

FURNISHING PLAN

THE OAKS

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INTRODUCTION

On July 4, 1881, at the age of 25, Booker T. Washington opened Tuskegee Normal School for Colored Youth in Tuskegee, Alabama, a rural town 40 miles northeast of the state capital at Montgomery. The school's first class consisted of thirty students, including many who were older than their principal and teachers who attended with their students. The school's first classrooms were located in a small house just outside of town; its funding was a \$2000 appropriation from the Alabama legislature.¹

The school's growth was dramatic, due almost entirely to the energy and enthusiasm of its principal. By 1900 the number of students had increased from 30 to 1071, representing 22 states. Other students came from Indian reservations, the West Indies, and Africa. The staff had grown from one, Washington, to 114, and included such prominent figures as George Washington Carver and Robert Robinson Taylor, one of the first black graduates of the Massachusetts Institute of Technology.² The Institute story is well known and will not be discussed in detail except as it relates to The Oaks, home of Washington and his family, and subject of this study.

The Institute's reputation grew in proportion to the number of students enrolled, again due to the almost superhuman efforts by its principal. Unable to find adequate funding in the south, Washington sought financial support from backers in the north. He was tre-

¹Booker T. Washington, Up From Slavery (1901; rpt. New York: Prestige Books, 1968), pp. 121-124.

²Manning Marable, "The Oaks," Typescript in Harpers Ferry Center Library, pp. 2, 3.

mendously successful on behalf of his school but suffered awesome personal setbacks at home.

Washington's first two wives died young. Fannie Smith, whom Washington married in 1882 and who gave birth to a daughter, Portia, in 1883, fell from a wagon, never recovered from her injuries, and died in 1884 before her daughter's first birthday. In 1885, Washington married Olivia Davidson, who gave birth to Booker II in 1886 and Ernest Davidson in 1889. But Olivia had a history of poor health and died on May 9, 1889, in Boston where she had sought up-to-date treatment at the Massachusetts General Hospital. Washington married for a third time in 1893. Margaret Murray, whom everyone remembers as "Maggie," the Lady Principal of Tuskegee, was reluctant to be stepmother to Washington's three children but proved a source of strength to her husband through 22 years of marriage.³

Their home during most of their married life, The Oaks, was designed by Robert R. Taylor in 1897 and built in 1899. It cost about \$3000 and was paid for with funds raised by William Henry Baldwin, a Tuskegee trustee and Washington's most earnest supporter. When another trustee criticized the expense of The Oaks, Baldwin noted the new house would make a comfortable home for the principal and his family, a place to entertain visiting dignitaries, a source of income for students (who would build the house and be paid for

³Ruth Ann Stewart, Portia (Garden City, New York: Doubleday and Company, 1977), pp. 15-24.

their labor), and a library to which purpose the Institute would convert the house on campus where the Washington family then lived.⁴

In fairness, no one can begrudge the expense of The Oaks, which Washington earned many times over in his capacity as Fundraiser. By 1900, when the Washington family moved into The Oaks, Washington was 43, and had already devoted his most productive years to the Institute. In twenty years the school had grown to a large campus a value of \$1.5 million supported by an endowment of \$2 million. In 1904 Washington confided to a friend: "My check book will show that I have spent at least four thousand dollars in cash, out of my own pocket, during (1903-1904), in advancing the rights of black man."⁵

Washington died in 1915; Maggie lived in 1924. After her death, members of the family sold much of her property, including The Oaks and its contents. The task of furnishing The Oaks with original furnishings is thus complicated because there are no records of what the family kept and who bought what at a public auction of the building's contents in 1925 (with the exception of the contents of the "Den" bought by the Institute along with the house).

⁴John Jenkins and John Platt, The Oaks Historical Data Section, Historic Structure Report. Typescript in Harpers Ferry Center Library, pp. 7, 8.

⁵Barry Mackintosh, Booker T. Washington: An Appreciation of the Man and His Times (Washington, D.C.: U.S. Department of the Interior, 1972), p. 58.

INTERPRETIVE OBJECTIVES

The Oaks will be interpreted as:

1. The home of Booker T. Washington and his family--wife Margaret, daughter Portia, and sons Booker II and Ernest.
2. Social center for the campus and Institute where Washington entertained students, faculty, and visiting dignitaries.
3. Place of employment for students who built the house and worked in it as staff.
4. Symbol of missionary zeal for which northerners raised money and to which they sent furnishings.
5. One of America's earliest furnished rooms (the Den) which pre-dates furnishing projects at Colonial Williamsburg, Old Sturbridge Village, and other prominent restorations.

Five rooms in The Oaks will be furnished to different periods. The front hall will be furnished to its appearance as Mrs. Bess Walcott remembers it (and as it is partially shown in photographs of the period).

CHAPTER B

OPERATING PLAN

Access to The Oaks is limited. The house is located in a busy place on campus about one-half mile from the visitor center in Grey Columns. Limited parking is available next to the house in a lot usually filled with cars of staff and students during the school year (September to May). More parking spaces are available during summer.

Although elderly and handicapped visitors can be dropped off near the house, they are faced with a climb up four steps to the porch surrounding the house. When a lift is installed, once on the porch, visitors will proceed to the front door, ring a bell, and wait to be admitted. Visitors will enter the front hall, which unlike halls at many other sites, is suited as a holding area for up to twelve visitors.

Groups of not more than twelve persons will be taken by a guide for a tour of the house. The tour route will follow through the double doors to the parlor, then to the library and dining room. The group will exit the dining room door to the hall, then turn left up the back stairs to the second floor and left again to the den. From the den, visitors will walk through the hall to the main staircase, descend, and exit through the front door.

Except during periods of heavy visitation, one person should be sufficient to accommodate visitors if the person locks the front door when on tour.

During periods of heavy visitation (as when a school class has limited time to see The Oaks, Grey Columns, and Carver Museum), doors to rooms on the first floor will be open but blocked with

with stanchions. Students will spread out, look through the open doors while being told about life in the house. The tour guide should stand in the hall by the entrance to the dining room, then lead the group up the back stairs to the den, then around, through the hall to the front staircase where the group will descend and exit.

During periods of heavy visitation where visitors have time to see each room, one person will greet at the front door and direct visitors to the different rooms. Each room would be staffed by an interpreter who would say something about the room, then direct visitors to the next area. As before, visitors would climb the back stairs to see the den, then come down the front stairs and exit. Guides would rotate among the rooms so they would not spend a long time in the same room.

Unless the site installs an elevator, handicapped visitors unable to climb stairs cannot see the den, the most important room in the house. The site should have a notebook containing pictures of the den, important objects in it, and an explanation of its importance.

Hours of Operation

The Oaks will be open to visitors seven days a week, year round with the exception of Thanksgiving, Christmas, and New Year's Day. Normal hours of operation will be from 10:00 a.m. to 5:00 p.m., with visitors not admitted after 4:00 p.m., to allow time to clear the house by 5:00 p.m.

The house may be open at other times upon application to the Superintendent at least one week in advance of the visit.

Staff Needs

At least one staff person is needed all day year round. The person should be trained as a curatorial technician and can take care

of objects when not guiding visitors through the house.

The site needs at least a year to determine who wants to see The Oaks and on what basis. In 1979 visitation was about 5000 so as many can be expected in coming years. On normally busy days at least two staff are needed. On busiest days the site may need as many as six staff, though all need not be paid. Some may be volunteers from the Institute. In brief, staff needs are as follows:

Period	Number Needed		Volunteers	Maintenance
	GS-4	GS-2/3		
Jan	1			0.25
Feb	1			0.25
Mar	1			0.25
Apr	1	1	1	0.25
May	1	1	1	0.25
Jun	1	1	1	0.25
Jul	1	1	1	0.25
Aug	1	1	1	0.25
Sep	1	1	1	0.25
Oct	1			0.25
Nov	1			0.25
Dec	1			0.25
School tour	1	1	1-3	
Other group tour	1	1	1-3	
Open House	1	2	1-3	
Weekday	1	0		
Weekend	1	1	1-3	
Care of Objects	1			
Maintenance				

CHAPTER C

HISTORIC OCCUPANCY

The Oaks was built as the home of Tuskegee Normal and Industrial Institute's principal in 1899. Booker T. Washington, principal and founder of Tuskegee Normal School, moved into The Oaks with his family in 1900.¹ Washington lived there until his death in 1915 and his wife, Margaret, continued to live in The Oaks until her death in 1925. Upon her death The Oaks was purchased by the Institute although a son of Booker T. Washington, Ernest Davidson Washington, and his family occupied the house until approximately 1929. In 1930 the Tuskegee Women's Club assumed management of the house, using the first floor for their meetings and informal gatherings. After about ten years the house became a student services building.²

The furnishing plan focuses on the period 1906-1908. The selection of this period permits the plan to meet the interpretive objectives of presenting the house as the home of the Washingtons, a social center for the Institute, and a place of employment and on-the-job training. In addition, the 1906-1908 period includes significant and illustrative events such as the twenty-fifth anniversary celebration of the founding of the Institute, and the wedding of Booker T.

¹John Jenkins and John Platt, The Oaks, Historical Data Section, Historic Structure Report. Typescript in Harpers Ferry Center Library, pp. 14-5.

²Manning Marable, "Tuskegee National Historic Site" (National Park Service, November 1978), pp. 39-41, based on "Will of Late Margaret Washington Made Public" Montgomery Advertiser (July 15, 1928); and interview with Mrs. Bess Walcott.

Washington's daughter. Thus by analyzing the occupancy of The Oaks in 1906-1908 we can view its role within the context of the Washingtons' private family life, the development and functioning of the Tuskegee Institute, and the nation's social and political history.

The Principal Occupants

Booker T. Washington (1856-1915)

Born a slave, Booker T. Washington became one of the most famous and powerful leaders of his race at the turn of the century. His goal was to improve the condition of black Americans in the post-Reconstruction era and the road he saw to that goal was practical education.

Tuskegee Institute, which he founded in 1881, was the cornerstone of Booker T. Washington's life and work. Founded at a time when most rural blacks were still living much as they had under slavery, with abysmal housing, nutrition, health care and farming methods, Booker T. Washington and his Tuskegee Institute expressed a practical, vocational educational philosophy that stressed the virtues of hard physical work, hygiene, and moral rectitude.

By the 1890s, the gains achieved by blacks during Reconstruction had been largely lost and Jim Crow had become thoroughly ensconced, especially in education. Although funds for black schools were all but impossible to secure, Tuskegee Institute flourished due to the fact that Booker T. Washington's approach won approval from the whites in both the North and the South. The pocketbooks of white philanthropists were open to Booker T. Washington, and the bosses of political patronage sought his counsel.

Although Booker T. Washington's advocacy of social separatism

and vocational training attracted numerous critics, it was, perhaps, the only workable stance for a black man who lived and held considerable power in the post-Reconstruction South. Later Booker T. Washington would be criticized for condemning blacks to menial labor and second class citizenship, but it was not until 1905 with the Niagara Movement and 1910 with the founding of the National Association for the Advancement of Colored People (NAACP) that any major organized challenge confronted Booker T. Washington's power. By then, however, political conditions had changed once again, as the Republican Party, under Taft, turned away from racial liberalism and, with this change, Booker T. Washington's behind the scenes power waned. Not long after, in 1915, Booker T. Washington died.

Housing Experience and Philosophy

The man who lived in The Oaks was born in 1856 on a 207-acre farm in Franklin County, Virginia, the son of a cook. The cabin in which he was born served as the kitchen for their owners and the other slaves. The small, 14 foot by 16 foot cabin, had a packed earth floor and was dominated by the large fireplace used for cooking. It provided welcome heat in the winter but turned the cabin into an oven during the long summers. There was almost no furniture, a pile of rags on the dirt floor serving as beds. Meals were scraps snatched on the run. He was eight before he had a pair of shoes and older still before he sat at a table to eat.³

Housing conditions were probably not much better when Booker T. Washington and his family moved to Malden, West Virginia after the Civil War. But here in about 1870 Booker T. Washington became house-

³Ruth Ann Stewart, Portia (Garden City, 1977), p. 2.

boy to the most prominent local white family, the Ruffners. A family of affluence and culture, the Ruffners encouraged Booker T. Washington's thirst for education and emphasized cleanliness, order and honesty. Booker lived in the Ruffners' house for about eighteen months before he enrolled at Hampton Institute. Washington claims that "the lessons that I learned in the home of Mrs. Ruffner were as valuable to me as any education I have gotten anywhere since."⁴

At Hampton, for the first time in his life, Washington had meals at regular hours, ate on a tablecloth, used a bathtub and toothbrush, and slept on sheets. He records that he didn't know what to do with two sheets: the first night he slept under both, the second night on top of both. He then learned what to do by observing other students.⁵

By 1904, Washington saw material and aesthetic goods as an essential part of economic progress:

For the young farmer to be contented he must be able to look forward to owning the land he cultivates, and from which he may later derive not only all the necessities of life but some of the comforts and conveniences. The farmer must be helped to get to the point where he can have a comfortable dwelling house, and in it bathtubs, carpets, rugs, pictures, books, magazines, a daily paper, and a telephone. He must be helped to cherish the possibility that he and his family will have time to study and investigation, and a little time each year for travel and recreation, and for attending lectures and concerts.⁶

⁴Booker T. Washington, Up From Slavery (New York, 1968), p. 50.

⁵Ibid., p. 63.

⁶Booker T. Washington, Working With The Hands (New York, 1969), p. 32.

