

# AMERICAN EDUCATION

THE NATIONAL SURVEY  
OF HISTORIC SITES  
AND BUILDINGS



UNITED STATES  
DEPARTMENT OF THE INTERIOR  
NATIONAL PARK SERVICE

ON THE COVER

"The Favored Scholar"

Group by John Rogers (1829-1904)

Courtesy of Horace Willcox  
Oreland, Pennsylvania

**THE NATIONAL SURVEY OF HISTORIC SITES AND BUILDINGS**

**Theme XX**

**ARTS AND SCIENCES**

**Subtheme: EDUCATION**

**1960**

**United States Department of the Interior  
Fred A. Seaton, Secretary**

**National Park Service  
Conrad L. Wirth, Director**

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## PREFACE

The National Survey of Historic Sites and Buildings is a resumption of the Historic Sites Survey begun in 1937, under the authority of the Historic Sites Act of 1935. During World War II, and the emergency following, it was necessary to suspend these studies. The Survey has now been resumed as part of the National Park Service MISSION 66 Program.

The purpose of the Survey, as outlined in the Historic Sites Act, is to "make a survey of historic and archeologic sites, buildings, and objects for the purpose of determining which possess exceptional value as commemorating or illustrating the history of the United States." In carrying out this basic directive, each site and building considered in the Survey is evaluated in terms of the Criteria for Classification, which are listed in the appendix of this report.

When completed, the Survey will make recommendations to the Director of the National Park Service and the Secretary of the Interior as to the sites of "exceptional value." This will assist the National Park Service in preparing the National Recreation Plan, including sites which may be administered by the National Park Service to fill in gaps in the historical and archeological representation within the National Park System. It will also recommend and encourage programs of historical and archeological preservation by state and local agencies.

Each theme study prepared in the course of the Survey will consist of two main parts: a brief summary of the theme itself, and a discussion of the sites and buildings which were considered in connection with the study. The historians who prepared this report made

personal visits to the more important sites in 1959 and 1960.

This study is the result of a joint effort by six historians of the National Park Service: C. Stanley Dees, National Capital Parks; Frank B. Sarles, Jr., Region One Office; Ray H. Mattison, Region Two Office; Robert M. Utley, Region Three Office; Charles W. Snell, Region Four Office and Charles E. Shedd, Jr., Region Five Office. Mr. Shedd coordinated and assembled the report, and wrote the historical summary of the theme.

Upon completion, the study was presented to the Consulting Committee for the National Survey of Historic Sites and Buildings. The Committee consists of Dr. Waldo G. Leland, Director of the American Council of Learned Societies; Dr. S. K. Stevens, Executive Director of the Pennsylvania Historical and Museum Commission; Dr. Louis B. Wright, Folger-Shakespearean Library; Mr. Earl H. Reed, American Institute of Architects; Dr. Richard H. Howland, President of the National Trust for Historic Preservation; Mr. Eric Gugler, American Scenic and Historical Preservation Society; Dr. J. O. Brew, Committee for the Recovery of Archeological Remains; and Mr. Frederick Johnson, Robert S. Peabody Foundation for American Archeology.

The over-all Survey, as well as the theme study which follows, is under the general direction of John O. Littleton, Chief, National Survey of Historic Sites and Buildings, who works under the general supervision of Herbert E. Kahler, Chief Historian, Branch of History, and Daniel B. Beard, Chief, Division of Interpretation, of the National Park Service.

Conrad L. Wirth  
Director

### ACKNOWLEDGMENTS

The work of the National Survey profits from the experience and knowledge of a considerable number of persons and organizations. Every effort is made to solicit the considered opinions of as many qualified persons as possible in reaching final selection of the most significant sites. The assistance of the following persons is gratefully acknowledged:

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AMERICAN EDUCATION  
A SUMMARY OF THE THEME

## AMERICAN EDUCATION

### A Summary of the Theme

#### Introduction

The story of American education partakes of every aspect of national experience; in it can be traced the social, cultural, political, geographical, and economic relationships which have characterized the Nation's growth throughout its relatively short existence. Curiously, the important and revealing history of education has been largely neglected, except among the educators themselves. The brief outline which follows does not attempt to redress that neglect by covering in detail the whole field of American education - few scholars have undertaken that formidable task. Rather, the outline is offered as an introduction to the description of individual historic sites and buildings which tell the story of education in America to within 50 years of the present date.

Although it can be argued that American education properly begins with pre-historic man who taught his young in the ways of the elders, the present summary opens with that settlement, primarily English, from which can be traced the development of education into the complex and specialized function it performs today. A detailed study would take note of other cultural patterns and influences encountered by the westward spread of Anglo-American settlement, notably the French and Spanish. These, however, did not contribute significantly to the development of American education and their rôle, while interesting, is only incidental in a summary of 300 years of educational advance.

The treatment here is necessarily brief and general. However, in the history of American education there are clearly defined patterns and trends, outstanding individuals and events which, when brought together in even the barest outline, can create an overall picture accurate in proportion and perspective, if not comprehensive in detail.

#### COLONIAL ORIGINS

Permanent settlement on the Atlantic coast of North America fell, from the beginning, into distinct cultural, social, and economic patterns and so, consequently, did the concepts and functions of education which developed in the American colonies. If the methods and concepts of education which the early colonists brought with them had remained mere transplantings of those which had developed in the Old World, the historian's task would be infinitely more simple. But, from the earliest settlement in English America, forces were at work which not only modified the European heritage but created new institutions, unique to the pioneer experiment and clearly distinct from European origins.

Understandably, the first attempts at education in America were nothing more than inferior adaptations of the institutions left behind in the Old World, changed only enough to fit the physical, social, and economic conditions which slowly evolved in the new land. Inherent in the first gropings toward a system of education was the instruction of the young in whatever religious orthodoxy their environment dictated. Education was a function of the church, designed to protect society from heresy, whether that society paid its religious duties to the transplanted Anglican Church in Virginia or the dissenting Puritan one in New England.

It was under the prevailing Calvinist doctrine of the latter region, with its emphasis on individual reading of the Bible, that schools for the very young first took root and flourished in America. Popular education, limited as it was in colonial America, was not for the enlightenment and betterment of the individual. The traditional alarm with which the English ruling classes viewed "too much learning" on the part of the masses was reflected in America, particularly in the southern colonies whose ties were strongest to the established rule of the Mother Country. In New England, as well, lower education was designed as much to promote civil conformity and maintain class distinction as to protect spiritual orthodoxy.

These twin educational motives were defined in a law passed by the Massachusetts Bay Colony in 1642, in which town governments were required to provide elementary education for the purpose of teaching children "to read and understand the principles of religion and the Capital Laws of the Country." Five years later, the Bay Colony passed what is recognized as the first general school law, whereby "that old deluder, Satan," was to be thwarted by a system of education which would be the responsibility of each township. For those townships which did not comply, a fine was specified. The claim has been made that here was the foundation of a genuine public school system, but this was not the case. The religious motivation of the law and the ecclesiastical control it represented bore little relation to the secular system of modern public education. Despite the penalty it provided, the law was largely disregarded and was far from heralding the advent of widespread public education either in Massachusetts or elsewhere.

In New York during the period of tolerant Dutch rule, and in the other middle colonies where no one religious system dominated another, a parochial system developed whereby each sect or national group educated its young according to its own tenants and went its way with little interference from the others. Generally, in the southern and middle colonies throughout the colonial period, public schools were considered charity for the poor - a stigma which for many years would contribute to the slow growth and reluctant public acceptance of such institutions. The children of wealthy parents were educated at home or in private schools beyond the reach of less fortunate citizens. With regard to the poor state of education in the South, it may be noted that the only attempt by the Royal government to aid education in the colonies is found in Georgia. The philanthropic origins of that colony gave rise to a number of charitable institutions for education, sponsored largely by the Anglican Church's Society for the Propagation of the Gospel in Foreign Parts. When Georgia became a Royal colony the crown assumed the maintenance of the two school masters provided for previously by the trustees of the colony.

If the colonies can be said to have had any common form of secondary education, the Latin School came closest to meeting that description. Already venerable in Europe, where they had lost much of the humanistic impulse which inspired them, the transplanted Latin Schools were theoretically open to any male student, but in practice they offered preparation for college. While the Latin School was a quasi-public institution, sometimes provided for by legislation, as in Massachusetts,

it charged fees in most cases and few boys of limited means would be found among the scholars. The colonial Latin School was oriented toward the privileged few and it did not prosper as a medium of popular secondary education. It was inevitable that, as the country increased in population and size, a less centralized and restricted form of secondary education would appear. By the end of the 18th century the district school and the public academy had virtually replaced the caste-conscious Latin School.

Only in the academy did the colonial period make a significant and lasting contribution to the development of popular education. This form of secondary school began to replace the officially-sanctioned Latin School around the middle of the 18th century. The academy was not a uniquely American development, but it took hold in American and flourished to a degree never equaled in Europe. The academy developed along pragmatic lines, although the change from the earlier classical approach was a gradual one. The religious influence continued, but decreased in emphasis; and to the classical curriculum of the Latin School were added subjects designed to introduce the student to the broader aspects of American life. The academy was transitional, standing between the Latin School and the high school of a later period. That there had been a long-felt need for practical secondary education on non-sectarian lines for a broader segment of the population was evident in the rapid growth of the academy idea for more than a century after its appearance in the mid-1700's.

In the raw young country where systems of lower education

were erratic and rudimentary at best, and intended mainly for the lower economic classes, institutions of higher learning appeared remarkably early. First to be established was Harvard in 1636, followed by William and Mary in 1693, and subsequently by other colleges to a total of nine at the outbreak of the Revolution. All of these were philanthropic in origin, and all but the College of Philadelphia, an outgrowth of an academy founded by Benjamin Franklin, were religious in character - most having as their first duty the training of the ministry. Unlike most of their European counterparts, the early American colleges enforced strict discipline. Curricula were classical in content and method, but standards were low and instruction consisted largely of committing simple Latin and Greek texts to memory. The colonial colleges have been described as essentially vocational schools since their courses gave the student only those elements of education required for the clergy. Otherwise they had little relation to the practical aspects of life in a young and growing country. Benjamin Franklin tried to take a more liberal, practical tack in his Philadelphia Academy, but never succeeded in getting too far from the conventions of his time.

#### INDEPENDENCE AND THE NATIONAL PERIOD

The years of Revolution and the early period of national existence witnessed the decline of American education to a point far below even its poor estate in the last years of British rule. Energy and resources absorbed by the war and the critical years which followed could not readily be turned to the long-neglected problem of education. For a generation and more after the winning of independence, public

education languished at its lowest level - ignored by most communities, tolerated by others, actively encouraged by only a few. Institutions of higher learning were little better off, having suffered heavily in the eight years of conflict after 1775, when physical resources were laid waste and student bodies dwindled.

In this time of low ebb, there were a few glimmers of hope for the future of American education. In the Ordinance of 1785, providing for the survey of the Old Northwest, Congress specified that the 16th section of each township would be reserved for maintenance of a school. The Ordinance of 1787, setting up the administration of the Northwest Territory, required that means of education were to be forever encouraged in the states destined to be carved from the Territory. Thus the national government, for motives both practical and elevated, injected itself into the educational scene at a time when formal instruction was considered a personal responsibility of those who could afford it and as a charity for those who could not.

Another bright spot was the increasing clamor of the theorists for a formal system of public education. From the mid-18th century onward the illustrious Franklin and many others had concerned themselves with the problem, and had urged their several solutions on the ruling authorities. Certainly one of the most significant of these solutions was Thomas Jefferson's "Bill for the More General Diffusion of Knowledge," offered to the Virginia legislature in 1779, mid-way in the Revolution. This plan for a state school system was a mature one in which Jefferson expressed his view that on public education rested the success of the American experiment. Its many good features notwithstanding, the time

was not propitious and no action was taken. Despite this rebuff, Jefferson's plan had far-reaching effects in stimulating the rise of educational theory, and in it can be seen the germinal ideas of public education which a later generation would translate into practice. Jefferson saw education as the right of every citizen of whatever place in society, and he realized his dream, in part at least, in the University of Virginia. Jefferson was not alone among the Nation's leaders in pressing for wider educational opportunity; his arch rival Alexander Hamilton was similarly active in New York.

In the first generation after independence the stirrings of educational reform were being felt, but the old prejudices and traditional convictions would long remain to balk the efforts of the several states to inject order into their diverse schools. Financial support of schools was largely a local matter and not until the state could contribute materially to the maintenance of the local school did the jealous and stubbornly independent community submit to its control; a control which by mid-century was exercised mainly through the office of a state superintendent of schools and state boards of education. The new Federal Constitution did not include education among those powers which it granted to the Federal government, reserving such authority to the states. However, through constitutional interpretation and the enactment of legislation aiding school development, the government would strongly influence the course of American education.

The years after the Revolution saw the rise of new colleges, most of them serving the needs of the advancing frontier of settlement.

These institutions were limited in the quality of their instruction and in financial resources, but they reached many young men who otherwise would have been denied the means of advanced education available in the older states on the Atlantic seaboard. Besides the privately endowed and sectarian colleges springing up in the wake of the frontier were the state universities which began to appear in the post-Revolutionary period. Georgia granted a charter for its state university in 1785, but to North Carolina belongs the honor of actually opening the first permanent state-supported institution of higher learning, dating from January 1795.

#### THE MOMENTUM GROWS

The shifting social order and the heady currents of reform made the 19th century a time of experiment. Expansion of the nation, technological advance, more rapid means of transportation and communication all were working vast social and economic change. And once the log jam of colonial prejudice, tradition, and indifference was broken, the pace of educational reform quickened. The rise of an urban labor class and the leveling influence of the frontier swelled the demand for educational advantages available to all. During this early period of innovation and experiment in the 19th century, the "infant school" met a real need in preparing the very young for entrance into the public schools of the larger cities. When combined with the public school, the infant school served as the basis for the primary grade level - a beginning of the break-down of the educational pattern into the grade levels now commonly accepted. The monotorial systems of Bell and

Lancaster enjoyed a vogue, wherein keen older students were responsible for groups of younger children, and relayed to their charges the teacher's instruction. The monotorial system had the superficial virtue of increasing the number of children one teacher could manage, but of necessity it stressed routine and mechanical response which isolated the child from the individual help of the teacher.

The times and the increasingly confident popular spirit were ripe for far-reaching changes in American education, but change called for inspiration and direction. Contributing to the Great Awakening in education in the second quarter of the 19th century was a flood of publicity regarding the poor state of the Nation's schools and their inferiority to those of Europe. Educational journals, technical studies, and surveys of American education were given wide circulation. Popular meetings demanded better schools. Societies for the advancement of education sprang up around the Nation. Many of the educational journals had a short life, but by their very number these publications, strongly influenced by the work of European educators, had a profound effect. Not only were European studies quoted, but American educators went abroad to see for themselves what the Old World could offer to the New. Among those aspects of European education noted in the reports of the American fact finders, there appear time and again references to the role of the state in controlling and supporting public education, the emphasis on teacher training, and the insistence on compulsory school attendance by the young.

While the several states were taking an increased interest in the school problem, and while public meetings were urging the cause

of universal education, it was the individual leaders who gave direction and effect to the rising force of public opinion. Some of these individuals won wide fame and the gratitude of succeeding generations. Others, no less dedicated, disappeared without a trace or left no more than a name in the long roll call of American educators.

