold on which our every economic system is based comes from our land.

In the earlier days of America we used these resources in prodigal fashion. They seemed to be of infinite quantity. When we cut down a tree, we did not think to plant another one. When we plowed up a field for planting, we did not know that rain and wind would wash and blow away the rich topsoil unless steps were taken to prevent it.

Over the last 20 years has come an increasing realization of the necessity for conservation. By that term I do not mean hoarding our natural resources. I mean the wise use of them. Our farm lands and our forests should be cultivated, and they can be without robbing them of their productiveness. This has been the lesson we have learned only in recent years.

When we think of national defense in connection with conservation we should think of what we are defending. If our land were a barren wasteland, it would be sheer folly even to defend it. But the cause of nearly every war in the history of mankind has been the desire of the warring countries to acquire or retain an area containing a necessary natural resource. Our struggle today is an internal one to retain the natural resources we have at hand. Our enemies are the erosive processes of nature and man. . . The last few months have demonstrated as never before the importance of morale in national defense. We as a people are living in an era when momentous decisions must be made, and because this is a great democracy they must be made by all of us. But a decision made out of weakness and fear is no decision at all; it is submission to the press or circumstances. To make a free decision presupposes that we have no fear of what might lie ahead as a result of that decision---and for that we must have strength, courage and skill.

For seven and a half years the Civilian Conservation Corps, as a part of its program for the conservation of human and natural resources, has been pushing forward a great unspoken conservation project---the conservation of the strength of the human spirit. Two and a half million boys have come into and been graduated from the Corps. No man will ever know the exact extent of the psychological improvement life in the Corps has brought in these boys, but we can tell pretty clearly. . . The nation has seen the creation of a mighty asset in natural resources through their labors; but probably more important has been the creation of the invaluable asset of trained, disciplined, courageous youth upon which the nation may rely. *Adapted from an address broadcast December 7 over a National Broadcasting Company network.*

McLean House Reconstruction Assured



A Brady Photograph of the McLean House Made in 1865.

Reconstruction of the famous McLean House is to become a reality after a delay of nearly 50 years in its projected rebuilding. The historic structure, where General Lee surrendered to General Grant on Palm Sunday, April 9, 1865, and virtually ended the War Between the States, was dismantled in 1893 for shipment to Washington. It was to be reassembled there for service as a museum, but the sponsor's funds were exhausted and the plan was never carried to completion.

The house now is to be reconstructed at Appomattox Court House National Historical Monument, Virginia, on the exact site where it stood that day nearly 76 years ago when peace came at last to the war-torn nation. The National Park Service's reconstruction will be based primarily upon the drawings acquired recently from the firm of C. W. Hancock and Sons, of Lynchburg, Virginia, and Huntington, West Virginia, which had employed P. C. Hubbard to make measured drawings of the house at the time of the proposed removal. To assure an exact reproduction of the dwelling of 1865 without any of the modifications which may have taken place between that date and 1893, the Service will have recourse to many old photographs, prints and drawings of the period of the war and immediately after.

The McLean House reconstruction has been given priority in a general restoration program designed to recreate much of the wartime atmosphere of Appomattox Court House. A 970-acre area embracing the sites of principal interest was established April 10, 1940, as a national historical monument.

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Russell, Carl P.: The American Rifle at the Battle of Kings Mountain, July, 15-21; Essentially American, December, 18-19.
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INDIAN PRISONER-STUDENTS AT FORT MARION

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lars, accumulated from the sale of Osage Indian lands in Kansas, for fostering general Indian civilization.⁹

By the close of the first year, Carlisle had assembled nearly 200 students from 15 different tribes. Only about half had had any previous training and hardly 10 per cent any admixture of white blood. The former Fort Marion prisoners, after 18 months at Hampton, were returned to Pratt's supervision, and gave valuable help in handling new recruits. After three years Congress appropriated funds to maintain the school and by 1900 the institute had a yearly attendance of more than 1,000 from some 80 tribes. Twenty-four other nonreservation schools for Indians branched from Carlisle.¹⁰

The famous institute was discontinued in 1917 because of the First World War. It is said that the Carlisle students volunteered to a man. As noncitizens they could not be conscripted yet they chose to be among the first to fight the nation's battles.¹¹ Although Carlisle Institute is no more, the lives of its students and their descendants stand as a monument to the vision of "The Red Man's Moses", General Richard Henry Pratt—a vision which was first conceived in the shadowy casemates of the old Spanish fortress, Castillo de San Marcos, now known as Fort Marion National Monument.

⁹*Ibid.*

¹⁰Pratt, *op. cit.*

¹¹The story has been told of how an American unit at the front, upon being frustrated repeatedly because enemy listeners overheard telephone messages relating to planned movements, overcame the difficulty by using Indian soldiers to convey information in tribal tongues. The eavesdroppers were nonplussed.