For years Washington had lived in school dormitories or small campus cottages. One of the reasons for building The Oaks was to provide a model house to which others could aspire and which they could emulate. The establishment of a modern house, complete with steam heating and electricity, would be the first residence of its kind in the county.⁷ Of course The Oaks was also designed to enable Washington to entertain distinguished visitors as well as students and faculty, and so was undeniably grander than a home for an average rural family.

Education

Booker T. Washington's first exposure to formal education came when he escorted his owner's daughter to her schoolhouse and thought that to be able to sit and study like the white children he observed in the schoolhouse would be "about the same as getting into paradise".⁸ At this time the law prohibited anyone from teaching a slave to read, and reading to blacks was permissible only if limited to the Bible and then only those selections which didn't contradict the institution of slavery. Somehow, by the time he was eight or nine, Booker had taught himself to read. He was now working fulltime in the Malden salt mines but at night he began attending the school for blacks taught by a literate black soldier in the home of the local Baptist minister. Soon he had advanced beyond what was offered at the informal Malden school, and, encouraged by Mrs. Ruffner and aided by his mother, his brother John and financial contributions from the local black community, he enrolled at the Hampton Normal and Agricultural Institute in Hampton, Virginia in 1872.

⁷Marable, p. 5.

⁸Ibid., p. 20.

Hampton Institute had been founded in 1868 by northern whites as a vocational school for newly freed slaves. Students could earn their tuition and board by manual labor and Booker worked as a janitor for the three years he was enrolled. The emphasis of the school was on proper nutrition, personal hygiene, manners, outdoor exercise, thriftiness, honesty, moral rectitude and practical vocational training in the school's dairy barn or laundry. Academic subjects were taught secondarily and then in practical terms. "Mathematical problems were conceived in terms of cooking measures or brick-laying schemes. Reading about better ways of raising cattle or setting a table was the literature lesson."⁹

It had been a struggle for Washington to achieve any kind of education and to a large extent he was self-taught. In addition he had had to work hard, at physical labor, both to pay his way and to master the vocational curriculum. His formal education had been oriented toward the practical and this philosophy formed the basis of Tuskegee Institute, as well as his everyday life which always included time for practical outdoor work whenever he was home. But Washington was not anti-intellectual. He enjoyed literature and the arts and had a special fondness for Shakespeare. He reportedly read the plays of Shakespeare every day, and even named his daughter Portia after the character in the Merchant of Venice. Portia also recalled that he would constantly send her books, especially the classics, whenever she was away from home, and that he strongly encouraged her with her work in music and languages.¹⁰

⁹Stewart, p. 12.

¹⁰Roy L. Hill, Booker T's Child (Newark, 1974), pp. 6 and 37.

Marriage and Family Life

In 1882, one year after starting Tuskegee Institute, Booker T. Washington married Fanny N. Smith, who was one of his pupils in the Malden school in 1876. Booker scarcely mentions Fanny in his autobiography, merely observing that Fanny was "a graduate of Hampton Institute", that she performed her housekeeping duties, and had borne him one child, Portia.¹¹ Booker and Fanny were married in her father's Baptist church on August 2, 1882, and lived in a large home near Tuskegee Institute. On June 6, 1883 their daughter Portia was born. In May 1884 Fanny died at age 26. Although Portia believed her mother died from internal injuries sustained as a result of falling off a wagon, newspaper reports implied that the cause of death was dysentery. Fanny's mother, Celia Smith, visited Booker T. Washington and accused him of causing her daughter's death through neglect¹² though it should be noted that Celia had never been enthusiastic about her daughter's marriage to Booker.¹³

Within a year Booker T. Washington married 31-year old Olivia Davidson, assistant principal of Tuskegee, and also a Hampton graduate. But she also had a degree from the Framingham State Normal

¹¹Washington, Up From Slavery, pp. 107-8.

¹²Louis Harlan, Booker T. Washington, The Making of a Black Leader 1856-1901, (New York, 1972), pp. 86-7, 137-8, 146-8, and Hill, p. 7, cited in Marable pp. 20-1.

¹³Hill, p. 9.

School in Massachusetts where she had developed contacts among New Englanders of wealth and influence. Under her influence Booker began northern fundraising speeches and more than once her contacts with northern philanthropists saved the college from closing its doors during the lean years of the 1880s. She was a better speaker than her husband and her frequent references to renowned philosophers, writers, and educators began to reshape Booker's own public talks and published works. In her own right she taught mathematics, botany and astronomy at Tuskegee and traveled extensively throughout the Black Belt districts, encouraging young black women to model themselves and their children after her own modest, proper conduct.¹⁴

Olivia and Booker had two children, Booker T. Washington Jr. and Ernest Davidson Washington. Shortly after Ernest Davidson's birth, on May 8, 1889, Olivia died. In his autobiography Booker noted that "she died, after four happy years of married life and eight years of hard and happy work for the school".¹⁵ Her death was the indirect result of a fire which destroyed the Washington's house while Booker was up north fundraising. Recovering from a difficult childbirth, Olivia painfully left her bed, carried Ernest, and led Portia and Booker T. Washington Jr. out of the burning building to safety. The experience plus her history of poor health destroyed any chance for a recovery although Booker sent her to a Boston hospital for treatment

¹⁴Harlan, pp. 149-154.

¹⁵Washington, Up From Slavery, pp. 135-6.

in spite of being unable to afford the costs.¹⁶ It is said that Olivia's death caused Booker to withdraw from deep emotional commitments and establish a pattern of behavior which characterized his relations with close friends throughout the rest of his life. It also appears that Olivia provided a model of sacrifice and excellence that her successor, Margaret Murray, found difficult to match.¹⁷

In October 1892 Booker married Margaret James Murray who served as Lady Principal following Olivia's death. While Margaret and Booker never had any children of their own, she served as step-mother to his three children and as an important helpmate to Booker.

Tuskegee Normal School

From 1875 to 1878 Booker T. Washington taught in Malden in the same school where he had formerly been a pupil. In 1878 he went to Washington, D.C. to attend the Wayland Seminary, a black Baptist theological school. But in 1879 the head of Hampton Institute, General Armstrong, requested Booker's return as a teacher and housemaster. In May 1881 General Armstrong recommended Booker as principal for a Negro normal school to be established in Tuskegee, Alabama and on June 24, 1881 Booker arrived in Tuskegee.

¹⁶Booker T. Washington was forced to borrow \$300 to pay for her medical expenses and the return of her body to Tuskegee for burial. Harlan, p. 155, cited by Marable, p. 21.

¹⁷Marable, p. 22.

Tuskegee Normal School opened July 4, 1881 in the African Methodist-Episcopal Church with thirty students. Within a short time Booker had borrowed \$500 to purchase a dilapidated farm south of the town and moved the school there. Although the school had been started with a \$2000 grant from the state of Alabama, Booker decided to be self-sufficient and independent of state funds in a time and place generally hostile to black education of any kind. For by 1881 Reconstruction, the period of federal control of the South during which blacks enjoyed some of the economic and political opportunities promised by the Emancipation Proclamation, had largely ended. Most of Booker's time and energy from now on would be taken up with fund-raising to support and expand the new school.

The fourteen years from the founding of Tuskegee Normal School until Washington's speech at the Atlanta Exposition in 1895 formed a distinct period in Booker's life and the development of the school in Tuskegee, Alabama. Booker was hard pressed to keep the struggling institute afloat financially, making frequent trips throughout the North and South to raise money. At the same time he was intent on personally overseeing the daily details as well as the overall management of the Normal School while his personal life was filled with traumatic events including three marriages, the death of two wives and the birth of three children.

In September 1895, however, Booker's successful address at the Atlanta Exposition marked a turning point. In this speech Booker propounded his philosophy for black social and economic development which would be embraced by white Americans as the solution to the Negro problem. "In all things that are purely social we can be as separate as the fingers, yet one as the hand in all things essential to

mutual progress."¹⁸ With this one speech Booker gained national fame and the approval of those in power. In the years following 1895 Booker rose to a position "in prestige and power as the black spokesman without equal in America"¹⁹. Though the fortunes of those he represented declined as his own rose, he refused to accept such setbacks as permanent ones. Critics at this time were few, and as long as Washington's credit remained high there was hope and optimism.²⁰

Washington's main concern continued to be the Tuskegee Normal and Industrial Institute, in the advancement of which he had labored so desperately hard for so many years. By 1899 the school had 1164 students and 114 faculty. The large size and rapid growth of the Institute placed heavy demands on Washington. But now he had the support not only of the corps he had built up in the Tuskegee staff, but also from the northern philanthropists who had constituted his principal source of funds for the past seventeen years. Washington was never to be completely freed from the burdens and disruptions of fund-raising with its backbreaking travel schedule. Following 1895, however, he could count on support from a new element.

Previously clergymen, educators and scions of New England families provided the bulwark of support. After 1895 the Institute trustees came to include several industrialists, the new self-made men

¹⁸Stewart, p. 28.

¹⁹Louis R. Harlan et al eds., The Booker T. Washington Papers (Urbana, 1976), v. 5, p. xxi.

²⁰Jenkins and Platt, p. 1.

of business who were businesslike and energetic. They strengthened the school's fiscal administration and raised an endowment fund designed to spare Washington's daily concern over funds, by successfully soliciting contributions from multi-millionaires such as Carnegie, Rockefeller, Rosenwald, and Huntington. Their contributions also provided the necessary support for the great period of building at Tuskegee Institute after 1900.²¹ By bankrolling endowments and construction they ensured Tuskegee's future while also freeing Booker for a larger role. Booker continued to delight in the manifold duties of school administration, and the physical development of its plant was never far from his thoughts. But after 1899 he had more time to address the general public through books extolling his educational philosophy and his life experience as a model for others to follow, as well as numerous articles in periodicals giving his views on a wide range of subjects and personal appearances by means of which he influenced all aspects of race in America.²²

Also as a result of northern philanthropy, Booker and his wife spent three months in Europe in 1899. In that same year construction of The Oaks was begun. Many of the same forces were at work in building a house for the principal of Tuskegee that were at work in introducing the black leader to Europe and Europe to Washington.

²¹Even by 1901 the school property was valued at \$500,000. Stewart, p. 47.

²²Jenkins and Platt, pp. 1-2.

Both may be seen as a conscious 'build up' of Washington's fame and status.²³ In the late winter of 1900 the Washington family moved into The Oaks.

In 1901 Booker T. Washington was invited to dinner at the White House with President Theodore Roosevelt. This was the beginning of Washington's extensive political influence under Theodore Roosevelt and, to a lesser extent, under William H. Taft. However the White House dinner caused considerable controversy, Roosevelt being condemned for socializing with a black man and Washington for presuming to step out of his class.²⁴ But Theodore Roosevelt continued to seek Washington's counsel on political appointments of both blacks and whites in the South. Although Washington maintained a low profile publicly, his activities increased enormously. Hundreds of people, black and white, wrote for jobs, favors, recommendations and endorsements. He was in constant demand as a speaker and openly fought against disfranchisement in Georgia, Alabama and Louisiana while protesting discrimination in education, railroad facilities and economic opportunities.²⁵ Articles constantly appeared in print under his name and by 1912 he had published thirteen books, although most of his writings were drafted by others.

He was lionized on both sides of the Atlantic, traveling to Europe again in 1910. He continued to solicit financial support from rich northerners, prevailing upon Julius Rosenwald to establish 4500

²³Ibid., pp. 3-4.

²⁴Stewart, pp. 81-2.

²⁵Washington, Working With the Hands, p. v.

rural schoolhouses in the South for black youth, and pressing Andrew Carnegie to establish a Tuskegee in Liberia, West Africa. Construction at Tuskegee continued, with six major buildings being erected between 1910 and 1913.²⁶

But Washington's health was failing and in 1915 after another strenuous round of speaking engagements, Booker was hospitalized in New York City. He insisted on being taken home to Tuskegee and it was there, at the Oaks, that he died on November 14, 1915 at the age of 59.²⁷

Margaret Murray Washington (1865-1925)

Margaret Murray Washington became Booker T. Washington's third wife in 1893. She was born in Macon, Mississippi, one month before the Civil War ended. She scarcely knew her parents: her father died when she was seven years old and her mother and her nine brothers and sisters were scattered. The young girl was placed in a home directed by Quaker missionaries. Even then according to Emmett Scott, she exhibited "the passionate desire to acquire knowledge" that dominated her entire life. She quickly became "a permanent part of the Quaker household and became to all intents and purposes, so far as her habits of thought and religious attitude are concerned, a Quaker".²⁸

²⁶Stewart, pp. 87-8.

²⁷Ibid.

²⁸Emmett J. Scott, "Mrs. Booker T. Washington's Part in Her Husband's Work", manuscript in BTW Con 17, cited by Marable, pp. 32-4.

When she was fourteen, Margaret began teaching school. But after several years of teaching, she learned about the newly established black liberal arts college, Fisk University in Nashville, Tennessee. She was quickly accepted and worked her way through the six years of college by teaching during her summer vacations. As a junior and senior she was associate editor of the Fisk Herald, the student newspaper, and also served as head of the Young Ladies Lyceum, one of the school's three literary societies. Her studies included Latin, Greek, German, French, philosophy, literature and science.²⁹

Washington is supposed to have met Margaret while on a trip to Fisk in June 1889. He invited the new graduate to Tuskegee where she quickly distinguished herself as a gifted administrator. In early April 1890, the Lady Principal who had replaced Olivia Washington, Rosa Mason, resigned; Washington turned to Margaret to assume the position temporarily.³⁰ One month later he informed her that her salary would be \$500 per year plus board.³¹ On January 1, 1891, he authorized Margaret to make whatever changes and improvements she wished to make regarding any matters pertaining to the conduct of the girls.³²

²⁹Hill, p. 19.