Heading the list of educational philosophers and administrators was Horace Mann who gave up a successful legal and political career to become the first secretary of the Massachusetts Board of Education, the creation of which in 1837 was an event of surpassing importance in the history of American education. Mann attacked on many fronts the indifference, conservatism, and sectarianism which plagued the state's school system. By means of reports public meetings and periodicals he alerted citizens in the Bay State and throughout the Nation to the urgent need for educational reform.

When Mann ended his dozen years of educational leadership in Massachusetts to return to political life, the Commonwealth, always in the forefront of educational progress, could show a remarkable improvement in its public school system. Financial support of public schools had doubled, teachers received better pay for their work, and normal schools had been established for teacher training; the school term had been lengthened, many high schools had been added to the system, and public-school libraries had gained wide acceptance. Here was a model that other states could and did emulate, and Mann's great work was not confined to the United States. His writings and his personal influence on visiting educators had a profound effect on educational

development outside the United States, particularly in Latin America.

Henry Barnard, Mann's counterpart in Connecticut, played a role no less important in 19th century American education. Aptly termed the "scholar" of the Great Awakening in popular education in the first half of the 19th century, Barnard later was named first United States Commissioner of Education when that office was created in 1867 for the purpose of studying the educational problems of the Nation. In the South, Calvin H. Wiley of North Carolina struck hard at the charity concept which, even in the educational awakening of the 19th century, continued to hobble the spread of public schools.

At the very heart of the public school question were the problems of finance and, in the first half of the century, sectarianism. Early methods of school finance such as the pauper school and the rate bill, where each family paid for instruction in proportion to the number of its children, had not solved the problem, although these and other means no more successful would persist in some sections throughout the 19th century. By the middle of the century the principle of direct taxation on property to support public schools was well-established in New England and becoming common throughout the North. Similar progress was being made in the middle Atlantic states but most of the southern states clung to the pauper school idea until after the violent social and economic upheaval of the Civil War. With the victory of the principle of direct taxation for school support, the years prior to the Civil War also saw the struggle over sectarianism largely won. Separation of church and state, recognized by the

Federal and state constitutions, insured that religion could not be imposed on the free, public schools. By 1860 the states had generally accepted the doctrine that public schools would be wholly secular and that denominational schools would not be supported by public funds.

#### TEACHERS AND TEXTS

Despite early recognition of the need for and advocacy of special instruction for teachers, such training developed far slower than did the public institutions which demanded the teacher's special talents and skills. In the United States the notion that teachers should be trained for their profession emerged quite early after the Revolution, but practical steps in that direction were isolated and feeble. From 1785 to 1811, Samuel McCorkle's private academy near Salisbury, North Carolina, was recognized for its training of teachers, but it was not until the early years of the 19th century that the movement slowly gained general acceptance. In 1816, Denison Olmsted, a tutor at Yale, gave as his Master of Arts oration a statement on education in Connecticut which contained an outline of a seminary for school masters which he hoped to establish. Olmsted became a noted teacher and scientist and, although he never carried out his plans for a teacher's school, his advocacy of teacher training had considerable influence on the establishment of such institutions. In 1823 the Reverend Samuel Ward established in Concord Corner, Vermont, what is now recognized as the first normal school in America. Hall is remembered also as the author of the first American textbook on education.

An act of the New York legislature in 1827 included provision for the instruction of teachers, the first legislative action to recognize the pressing need for trained educators. Maintaining her place in the forefront of educational progress, Massachusetts opened the first state normal school at Lexington in July 1839. Other states followed suit, and by 1860 most of the northern and western states supported institutions for teacher training. In the South, the state normal school did not gain acceptance until after the Civil War, when the movement accelerated throughout the Nation. Although after the War the number and quality of normal schools increased, not until relatively recent years has the typical teachers' school offered instruction on a level with the private colleges and state universities.

While early school practice emphasized reading and writing skills, and the first public school laws specified only the teaching of these fundamentals, the years which saw the slow growth of the public school system saw also the expansion of the average curriculum to include spelling, grammar, history, and geography. In covering these subjects, textbooks of the pre-Civil War period varied widely in quality and content. But in Noah Webster's "Old Blue Back" speller, American education had a genuine classic which, by its wide acceptance, took a leading role in standardizing elementary instruction. The readers produced by William H. McGuffey had an almost equal impact. These texts, with their strong moral tone, exposed young readers to carefully selected works of American and British literature and played no small part in shaping the cultural attitudes and literary tastes of Americans in the latter half of the 19th century.

## DEVELOPMENT OF THE HIGH SCHOOL

The broadening of the educational base at the elementary level in the 19th century was attended by a growing demand for popular education at the next higher level. First the Latin School and later the academy had filled this need for the individuals who could afford them, but now public need thrust the whole educational system upward with the demand for free public schools above the elementary level. In 1821, Massachusetts again took the pioneer step with the founding of the "English Classical School," renamed, three years later, the English High School. The Massachusetts law of 1827 requiring the establishment of high schools in communities of 500 or more families gave the high school a distinct place in the educational pattern and had a profound influence beyond the borders of the Bay State. Coming at a time when the popularity of the academy was nearing its peak, the public high school, strongly practical in curriculum and realistic in its approach to the needs of students who could not attend college, was destined in a few years to surpass and finally to supplant the academy as the chief medium of secondary education.

## COLLEGES AND UNIVERSITIES IN THE 19TH CENTURY

From the days of the Constitutional Convention, the framers of the new government had shown their interest in the development of institutions of higher learning; an interest evidenced in the government's public land policy which specified that certain sections of the newly-surveyed territories were reserved for the maintenance of educational institutions. Beginning with Ohio and continued in states subsequently admitted, the funds made available by this allotment of land formed

the basis for establishment of state universities in the West and South. The country's growth after 1800, both in physical resources and nationalistic spirit, encouraged the founding of dozens of new colleges, the great majority of which were born of religious sectarianism. Despite the growing place of the state universities in the educational pattern, it was the private denominational college which bore the heavier burden of higher education until after the Civil War.

Contributing to the proliferation of small colleges in the 19th century was the far-reaching Supreme Court decision of February 2, 1819, which held unconstitutional the attempt of the New Hampshire legislature to amend the original royal charter granted to Dartmouth College in 1769. No less an advocate than Daniel Webster, himself a Dartmouth graduate, argued that the charter of a private corporation was a contract immune from legislative action. Although in the post-Civil War era the Dartmouth decision would be invoked to safeguard burgeoning business corporations, its immediate effect was the encouragement of higher education by assuring the security of endowments for private colleges. That the Nation, in 1900, could count almost 500 institutions at the college level, most of them privately endowed, was attributable in no small measure to Webster's forceful argument for the sanctity of contract.

Although most of the Nation's colleges were, and are, privately controlled, the 19th century saw also the slow but continued growth of the public supported state university. Unable, by virtue of the Dartmouth decision, to change the character of private institutions, the states set about to establish public colleges subject to legislative control. Of particular interest in the development of

state universities was the lead taken by Indiana, Michigan, and Wisconsin in providing the establishment of state universities at the time of their entry into the Federal Union - a lead followed by virtually all the states subsequently admitted.

The spread of the democratic spirit manifested in the growth of the state universities found expression also in the concurrent growth of schools for women, beginning in 1821 with Emma Willard's seminary for girls at Troy, New York. Ohio's Oberlin College, established in 1833, went a step further and opened its doors to women as well as men; a move soon followed by many other western institutions and, somewhat more slowly, by eastern colleges and universities. In recounting the expansion of higher education in the 19th century, it should be noted that the United States Military Academy at West Point and the Naval Academy at Annapolis were established in 1802 and 1845 respectively.

Within the span of the 19th century, the Civil War drew a dark median line between the planting of modern public education and its flowering. In the ante-bellum years the principles of public support and control of free, compulsory education, the extension of the public school system upward beyond the elementary level, and professional training for teachers were recognized and applied in rudimentary fashion. But, at the outbreak of the Civil War these hopeful beginnings were more a promise than a fulfillment. There was still wide disparity in educational development from one state to another and between the major regions of the country. The "Great

Awakening" in public education had occurred in the North generally in the 1830's and '40's and was beginning to be felt in the South a decade later when war came to check progress in the North and virtually obliterate what had been painfully accomplished in the South.

#### CIVIL WAR AND ITS AFTERMATH

Out of the calamity of Civil War and the decade of reconstruction which followed came new concepts, new trends, and new forces in American education. In 1860 on the eve of war, an educational experiment of great import was undertaken at Oswego, New York. There School Superintendent Edward A. Sheldon introduced teaching methods and materials based on the European experiments of Johann Pestalozzi, who defined education as the "natural, progressive and harmonious development of all the powers and capacities of the human being." Pestalozzi's methods had been introduced in the United States early in the century; but it was from Oswego that the movement emphasizing the progressive development of the individual child over authoritarian group discipline spread into every corner of the Nation, mainly through the normal schools which developed rapidly after the Civil War.

The grim war year of 1862 is remembered for the battles which snuffed out thousands of young lives, but the year was notable as well for a measure designed to enrich the lives of many more thousands of young Americans. This was the Morrill Act, by which Congress made to each state a grant of public land to be used for the express purpose of creating agricultural and mechanical colleges. Federal aid to technical schools was not a new idea in 1862. Several states had already petitioned Congress for grants to establish such institutions.

and Pennsylvania and Michigan had opened state-supported agricultural schools in the 1850's. In 1859, after years of agitation by the advocates of agricultural and mechanical training, notably the influential J. B. Turner of Illinois, Congress approved a bill sponsored by Vermont Representative Justin S. Morrill, later Senator, providing for land grants to the states for agricultural and mechanical colleges. This bill was vetoed as unconstitutional by President Buchanan, and was described by the President as, among its other faults, unfair competition to privately-endowed institutions. Morrill persisted, and in 1862 a similar bill, providing larger grants was approved by President Abraham Lincoln. The first Morrill Act, named for its legislative sponsor but representing the desires of the states and the work of many men, was to have a powerful effect on the subsequent history of higher education. It created new institutions, revitalized others, and gave to the state universities and colleges a new and dynamic role in practical and scientific instruction.\*

The War which ended in 1865 created as many problems as it solved, especially in an impoverished South faced with the awesome task of reconstruction and burdened with the necessity of integrating 4 million freedmen into the postwar social and economic order. The North, where progressive principles of education had been firmly established before the War, experienced no comparable difficulty in resuming its interrupted educational development.

In meeting their crushing problems the erstwhile Confederate states made in their new constitutions better provision for public education based on northern example, and attempted to

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\* Of almost equal significance was the Second Morrill Act in 1890, whereby the Federal Government would give \$25,000 annually to the support of the land grant colleges. This measure, even more than the first Act, stimulated state support of the land grant institutions.

provide instruction for former slaves. Various private and Federal agencies also took up the task of fitting the freedmen into the new order of southern life. Unfortunately the evils of political reconstruction outweighed the good intentions of the reformers and the struggle for equal educational opportunity for both races cast its shadow over southern educational development for generations to come.

In the forefront of the enlightened efforts to rebuild the shattered educational structure of the South was the first of the great educational foundations, the Peabody Education Fund, established by the gift of 3 1/2 million dollars from George Peabody, Massachusetts merchant and financier. Acting for the trustees of the fund were two successive general agents, the Reverend Barnas Sears, President of Brown University, and Georgia-born President of Howard College, Colonel J. L. M. Curry. Under these prominent educators, Peabody's philanthropy created new local school systems, helped rebuild the state systems, and established model demonstration schools and training schools for teachers of both races. When its major purpose of rehabilitation had been accomplished, the balance remaining in the fund was added to the John F. Slater fund for the provision of educational facilities for the southern Negro.

Of paramount importance in the development of educational facilities for the colored race was the founding at Hampton Roads, Virginia, of the Hampton Normal and Agricultural Institute. For 25 years the institution was headed by its founder, General Samuel

Chapin Armstrong. During this period Armstrong shaped educational policy for Negroes and Indians, and the teachers and leaders he trained went forth to serve their people in the South and West. Hampton led to the establishment of similar institutions, the most important of which was Tuskegee Normal and Industrial Institute founded in 1880 by the great Negro leader Booker T. Washington, a graduate of Hampton and a former slave.

In 1879, at the army's Carlisle Barracks in Pennsylvania, was established the famous Indian School which trained Indian boys and girls in manual arts, agriculture, home economics, and other forms of vocational instruction. The school was organized by Captain R. H. Pratt, U. S. Army, and continued under his direction for 25 years. The school was finally closed in 1918, having given thousands of young Indians an educational opportunity otherwise unavailable. For the thousands of Indian youngsters on scattered reservations there were a few missionary schools and camp day schools supported by the Federal government. Attendance of Indian children at nearby white district schools was first authorized in 1891, but at the end of the century only a few thousand young Indians were in schools of any kind.

#### BROADENING THE EDUCATIONAL BASE

In the 19th century and especially after the Civil War, the overall educational system, from primary to college level, developed into the pattern it has since followed. Although educational practice has remained a flexible discipline, varying in emphasis and approach, it has continued its development within the framework created in the

years between 1800 and 1900. And, while the vertical structure of public education, from lower to higher grades, became clearly defined and universally adopted in the 19th century, the same period was marked by the broadening of the educational function. Manual training in shop work was introduced in some colleges after the Civil War and soon spread into secondary schools, beginning with the St. Louis Manual Training High School in 1880. Home economics became an important feature of public school curricula, and arts and science study supplemented increasingly the rudimentary instruction of the early secondary schools and the classical learning of colleges and universities. Graduate and professional education became increasingly common in colleges and universities and at Johns Hopkins began the seminar system of graduate training. Under the enlightened leadership of Harvard's great Charles W. Eliot the "elective" college curriculum became a firmly established feature of higher education. Between 1860 and 1900 the broadening base of public education transformed the American school system, bringing into it new and advanced studies and emphasizing mastery of practical content over drill and rote. Philosopher of the renaissance in the latter part of the 19th century was John Dewey whose influence was a major force in the abandonment of authoritarian teaching methods.

While the broadening of public education was well advanced at the end of the 19th century, a beginning, and only a beginning, was made in the related area of specialized instruction for individuals unable to participate in or benefit from the instruction offered in the common school systems. These were the physically and mentally handicapped, children who by force of economic circumstance could not attend regular day classes, and adults, mainly non-English speaking immigrants, who had been denied educational opportunity.

Around the middle of the century, a beginning was made in providing the highly specialized training needed for the seriously handicapped. As early as 1823 Kentucky established the first state school for the deaf, and in the 1830's Boston, New York and Philadelphia had private institutions for the education of the blind. In 1858, The American Printing House For the Blind was established in Louisville, Kentucky; and Congress, in 1873, began its support of the institution. In the field of printing and provision of libraries for the blind, America would become the world leader. A few years before the Civil War the first institutions for training the mentally handicapped were established, but even with the progress made since that time, particularly after 1890, the problem remains one of the most urgent confronting the American educational system.

In the field of adult education the United States has not kept pace with other nations, notably France and England, but in this specialized educational function the Nation produced several institutions which made marked contributions to the diffusion of learning.

A unique institution when it began its great work was Cooper Union, founded in 1859 by the self-educated industrialist Peter Cooper. It was Cooper's dream to create a "spacious, handsome and enduring edifice" for a free school to "improve and elevate the working classes of the City of New York." At the head of the Bowery in lower mid-town Manhattan, he built the Cooper Union for the Advancement of Science and Art. The Union's Foundation building, architecturally notable for its use of wrought iron support beams on a scale never before attempted, housed the most successful early experiment in private support of free

education, offering a curriculum in science and mechanical arts. Under the initial administration of Abram S. Hewitt, the Union pioneered the way for other institutions dedicated to the enrichment of the lives of adults who, barring philanthropic aid, would have never known educational opportunity. Cooper Union represents at once the idealism and the practical philanthropy which has contributed immeasurably to the advancement of learning in America.

Another educational institution of the 19th century which left its mark on the lives of millions of Americans was Chautauqua, established in 1874, as a secular extension of the training offered at the Methodist summer Sunday School Institute. Offering an eight week course in arts, sciences, and humanities, the Institution on the shore of western New York's Lake Chautauqua attracted thousands of culture-seeking Americans. Branches sprang up in hundreds of communities across the land, and on the "Chautauqua Circuit" went lecturers, teachers, musicians, explorers, and political leaders. Chautauqua was not a new or novel idea. Originated much earlier was the American Lyceum, started in Millbury, Massachusetts, in 1826, as "society for mutual improvement and the improvement of schools." The Lyceum spread to groups in other states and through its lecture courses remained for 40 years a major voice in adult education and social reform. After the Civil War, the Lyceum waned but its work was continued by Chautauqua. The principle of taking knowledge to the people, in an era when media of mass communication were few, had a deep and lasting effect on the American mind and character in the 19th and early 20th centuries.

## THE SCORE

The story of American education is one without an end. Indeed, the 20th century has witnessed an expansion and multiplication of educational functions on a scale which would have dazzled even the most farsighted educators and reformers of an earlier day. However, for purposes of this survey of historic sites and buildings relating to education to within 50 years, the end of the 19th century is a convenient and appropriate terminal point. By that time the framework of modern education had been erected. It would be the work of the 20th century to build on this framework and shape it to the needs of the Nation which within a few decades would be called to world leadership. To meet this grave responsibility American education faces its greatest challenge in providing the trained leadership, the knowledge, and the skills upon which depends the security of the free world.

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## DISCUSSION OF SITES AND BUILDINGS RELATING TO EDUCATION

The historic theme of American education is one primarily of ideas, philosophies, and broad social and cultural change, unlike some of the themes of study in the National Survey in which important and germinal events can be clearly pinpointed and where outstanding individuals can be associated directly with a specific site or building. The present survey has made a beginning, but its principal value would seem to lie in the demonstration of the fact that much more remains to be done to cover in adequate depth and proportion the highly significant field of American education.

There are literally hundreds of important sites and buildings in the United States relating to the history of Education. In the time available for the present study it was not possible to visit and evaluate all of those which on initial documentary investigation appeared to have greatest significance in fulfilling the criteria of the National Survey of Historic Sites and Buildings. A review of the history of American education reveals those movements, experiments, broad developments, significant individuals and events which contributed to educational development. It has proven more difficult to locate and authenticate specific sites and buildings which relate directly and importantly to the overall picture of educational development. The present survey was not intended primarily to determine what is important in educational history - that information can be found in many competent histories. Rather the major objective of the survey was to find what historic landmarks remain to preserve a physical record

of the major aspects of American education.

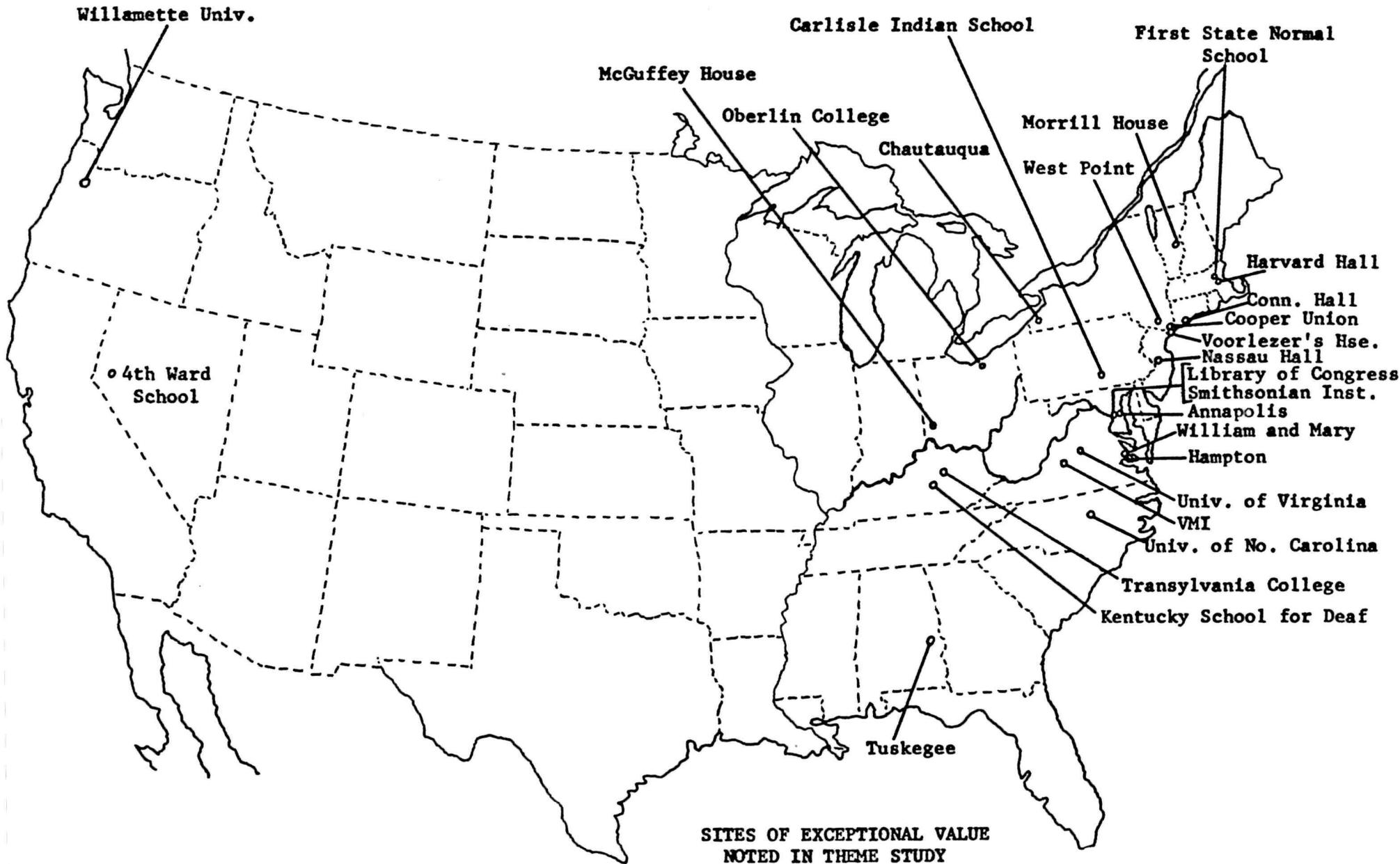
Many institutions which played a prominent role in the story of American education are no longer on their original sites or have, in the course of years, completely lost all trace of their origins and no longer possess the integrity required by the criteria of the National Survey. A number of these important institutions which do not qualify as historic landmarks are noted in the appendix of this report. As shown on the Survey map, all but two of the sites and buildings recommended by the Survey staff for classification of exceptional value are east of the Mississippi River. This is not a reflection on the importance of educational institutions and developments west of the river, but it does indicate the extent to which the roots of American education are to be found in the East. It was from the older states that the newer ones drew their settlement and their institutions - institutions changed to fit a newer land and social structure but remaining only extensions of what had been developed in the older society on the Atlantic seaboard. A general exception would be the great state universities which developed west of the Appalachians and these are noted further under "Recommendations for Additional Study" in this report.

The results of the present Survey were disappointing in regard to sites and buildings associated importantly with leading figures in the development of American education. Some buildings such as Massachusetts Hall or Yale's Connecticut Hall can, of course, be considered as historic landmarks not only of the great institutions

of which they are a part but landmarks as well of the great educators whose careers are interwoven with those institutions. Still it would be desirable and fitting that sites more specifically and intimately associated with the educational greats be identified. In this Survey, few such landmarks were found which meet the Survey's criteria of exceptional value.

Museums and libraries are unquestionably a part of the educational story, but the greatest of these institutions perform an even broader cultural function. It was considered desirable to note these institutions under the sub-themes of the arts and sciences, such as literature, painting, sculpture and science, which best characterize their collections and their functions.

The theme of Education is not well represented in the National Park Service - only two areas administered by the Service have some aspect of education as their major significance. These are Booker T. Washington National Monument in Virginia, and Whitman National Monument in Washington, concerned respectively with the education of the Negro and the Indian in the 19th century. Storer College at Harpers Ferry, West Virginia, was a school established for freedmen in 1865 and its grounds and surviving buildings are scheduled for addition to Harpers Ferry National Monument. Other areas within the National Park System have an incidental relationship to educational functions, sites and buildings, but education, as such, is not their specific or major significance.



TUSKEGEE INSTITUTE, ALABAMA

Location: Macon County, one mile west of Tuskegee near U. S. Highway 80.

Ownership-Administration: Private school.

Significance: Tuskegee Institute is perhaps the best-known Negro university in the United States, and a fitting memorial to the life work of the great Negro educator, Booker T. Washington.

Washington, an 1875 graduate of Hampton Institute, had returned to that institution in 1879 as a member of the faculty. In May, 1881, the principal of Hampton, Samuel C. Armstrong, received a letter from George W. Campbell, a white banker, and Lewis Adams, an ex-slave, both of Tuskegee. They wanted Armstrong to send a man to start a Negro normal and industrial institute, for which they had just received a charter from the Alabama legislature.

Armstrong chose Booker T. Washington for the job, and he assembled his first class in a small shanty in Tuskegee on July 4, 1881. Growth of the school was rapid, and in 1882 Washington contracted to buy an abandoned, 100-acre plantation nearby, which forms the nucleus of the present campus. In 1893, the school became a private institution with an independent board of trustees.

Though offering courses in a number of technical and professional fields, Tuskegee is most noted for its contributions in the field of agricultural research. Dr. George Washington Carver came to head the Agricultural Department in 1896, and until his death in 1943 he carried out numerous experiments in the field of scientific

farming. After his death, the George Washington Carver Foundation was established, operating functionally with the Agricultural Research and Experiment Station to carry out basic research in the natural sciences. Foundation research is directed toward the "demonstration of uses for agricultural resources in the interest of the economy of rural people, service to industry through the solution of specific problems, and the advancement of science through fundamental and applied research."

[Tuskegee Institute Bulletin, 1959-60, 1960-61 Catalog Issue, pp. 33-34.]

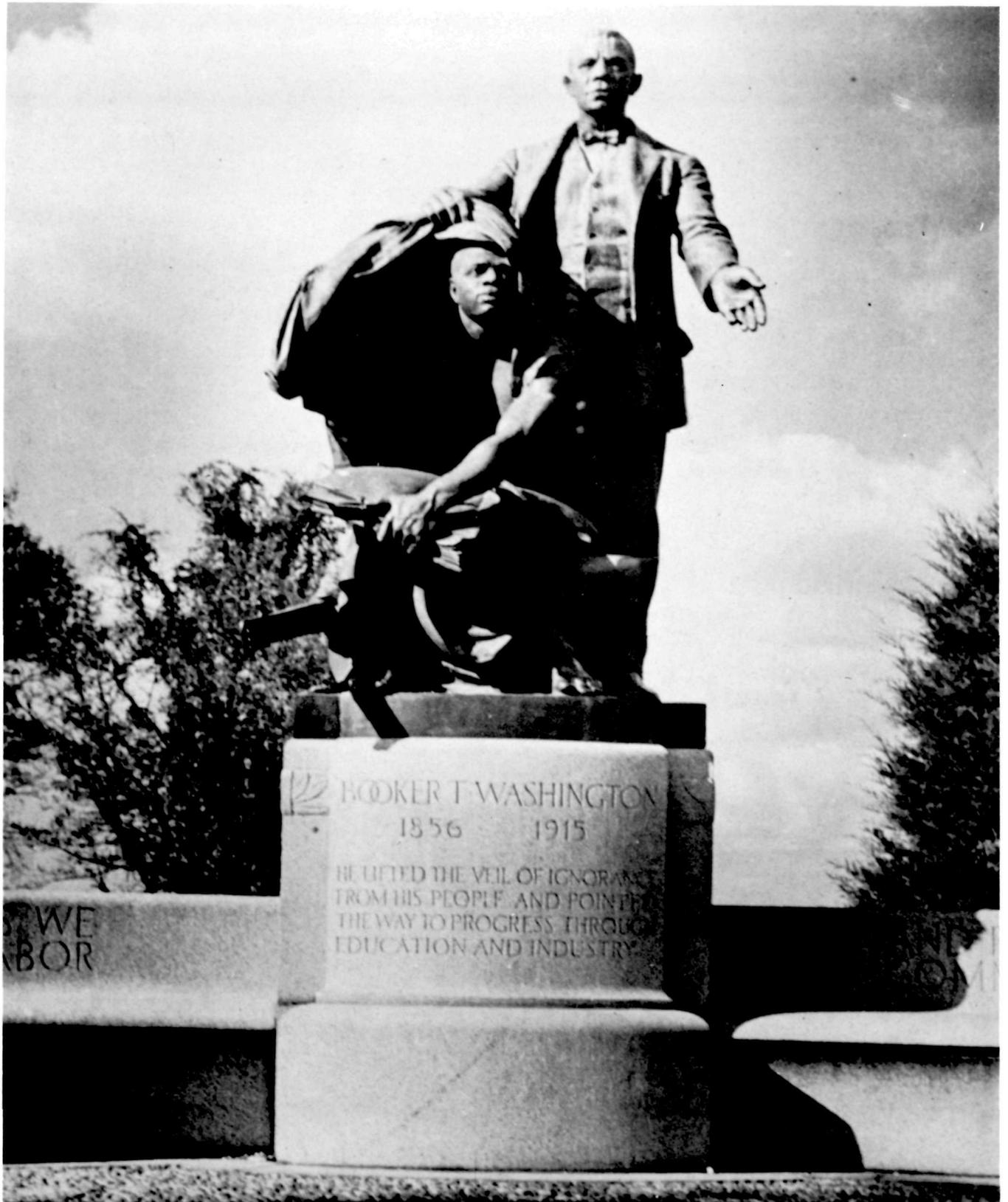
#### Features and Condition

Tuskegee is a dynamic institution. From an original enrollment of thirty, the student body has grown to more than 2,000; the endowment has increased from \$2,000,000 at the time of Washington's death in 1915 to nearly \$14,000,000; and the school is currently entering upon a 30-year development program.

Most of the existing buildings were constructed after 1900. The Institute Chapel, built in 1896 and formerly a showplace of the campus, was destroyed by fire in 1957. Points of special historic interest include The Oaks, Washington's home, which contains administrative offices and the founder's restored study; the Booker T. Washington Monument, a symbolic statue by Charles Keck; the graves of Washington and Carver; and the Carver Museum, with exhibits pertaining to the history of the school and the scientific experiments of Dr. Carver.

#### References

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TUSKEGEE INSTITUTE, Alabama - Statue of Booker T. Washington, the founder of Tuskegee, created by Charles Keck. The symbolism of the statue is explained by the inscription: "He lifted the veil of ignorance from his people and pointed the way to progress through education and industry."