³⁰Booker T. Washington to Margaret Murray, April 7, 1890, BTW Con 2.

³¹Booker T. Washington to Margaret Murray, May 3, 1890, BTW Con 106.

³²Booker T. Washington to Margaret Murray, January 1, 1891, BTW Con 106.

It is clear that Margaret was quickly gaining Washington's confidence, although up to this time their relationship was simply a professional one. Washington was preoccupied with school business and the care of his three young children.

But in 1891 a courtship began. Margaret's letters to Washington reveal a strength and assertiveness as well as a passion for life while Booker's letters remain those of a formal, restrained man unused to expressing personal emotions. Maggie, as Booker called her, held unforceful opinions which she didn't hesitate to express, including her dislike of Booker's brother, John, who had been made Superintendent of Industries at the school. She found his manner generally objectionable and wrote of him using terms such as fake and spiteful.³³

However the most difficult personality conflict for Margaret was with Booker's daughter, Portia. Margaret disagreed with the way in which the children were being raised and expressed the strongest disapproval of Mary C. Moore who was employed to take care of the children. Mary Moore had become a close friend of Portia's and Margaret seems to have been jealous of her. "Has she written you any more love letters?" Margaret asked Booker in October 1891.³⁴

Whatever the cause, Margaret and Portia could never get along. "You have no idea," Margaret wrote to Booker, "how I feel because I cannot feel toward her as I should. And I somehow dread being thrown with

³³Hill, pp. 19-21.

³⁴Margaret Murray to Booker T. Washington, October 26, 1891, BTW Con 17.

her for a life time."³⁵ In spite of Margaret's reservations about being a step-mother, she married Booker in October, 1892.

Margaret soon initiated a rural school for the sharecroppers' wives of Macon County. She also initiated and served as president of Tuskegee's Women's Club, a group of one hundred or more college educated black women who, among other activities, opened a night school in downtown Tuskegee for black county residents, instructed by members of the Institute's senior class, and an open air Sunday School in one Tuskegee black neighborhood which was hostile to organized religion.³⁶

Later in life Margaret became the Dean of Women at Tuskegee, President of the National Association of Colored Women's Clubs and the President of the International Council of Women of the Darker Races. At the time of her death in June 1925 she was the most influential black woman in America.³⁷

As principal of the women's division of Tuskegee, Margaret developed a curriculum for women that included courses on sewing, dress-making, home management, cooking, marketing and home furnishing. She also helped to mold and apply a regimen of dress, study and time-use that occupied every waking hour of the day with direction and purpose.

³⁵Hill, p. 20.

³⁶Mrs. Booker T. Washington, "The Tuskegee Women's Club", Southern Workman, 49 (August 1920) quoted in Marable, p. 39.

³⁷Marable, p. 33.

She saw to it that the girls progressed in their lessons but that they were also ladylike and virtuous.³⁸ Women in their senior year were sometimes invited to live in a practice cottage where they gained experience in living on a weekly budget of four dollars and were under the direct supervision of Margaret. In addition, some of her best students were probably selected to live as staff at the Oaks where they could assist the Lady Principal in her work. Margaret also taught classes in outdoor work for women which she had observed in England. These courses included instruction in dairying, poultry raising, horticulture and floriculture.³⁹

As matron of Tuskegee, Margaret also held a demanding position. Numerous articles were published under her name on education and her efforts to organize black Southern women.⁴⁰ Hundreds of visitors poured into Tuskegee to investigate the wonder of industrial education and self-sufficiency at the Institute and Margaret undoubtedly bore much of the responsibility of providing hospitality. Of necessity Booker was often away on lecture tours and Margaret had to cope with the school and the household on her own. Booker scarcely

³⁸Booker T. Washington, Tuskegee and Its People (New York, 1905), pp. 71-85, cited in Marable, p. 38.

³⁹John P. Brucksch, John H. Demer and Katherine B. Menz, "Historic Furnishing Plan, The Oaks", (National Park Service, 1979), p. 7.

⁴⁰Max Thrasher to Booker T. Washington, August 22, 1899, BTW Con 163, quoted in Marable, p. 36.

found time to communicate with her while on his travels. Typical of his correspondence is a letter dated March 1899 from Boston: "Meeting great success. Too busy to write. Booker."⁴¹

Furthermore, as the wife of Booker T. Washington, Margaret was required to meet the standards of a proper, late Victorian homemaker. She also had to meet the responsibilities of being step-mother to three children who were ten, seven, and four at the time her marriage.

After her husband's death, Margaret continued with her public responsibilities. She remained a "mother confessor, advisor and guide to hundreds of young men and women"⁴² and often drove around Macon County in her carriage drawn by her little black horse, Topsy, bringing organization and social service to her 'county friends'.⁴³

Moreover, after Booker's death, she served as one of the few remaining links between the Tuskegee of Moton's administration, and the earliest days of the campus. She died in July, 1925 after a brief illness, in the guest bedroom on the first floor of The Oaks.

⁴¹Booker T. Washington to Margaret Murray Washington, March 23, 1899, BTW Con 540, quoted in Marable, p. 37.

⁴²Mrs. Booker T. Washington, "Are We Making Good?", The Independent, October 4, 1915 cited in Marable, p. 38.

⁴³Scott, cited by Marable, p. 38.

Portia Washington Pittman (1883-1978)

Portia Washington Pittman, Booker's daughter by his first marriage, lived in The Oaks from the time the family moved in in 1900 until her marriage in 1907. However during those years she was frequently away at school or studying abroad.

In the spring of 1900 Portia was seventeen and had just completed her studies at the Framingham Center for Grammar School Education in Massachusetts and a year at Tuskegee, graduating with the class of 1900. She spent a second year at Tuskegee, as a teacher of music. In the fall of 1901, however, she again left Tuskegee to study in Massachusetts, this time at Wellesley College. Portia left Wellesley in the spring of 1902 but in the fall of 1902 she enrolled in Bradford Junior College from which she graduated in 1905. From June 1905 until July 1907, Portia lived in Berlin studying music under Martin Krause. Thus Portia lived in The Oaks only in 1900-1901, returning only for school vacations.

Portia's fondest memories of The Oaks were the hours she spent with her father, either in conversation or entertaining him on the piano. Otherwise she did not like the restricted life at Tuskegee, nor did she and her stepmother share warm feelings toward each other. Her year as a dress-making student at the Institute, from 1900 to 1901, was spent with the other dress-making students working from 7 a.m. until 5:30 p.m. making the blue uniform dresses which the students wore as well as other clothing. No wonder she hated under such a regimen. At night she studied German with Professor Talley. When not studying German, Portia practiced on the piano in the parlor of The Oaks. Her favorite music was Negro spirituals but she also enjoyed Bach and Brahms. She remembered lighting the kerosene lanterns and cleaning the chimneys as well as performing other light household

chores. She dated, but under the stern eye of her stepmother.⁴⁴

Booker T. Washington Jr. (1886-1945)

In 1901, Booker T. Washington described his namesake as properly industrious and practical even at the age of fourteen:

"Booker Taliaferro is my next oldest child. Young as he is, he has already mastered the brickmason's trade. He began working at this trade when he was quite small, dividing his time between this and classwork He says he is going to be an architect and brickmason."⁴⁵

For an aspiring architect and brickmason, the construction of The Oaks must have been exciting.

Mrs. E.H. Dibble recalls how Booker Jr., commonly known as "Brother", and his brother known as "Dave", turned part of the third floor of The Oaks into a gymnasium where they lifted barbells. The sound of bouncing barbells could be heard throughout the house. Mrs. Dibble also remembers fencing gear stored in the closet on the first floor and suspects the boys took up fencing at some point in their lives. Brother also owned a motorcycle and is remembered roaring around town and campus on the new invention.⁴⁶

Ernest Davidson Washington (1889-1938)

Booker's youngest child is also described by his father as practical and industrious, even at the age of eleven:

⁴⁴Stewart, pp. 31-77, and Hill, pp. 5-43.

⁴⁵Brucksch, Demer and Menz, p. 13.

⁴⁶Ibid.

My youngest child, Ernest Davidson Washington, says he is going to be a physician. In addition to going to school, where he studies books and has manual training, he regularly spends a portion of his time in the office of our resident physician, and has already learned to do many of the duties which pertain to a doctor's office.⁴⁷

With his brother, Davidson played at The Oaks but little else is known about his activities there. In the summer of 1906 he traveled through Europe with his step-mother and half-sister, and in 1907 attended Portia's wedding. From 1925 to 1929 Davidson and his family occupied The Oaks.⁴⁸

Staff

Little is known about the individual staff members who served the Washington family. According to tradition, three or four students assisted Mrs. Washington in the running of the household during the family's twenty-five year occupancy of the house. As part of their education, female students would live on the third floor of The Oaks and essentially receive practical instruction and experience in household management from Mrs. Washington herself.

In 1908 Mrs. Bess Walcott, a recent graduate of Oberlin College, came to The Oaks to assist Mrs. Washington. Mrs. Walcott worked at The Oaks until her retirement in 1959. A housekeeper by the name of Mrs. Matthews is also mentioned by Mrs. Martha Barrington.⁴⁹

⁴⁷Ibid.

⁴⁸Ibid.

⁴⁹Ibid.

Visitors

A constant flow of visitors came to Tuskegee Institute throughout the years. Among them were many of sufficient stature to warrant a share of Booker's time at home. There were receptions at The Oaks during annual meetings of black educators, businessmen and farmers sponsored by the school. There were the comings and goings of politicians, journalists and trustees of the school who closeted themselves with Washington in his den on the second floor of The Oaks to discuss matters of political and social importance.⁵⁰ Famous entertainers at The Oaks included opera singers Maria Jeritza and Mme. Ernestine Schumann Heintz.⁵¹

Faculty and administration members were also frequent visitors at The Oaks. Emmett Scott, Washington's secretary, and Jane Ethel Clark, dean of women, were in and out of the house, conferring with Washington and working on his numerous publications. Faculty members were often invited for a "cup of hot chocolate and a cookie after chapel".⁵² Guests were entertained in the parlor where they were sometimes treated to music played by Portia or to a tune on the music box.⁵³

⁵⁰Marable, p. 9.

⁵¹Brucksch, Demer and Menz, p. 16.

⁵²Mrs. Bess Walcott, cited in Brucksch, Demer and Menz, p. 16.

⁵³Brucksch, Demer and Menz, p. 16.

Life at The Oaks (1906-1908)

In 1906 The Oaks was occupied by Booker T. Washington, his wife Margaret, his two sons, and two or three female students who helped Margaret with the household. Portia at this time was studying in Germany. Booker himself was often absent on speaking engagements, negotiating political appointments or advising members of the federal government.

When at home, Booker rose early, waking before the 5 a.m. "rising bell", and working for half an hour in his garden before going to his office in the administrative building. At the end of the day, after his paper work was done, he would spend another half hour in his garden. Gardening and animal husbandry provided enjoyment and relaxation to Booker and he provides us with a detailed description:

"I do not believe that any one who has not worked in a garden can begin to understand how much pleasure and strength of body and mind and soul can be derived from one's garden, no matter how small it may be . . .

"It is not only a pleasure to grow vegetables for one's table, but I find much satisfaction, also, in sending selections of the best specimens to some neighbor whose garden is backward, or to one who has not learned the art of raising the finest or the earliest varieties, and who is therefore surprised to receive new potatoes two weeks in advance of any one else.

'When I am at home in Tuskegee, I am able, by rising early in the morning, to spend at least half an hour in my garden, or with my fowls, pigs, or cows. Whenever I can take the time, I like to hunt for the new eggs each morning myself, and when at home I am selfish enough to permit no one else to make these discoveries . . .

'After I have gathered my eggs, and have at least said "Good morning" to my pigs, cows, and horse, the next morning duty - no, I will not say duty, but delight - is to gather the vegetables for the family dinner. No peas, no turnips, radishes nor salads taste so good as those which one has raised and gathered with his own hands in his own garden . . .

'All through the day I am enabled to do more work and better work because of the delightful anticipation of another half-hour or more in my garden after the office-work is done. I get so much pleasure out of this that I frequently find myself beseeching Mrs. Washington to delay the dinner hour that I may take advantage of the last bit of daylight for my outdoor work.'⁵⁴

At night, after leaving the administrative building, Washington would return to his comfortable wicker chair which faced the windows in his home office, answering late arriving correspondence or reading a historical novel such as those on Abraham Lincoln which were his favorites. Pushing himself relentlessly, he often worked at his home in the cluttered office on the first floor until late in the evening. "I make it a rule to clear my desk every day, before leaving my office, of all correspondence and memoranda, so that on the morrow I can begin a new day of work."⁵⁵

Portia's recollections of the typical activities at The Oaks provides a picture of a house run with Victorian order, formality and discipline:

The Oaks had been a large comfortable home in which to grow up, but life there was staidly conducted and with few frills. Both Booker and Maggie maintained Spartan regimen in their personal lives, to which Portia and her brothers also had to conform. One rose early in the Washington household to begin a day entirely devoted to industrious activity. When home and not at work in his study, Booker prowled the campus . . . Maggie went early to her office, from where she ruled the lives of the female students down to the last detail. The Washington children, when not in school, had regular chores to do around the house, after which they were allowed to quietly play in the yard until dinnertime . . .

⁵⁴Washington, Working With the Hands, pp. 152-7.

⁵⁵Washington, Up From Slavery, p. 171.

When there were guests, which was often, the children took their meals in the kitchen, after the manner of the Victorian age which held that children were to be seen, briefly, and heard not at all. Even when only the family was in attendance, dinner was a formal affair prepared and served by students from the housekeeping department. Booker, still in starched collar and tie, would quietly listen as each of his children recited his or her activities for the day. Mr. Washington and Mrs. Washington, as they were wont to address each other except when alone, confined their exchanges to generalities, mindful of the alert ears of their student servants. The family might then assemble in the living room where Booker would read aloud from the Bible or Portia would play the piano until bedtime.⁵⁶

Sundays provided a distinct change in the household routine:

An interesting part of this home life is the Sunday morning breakfast. The teachers have slept later than usual, and, through the year, when Mr. Washington is home, they are invited in groups of three or four to share this morning meal. In this way he keeps in personal touch with each of his teachers; he knows what they are doing; he hears their complaints, if they have any; he counsels with them.⁵⁷

Sunday afternoons were often spent in family excursions into the woods⁵⁸ unless there were visitors to entertain. Faculty members often called on Sunday afternoons but Washington often "cloistered" himself in his office on Sunday afternoons, while his wife Margaret was entertaining young faculty members in the parlor. Washington might have listened behind the stout double doors, perhaps, making mental notes of their conversation. Seldom would he venture out, using his

⁵⁶Stewart, pp. 16-7.

⁵⁷Ibid., p. 298.

⁵⁸Hill, p. 25.

paper work as an excuse for his lack of cordiality."⁵⁹

In fact, Washington seldom relaxed. Although he rode his favorite horse, Dexter, across the campus each morning, this was more a tour of inspection than a recreational activity. According to Mrs. Dibble, Washington could relax when in the company of young children and he enjoyed the periodic visits of Mrs. Washington's neice and of the various neighborhood children.⁶⁰ But it was Portia, clearly Washington's favorite, who could best get her father to relax. Everyone in the household recognized that he was overly indulgent toward her. At dinner she perched on her father's left at the table. After dessert, they often sat together on the porch swing. "We used to sit out there at night where it was nice and cool," Portia recalled. Sometimes she would retrieve her father from his den or office to relax together on the steps of The Oaks.⁶¹

The year 1906 was highlighted by the twenty-fifth anniversary of Tuskegee Institute. Many prominent personages visited The Oaks for the school's celebration including Secretary of War William Howard Taft, Harvard president Charles W. Eliot, and industrialist-philanthro-

⁵⁹Conversations with Mrs. E.H. Dibble, Manning Marable interviewer, October-November, 1978; Park Service interviews with Mrs. Bess Walcott, September, 1977, cited in Marable, p. 24.

⁶⁰Conversation with Mrs. E.H. Dibble, October 1978, cited in Marable, pp. 25-6.

⁶¹John Platt interview with Portia W. Pittman, cited in Marable, p. 28.

pist Andrew Carnegie. Shortly afterward, President Theodore Roosevelt visited the school and enjoyed a reception at The Oaks. That summer, Margaret and Davidson traveled to Europe and toured the continent with Portia.

The highlight of 1907 was the wedding at The Oaks of Portia to William Sidney Pittman. Portia had met Pittman in 1901 or 1902 at The Oaks when Washington asked the young teacher of architecture to design a mantle for the dining room. In the first floor parlor, Portia was playing a piece called "Narcissus" on the family's prized grand piano. Pittman complimented Portia and sat in the parlor beside her to listen to the informal concert. They courted at The Oaks but Portia's education held off the match until Pittman served an ultimatum in 1907. Portia returned from Europe to be married at The Oaks on October 31, 1907. The wedding was described in detail in the New York Age:

The chief social event of the year at Tuskegee Institute was the marriage Thursday evening, October 31, at "The Oaks", Principal and Mrs. Washington's residence, of Miss Portia Marshall Washington and Mr. William Sidney Pittman, of Washington, D.C. The whole affair was simple and impressive in its dignity. The electrical division of the school transformed the entire grounds of "The Oaks" into a blaze of light by utilizing colored lights in the trees, among the rose bushes, hedges, and in the various nooks and corners. Similarly, on the inside of the house, decorations of grasses, ferns, wild Southern smilax, white roses, with multicolored lights, made the interior most beautiful. A great canopy in the main reception room had been erected, and it was under this that the ceremony was performed by Chaplain J.W. Whittaker . . .

The refreshments were particularly dainty, chicken salad, rolls, cheese, olives being served, followed by ice cream in the form of red apples, lillies, white and green colored, pears, busts of famous characters, roses and many others of similar kind. The cutting of the bride's cake, a particularly formidable-looking affair, was accompanied with a great deal of merriment

as slices were distributed to all the guests.⁶²

⁶²The New York Age, November 7, 1907.

CHAPTER D

EVIDENCE OF ORIGINAL FURNISHINGS

The primary sources of information on the furnishings of The Oaks during 1906-1908 are personal interviews and photographs. Several interviews have been conducted with persons familiar with the interior of the house during the period to be interpreted. Evidence of the original furnishings is also provided by 1906 photographs of the library and parlor, and of the dining room. Additional research included private correspondence, newspaper reports and publications pertaining to the Washington family, Tuskegee Institute archival material, and probate records. Although no record of any contemporary inventory of The Oaks' furnishings has been found, the available evidence presents a substantial record of how the primary rooms were furnished.

General

Most of the furnishings of The Oaks were acquired by the Washingtons between 1885 and 1889 and were already in use before the construction of the house. Some of the newer furnishings such as curtains and lamps for The Oaks were supplied as gifts from major benefactors such as Phelps Stokes, but the Stokes' archival papers at Yale University do not include bills of sale or any primary evidence of specific furnishings provided to the Washington family.¹

¹Manning Marable, "The Oaks," Typescript in Harpers Ferry Center Library, p. 7.

No major refurnishing occurred with the move into The Oaks or thereafter during the Washington occupancy. Most of the furnishings appear to have been acquired by the Washington household over the years, from local craftsmen and from student work at the Institute. Correspondence between the Baldwins and the Washingtons indicates some modest expenditures for furnishings in 1900 when the Washingtons moved into The Oaks, but the expenditures were apparently limited to such things as window shades and curtains.²

According to Portia Washington Pittman, the furniture in The Oaks was generally not in suites and was second hand, but sturdy. Booker T. Washington "did not believe in anything too elaborate".³ Flower arrangements decorated the halls and every room in the house. The walls were painted "soft and beautiful" colors.⁴

Front Hall

Evidence of the original furnishings of the front hall has been obtained in interviews with Portia Washington Pittman, Bess Walcott and Martha Barrington. All three remember a small square table near the front door on which was placed a tray for calling cards.

²W.H. Baldwin, Jr. to Booker T. Washington, September 13, 1900, Donation Letters 1900 folder, con. 792, and May 31, 1900, Principal's Office Correspondence, 1900 folder BA-BA2, con. 166, Booker T. Washington Papers, Library of Congress.

³Interview of Portia Washington Pittman by John Platt.

⁴Ibid.

Mrs. Walcott places the table to the right of the door. She also remembers a wooden coat rack next to the door beside the stairs, a hall carpet and red walls. Mrs. Barrington also recalls a hatrack to the right of the entrance, a small wooden chair with a flip seat on the stairwall, and a statue of Venus to the right of the chair. The chair with the flip seat is now in the den.

Parlor

The parlor was the room in which the Washingtons entertained visitors to the school as well as faculty and students, and as such occupied an important place in the house. It is also the room in which Portia was married.

The stereoptican view of the library shows part of the parlor in the background. The photograph shows what appears to be plain walls with dark varnished woodwork, windows covered with sheers and simple sill-length curtains, a lightolier fixture, and six framed, glass enclosed paintings or photographs placed by wires on the walls. One appears to be a reproduction of the statue of Venus di Milo, and another to be a portrait of a sixteenth-century gentleman in repose. Smaller pictures and bric-brac appear on the mantle. Furniture includes a corner chair with turned legs, a wood box with lift top, and a round table, probably of teak wood, with four cyma-curve cabricle legs in the center of the room.

Mrs. Walcott remembers the parlor furniture as upholstered in blue damask or brocade. She also remembers a music box which was moved from room to room and is now in the possession of Dr. and Mrs. John Smith of Toledo, Ohio. In addition she remembers a cabinet and some area rugs.

Mrs. Barrington remembers black wooden chairs in the corner

facing the window nearest Montgomery Road, and a rocking chair which came from Abraham Lincoln's home in Illinois and which is now in the den.

All three women remember a piano in the parlor, against the wall under the pine window. Portia does not describe the piano and does not remember who made it. Mrs. Walcott remembers the piano as a horizontal grand but is not certain of the make. Mrs. Barrington remembers the piano as a player. However, the Washington Papers contain a broadside for a cabinet grand piano made by Daniel Beatty of Washington, New Jersey, which is described as dark mahogany in color, length 5 feet, 3 inches, height 4 feet 9½ inches, width 2 feet, 3 inches.

Library

A pair of sliding doors separate the parlor from the library. The stereoptican view shows painted walls, dark varnished woodwork and a lightolier fixture. Above the double doors is a framed print of Madonna and Child. Three other framed prints hang from the cornice. To the left of the double doors is a four section bookcase made by the Globe Wernicke Company. The only title that can be read is Theodore Roosevelt's Winning of the West. Robin Cabiness Banks, great-granddaughter of Booker T. Washington, owns a volume of Winning of the West bearing the bookplate of Booker T. Washington as well as other books from Washington's library. A bookcase identical to the one in the photograph is on exhibit in the Washington Room of the Institute Library.

Other furniture consists of a mahogany pedestal table, a mission style armchair which is currently in the den, a large wicker armchair, and an Empire chair with scrolled arms and a vertical splat. Two side chairs with pierced splats and leather slip seats are shown

on either side of the table. The chairs were recently acquired from Mrs. Thomas McGough of Montgomery whose father bought them when The Oaks' contents were auctioned in 1925.

The table is covered with books and papers and a vase of flowers. The floor is covered wall to wall with a Brussels carpet that is in the same pattern as the carpet in the dining room and possibly the parlor.

Mrs. Walcott remembers another Globe-Wernicke bookcase on the wall opposite the one in the photograph. Both Mrs. Walcott and Mrs. Barrington remember a secretary-bookcase in the library. According to Mrs. Walcott both the secretary-bookcase and the mahogany drop-leaf table are in the Washington Room at the Institute Library although the staff in 1979 did not remember the secretary-bookcase.

Dining Room

The dining room is separated from the library by double sliding doors. The walls appear to be painted and the woodwork is stained dark and varnished. A stained and varnished picture molding circles the room approximately one foot below the ceiling. A lightolier fixture is suspended from the center of the ceiling. The floor is covered with a patterned Brussels carpet in a floral design like that in the library. A hearth rug lies in front of the fireplace.

Four graphics are apparent in the photograph: (1) a section of frame indicating a picture over the wood box; (2) a framed portrait of a young woman; (3) a land- or sea-scape in a wide frame over the mantel; and (4) a framed picture on the north wall. The pictures are apparently hung from the picture molding.

On the mantle is a pair of kerosene lamps with reeded

glass shades, a lustre or Japanese-design pitcher, a mantle clock surmounted by a statue and an unframed photograph of a girl seated. Two books are also on the mantle.

The dining table has a fluted pedestal, extension leaves, scroll-carved feet on casters, and is probably made of mahogany. There appear to be six chairs with a vase-shaped splat, leather seats and a wide cresting rail. The photograph shows two other similar chairs. The table is set with dinner plates, serving pieces, glass tumblers and flatware. The photograph, however, does not reveal the pattern of either the ceramics or flatware. The table is covered with a white linen or damask cloth. A jardiniere with a Boston fern is on the table.

Mrs. Walcott and Mrs. Barrington remember a mahogany sideboard against the south wall by the door leading to the pantry. To the right of the sideboard was a bow-front china cabinet. Flowering potted plants were arranged along the wall directly beneath the windows.