National Park Service photograph

CONNECTICUT HALL AND OLD CAMPUS, YALE UNIVERSITY,  
NEW HAVEN, CONNECTICUT

Location: Connecticut Hall on Old Campus, bounded by High, Chapel, Elm, and Cottage Streets.

Ownership-Administration: Yale University.

Significance: Connecticut Hall (Old South Middle) was built in 1750-52 and is Yale's oldest surviving building. The Hall and the "Old Campus", original site of Yale College, constitute a memorable landmark in the history of American education.

On October 8, 1717, ground was broken for Yale College on a tract donated by the colony of New Haven. This site is now the corner of College and Chapel Streets where Bingham Hall stands. As the college expanded during its early years a row of brick Georgian buildings replaced earlier wooden structures. Connecticut Hall was the first of these to be erected and, of the original historic Brick Row, it alone remains within the square formed by the later buildings which enclose the Old Campus.

Connecticut Hall, as originally constructed, was a three-story building, but in the latter part of the 18th century a fourth story was added under the gambrel roof. Dormer windows were constructed at the same time. The Hall served as a dormitory for many years and among its occupants was young Nathan Hale. Later, the building provided administrative offices for Yale. The interior of the building was completely rebuilt and Connecticut Hall was rededicated on February 22, 1954.

Features and Condition

Connecticut Hall, its interior rebuilt, now houses a faculty

room, seminars, and freshman reading and refreshment rooms. The Old Campus and its buildings were given over to Yale freshmen in 1938. The area represents virtually every period of Yale's existence, from the 18th to the 20th centuries. Ivy covered walls and fine trees give the Old Campus charm and distinction. In front of Connecticut Hall is a statue of Nathan Hale, member of the class of 1773. On the west side of the campus is Yale's second oldest building, Dwight Hall, built in 1842. The middle section of this building, now Dwight Memorial Chapel, originally housed the university library. On the corner of Chapel and High Streets is Street Hall, built in 1866. Street was the original and present home of the School of Fine Arts, the first art school to be incorporated as part of a university. A number of other buildings, dating from the 1870's to the 1920's complete the Old Campus.

#### References

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## LIBRARY OF CONGRESS, DISTRICT OF COLUMBIA

Location: On East Capital Street in square bounded by that street and B Street, and 1st and 2nd Streets.

Ownership-Administration: The United States Government through the Congress of the United States.

Significance: Located on a 3 3/4 acres square this imposing structure was constructed to house the Library of Congress. A library was first established for the use of the Congressmen in 1800, but this modest collection was destroyed when the Capitol was burned during the War of 1812. The start toward a new library was then made by Thomas Jefferson's contribution of his personal library. So convinced was this great statesman that educated men were the key to good government that he sold his celebrated and highly prized collections to the Congress at cost. The present building was begun in 1886 under the direction of a private concern, but it was completed 11 years later under the direction of the Corps of Engineers of the United States Army. Today this building, and the more recent addition, houses one of the largest libraries in the world; containing more than 38 million volumes, it is rivaled only by the Biblioteque Nationale at Paris, The British Museum, and the Moscow Library in size, and is reputed to be the largest of these.

### Features and Condition

The white granite building, standing three stories over a basement and relieved by four corner pavilions, is a fine example of 16th century French Reaissance architecture. The massive building is

very heavily ornate outside and in, and is surmounted by an octagonal copper and gold paneled dome on which is a torch symbolizing the "Flame of Knowledge." On the exterior, the main facade is distinguished by a grand stairway in two parts flanking an ornate fountain, and a series of 8 pairs of Ionic columns.

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Hans Paul Caemmerer, Washington, The National Capitol (Washington, 1932); John C. Proctor, Washington, Past and Present (New York, 1930), Vol. I; Fremont Rider, Rider's Washington (New York, 1924).

SMITHSONIAN INSTITUTION, DISTRICT OF COLUMBIA

Location: The Mall between 7th and 12th Streets, N. W.

Ownership-Administration: Smithsonian Foundation as a ward of the United States Government.

Significance: The result of a curious whim of an Englishman, James Smithson, the Smithsonian Institution houses the most important group of collections for education in the sciences to be found in the United States. Mr. Smithson, who roamed the world as a devoted student of science, willed the fortune his father had left him to a nephew and from thence, should the latter have no issue, "to the United States of America, to found at Washington under the name of the Smithsonian Institution, an establishment for the increase and diffusion of knowledge among men." The nephew died without an heir in 1835, but it took Congress until 1846 to decide to accept the gift, and what to do with it once accepted. The original building, the Smithsonian Building, was begun in 1847 and completed in 1855 to contain a library, a gallery and a museum for the diffusion of knowledge. This was the first time that the United States Government accepted the responsibility for the use of money to construct buildings for this educational purpose. This building, and the additions-made since then, contain the largest collection of books and objects in the world pertaining to natural history, ethnology, paleontology, and geology of the United States, as well as objects of technical and scientific interest found in this and other countries.

### Features and Condition

The Smithsonian Building is a beautiful example of the Romantic turn in the mid-19th century to the pre-Gothic Norman style of architecture common in France in the late 12th century. The central part of the building was two stories high and the lateral wings were each one story high. Built of Seneca Sandstone the building remains unchanged except for the eastern wing which has been raised to a height of four stories. The building is distinctively marked by several unusual towers.

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THE KENTUCKY SCHOOL FOR THE DEAF,  
DANVILLE, KENTUCKY

Location: South Third Street.

Ownership-Administration: Commonwealth of Kentucky;  
administered by the State Board of Education.

Significance: Established in 1823, The Kentucky School for the Deaf was the first such institution in the United States to be publicly supported. Education of the deaf began in this country on April 15, 1817, when Thomas Hopkins Gallaudet opened the American Asylum at Hartford, Connecticut. Gallaudet's institution was privately financed, as were similar schools opened in New York in 1818 and in Philadelphia in 1820.

The act establishing the Kentucky school was passed on December 7, 1822, and the school was set up in a frame building in downtown Danville the following month. The first students entered in April, 1823, and enrollment reached 17 by the end of the year.

On January 28, 1826, the school was moved to its present site, occupying a two-story brick building already standing on the 10-acre tract. The first building constructed specifically for school purposes was begun in 1835.

Features and Condition

At present, the institution consists of some 10 major buildings on a campus of some 230 acres. The oldest surviving structures are the Old Chapel Building (1852) and Jacobs Hall, a girls' dormitory (1837), which served as the main building until 1882. The chapel, a plain classic structure, is in a dilapidated

condition and is scheduled for demolition in the near future. Present enrollment is about 340 students.

#### References

Charles P. Fosdick, A Centennial History of the Kentucky School for the Deaf, Danville, Kentucky, 1823-1923 (Office of the Kentucky Standard, n. d.); Ellwood P. Cubberley, Public Education in the United States (Rev. ed., Boston, 1934).



KENTUCKY SCHOOL FOR THE DEAF, Danville - Jacobs Hall, the oldest building still in use, which was completed in 1857.

April 27, 1960

National Park Service photograph

TRANSYLVANIA COLLEGE, LEXINGTON, KENTUCKY

Location: West Third Street between Upper Street and Broadway.

Ownership-Administration: Private corporation.

Significance: One of the first institutions of higher learning west of the Appalachians, Transylvania at the height of its influence was a rival to Harvard and Yale and held a preeminent position in the cultural life of the Old West.

Established near Danville in 1785 as Transylvania Seminary, the college was moved to Lexington four years later. In 1798, it was established in a building in what is now Gratz Park, adjoining the present campus. After the destruction of the central college building by fire in 1829, a new building, designed by Gideon Shryock and known as Morrison College, was erected on high ground in the center of the present campus.

Henry Clay was a professor of law at Transylvania from 1805 to 1807 and served as a trustee thereafter until his death in 1852. The institution achieved its greatest eminence during the presidency of the distinguished Unitarian minister, Horace Holley, from 1818 to 1827. The law and medical schools became nationally known, and enrollment of the college was second in the United States only to that of Yale. The faculty included such distinguished men as Samuel Brown, who introduced vaccination in America; Charles Caldwell, who brought to the school an outstanding medical library and a valued selection of scientific apparatus; Benjamin W. Dudley, the most eminent

surgeon in the Mississippi Valley at that time; Daniel Drake, who was then the most distinguished medical professor in the West; Fred W. Ridgely, the first man to deliver medical lectures west of the mountains; and Constantine Rafinesque, a man deemed by many to be the most eminent scientist in America. After Holley's forced resignation in 1827, the school fell upon evil days, climaxed by its closing during the Civil War. In 1865 it was combined with Kentucky University and continued to operate under that name until 1908, when its original name was re-adopted.

#### Features and Condition

At present, Transylvania is a liberal arts college with a student body of about 400. The physical plant comprises nine major buildings, of which Morrison College is the central and the only one remaining from the early period of the school's eminence.

#### References

Irvin E. Lunger, Transylvania College: Its History and Its Future (Lexington, 1958); Robert Peter, Transylvania University (1896).



TRANSYLVANIA COLLEGE, Lexington, Kentucky - A view of the entrance facade of Morrison College, the administrative center of Transylvania. Designed and erected under the supervision of Gideon Shryock, Morrison College was completed in 1833 and is the oldest building on the campus.

April 26, 1960

National Park Service photograph

U. S. NAVAL ACADEMY, ANNAPOLIS, MARYLAND  
(Also to be classified under Theme XIII,  
Political and Military Affairs, 1830-  
1860)

Location: West site of Severn River, main entrance at Maryland Avenue and Hanover Street.

Ownership-Administration: U. S. Government, Navy Department.

Significance: The Naval Academy at Annapolis has produced the top-ranking career officers who in peace and war have commanded the U. S. Navy for more than a century. At once a college, a technical, and a vocational school, Annapolis, like the senior service school at West Point, has played a significant role in American education and military affairs.

The Naval Academy was established in 1845 at the Army's former Fort Severn. Known first as the Naval School, the institution was created by Secretary of the Navy George Bancroft, better known as an educator and historian. In 1850 the name was changed to the United States Naval Academy, and in the following year a four-year consecutive course of study was inaugurated, with summer cruises to give practical experience to young midshipmen. Previously, the course was five years, all but the first and last of which were spent aboard ship.

Its proximity to the scene of conflict in the Civil War necessitated the removal of the Academy in 1861. Equipment, records and personnel of the school were embarked on the schoolship Constitution and taken to Newport, Rhode Island, to remain there until

the end of hostilities in 1865. During the war, the Academy served as a military hospital and encampment. After the war, with Admiral David D. Porter as Superintendent, the school embarked on the more advanced curriculum. From 1873 to 1912 the academic course was six years, the last two of which were spent at sea. In 1912 the four-year course was reinstated. After a generation of relative obscurity, the Navy and its Academy won new recognition following the war with Spain in 1898. Since that time, the value of the Academy has been proven in the success of American leadership on, above and below the sea in two World Wars, the Korean action and in intervals of uneasy peace.

#### Features and Condition

Most of the Academy's buildings, designed by the architect Ernest Flagg of New York, are in late French renaissance style. Beginning in 1899, the Naval Academy was almost completely rebuilt and only a few of its earlier structures survive. The two oldest buildings flank the Maryland Avenue gate and are the Waiting Room, 1876, and the Guard House, 1881. The center of activity at the Academy is Bancroft Hall, the tremendous dormitory which houses all of the nearly 4,000 midshipmen. The building also contains tailor, cobbler and barber shops, mess hall, store, post office, medical services, etc. In Bancroft's Memorial Hall is displayed Perry's flag at the Battle of Lake Erie on which appears the immortal command "DON'T GIVE UP THE SHIP." The Academy's Museum, a short distance inside Gate 3, contains a priceless collection of naval relics, and

a number of memorials and monuments on the grounds recall the Navy's traditions and achievements. In all, the Academy grounds contain approximately 245 acres on which there are more than 200 major buildings. The grounds are open to the public daily from 9:00 a. m. to 7:00 p. m. although most buildings are closed to visitors at 5:00 p. m.

#### References

"A Guide to the U. S. Naval Academy, Annapolis, Maryland";  
W. E. Puleston, Annapolis; Gangway to the Quarterdeck (New York, 1942).

FIRST STATE NORMAL SCHOOL, LEXINGTON, MASSACHUSETTS

Location: Bedford and Elm Streets, at northeast corner of Lexington Green.

Ownership-Administration: Masonic Lodge, Lexington, Massachusetts.

Significance: From 1839 to 1844, this building adjacent to historic Lexington Green was the Lexington Normal School, the first state supported institution for the training of teachers. The structure is closely related to Horace Mann and other prominent educators who played a major role in the establishment of the Normal School. Mann was the first Secretary of the Massachusetts School Board and a member of the Board of Examiners which met at the Normal School to interview and pass on candidates for admission.

As early as 1785, a private institution for the education of teachers had been established in North Carolina and in the first quarter of the 19th century there was increasing demand for public support of normal schools. In Massachusetts, always in the forefront of educational progress, the public appeal for teachers' schools issued by James G. Carter attracted wide attention and, by 1836, state supported normal schools had become a major issue in the State. Carter, now in the State Legislature, and the brilliant educational reformer Horace Mann, sponsored the legislation setting up the first State Board of Education. Carter was one of the Board's first members and Mann was named its first secretary. These two put through the legislature an appropriation of \$10,000, matching a similar amount offered by Edward

Dwight of Boston to establish a state school for teachers. On July 3, 1839, the first state supported normal school in the United States was opened in Lexington in a building offered rent free for three years by the town. On this auspicious occasion, three timid young women appeared to take the entrance examination, and a number of other candidates arrived on succeeding days. From this humble beginning emerged the state normal school system which would have a profound effect not only in Massachusetts but in other states as well. The school at Lexington was followed in a few months by another at Barre and in September, 1840, by a third in Bridgewater, Massachusetts.

It should be noted that for several years the responsibility for the normal schools was not entirely the State's. For a time, private donations contributed largely to their maintenance. In 1845, the State Board of Education changed the name of the institutions from "Normal Schools" to "State Normal Schools" making them wholly a part of the state-supported school system.

In 1844 the school at Lexington had outgrown its accommodation and the town was unwilling to grant more funds for expansion. Accordingly, in that year the institution moved to West Newton. The first normal school building in Lexington then became a boarding and day school. Later it was used as a tenement house and grocery store. The building is now a Masonic lodge hall.

#### Features and Condition

Despite the various alterations it has undergone, the building retains its original lines and dimensions. The exterior changes have

been superficial ones. The original cupola and shingle belt course have been removed and a wing added at the rear of the building. The interior has been altered considerably over the years to meet the varying requirements of its successive occupants. The structure is maintained in excellent condition.

#### References

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The First State Normal School, Lexington, Massachusetts.

National Park Service photograph, 1960

MASSACHUSETTS HALL, CAMBRIDGE, MASSACHUSETTS  
(Also classified under Theme IX, Development  
of the English Colonies, 1700-1775.)

Location: Harvard University.

Ownership-Administration: Harvard University.

Significance: Massachusetts Hall, erected in 1718-1720, is the oldest surviving building of America's first institution for higher learning and one of the world's great universities.

Harvard College was established in 1636 although it did not receive its name and begin its active existence until two years later. While the founding and early years of the college belong to the 17th century, Massachusetts Hall, built in the early years of the 18th century, notably exemplifies the striving for intellectual development and the first groping toward educational liberalism in the century which saw the colonies become the United States of America. The college was intended primarily to supply clergymen for the colonies but its graduates entered all walks of colonial life. Its liberal arts course was patterned on that of Oxford and Cambridge and both of those institutions recognized Harvard degrees. The college was the site of the first laboratory for experimental physics prior to the Revolution and it developed a strong curriculum in mathematics and physical sciences. While most of its students in the 18th century were from New England, the college rolls showed a scattering of young men from the other colonies, Bermuda and the West Indies.