The Den

Furnishings of the den were purchased in 1925 by the Tuskegee Women's Club. In 1959 the Institute refurbished the room under the direction of Mrs. Walcott who remembered the room's contents and arrangement during the Washington occupancy. According to an inventory taken in 1972, the objects purchased by the Club and placed on exhibit in the den by Mrs. Walcott are:

- Leather exercise ball
- Oak bookcase with two glass doors
- Upholstered reclining chair
- Caned bottom walnut chair (refinished and recaned)
- Two mission style armchairs, with leather-upholstered cushions
- High back armchair with Oriental carving

Low back armchair with Oriental carving
 Side chair with leather upholstery
 Chair upholstered in green fabric
 Teakwood desk of Chinese origin
 Mission style divan with leather-upholstered
 cushions
 Footstool covered with carpet
 Leather hatbox containing badly frayed black hat
 Two-well marble inkstand with bronze dore mounts and
 well covers
 Small metal enamelled lamp with art glass inserts
 Framed oil portrait of Booker T. Washington by M.
 deJohann
 Dr. Washington's rock collection
 Footstool upholstered in leather
 Writing desk with four drawers of Oriental origin
 Small walnut center table of American origin
 Tiffany-style table lamp with enameled base
 Painted glass vase
 Wilton pattern carpet, approximately 9 feet x 12 feet
 Mat, 3 feet x 4 feet in same pattern as carpet
 Silver trophies:
 1. Presented by the Ladies of Cambridge
 2. Presented by the Professional Business and
 Tradesmen of New Orleans, 1915.
 3. Presented by the YMCA
 4. Presented by the citizens of Mobile (Alabama)
 Framed documents and photographs:
 1. Honorary doctorate, Dartmouth College
 2. Diploma, Hampton Institute
 3. Honorary doctorate, Harvard University
 4. Res. Met., AME Church
 Inscribed and rare photographs:
 1. Class picture
 2. Andrew Carnegie, inscribed
 3. William Baldwin, inscribed
 4. Theodore Roosevelt, inscribed
 5. Group photograph, postmaster of Tuskegee
 and family
 6. Booker T. Washington on "Dexter"
 7. John Burns, inscribed
 8. Queen Louise and King Frederick, inscribed
 9. Theodore Roosevelt (1907), inscribed
 10. Negro family studying by lamplight

CHAPTER E

RECOMMENDED FURNISHINGS

The Oaks was a busy place with many and constant visitors as well as a home for two children, a young woman of "courting age", two very active adults, and student help. Consequently the house should reflect this high level of activity through informal exhibit techniques including open books on tables, correspondence stacked on desks, coats on the coat rack, and sheet music on the piano. There should be many vases of flowers throughout the house as those who knew the house remember them. Much of the furniture was rearranged from time to time during the Washington occupancy, so no particular arrangement is critical although the existing photographs provide an authentic guide to arrangements.

Front Hall

The hall will serve as a holding room for visitors to the site. It must set a tone of the house but not be so heavily furnished that visitors have no room to stand or see other rooms.

B9 A small, square-top side table, oak or walnut, ca. 1880-1900, placed to the right of the front door.

B10 A tray for calling cards, silver plated, placed on the side table next to the front door.

B5 Hall stand, Mission or golden oak, next to the door beside the stairs.

Estimated cost-----\$ 450

Side chair, oak, lift seat with compartment, carved back, placed on the stairwall.

TUIN---1287

B4 Bench, Mission style, probably of oak, ca. 1900

Estimated cost-----\$ 80

B11 Side table, oak or walnut, ca. 1880-1900, for under stairs

Estimated cost-----\$ 150

- B12 Pier mirror with marble shelf, brass rail,
attached to wall at top of stairs
Estimated cost-----\$ 500
- B6 Reproduction Brussels carpet of wool, in oriental
style for the hall, south hall and stairs
Estimated cost-----\$8000
- B8 Curtains, matching those in library for doors,
transoms, sidelights and window with a shade on
the window in back
Estimated cost-----\$ 400
- B1 Photograph, painting or lithograph, approximately
15 inches x 25 inches with wide wooden frame,
on north wall
Estimated cost-----\$ 100
- B2 Photograph, painting or lithograph for stairway
Estimated cost-----\$ 100
- B3 Photograph, painting or lithograph for south hall
Estimated cost-----\$ 100
- B7 Photograph, painting or lithograph with large
wood frame
Estimated cost-----\$ 100

Parlor

The parlor is the most formal room in the house, as this is where visitors were entertained and Portia was married.

- D6 Upright player piano, perhaps a Beatty, ca.
1890-1900, placed against the wall under the
window
Estimated cost-----\$2000
- D8 Pair of overstuffed chairs upholstered in blue
damask, ca. 1890-1900, placed on each side of
hall doorway
Estimated cost-----\$ 250
- D7 Pair of side tables, oak or veneered, with turned
legs, ca. 1880-1900, placed on each side of hall
doorway
Estimated cost-----\$ 500

- D5 Music box, Swiss, tall cabinet with flat top and a compartment beneath for disc storage, hand crank, ca. 1880-1900. Original from The Oaks now owned by Dr. and Mrs. John Smith of Toledo, Ohio. Original not available.
Estimated cost-----\$2500
- D4 Round table of oak or mahogany, approximately 20 inches in diameter, with cyma-curve cabricle legs, ca. 1890-1900, placed in the center of the room.
Estimated cost-----\$ 50
- D2 Rocking chair, golden oak, with turned spindles in back and under arms, arched crest rail, finials, rolled seat, with cushion, ca. 1890-1900.
Estimated cost-----\$ 250
- D1 Side chair, Windsor type, flat arms, five turned spindles, saddle seat, ca. 1880-1910
Estimated cost-----\$ 350
- D3 Wooden coal box with hinged lid, inset panels, plain, approximately 1½ feet x 1½ feet x 3 feet long
Estimated cost-----\$ 175
- D9 Lithograph or photograph of a young woman, possibly Dutch or Flemish, with mat, dark wooden frame, approximately 18 inches by 24 inches, on north wall
Estimated cost-----\$ 150
- D10 Lithograph or photograph of a single figure, white mat, wooden frame, approximately 12 inches by 18 inches, on north wall
Estimated cost -----\$ 100
- D11 Lithograph or photograph or painting of a landscape, wide wooden frame, no mat, approximately 12 inches by 24 inches, horizontal, on north wall
Estimated cost-----\$ 200
- D12 Two prints, romantic or religious subjects, wooden frames, for north wall near door to porch
Estimated cost-----\$ 30
- D13 Lithograph or photograph, possibly musician, wooden frame, above music box
Estimated cost-----\$ 25

- D14 Three pictures, lithographs or photographs, romantic religious or art reproductions, wooden frame on southeast wall
Estimated cost-----\$ 28
- D15 Two prints, George and Martha Washington, walnut frames, black mats, hanging one above the other on southwest wall
Estimated cost-----\$ 400
- D16 Three pictures, lithographs or photographs, romantic or religious subjects, wooden frames for west wall
Estimated cost-----\$ 300
- D17 Chromo-lithograph, art reproduction, Dutch or Flemish young woman with hood, walnut frame with gilt liner, on west wall above fireplace, approximately 18 inches by 24 inches
Estimated cost-----\$ 25
- D18 Photograph or lithograph, Venus di Milo, no mat or border, in wooden frame
Estimated cost-----\$ 25
- D19 Art glass vase, frosted, four handles, pinched waist, approximately 7 inches high, placed on center table
Estimated cost-----\$ 50
- D37 Handmade round doily for placement under artglass vase, approximately 4 inches in diameter
Estimated cost-----\$ 10
- D21 Two books for placement on center table
Estimated cost-----\$ 0
- D22 Pair of ceramic, classical style vases with round base stem, approximately 8 inches high, on each end of mantle
Estimated cost-----\$ 100
- D23 Pair of sculpture busts, possibly musicians, of white ceramic, approximately 4 inches high, on mantle next to vases
Estimated cost-----\$ 50
- D24 Small, hinged lid box, approximately 4 inches by 6 inches by 3 inches, on center of mantle
Estimated cost-----\$ 50

D25	Pair of ceramic statues, unknown subject, on mantle on each side of box, approximately 4 inches high Estimated cost-----\$ 15
D26	Pair of white ceramic statues, group of unknown romantic subjects, placed in small mantle shelves Estimated cost-----\$ 40
D27	Two photographs, one possibly of Portia, on right shelf Estimated cost-----\$ 50
D28	Post card, placed on mantle Estimated cost-----\$ 1
D29	Pair of glass vases, classical urn shape, placed on each side of painting on mantle top shelf Estimated cost-----\$ 20
D30	Artglass vase, filled with artificial silk flowers, placed on top of piano Estimated cost-----\$ 50
D31	Two cut glass vases, non-matching, for side tables Estimated cost-----\$ 50
D32	Bible, placed on side table Estimated cost-----\$ 0
D33	Sheet music, classical score, placed on piano Estimated cost-----\$ 50
D34	Wool carpet, reproduction Brussels or Wilton, small pattern, possibly diamond shape with floral motifs Estimated cost-----\$4000
D35	Wool hearth rug, machine made, oriental style, approximately 24 inches by 48 inches Estimated cost-----\$ 75
D36	Lace sheers, window sill height, cotton over curtains and simple cotton valance Estimated cost-----\$ 750

Library

- C1 Table, drop-leaf, center pedestal, mahogany veneer, four-sided pedestal, rounded corners, Empire style, ca. 1840-1860
Estimated cost-----\$ 750
- C3 Arm chair, wicker wide rolled arms and back, close weave, diamond pattern in back with cushions, upholstered in heavy diamond pattern
Estimated cost-----\$ 250
- Arm chair, oak, Mission style, possibly student made, hanging leather back cushion, brass tacked leather seat
TUIN---1305
- C5 Arm chair, classical revival style, mahogany veneer center splat, slip seat, scrolled arms, ca. 1830-1860, upholstered in heavy diamond pattern fabric
Estimated cost-----\$ 500
- C6 Four side chairs, a set of mahogany, pierced splat, carved crest rail, with hand hold, upholstered seat, classical revival style, ca. 1840-1860
Estimated cost-----\$ 500
- C7 Bookcases, oak, stacking type, glass lift-up doors, four sections each
Estimated cost-----\$ 200
- C8 Books for bookcases, various subjects, 1860-1915, including "The Winning of the West"
TUIN---
- C2 Books, 14, of various titles, 1860-1905, to be scattered on the center table, also an assortment of papers
TUIN---
- C9 Secretary, ca. 1900, placed against north wall between window and fireplace
Estimated cost-----\$ 500
- C10 Arm chair, Mission, to go with secretary, north wall
Estimated cost-----\$ 250
- C11 Side table, long, narrow, mahogany, for under windows on east wall
Estimated cost-----\$ 250

- C12 Wool carpet, reproduction, identical to dining room carpet, laid wall-to-wall
Estimated cost-----\$4000
- C13 Wool hearth rug, machine made, probably oriental design, placed in front of fireplace
Estimated cost-----\$ 100
- C14 Window sheers, with cotton curtains and shades, for triple windows on east wall
Estimated cost-----\$1000
- C15 Two pictures, photographs or lithographs of (1) eight unknown subjects and (2 and lower picture) landscape with wide white mat, wooden frames
Estimated cost-----\$ 200
- C16 Picture of Madonna and Child, photograph or lithograph, wooden frame, placed on east wall
Estimated cost-----\$ 200
- C17 Lithograph of Christ with surrounding angels, approximately 12 inches by 18 inches, placed on west wall above bookcases
Estimated cost-----\$ 100
- C18 Large framed picture over mantle, possible a diploma
Estimated cost-----\$ 100
- C19 Photograph, unknown subject, wide wooden frame, resting on west wall bookcase top
Estimated cost-----\$ 50
- C20 Framed picture, photograph or lithograph, for south wall over desk
Estimated cost-----\$ 50
- C21 Ceramic vase or bottle, possibly Japanese, ca. 1880-1900, approximately 8 inches tall, for top of bookcase on west wall
Estimated cost-----\$ 100
- C22 Round bulb gourd, long stem, for top of bookcase on west wall
Estimated cost-----\$ 5
- C23 Plain wooden cane, crook handle, for top of bookcase on west wall
Estimated cost-----\$ 4

- C24 Cotton cloth for center table top
Estimated cost-----\$ 5
- C26 Brass, silver or ceramic jardinaire, hanging loop
handles, with potted plant
Estimated cost-----\$ 100
- C27 Assorted knick-knacks for mantle, oriental and
African items appropriate, ca. 1900
Estimated cost-----\$ 200
- C25 Metal bookend for center table top
Estimated cost-----\$ 5
- Kerosene lamp, brass argand type, placed on desk
TUIN---

Dining Room

- A1 Fluted center pedestal mahogany table, extension,
scroll feet, ca. 1870
Estimated cost-----\$1250
- A2 Dining chairs, 6, oak, leather seats with brass
tacks, vasiform center splat, wide overhanging
crest rail, ca. 1900
Estimated cost-----\$1200
- A3 Side chair, oak, pressed back, finials, handhold
in crest rail, cane seat, ca. 1890-1900, place
chair at head of table
Estimated cost-----\$ 150
- A4 Side chair, oak, leather seat, similar to set
of six above, wide overhanging crest rail
Estimated cost-----\$ 150
- A5 Coal box, wood, hinged lid, paneled front,
approximately 12 inches by 36 inches by 12
inches
Estimated cost-----\$ 175
- A6 Sideboard, oak, walnut, or mahogany, with mirror,
possibly student made, Mission or Victorian
Estimated cost-----\$ 500
- A7 Table, round, oak or walnut, extension, for
dining room addition
Estimated cost-----\$ 500

- A8 Chairs, 4, pressed back, solid or cane seat, for dining room addition
Estimated cost-----\$ 250
- A9 Wool carpet, reproduction, floral design with trellis-like dashes giving a geometric appearance
Estimated cost-----\$4000
- A10 Hearth rug, hooked or machine-made, oriental or turkey pattern, ca. 1900
Estimated cost-----\$ 500
- A11 Wool carpet runner, machine-made oriental style, for hallway from pantry, ca. 1900
Estimated cost-----\$ 500
- A12 Sheer lace window curtains
Estimated cost-----\$ 750
- A13 Off-white window shades
Estimated cost-----\$ 200
- A14 Lithograph, pre-Raphaelite bust of woman, framed, white mat, approximately 15 inches by 20 inches vertical, hung from wall holding, ca. 1880-1900
Estimated cost-----\$ 50
- A15 Drawing, lithograph or photograph, landscape or seascape, figure in lower right, wide gray mat, wooden frame, approximately 15 inches by 24 inches horizontal, hung from wall molding, ca. 1880-1900
Estimated cost-----\$ 10
- A16 Lithograph or photograph, central figure, wide dark mat, wooden frame, approximately 15 inches by 20 inches vertical, ca. 1880-1900
Estimated cost-----\$ 50
- A17 Lithograph or photograph, wooden frame, unknown subject, approximately 15 inches by 24 inches, ca. 1880-1900
Estimated cost-----\$ 50
- A18 Lithograph or photograph, wooden frame, period subject, ca. 1880-1900
Estimated cost-----\$ 50

- A19 Pair of kerosene lamps, flared pressed glass bases, segmented glass shade, tinted or painted glass, ca. 1880-1900, approximately 14 inches tall
Estimated cost-----\$ 300
- A20 Pitcher, lustreware or Japanese, hexagonal body, formed loop handle, light panels decorated, probably English, ca. 1850-1900, approximately 8 inches tall
Estimated cost-----\$ 75
- A21 Pitcher or mug, lusterware or Japanese, approximately 4 inches tall
Estimated cost-----\$ 75
- A22 Mantle clock, wood with statue above, half columns, two-panel glass door, round pendulum window, approximately 16 inches tall, ca. 1860-1890
Estimated cost-----\$ 190
- A23 Photograph of young girl seated on tripod base chair, unframed, possibly Portia
Estimated cost-----\$ 100
- A24 Two books, unknown title, on mantle
Estimated cost-----\$ 0
- A25 Ceramic dinner set including dinner plates, cups, serving dishes, creamer, sugar bowl, etc., service for eight
Estimated cost-----\$1000
- A26 Pressed glass tumblers, 8, unmatched, ca. 1880-1910
Estimated cost-----\$ 125
- A27 Pressed glass pitcher, fluted sides, loop handle, ca. 1860-1900
Estimated cost-----\$ 50
- A28 Majolica type jardinaire, glazed, polychrome, ribbed sides, floral designs, approximately 10 inches tall
Estimated cost-----\$ 150
- A29 Earthenware flower pot, to be inserted in jardinaire, and approximately 10 inches tall
Estimated cost-----\$ 5

- A30 Silver plate flatware, service for eight, American,
ca. 1880-1900, possibly fiddle pattern
Estimated cost-----\$ 500
- A31 Silver holloware set to include two sets of salt
and pepper, two toothpick holders, creamer, sugar
bowl, electric urn
Estimated cost-----\$ 500
- A32 White linen tablecloth, or possibly damask,
rectangular, large with felt pad and matching
napkins
Estimated cost-----\$ 50
- A33 Rectangular silverplate tray
Estimated cost-----\$ 250
- A34 Two silverplate serving pieces
Estimated cost-----\$ 50
- A35 Broom, flat sewn, long wooden round handle,
possibly student made, leaning in fireplace
Estimated cost-----\$ 15
- A36 Wood or wicker plant stand, wood or wicker, for
breakfast alcove
Estimated cost-----\$ 50
- A37 Statue for clock, bronze, classical figure
Estimated cost-----\$ 20
- A38 Jardinaire for dining table
Estimated cost-----\$ 17

Den

Sofa, Mission-style, oak, possibly student made,
three black leather seat cushions, three leather
back cushions, placed on north wall
TUIN---1288

Chinese desk, ebonized wood, deep carving,
possibly rosewood or mahogany, carved dragon
legs, ball and claw feet
TUIN---

Rectangular center table, possibly rosewood
Chinese, heavily carved, red finish
TUIN---1328

Side table, arts and craft style, square top, reverse curve legs, top, shelf and legs carved with floral design

TUIN---1233

Mission style bookcase, two doors with glass, oak
TUIN---1244

Books, various authors and titles, 1860-1900, for bookcase

TUIN---

Chair, arm rocker, knuckle carved wooden arms, green upholstered seat and back

TUIN---1222

Chair, side, Mission style, oak, brown leather upholstered seat and back

TUIN---1286

Chair, side, reclining balloon back, Morris type, upholstered seat and back, ca. 1900-1920

TUIN---1306

Table, side, long rectangular top with arched ends, trestle base, shoe feet located under window

TUIN---1240

Carpet covered footstool, wooden base and legs

TUIN---1307

Chair, arm, heavily carved, possibly Chinese, place at head of center table

TUIN---1327

Chair, arm, heavily carved, possibly Chinese, placed at head of center table

TUIN---1330

Rocker chair, arm, Mission style, brown leather back and seat, oak, ca. 1890-1910

TUIN---1325

Ottoman, upholstered, Mission style

TUIN---1325

East wall pictures, photographs, etc., hung from picture molding

TUIN---1289

1291

1297

1298

South wall, pictures, photographs etc., hung from
picture molding

TUIN---1299
1300
1301
1302
1303
1309

North side wall pictures, hung from picture
molding

TUIN---1237

Mantle picture, hung from picture molding

TUIN---1320

West wall pictures, photographs hung from
picture molding

TUIN---1321
1322
1326

North wall pictures, photographs, etc., hung from
picture molding

TUIN---1225
1229
1310

Painting, oil or canvas, subject, Booker T.
Washington, placed between windows on east
wall

TUIN---

Mantle garniture including trophies and photo-
graphs

TUIN---1311
1312
1313
1318
1318A
1315
1317

Objects on desk

TUIN---1224
1314
1230
1235
1232
1233
1234

Artglass vase, approximately 6 inches tall, ca.
1880-1900, for top of table

TUIN---

Unframed photograph for top of table

TUIN---1316

Bookcase objects, including hatbox, vase, straw
mat and seashore specimens

TUIN---1238

1264
1246
1253
1247
1250
1256
1260
1263
1257
1251
1249
1258
1248
1252
1261
1262
1254
1259

Objects on table, including trophy, hat, cutglass
vase, ca. 1880-1900, and framed photograph of
Portia

TUIN---1245

1239
1241

E34	Books, 5, various authors and titles, some leather-bound, for center table	Estimated cost-----\$	0
E32	Photograph, unknown subject, for center table	Estimated cost-----\$	10
E36	Pen and pencil, ca. 1880-1900 for center table	Estimated cost-----\$	
E35	Leather medicine ball, placed on floor,		

Iron fireplace poker, placed on hearth
TUIN---1234

Pair of iron andirons, square column shaft, ball
top, placed in hearth
TUIN---1323

Reproduction Wilton wool carpet, oriental pattern,
machine-made, with 8 inch border
Estimated cost-----\$8000

White cotton curtains, lace scalloped border,
falling to a "Y" below sill
Estimated cost-----\$1000

The above recommended furnishings are based on actual photographs (the parlor, library, and dining room) supplemented by interviews with Bess Wolcott (den) and period material (hall and small knick-knacks). The original photographs and interview report are thus key items in the plan.

CHAPTER F

SPECIAL INSTALLATION MAINTENANCE AND PROTECTION RECOMMENDATIONS

By H. Dale Durham
Staff Curator
Division of Museum Services

To provide an accurate reflection of existing conditions in a furnished structure Chapter F of a furnishing plan should be prepared after the plan has been implemented, all furnishings have been acquired, and an ongoing interpretive program is functioning.

Information contained here is based, in part, on information available in the draft furnishing plan prepared by Kathleen McLeister in August 1980, the Project Manual, prepared by Denver Service Center in August 1979, the Interpretive Prospectus, prepared by Interpretive Planning Division, Harpers Ferry Center in November 1978, and the Park's Master Plan, dated September 1973. Using these documents as a benchmark of "what is" and "what will be", the following comments are offered as guidelines.

Users of this section are urged to review thoroughly Ralph Lewis' Manual for Museums, in particular, Chapter 4, "Caring for a Collection," (pp. 62-112) and Chapter 11, "Housekeeping," (pp. 204-259) before establishing any scheduled activities. Additionally, the Regional Curator, Southeast Regional Office, the Branch of Curatorial Services and Branch of Historic Furnishings, Harpers Ferry Center, can provide assistance and additional information to use in managing the resource.

Interpretation

Visitation to The Oaks by the public will be by guided tours through the house. During the peak visitation season the

park may wish to have members of the interpretive staff at assigned sections in the house with one staff member serving as host. At other times, an interpreter will conduct a guided tour of the house using interpretive techniques appropriate to the group.

In addition to the responsibility of helping the visitor understand and enjoy The Oaks, the interpreter must also be the protector of the resource. At the beginning of each tour the ground rules must be spelled out to the visitor. These rules include not only such things as no smoking areas and fire evacuation routes, but also conduct expected of the visitor while in the house.

Barriers

All barriers are intrusive to a furnished interior, but if properly placed will detract surprisingly little from the visitor's experience. The least objectionable barriers remain below visitors' line of sight and when noticeable, appear neat and attractive.

Figures A and B shows the suggested visitor guided tour route and the placement of barriers. Currently installed in the upstairs den are velvet ropes and stanchions. Similar rope and stanchions could be placed in the doorways of the parlor, study, and dining room. The presence of such barriers would not be unsightly and would effect a minimal amount of security for the rooms. If the park were to decide to allow unaccompanied visitor access to the house, additional protective barriers would then have to be installed.

ENVIRONMENTAL CONSIDERATIONS

The Project Manual specifies that a central heat pump system for air conditioning and heating purposes be installed in The Oaks. Specifications given in the Project Manual, Sections 15664 and 15665 do not indicate that a humidifier/dehumidifier be incorporated into the system. It appears that provisions were made to

control the temperature within acceptable limits (60 to 75 degrees F). No consideration was given to control an equally damaging climatic problem--relative humidity.

Steps need to be taken by the Park to monitor the relative humidity levels in The Oaks. The acceptable level of humidity is between 40 percent and 60 percent. Portable humidifiers/dehumidifiers may be needed to help control the relative humidity to within acceptable limits. While it is often impossible to reach optimum climatic conditions, precautionary steps must be taken to ensure that rapid fluctuations of temperature and/or relative humidity levels do not occur.

Park maintenance should be asked to frequently change the filter elements of the climatic control system. Frequent scheduled replacement of the filters will help control harmful minute mineral particles of dust in the air. In addition to being abrasive when water condenses around the particles, some of them become active chemical agents which directly affect the furnishings. Clean filters help prevent these conditions from occurring.

Lighting

In the Project Manual cited above, provisions were made in Section 08810 to reglaze The Oaks. The reglazing provisions, however, did not specify ultra-violet filtering glass or acrylic plastic be used in the windows.

All windows with an east, west, or southern exposure must have an ultraviolet filtering film applied or a secondary covering of ultra-violet filtering (UF-3) acrylic plastic. In lieu of this, the window shades in the house could be raised and lowered as appropriate. This alternative, however, would hamper interpretation of the house.

Lighting Fixtures

Incandescent light fixtures specified in the Project Manual present no detrimental lighting problems for the furnishings. Care must be taken to ensure the maximum amount of illumination in the house does not exceed 15 footcandles (150 lux).

PHYSICAL SECURITY OF ARTIFACTS

Section E, Recommended Furnishings, states that the front hall will be used to set the tone of the house. Furnishings placed in this hall will be subjected to direct contact with the visitor. Precautions must be taken to safeguard original objects used in the hall. Reproduction carpet (B6) and curtains (B8) should be used in this high traffic area. Additionally, clear plastic runners should be placed on the carpet in the visitor use area. Consideration should be given to placing reproduction furnishings in the hall where furnishings may be subjected to visitor abuse. Wherever potted plants are used in the house, underliners must be placed under the flower pots to protect the tabletops from possible damage. The barriers recommended previously should keep pilferage of small items to a minimum. Items which could be readily pilfered must not be placed within arms reach of the stanchioned doorways.

The Project Manual, indicates that a fire alarm and detection system, PYR-A-ALARM, Model DI-4A, with telephone dialer will be installed in The Oaks. An intrusion alarm system, Atronic UCU-40, with local alarm and telephone dialer will also be installed. Specific recommendations about the fire and security systems will be made when the systems are operational. Additionally, the park must develop an emergency preparedness plan which will outline specific steps to take to evacuate artifacts from the house should an emergency arise. As an example: Currently, most of the artifacts in the house which belonged to Booker T. Washington, are in the upstairs den. Should a

fire break out in the house, reasonable effort should be made to save some of Booker T. Washington's belongings. What to save and its location should be common knowledge of every park employee who has access to the house. Conversely, a room-by-room priority list should be compiled of important furnishings.