Features and Condition

Massachusetts Hall was designed by Harvard President John

Leverett and Benjamin Wadsworth. Originally it was a dormitory containing 32 chambers and a small private study for the 64 students which it was designed to house. During the siege of Boston 640 British soldiers were quartered in the Hall until the evacuation of Boston. Much of the building's interior woodwork and hardware, including brass door knobs, disappeared at this time. The building is three stories high with a fourth story under the broad gambrel roof. "The walls are plainly treated, marked only by brick belt courses between stories; the brick masonry is laid in English bond below the water table and in Flemish bond above, except at the ends where there is a mixture of English and common bonds. The simple mass and heavy woodwork of the windows give a very satisfactory effect of solidity, and it is this effect - an early Georgian simplicity and weight - which has been sought (not always successfully) in the recent buildings of Harvard."\*Massachusetts Hall now houses administrative offices for the university, and is maintained in good condition.

#### References

Edwin W. Small, Sites Survey card, August 17, 1956; Hugh Morrison, Early American Architecture (New York, 1952); Samuel E. Morison, Three Centuries of Harvard, 1638-1936 (Cambridge, 1936).

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\*. Hugh Morrison, Early American Architecture (New York, 1952), 463.



Massachusetts Hall, Harvard University, Cambridge, Massachusetts. Massachusetts Hall is the oldest surviving building of America's first institution for higher learning.

National Park Service photograph, 1958

NASSAU HALL, PRINCETON, NEW JERSEY  
(Also classified under Theme IX,  
Development of the English Colonies,  
1700-1775.)

Location: Princeton University.

Ownership-Administration: Princeton University.

Significance: Nassau Hall was the first permanent building of Princeton University, founded in 1746 as the College of New Jersey. As an outstanding example of the growth of educational facilities in the colonies and as the principal edifice of an institution which has played a major role in the cultural growth of the Nation, Nassau Hall is a notable historical landmark.

Although established by Presbyterian churchmen, the college was not intended solely for the education of clergymen, and the founders emphasized that freedom of religious sentiment was a principle to be observed at the new institution. In 1752 the college was established at Princeton and two years later ground was broken for the college building. In the fall of 1756 seventy undergraduates moved into Nassau Hall, named to honor the memory of King William III of the House of Nassau. For almost a half-century thereafter, Nassau Hall was the college - providing dormitory, dining room, chapel and classroom facilities.

During the Revolution, Nassau Hall was a barracks and hospital for both American and British troops. The Hall was the scene of the last stand by the British in the battle of Princeton. From June to November, 1783, the Continental Congress convened in

Nassau Hall, receiving there the news of the signing of the treaty ending the Revolutionary War. Here also was received the first Minister accredited to the new Nation. In the course of its history, the Hall has been visited by scores of distinguished public figures including Washington, Jefferson, Madison, Lafayette, the Adamses and virtually every President of the United States.

#### Features and Condition

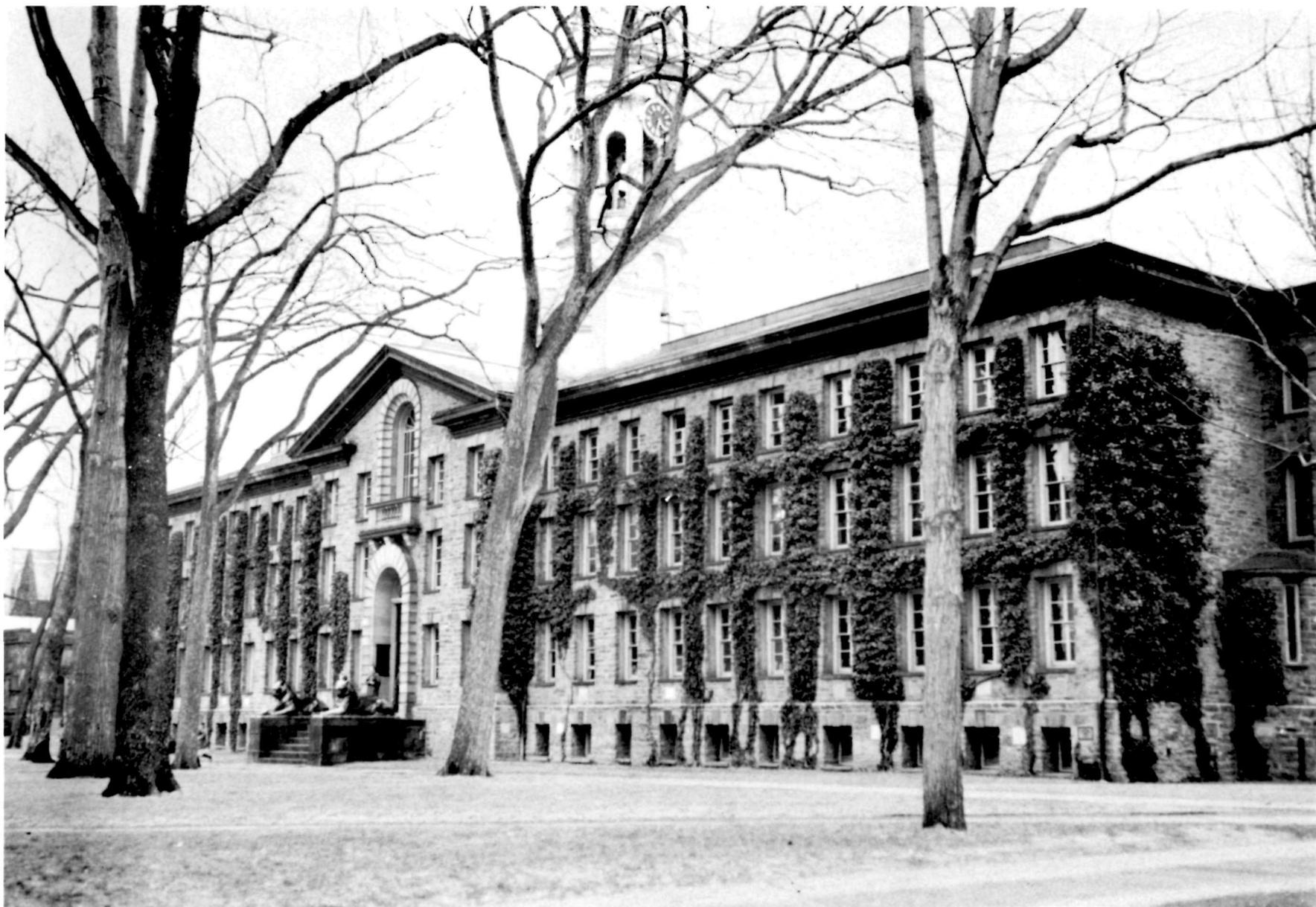
The building was designed by Robert Smith and Dr. William Shippen of the Carpenters Company of Philadelphia. "The facade, 170 feet in length, was broken by a central pavilion topped by a pediment, and three doors led to corridors separating the various classrooms and offices. Walls were built of brownstone dug from a nearby quarry and were left unadorned except for the quoined and corniced entrances and the keyed flat-arch lintels of the windows on the first two stories. A low-pitched hipped roof, crowned by a cupola and many chimneys, covered the dominantly horizontal mass. Simple, solid, and reposeful, it was an impressive building and seems to have set the pattern for later college buildings such as Harvard's Hollis Hall (1762-3), University Hall at Brown (1770-71), and Dartmouth Hall (1784-91). Nassau Hall suffered some damage during the Battle of Princeton, and again in fires of 1802 and 1855. After the latter, the building was remodeled and its fine horizontal lines destroyed by an excessively lofty cupola."\*

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\* Hugh Morrison, Early American Architecture (New York, 1952), 555-56.

### References

Historic American Buildings Survey (2 photographs, 1936);  
Hugh Morrison, Early American Architecture (New York, 1952); Princeton  
University Department of Public Information, "Facts About Princeton,"  
1957-58.



Nassau Hall, Princeton University, Princeton, New Jersey. Nassau Hall was Princeton's first building and housed the entire college for nearly fifty years.

National Park Service photograph, 1958

CHAUTAUQUA INSTITUTION, CHAUTAUQUA, NEW YORK

Location: Chautauqua County, south shore of Lake Chautauqua on State route 17J.

Ownership-Administration: Chautauqua Institution, administered by Board of Trustees.

Significance: Chautauqua - the place and the idea - opened the eyes and minds of millions to the world of arts, sciences, and the humanities which lay beyond the borders of home town America in the 19th century. The Institution, and the local branches which it stimulated, spurred adult education throughout the Nation, pioneered new educational techniques and refined many of the old ones. In an era when media of mass communication were few, Chautauqua molded the cultural outlook of generations of Americans. Although claiming little credit for the tent or circuit Chautauqua which borrowed its name, the original and still vigorous institution on the shores of Lake Chautauqua is a living embodiment of the movement which gave a new dimension to popular education.

Chautauqua was founded as a Sunday School Normal Assembly in August, 1874, and made its first home at the site called Fair Point on Lake Chautauqua's south shore. Its founders were John Heyl Vincent, Secretary of the Methodist Sunday School Union and later Bishop of the Methodist Church, and Lewis Miller, wealthy industrialist and inventor. Although religious in origin, the institution became increasingly secular to serve a generation familiar with the scientific and literary programs of the earlier Lyceum movement. To reach adults

denied higher education, correspondence schools were inaugurated. Public school teachers were offered summer courses in arts, science and the humanities, and lecturers were sent out to supplement the work of the Institution's publishing house. Thousands of summer visitors came to the rapidly growing summer community on Lake Chautauqua and, in the late 1800's and early 1900's, millions attended the week-long tent Chautauquas which patterned their programs after the parent institution. On the circuit went musicians, political leaders, literary figures, world travelers and reformers. If the exposure to "culture" was superficial, it was better than nothing and brought to out-of-the-way communities a treasured contact with truth and beauty. The auto, radio and movies spelled the doom of the circuit in the 1920's, but the original Institution lives on more active than ever, attracting its fifth generation of Chautauquans.

#### Features and Condition

Chautauqua is a seasonal community attracting more than 50,000 persons each summer. Among these are students, artists, musicians, actors, writers, and vacationing individuals and family groups seeking learning and leisure in one pleasant package. The Institution offers college extension courses, symphony concerts, operas, plays and lectures, in addition to its outdoor recreational program. Despite its educational objectives, the resort air at Chautauqua is enhanced by handsome plazas and parks overlooking the lake shore. There are imposing instruction halls and auditoriums, club houses, dormitories, summer houses and public service facilities extending for one-half mile along the lake front.

A number of historic landmarks of Chautauqua's earliest period still survive. The Lewis Miller Cottage, erected in 1875 in time for a visit from President Ulysses S. Grant, was the Chautauqua home of Lewis Miller, co-founder of the Institution. The house was remodeled in 1922 by Mrs. Thomas A. Edison, a daughter of Lewis Miller. The cottage overlooks the site of the original Chautauqua amphitheater in Miller Park. The Athenaeum Hotel was built in 1881-83 and was the "prestige" hotel of Chautauqua. The large ballroom-dining room is still used for receptions and teas for honored guests. In 1924 a 48-room annex was added and the upper floors of the main building have been modernized, but the main floor remains unchanged. The exterior of the building, including its large veranda, is unaltered. Pioneer Hall, built in 1885, was the meeting place for the Chautauqua Literary and Scientific Circle, Class of 1882, for many years. The Circle, established in 1878, has been called the first book club in America. In 1959 the officers of the C. L. S. C. instituted an annual open house in the Hall for displaying Chautauqua relics. The original house is unchanged. The Octagon House also was built in 1885, by Pittsburgh members of the C. L. C. S. It is presently used as a writer's workshop. The Octagon House is adjacent to Pioneer Hall and is equally unaltered. By an act of the New York Legislature in 1877, the name of Fair Point was changed to "Chautauqua" and on this, the original site from which the Institution developed, is the Miller Bell Tower.

### References

Victoria Case and Robert O. Case, We Called It Culture: The Story of Chautauqua (New York, 1948); June Kirkpatrick and Rebecca Richmond, "The Chautauqua Jubilee Sketch Book," and "Invitation to Chautauqua," pamphlets published by Chautauqua Institution; Rebecca Richmond, Chautauqua: An American Place (New York, 1943).



The Lewis Miller Cottage was the home of Chautauqua Institution's co-founder.

Photograph by Josephine U. Herrick  
Courtesy of Chautauqua Institution



The Athenaeum Hotel, built in 1881 by Lewis Miller, is one of Chautauqua Institution's best known landmarks.

Photograph by Josephine U. Herrick  
Courtesy of Chautauqua Institution



The Octagon House, built in 1885, has been familiar to generations of Chautauquans.

Photograph by Josephine U. Herrick  
Courtesy of Chautauqua Institution

COOPER UNION, NEW YORK CITY, NEW YORK

Location: Cooper Square, 7th Street and Fourth Avenue.

Ownership-Administration: Cooper Union, Cooper Square,  
New York 3, N. Y.

Significance: The fulfillment, in 1859, of Peter Cooper's dream of a free school to "improve and elevate the working classes of the City of New York," was the most significant and successful pioneer effort in private support of free public education. In addition to its role as an educational center for more than a century, Cooper Union has served as a forum for issues which have loomed large in the history of the last hundred years. The Foundation building itself is an architectural monument of the first order. All of these distinctions combine to make Cooper Union one of the Nation's supreme cultural landmarks.

Peter Cooper, born on February 12, 1791, was a self-made man in the best American tradition. With a year's formal schooling behind him he rose from coach builder's apprentice to become one of the Nation's foremost industrialists. As early as 1839 Cooper began buying land for the free school he was determined to build and on November 2, 1859, the Institution was opened. During the day it served as the School of Design for Females, and offered evening courses in mathematics, mechanical arts, science and music. The auditorium, or Great Hall, the largest in New York in the mid-1860's, was the scene of significant mass meetings and public addresses, including

Abraham Lincoln's "Cooper Union Speech" of February 27, 1860, which proved to be a major influence in Lincoln's nomination for the presidency. Over the years the hall has served not only as a place of assembly for free lectures sponsored by Cooper Union, but as a public hall for meetings of every description. The original endowment by Peter Cooper has been augmented by subsequent gifts from the Cooper family and from some of the Nation's outstanding philanthropists, among them Andrew Carnegie and H. H. Rogers.

The weight of the brownstone Foundation building is borne by wrought iron beams, used by Cooper on a scale never before attempted. On Cooper's order, beams 20 feet long and seven inches deep were produced in 1853. Others saw the value of using the great iron supports, and several buildings were constructed with the type of beams created in answer to Cooper's need, even before Cooper Union was completed.

#### Features and Condition

The Union's objectives have been modified with the demands of the times and, today, it offers the best possible professional education without cost to a few selected scholars rather than modest courses of practical instruction on a mass basis. However, it has retained a number of its popular educational facilities including the museum, library and adult education program of lectures and short evening courses. From 60,000 to 75,000 persons attend the adult education courses and lectures annually. The library was New York's first public reading room and, with more than 100,000 volumes, remains

a popular public facility. Other buildings have been or will be constructed to meet expanding need but the familiar Foundation building remains the heart of Cooper Union.