MAINTENANCE SCHEDULE

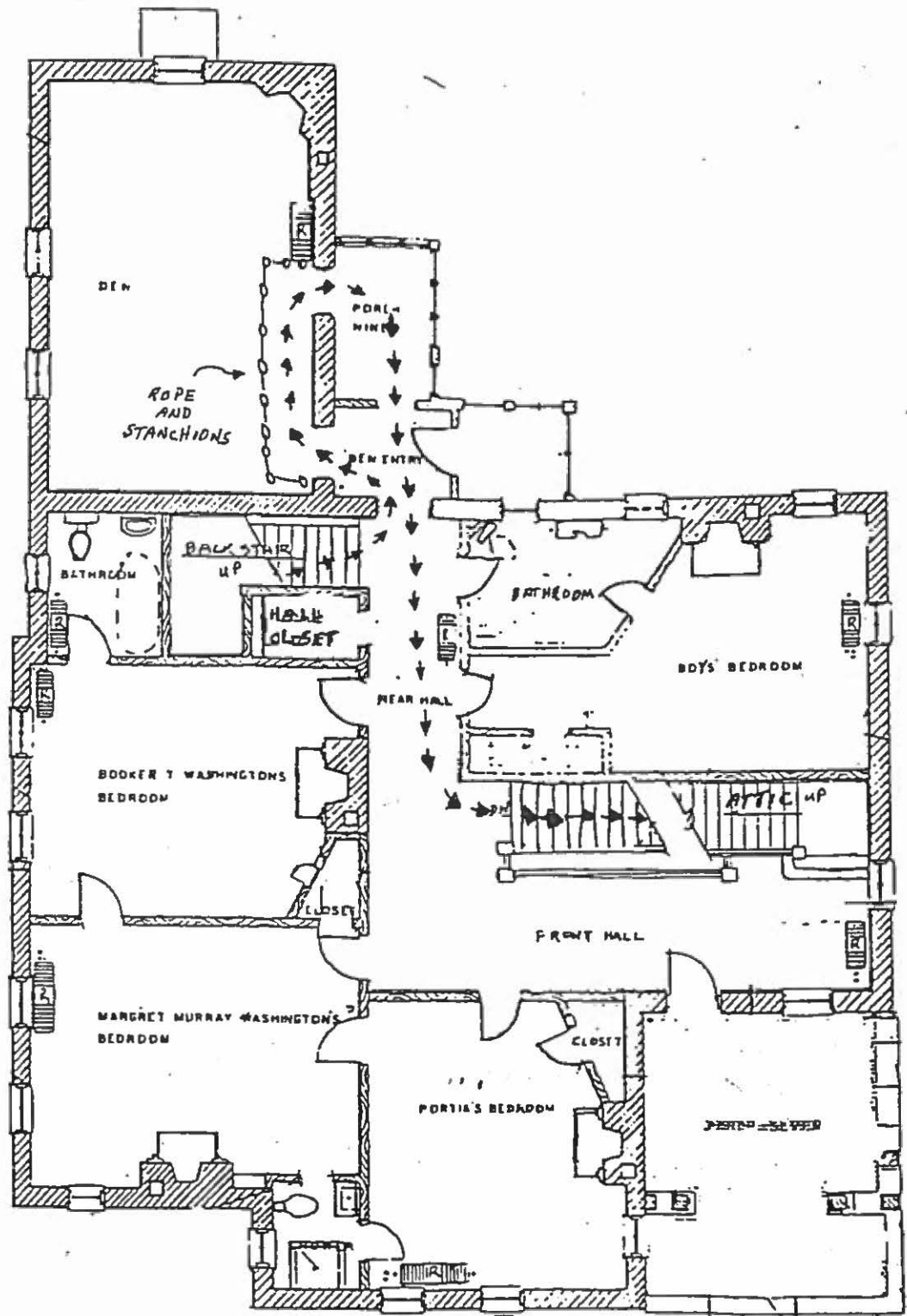
The Oaks, home of the Institute's founder and Lady Principal, always had three or four female students living and working under the direct instruction and supervision of Mrs. Washington. The household staff undoubtedly kept the house spotless. To illustrate adequately the level of cleanliness enjoyed by the Washingtons, a detailed cleaning schedule must be developed. Chapter II, "Housekeeping," (pp. 204-259) of the Manual for Museums, provides sample guides to use in setting up a maintenance schedule. The Manual also suggests methods and materials to use in cleaning furnished structures.

The apparent untidiness on the parlor table and in the den are physical reflections of Booker T. Washington's life-style. While he would not leave his office each day until all letters or memoranda were answered, he enjoyed the untidiness of his own space. Special restraints must be exercised by the cleaning staff to not tidy up the disarray of books and papers. Dust and dirt removal is encouraged, neat stacks, piles and rows are not.

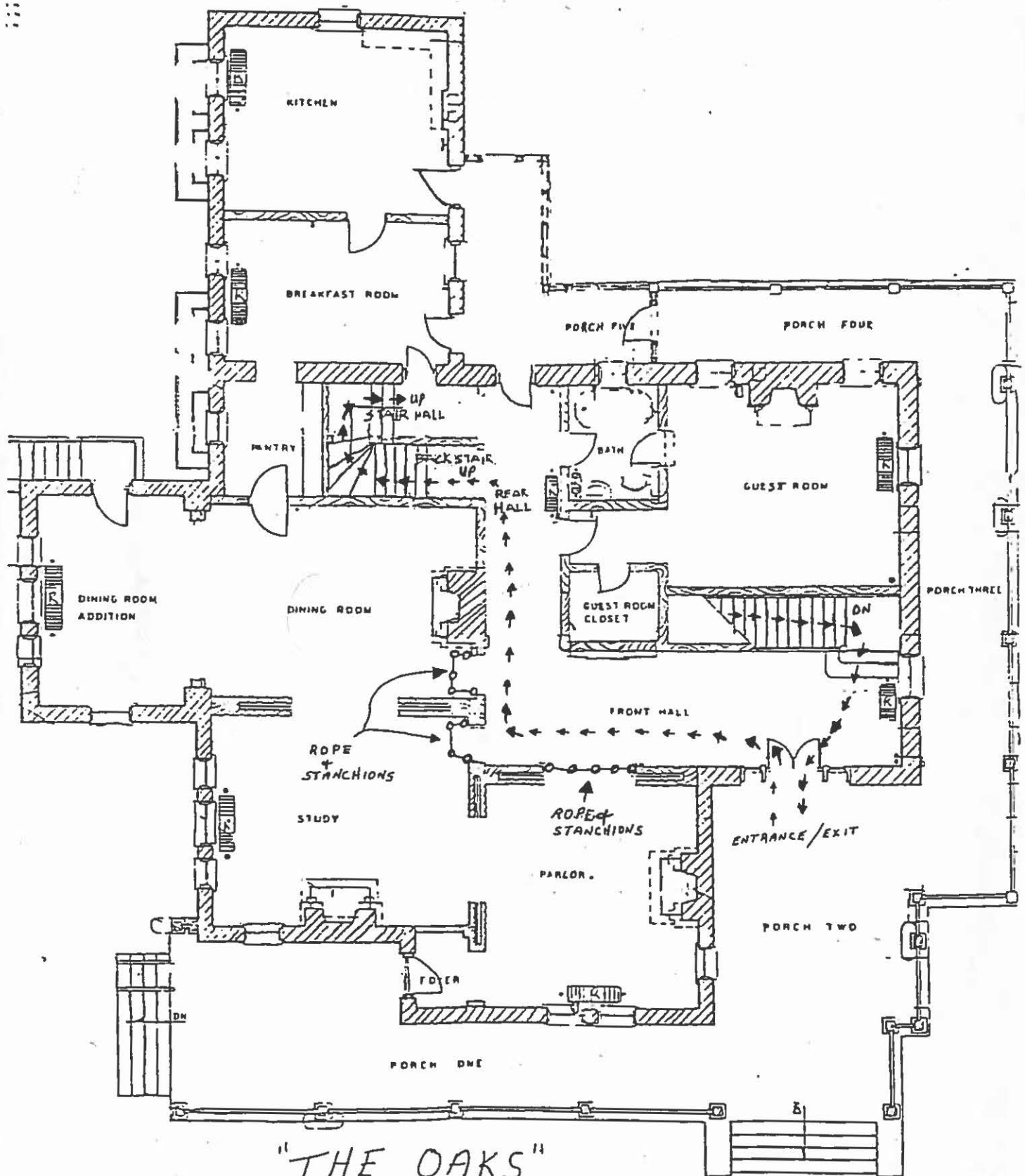
SPECIAL TRAINING NEEDS

As previously mentioned, all Park personnel who have access to The Oaks should be fully informed of the special security problems inherent with a furnished structure. The emergency preparedness plan, when developed and the special cleaning requirements of the house must also be explained to new staff members. All staff members should

occasionally be reminded of the results desired to accurately interpret the house. Additionally, the interpretive staff should be instructed in the inherent vice of moving groups through a dwelling and up and down stairways not designed for movements of several people at one time.



"THE OAKS"
SECOND FLOOR



"THE OAKS"
FIRST FLOOR

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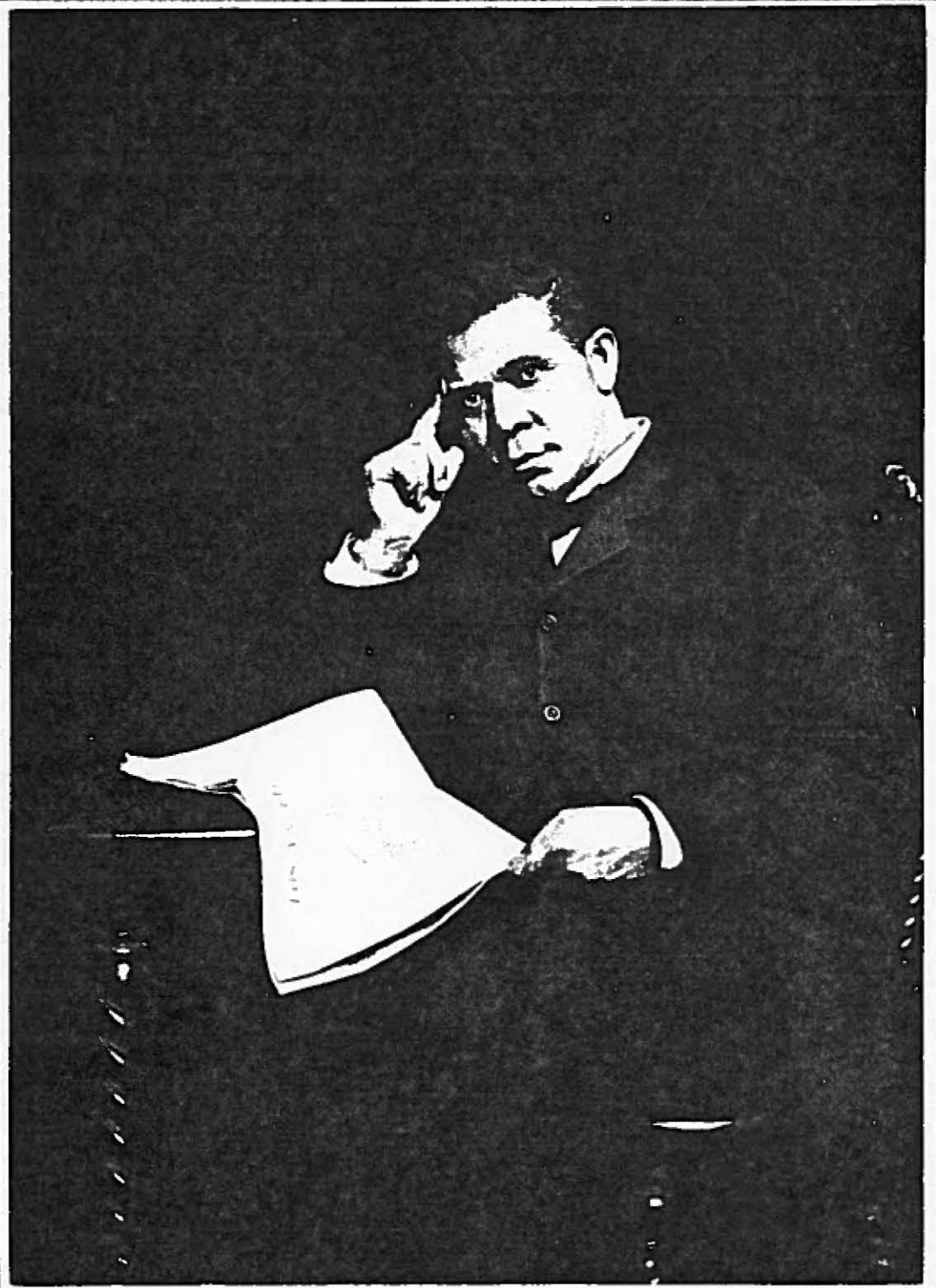
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Schumacher

107 N. Spring St.
Los Angeles, Calif.

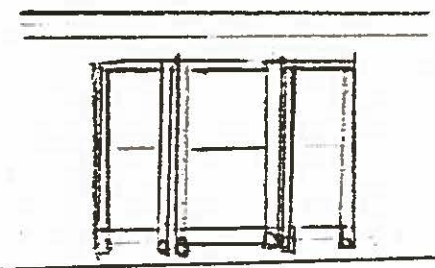
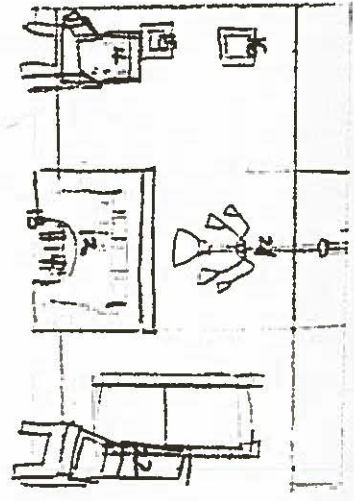
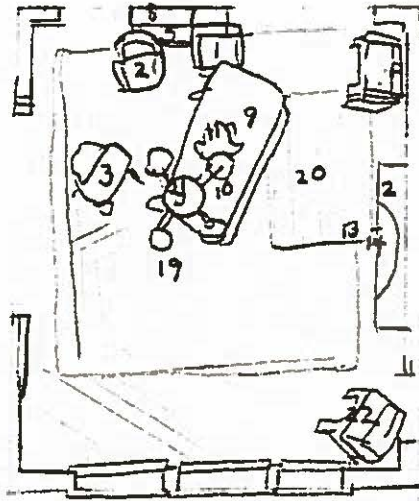
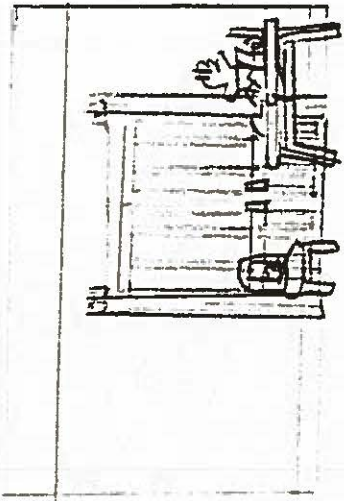
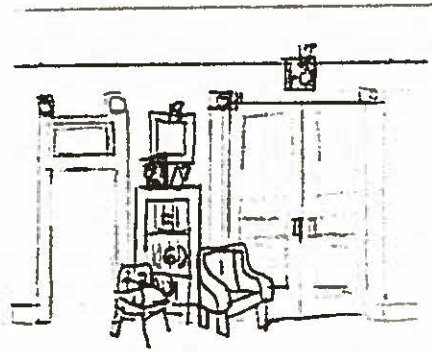


Brown & Co.
79 WASHINGTON AVE.
DETROIT, MICH.