#### References

Edwin S. Burdell, "A Symbol in Brownstone," pamphlet reprinted from the Cooper Union Alumni News, Vol. 17, No. 2, February 1953", mimeograph release from Frank Culver, Public Relations, Cooper Union; Peter Lyon, "Peter Cooper, The Honest Man," American Heritage, vol. 10, No. 2; Allan Nevins, Abram S. Hewitt; With Some Account of Peter Cooper (New York, 1935).



Cooper Union, founded in New York City 1859, was a pioneer effort in adult education

Courtesy of the Cooper Union Foundation

UNITED STATES MILITARY ACADEMY, WEST POINT, NEW YORK  
(Also classified under Theme XII, Political and Military  
Affairs, 1783-1830)

Location: Orange County, on Hudson River, off U. S. Route  
9W and State 218.

Ownership-Administration: United States Government,  
Department of the Army.

Significance: The United States Military Academy was es-  
tablished by Act of Congress on March 16, 1802, and was formally  
opened on the following July Fourth. In existence continuously since  
that date, the Academy has trained the officers who in peace and war  
have developed and commanded the Regular Army establishment of the  
United States. Troops have been stationed at West Point since January  
1778, making it the oldest permanently occupied military post in the  
country.

As early as 1776, General Henry Knox had proposed the  
establishment of a school of instruction for Army officers, and  
Washington and Alexander Hamilton lent their support to the program.  
When Congress, in 1783, asked Washington for his views on the organiza-  
tion and maintenance of the Nation's peacetime forces, the former  
Commander in Chief sought the advice of the officers who had served  
under him in the late war. Among these was the able drillmaster  
Baron von Steuben, who recommended the establishment of an academy  
where cadets would receive a liberal education, supplemented by  
specialized instruction for artillerists and engineers. Taking note  
of the views of von Steuben and others, Washington recommended among  
other things a small standing army and one or more academies for  
military instruction. The weak central government under the

Confederation could do little to implement any of Washington's suggestions, and rejected the academy proposal as not worth the expense.

In 1790 the land on which the West Point forts stood was purchased from its private owner to save the annual rental of \$437, and in the early period of Washington's administration the question of a military academy at West Point was considered by the President and his cabinet. Secretary of State Jefferson doubted the constitutionality of a government military school and when the question was taken to Congress, the matter was allowed to die.

As the foreign situation grew more menacing there was an increasing demand for adequate seacoast defense, and for trained native artillerists and engineers. At last, in 1794, a regiment for this purpose was organized and a school to train its personnel was established at West Point. The school, as finally organized, furnished rudimentary training in artillery practice and engineering, with von Steuben's Regulations as the principal manual of instruction. Officers and cadets at first were required to attend daily training class sessions, but these were discontinued when the "instruction room" burned, a few weeks after the daily lessons were initiated. That was the end of West Point's first attempt at "formal" education, although the regiment of engineers and artillerists continued to garrison the post.

Despite this and subsequent failures to develop a school of instruction to train Army officers, the need for a military academy

was widely recognized. The proposal now found a staunch supporter in the newly-elected President Thomas Jefferson, who earlier had opposed it. Jefferson recognized the need for adequate defense and directed his Secretary of War to establish a school of instruction at West Point. Late in 1801 cadets began to arrive, but there were few qualifications for attendance and the first class was a strangely-assorted group, running from mere boys to married men. By the Act of March 16, 1802, Congress formally recognized the United States Military Academy. The Act created a Corps of Engineers separate from the artillery, ordering that the Corps' personnel would be stationed at West Point for the purpose of forming a "military academy."

Equipment and good instructors were difficult to obtain and were of a low order in the Academy's early days. Then, in 1817, Major Sylvanus Thayer, a graduate of the West Point class of 1808, was named Superintendent and a new era opened for the Academy. Thayer had been sent to Europe to observe military schools and his reorganization of the Academy was so effective that the pattern of instruction and discipline then established has prevailed down to the present.

#### Features and Condition

The Military Academy reservation is open to visitors throughout the year, although many buildings and areas are closed to the public. An information center is located at the South (Thayer) Gate, and the West Point museum is open all year. At Trophy Point is the West Point Battle Monument, around which are displayed numerous relics, mostly artillery, of America's wars. Among the major monuments and memorials

on the reservation are the Air Cadet Memorial, the Dade Monument, the Sedgwick Monument, the Battle Monument with names of the 2,240 officers and men of the Regular Army who died in the Civil War, the Washington Monument, the Kosciuszko Monument, the Patton Monument and the Thayer Monument. The Cadet Chapel, erected in 1910, is famed as a faithful representation of Gothic architecture in the United States. The U. S. Hotel Thayer, just inside the South Gate, provides guest accommodations for overnight visitors. In addition to the buildings and grounds of the Academy, the sites of the Revolutionary War Forts Putnam and Clinton may be visited, as well as the site of Fort Constitution on Constitution Island in the Hudson River opposite West Point.

#### References

Kendall Banning, West Point Today (New York, 1957); E. S. Holden, The Centennial of the United States Military Academy at West Point, New York, 2 vols. (Washington, 1904); "Information for Visitors to West Point" (Guide Leaflet, Department of the Army, n.p., n.d.); James Ripley Jacobs, The Beginning of the U. S. Army, 1783-1812 (Princeton, 1947); E. D. J. Waugh, West Point: The Story of the United States Military Academy ... (New York, 1944).

THE VOORLEZER'S HOUSE, STATEN ISLAND, NEW YORK

Location: Arthur Kill Road opposite Center Street, Richmond

Ownership-Administration: Staten Island Historical Society,  
Richmondtown, Staten Island 6, New York.

Significance: The Voorlezer's House, built before 1696, is the oldest known elementary school building in the United States and one of the most important surviving relics of 17th century Dutch settlement in New York. The earliest documented reference to the Voorlezer's House is dated 1696. The date of the patent on which the house stands is 1680 and it is assumed that the house was erected some time between those dates.

The structure was designed by the thrifty Dutch to serve three purposes. It was the home of the Voorlezer - the layman chosen by his fellow settlers to teach school and conduct church services - and served as church and school as well. The Voorlezer usually acted as community clerk, a business which he conducted in his residence. On Sunday, the Voorlezer - "a person who reads aloud" - conducted simple church services, reading scripture and leading the congregation in song, in lieu of a minister whom few communities could afford to support. On weekdays the Voorlezer held school for the children of the community, instructing them in the fundamentals of reading, writing and arithmetic. The Voorlezer's house is the oldest survivor of the once thriving village of Coccles Town, as Richmond was known before the Revolution. Its location at the junction of roads from the south, east and west, and its position at the head of navigation on the Fresh

Kill or river, led to the settlement of the town. By the time of the Revolution it was the county's center and leading village.

#### Features and Condition

The house is a two-story clapboarded building. It is two feet higher in front than in the rear, giving the roof an unequal pitch. The foundation walls are two feet thick of rough undressed field stone laid up in mud and mortar. All timbers are of oak or white wood, cut in nearby forests and hewn to size with a broadax. A massive stone and brick chimney is located at the northeast end of the house. Around 1800 the present staircases were substituted for the straight, ladder-like stairs believed to have been used originally. The first floor contains a small room used as living quarters and a large room for church services. The second floor has a small bedchamber and a large room believed to be the one used for the school. Evidence that this room was designed to accommodate a large number of persons is the extra set of floor beams, designed to support the extra weight. The floors in the house are of white pine boards, 14 to 16 inches wide. Windows and doors have been replaced but have retained the low and wide proportions of the originals.

How long the house remained in use as a school is not known. The building passed through several hands, remaining in the possession of one family for more than 150 years. It was well maintained for many years, but, by 1936, had fallen into disrepair and was threatened with demolition. Happily, a member of the Staten Island Historical Society

purchased the building and gave it to the organization. The building is open by appointment with the custodian on the premises.

#### References

"The Story of the Voorlezer's House," pamphlet published by the Staten Island Historical Society (n.p., 1956); Loring McMillen, "The Voorlezer's House," The Staten Island Historian vol. 1, January, 1938; "The Voorlezer's House Saved," The Staten Island Historian, vol. 2, II, January, 1939.



Voorlezer's House, Staten Island, New York

Courtesy of the Staten Island Historical Society

WILLIAM H. MCGUFFEY HOUSE, OXFORD, OHIO

Location: Corner of Oak and Spring Streets.

Ownership-Administration: Miami University, Oxford, Ohio.

Administered by Director, McGuffey Museum.

Significance: This house was the residence of William H. McGuffey from 1833 to 1836, during which time he compiled his famous First, Second and Third Readers. These and subsequent McGuffey texts, running eventually to the remarkable total of 122 million copies, reached generations of young Americans and were a major cultural and educational influence in the life of 19th-century America.

William Holmes McGuffey was born in Washington County, Pennsylvania on September 23, 1800. Two years later, the family moved to Ohio's Western Reserve. McGuffey attended a number of schools and academies and at 14 taught his first school. In 1826 he graduated with honors from Washington College and in the fall of that year took the post of professor languages at Miami University in Oxford. Two years later the young professor and his bride of a year bought a four-acre tract on Spring Street, opposite the Miami campus. The family lived in a small frame house on the lot for about five years. Later, McGuffey built a new brick house of six rooms in front of the old house and the family moved into the new home in 1833. In this new house McGuffey wrote and compiled his First, Second and Third Readers, made up of his own writings, clippings from periodicals, and selections from standard English and American lieterary works.

McGuffey left Miami in 1836, serving in administrative and faculty capacities at several colleges and universities, including Ohio University. In 1845 he took the position of Professor of Moral Philosophy and Political Economy at the University of Virginia, and remained at Charlottesville until his death in 1873. Although he had proved his abilities in the classroom and pulpit, McGuffey is best remembered for the series of readers with which he touched the minds of millions and helped in great measure to mold the American spirit of the last half of the 19th century.

#### Features and Condition

The McGuffey House is, today, a repository of the famous Readers and other early text books. Among the memorabilia preserved in the house, now the McGuffey Museum, is the octagonal table upon which the Readers were compiled and the lectern used by McGuffey at Miami. Subsequent to McGuffey's occupancy, the house passed through several hands until in 1958 it was purchased by Miami from the widow of a Vice President and Treasurer of the University. The house has been restored with a bequest of a member of the University Library staff. A west wing was added to the house around 1860, and some alteration has taken place over the years. This alteration has not damaged the basic integrity of the house as a landmark in the life of McGuffey. The McGuffey Library, the dining room, family bedrooms, and stairway are original. On the second floor is the office of the Director of the Museum. The office also serves as a research center for the study of Southwestern Ohio. The house was first opened to the public in the summer of 1960.

### References

H. C. Minnich, William Holmes McGuffey and His Readers (New York, 1936); Letter from Mrs. George Benzing, Jr., Hamilton, Ohio, to National Park Service, Region Five Office, Philadelphia, Pennsylvania, dated April 18, 1960; William E. Smith, "The McGuffey Museum of Miami University," pamphlet (n.p., n.d.).

OBERLIN COLLEGE, OBERLIN, OHIO

Location: Lorain County, on State route 58.

Ownership-Administration: Oberlin College.

Significance: The matriculation of four young women at Oberlin in September, 1837, marked the beginning of college education for women and the beginning of co-education on the collegiate level. In the 19th century, Oberlin was in the forefront of social reform, and was one of the first colleges to admit Negro students.

Oberlin Collegiate Institute opened on December 3, 1833, offering two departments, the academic and the primary, both below the college level. In the following February the institution was granted a charter by the Ohio Legislature. A week later the first "Circular of the Institute" specified among the objectives of Oberlin the extension of educational benefits to both sexes. In October, 1834, two new departments were opened - the collegiate department for men only and the female department. The latter did not offer instruction at the collegiate level but corresponded to ladies' seminaries in the East. The opening of the female department was an innovation in the education of women in that it was the first female seminary established as part of a collegiate institution. A short time later some of the students of the female department were permitted to attend classes in the collegiate department. Finally, in 1837, four young women were accepted in the regular course of the collegiate department. On commencement day, August 25, 1841, three of them graduated, receiving degrees and diplomas identical to those of their male

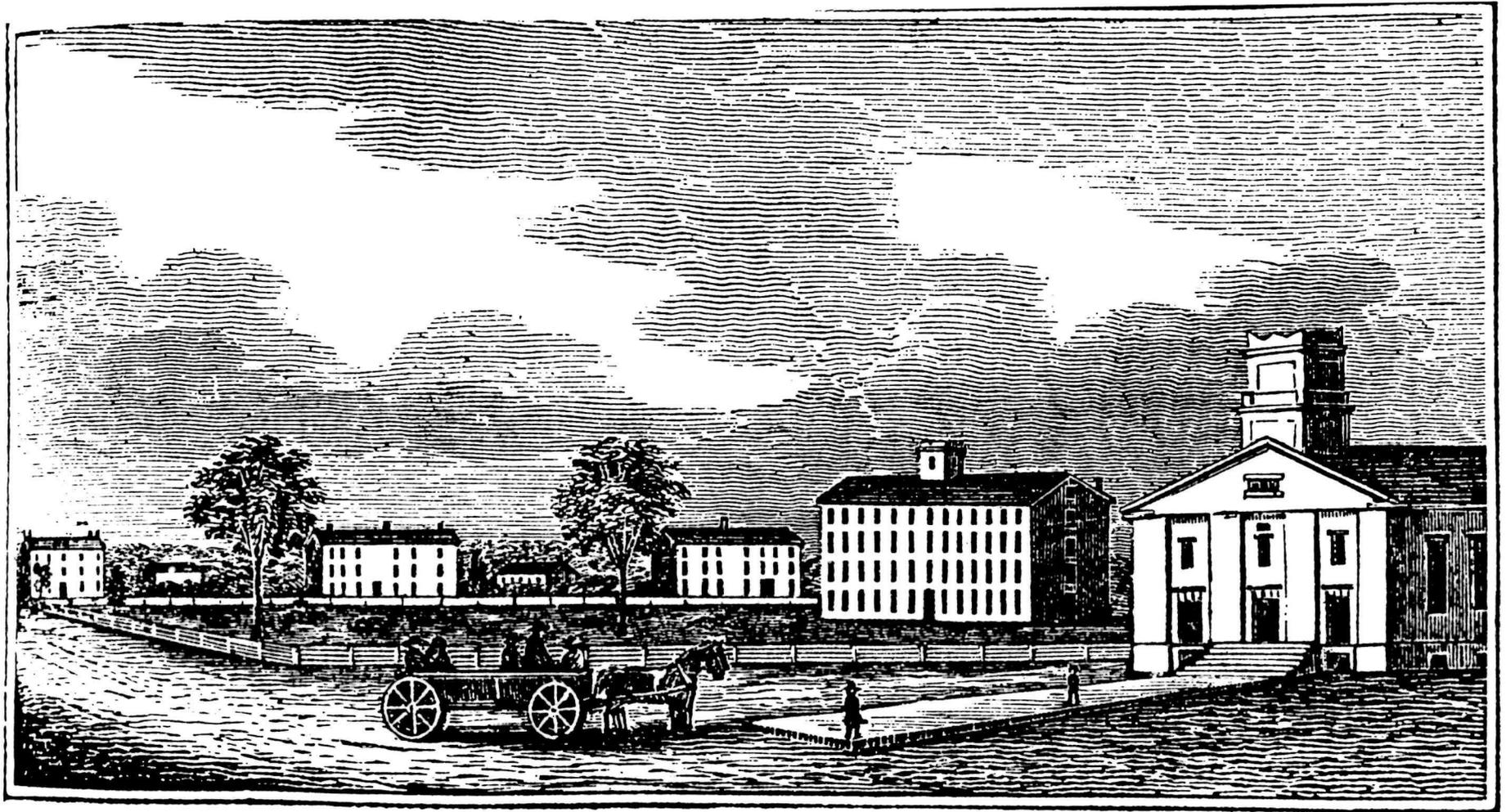
classmates. Coeducation was an accomplished fact. In the 19th century the college was important also as a center of the midwestern abolition movement and has remained one of the most individualistic and influential educational institutions in the Nation.

#### Features and Condition

Oberlin today is a small but highly-accredited liberal arts college. Although no buildings survive from Oberlin's earliest period, when it made its pioneer contribution to coeducation, the site of the early institution is within the present campus, the center of which forms Tappan Square in the town of Oberlin. The square has remained the same size since the early days of Oberlin and is the historic heart of the college. The "Historic Elm" on the Square at the corner of Main and College Streets is also a survivor of old Oberlin. The college's important role in educational progress is commemorated by a monument to coeducation and a memorial gateway, both erected in 1937, the centennial of the entry of the first women as candidates for a degree.

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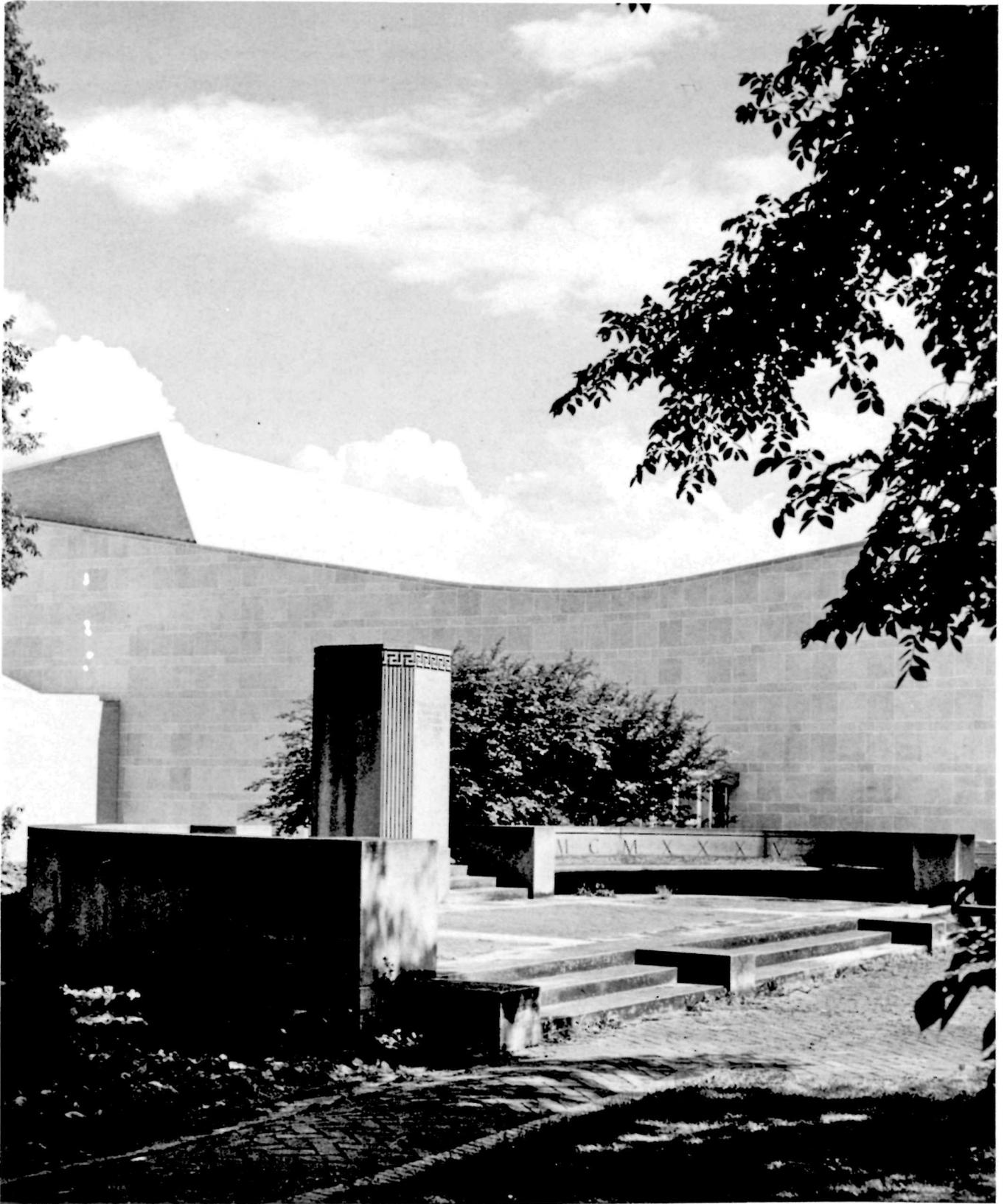
Oberlin College, established in 1833, was the first institution to offer standard college instruction to women. An old print shows the college as it appeared in 1846.

Courtesy Oberlin College



First Ladies Hall, Oberlin College, 1835-65.

Photograph courtesy Oberlin College



Coeducation Memorial, Oberlin College

Photograph courtesy Oberlin College

UNIVERSITY OF NORTH CAROLINA,  
CHAPEL HILL, NORTH CAROLINA

Location: Chapel Hill.

Ownership-Administration: State of North Carolina.

Significance: Chartered in 1789, the University of North Carolina has the distinction of being the oldest state university in the United States.

In accordance with a provision in the State constitution of 1776, the university was chartered by an act of the General Assembly passed on December 11, 1789; ten days later, a companion act provided for the construction of academic buildings and an initial donation for support of the school. After that initial State donation, the university was maintained with great difficulty through private benefactions until 1881, when the General Assembly began making regular annual appropriations.

The cornerstone of the first building was laid in 1793 and the first student arrived on February 12, 1795, four weeks after the formal opening of the school. He constituted the student body for two more weeks, but by the end of the first school year the enrollment had reached 41 students, with a faculty of two professors.

The first president, Joseph Caldwell, was appointed in 1804 and served, with a five-year intermission, until 1835. Under his administration the school progressed from a small classical institution to a creditable liberal arts college. By 1835, it was widely known as a center of sound scholarship and teaching, a reputation

which has been enhanced with the passage of the intervening century and a quarter.

During the Civil War the school remained open, though it graduated only four students in 1865. Three years later, the rigors of reconstruction led to its closing. It was reopened in 1875 and has continued in operation since that time. The peak enrollment, reached in the academic year 1948-49, was over 7,600 students.

#### Features and Condition

The university today consists of some 70 major buildings occupying a 600-acre campus. A number of early academic buildings remain, including Old East, the first constructed on the campus, in 1793; it was enlarged and remodeled in 1824 and in 1848, and in 1924 the interior was remodeled. Other early buildings include Person Hall, built in 1797, with additions in 1886 and 1892, and remodeled in 1934; South Building, built in 1798, with a portico added in 1927; Gerrard Hall, built in 1822, enlarged and remodeled in 1848, and the interior remodeled in 1923; and the Old Well, sheltered by a small classic temple in the heart of the campus, which formerly constituted the university's water supply.

#### References

Historical sketch in General Catalogue Issue of the University of North Carolina Record, 1958-59; Archibald Henderson, The Campus of the First State University (Chapel Hill, 1949).

CARLISLE INDIAN SCHOOL, CARLISLE BARRACKS, PENNSYLVANIA

Location: Cumberland County, eastern outskirts of Carlisle on U. S. Highway 11.

Ownership-Administration: U. S. Army War College, Carlisle Barracks, Pennsylvania.

Significance: In its 39-year existence, from 1879 to 1918, the Carlisle Indian School gave to thousands of young Indians an elementary education and practical instruction in mechanical arts, agriculture and home economics. Although the value of the school remains a controversial subject, it represented a sincere effort to better the lot of the Indian and its success led to the founding of similar institutions across the Nation. Despite attempts to discredit them, Carlisle and the institutions which followed it played an important role in the education of the Indian minority.

The Indian school at Carlisle Barracks was the brainchild of Captain Richard H. Pratt, Civil War officer and, later, a commander of cavalry in the Indian Territory (Oklahoma) and Texas. In 1875, Pratt escorted a group of young Indian prisoners to Fort Marion (Castillo de San Marcos), St. Augustine, Florida and remained as one of their caretakers. Close association with his prisoners gave Pratt a knowledge and admiration of the Indians shared by few of his fellow officers or, indeed, by few white Americans.

When the prisoners were released in 1878, 17 young braves were sent, at the urging of Pratt, to the Negro school at Hampton, Virginia, and more young western Indians were recruited for the

educational experiment. The pioneer effort at Hampton was successful and in the next year, again thanks to Pratt's persuasion, the former cavalry post at Carlisle Barracks was approved as the site of an Indian school. Beginning with 136 boys and girls, the school grew quickly. Although there is a popular misconception that the school had the status of a university - thanks to its athletic achievements in collegiate competition - it actually offered only a limited elementary education, combined with practical instruction in mechanical arts, agriculture, and home economics. The length of term was first three and later five years, and an interesting feature of instruction was the "outing" system by which selected students, both boys and girls, were allowed to live with nearby white families and gain practical experience in farming and domestic arts. They were not servants, as Pratt was careful to point out. While at the school, students from various tribes, frequently traditional enemies, lived and worked together with less friction, through Captain Pratt, than did white students.

While the "outing" system did much to familiarize each race with the other, easily the most spectacular advertisement of the Indian school was its famed athletic program, notably the powerhouse football team turned out by "Pop" Warner. First among a number of top Carlisle athletes was Jim Thorpe, the Sac-Fox Indian who walked off with the decathlon and pentathlon of the 1912 Olympics and was named the all-around amateur athletic champion of the United States. Thorpe attended the school from 1909 to 1912.

Pratt retired from the army as a Brigadier General in 1904 and the Indian School was terminated in 1918. Despite the criticism that the attempt to give the Indian a white man's education did more harm than good, the dramatic success of the school in opening a better life to thousands of its students would indicate that it served a real need in its day, not only for the practical training it offered but for the model it furnished to more than a score of similar institutions which followed.

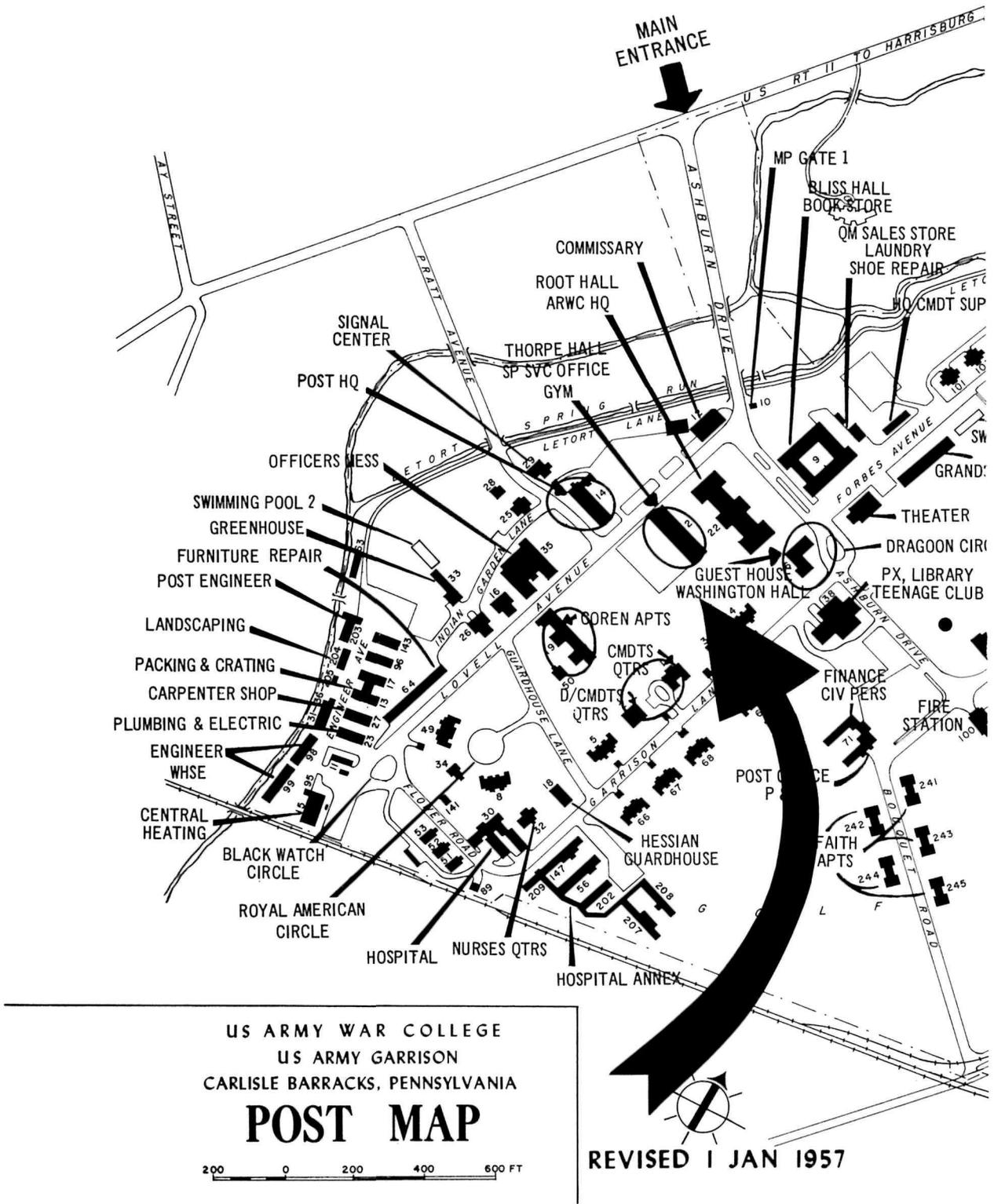
#### Features and Condition

A number of buildings of the Indian School survive. One of the most important is the Commandant's Quarters, occupied by Pratt when he served as first superintendent of the school. The house was in existence as early as 1821 and was the only building on the post not fired in the raid by Jeb Stuart's Confederate cavalry during the Gettysburg campaign of 1863. The house today is the home of the Commandant of the Army War College. Thorpe Hall, built with funds raised by pupils of the Indian school and from private donations, was the school gymnasium - a role it fulfills at the War College. The Coren Apartments, built immediately after the destruction of Carlisle Barracks in 1863, was a girls' dormitory during the tenure of the Indian school and is an officers' quarters today. Armstrong Hall now containing offices of Post Headquarters, was the Indian school laundry. Quarters #2, now home of the Deputy Commander of the Army War College, was built in 1887 as the residence of the Assistant Superintendent of the Indian School. Washington Hall, another survivor

of the Indian School, is a guest house. All of these surviving buildings are grouped in close proximity near the western limits of the military reservation, as shown on the post map included here.

#### References

Elaine Goodale Eastman, Pratt, The Red Man's Moses (Norman, Oklahoma, 1935); "Carlisle Barracks, Pennsylvania, Guide for Visitors," pamphlet issued at Carlisle Barracks; Letter from Major Robert H. West, Headquarters, U. S. Army, Carlisle Barracks, Pennsylvania, to National Park Service, Region Five, Philadelphia, Pennsylvania, dated April 28, 1960.