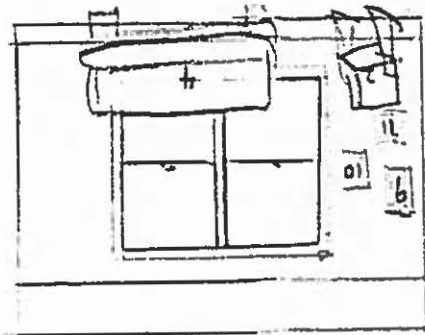
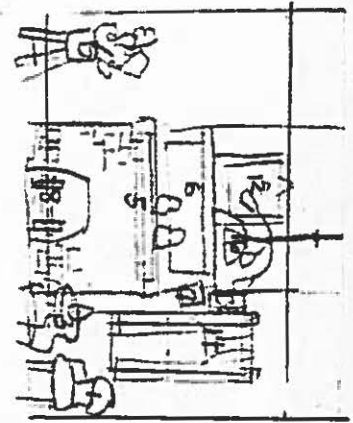
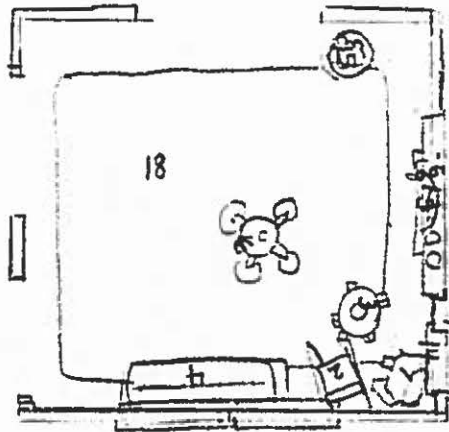
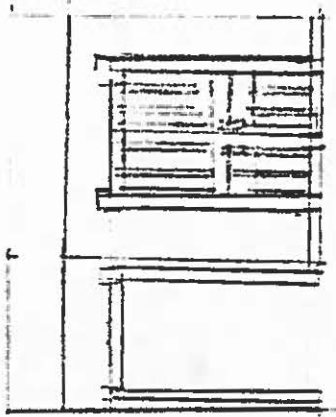
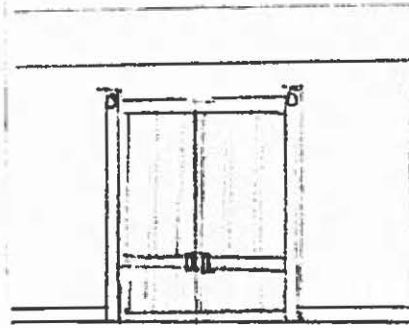


Scale 3 6
1mm = 3'

Library, First Floor

N

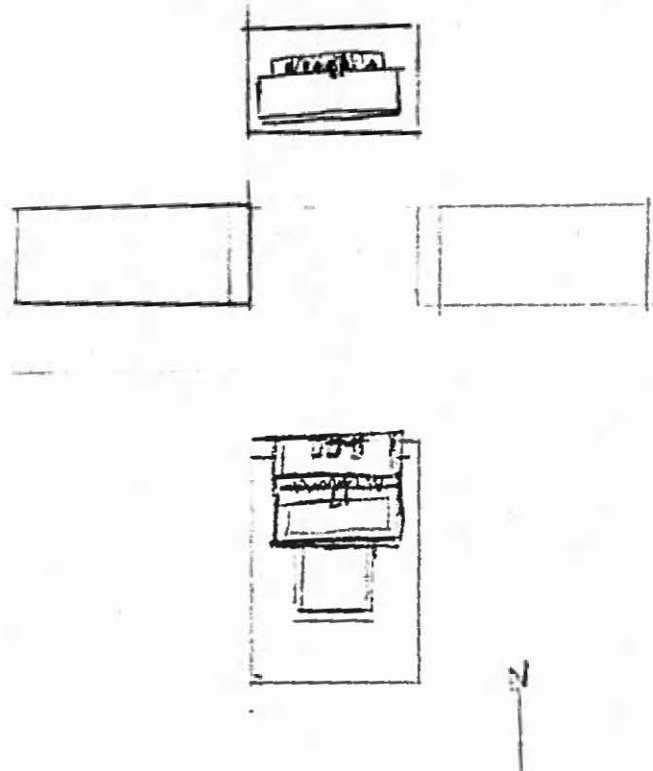
6



Scale 3' 6'
1mm = 3 feet

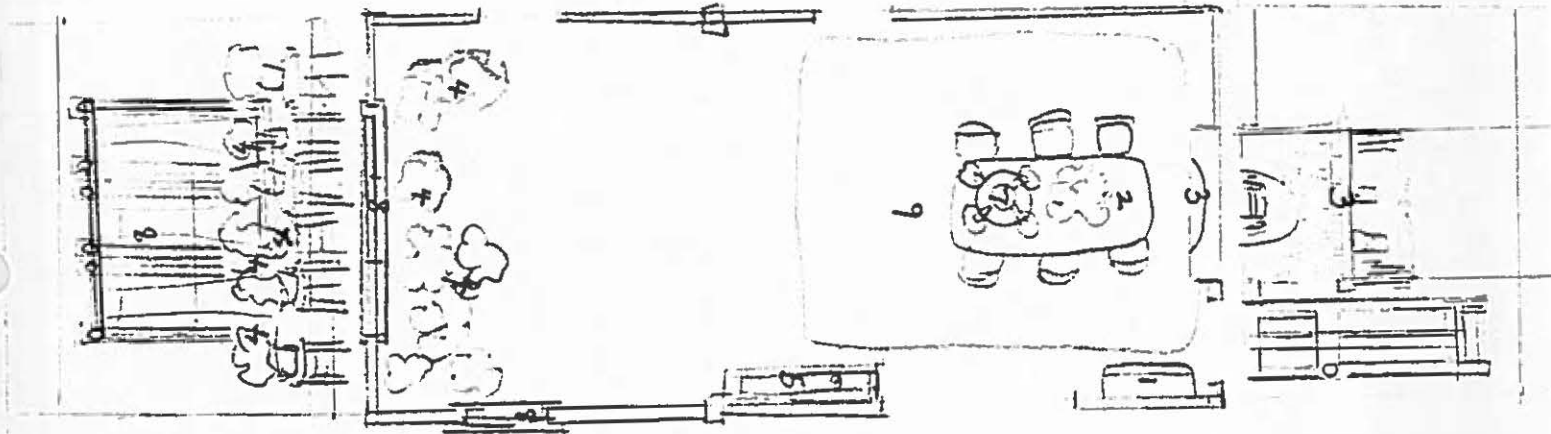
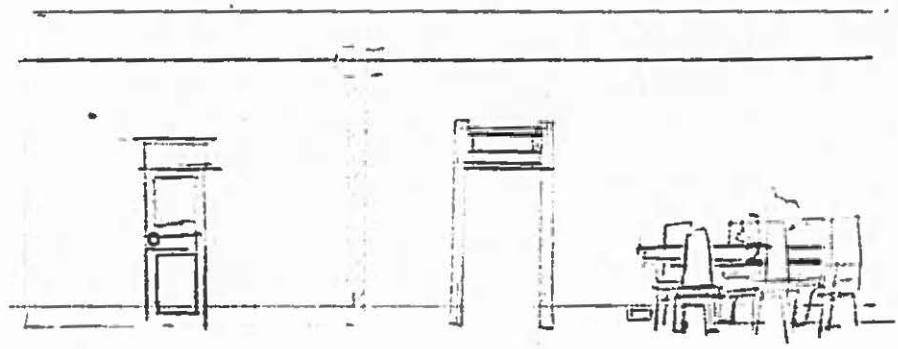
S ——— Z

Parlor, First Floor
(Figure I)



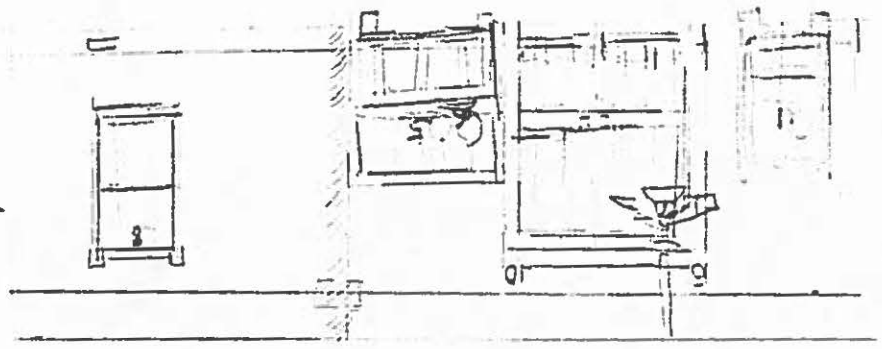
Scale 3' 6'
1 mm = 3'

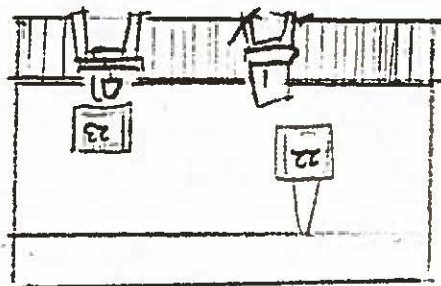
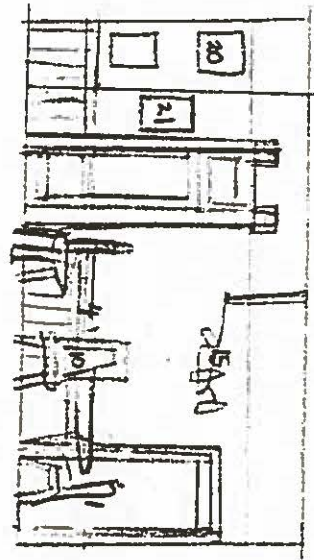
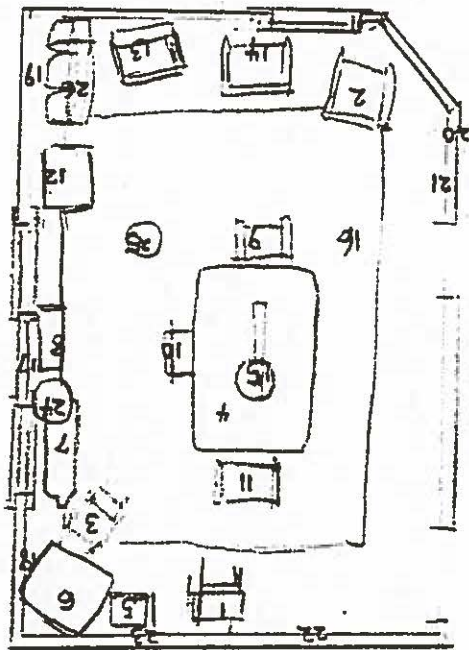
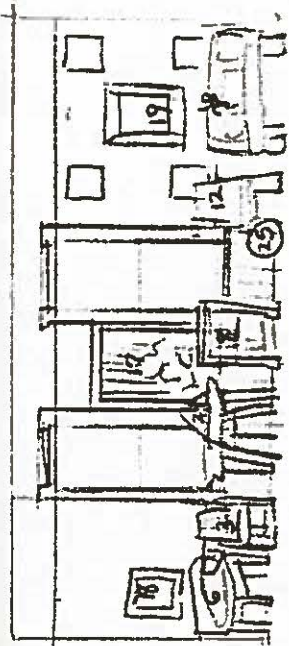
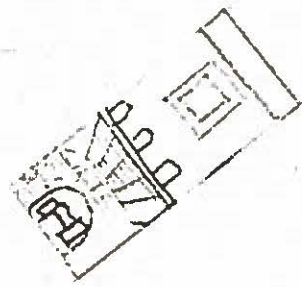
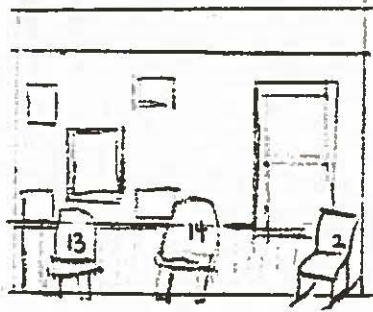
Parlor, piano Room
(Figure II)



Dining Room, First Floor
1mm = 3'

Scale 3' 6'





Scale 0' 6' 12'

Study, Second Floor
3' = 1mm