Detail of Carlisle Barracks Post Map, showing surviving buildings of Carlisle Indian School. Buildings are encircled in center portion of map.



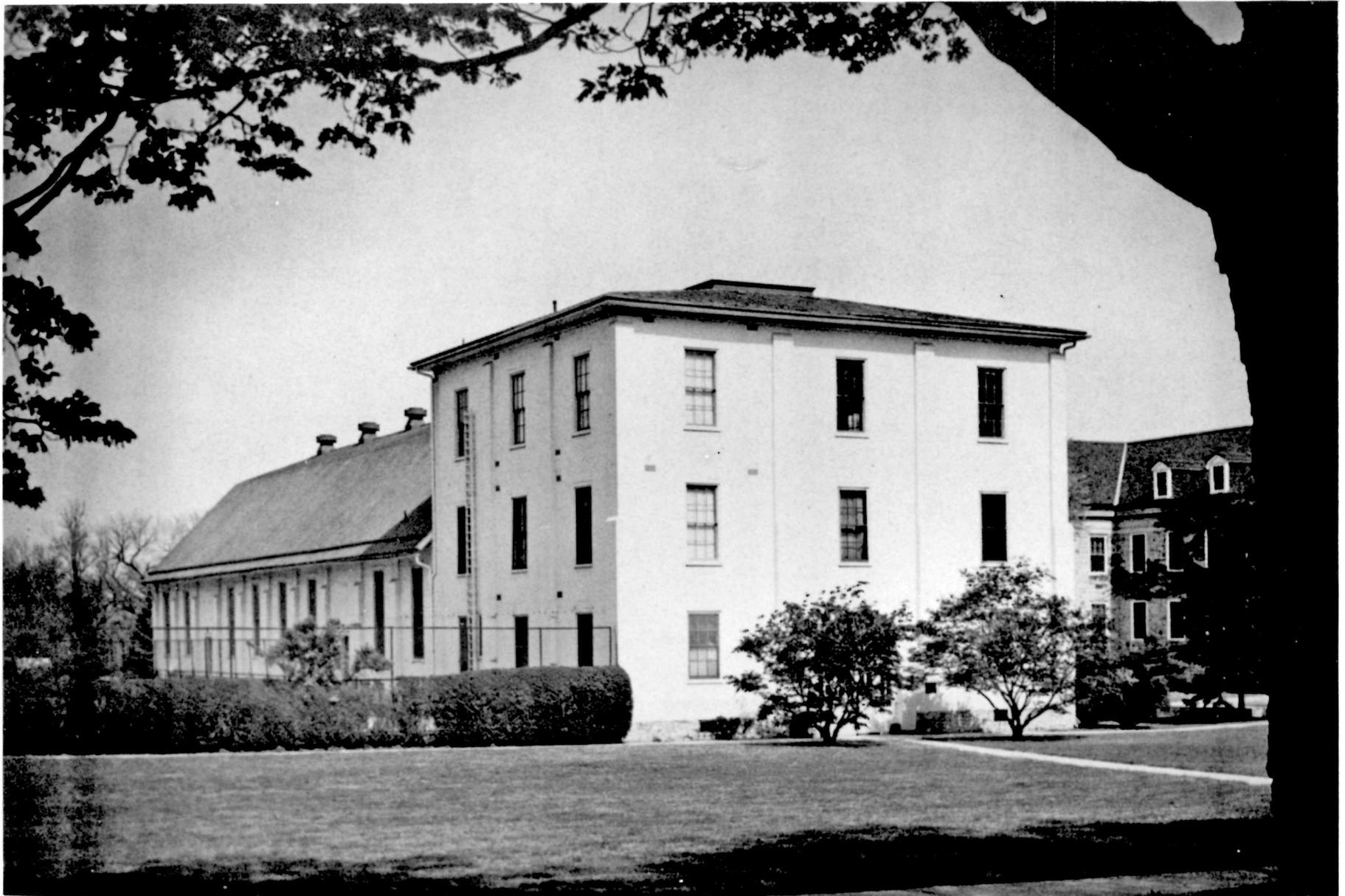
During the life of the Carlisle Indian School, Coren apartments served as a girls' dormitory. Since 1918 it has been used as an officers' quarters.

United States Army photograph



The Commandant's quarters, U. S. Army War College, Carlisle, Pennsylvania. During the tenure of the Indian Industrial School, this was the home of Brig. Gen. Richard H. Pratt, founder and Superintendent of the Indian school.

United States Army photograph



Thorpe Hall, Carlisle Barracks, Pennsylvania. This building, erected in 1895, is named in honor of Jim Thorpe, Carlisle's great Indian athlete.

United States Army photograph

JUSTIN S. MORRILL HOME, STRAFFORD, VERMONT

Location: Orange County, on road connecting state routes 132 and 110.

Ownership-Administration: Privately owned.

Significance: The Morrill Acts of 1862 and 1890 were towering landmarks in the history of American education. In giving public land to the states for educational purposes, the Act of 1862 revitalized older educational institutions of higher learning and created new ones. The Act of 1890 completed the great task by granting an annual sum to the support of each land-grant college, thereby stimulating the substantial state support necessary to full development of the land-grant colleges and universities. Although the concept of land-grant colleges was the work of many men, to Justin Smith Morrill goes the distinction of introducing and directing the final passage of those pieces of legislation which "were unquestionably the most important actions taken by the federal government in the field of higher education in the whole of the nineteenth century."\*

From the time the Ohio Company had made its great land purchase in 1781 and had demanded that two townships be granted for the establishment of a university, federal land grants for higher education had been commonly accepted. The Ordinance of 1785 had already provided for land grants for primary education but not for higher instruction. The precedent set by the Ohio Company continued

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\* John S. Brubacker and Willis Rudy, Higher Education in Transition (New York, 1958), 155.

when Ohio became a state, and was applied in every trans-Appalachian state subsequently admitted. When the Morrill Act was first introduced in 1857 the Federal Government had already given four million acres of public land to fifteen states for endowment of universities.

These grants had not produced sufficient permanent revenue, and by the middle of the 19th century there was heavy demand from the leaders of the western states, from agricultural journals, and from agrarian reformers for additional government contributions to the development and maintenance of state agricultural and mechanical colleges by means of public land grants.\* This despite the opposition of the more conservative western farmers and states-rights Southerners, plus some midwesterners concerned over the disposition of the public domain. Representative Justin S. Morrill of Vermont introduced, in 1857, a bill "donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and mechanic arts." In 1859 when the bill finally reached President Buchanan it was vetoed as an unconstitutional use of federal land, but in 1862 a similar bill was approved by President Lincoln. The Act provided that every state should receive 30,000 acres of public land for each senator and representative in Congress under the apportionment of 1860. In 1890, Morrill, now one of the Senate's most highly respected members, introduced the so-called Second Morrill Act providing for an annual contribution of \$25,000 by the Federal Government to each of the land-

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\* Professor Jonathan Baldwin Turner of Illinois is widely credited as the first proponent of land grant institutions to propose the use of public lands specifically for the establishment of agricultural and industrial colleges in all the states. Turner was urging his plan for state industrial colleges on a nationwide basis as early as 1850.

grant colleges

Justin S. Morrill was born on April 14, 1810, at Strafford, Vermont, where his family had settled in 1795. He attended local schools and academies, and from 1828 to 1831 lived in Portland, Maine, learning merchandising. Returning to Strafford, he prospered as a merchant and in 1848 retired to the quiet life of the farmer. At this time he built the home described under Features and Condition, below. Morrill was elected to the House of Representatives in 1854 as an anti-slavery Whig, and served in the House for twelve years before his election to the Senate in 1866. It was as a member of the House that Morrill, between 1857 and 1862, sponsored the first land-grant legislation which bears his name. In addition to his role in the creation of the land-grant colleges, Morrill had a distinguished legislative career in the fields of tariff and finance. Throughout his long and useful career Morrill was noted for his sound judgement, legislative skill, and temperate and courteous personality.

Although most of his time was spent in Washington, Morrill retained his comfortable home in Strafford. Letters and clippings found there attest to his fondness for the Vermont homestead. Morrill died in Washington in 1898, leaving a reputation as one of the Senate's most distinguished members. While the extent to which Morrill was personally responsible for the land-grant idea has remained the subject of some controversy, and while it is obvious that he was only one of many persons who saw the value of and need for Federal support of higher education in a way which left control of such education in the

hands of the states, he nevertheless performed the indispensable service of steering the original measure and the Act of 1890 through the Congress. For his zeal in promoting and making effective the land-grant college idea Justin S. Morrill stands as a major figure in the history of higher education in America.

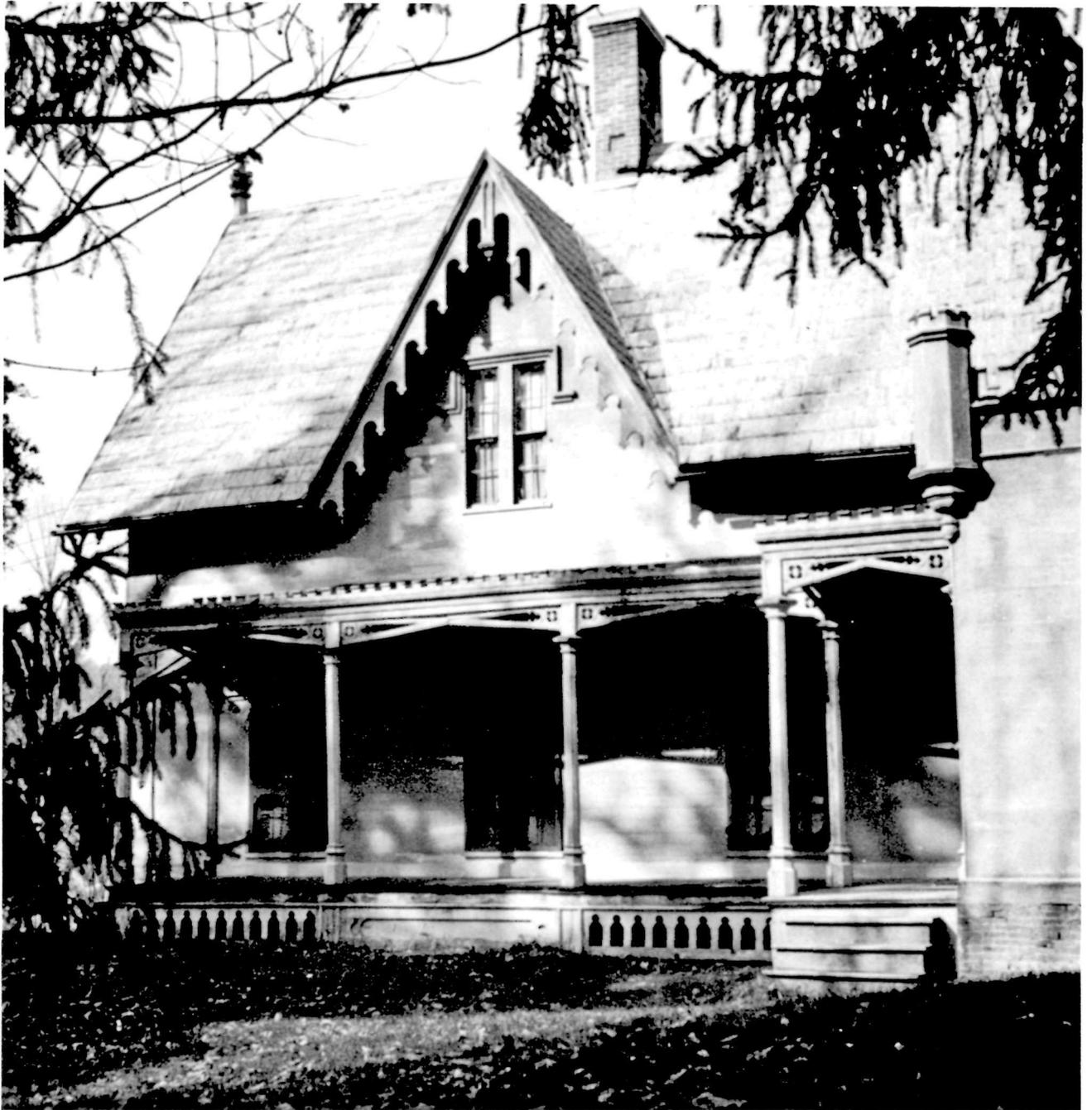
#### Features and Condition

The Morrill home is a frame structure, notable for its rural Gothic design. Morrill began construction of the house in 1848 and made a number of additions to it over the years. The dwelling contains two floors and large attic. On the first floor to the right of the front hall are a spacious living room, music room, bedroom, and library with two stained glass windows. The library was added after the rest of the house was completed. To the left of the hall are a dining room, a smaller dining room, a kitchen (with original built-in stove, bricked arch and long oak sink with pump), and breakfast room. The second floor has seven bedrooms, three of which are in the servants' quarters at the rear.

Furnishings of the house are mostly Morrill pieces - oak and mahogany of the 1850 period. The house has five fireplaces and a Dutch oven. All door and window trim is of hand-carved mahogany, and the Gothic design is evident throughout the house, even to the doors of the kitchen stove. The house needs painting and the grounds are somewhat neglected as the present owner occupies the dwelling only in the summer. The interior is in good condition. The present lot of three acres, includes the original tract purchased by Morrill around 1845. In addition to the house, other structures on the lot are a barn and out-buildings of various periods.

## References

"Background information concerning the Land-Grant College Act of 1862," Report of Legislature Reference Service, Library of Congress, to Honorable Wayne N. Aspinall, Chairman, Committee on Interior and Insular Affairs, August 14, 1959; John S. Brubacher and Willis Rudy, Higher Education in Transition: A History of American Colleges and Universities, 1636-1956 (New York, 1958); Claude M. Fuess and Alan Rogers Blackmer, "Justin Smith Morrill," in Dictionary of American Biography, vol. 13 (New York, 1934); W. B. Parker, The Life and Public Services of Justin Smith Morrill, 1810-1898 (Boston, 1924); Letter of Mrs. L. Irene Chandler, Town Clerk's Office, Strafford, Vermont, to National Park Service, Region Five, Philadelphia, Pennsylvania, April 7, 1960; Letter of Miss Elizabeth C. Sullivan, Hanover, New Hampshire, to National Park Service, Region Five, Philadelphia, Pennsylvania, May 12, 1960.



The Justin S. Morrill Home, Strafford, Vermont

National Park Service Photograph, 1959

COLLEGE OF WILLIAM AND MARY, WILLIAMSBURG, VIRGINIA

Location: West end of Duke of Gloucester Street.

Ownership-Administration: Commonwealth of Virginia.

Significance: Chartered in 1693 as the second institution of higher education in the English colonies, the College of William and Mary can claim a number of distinctions, including the oldest existing collegiate building in the country, the establishment of the first School of Law, and the founding of Phi Beta Kappa.

Construction of the Wren Building began in 1695 and was sufficiently advanced by 1700 that the General Assembly could meet there for five years, during construction of the Capitol. Destroyed by fire in 1705, the Wren Building was rebuilt in 1716 and remained the only academic building until 1723, when Brafferton Hall was constructed as an Indian school. Nine years later a chapel wing was built onto the Wren Building, and construction of the President's House was begun.

On December 5, 1776, the Phi Beta Kappa Society was founded at the college by John Heath and fellow students. Three years later, the curriculum of the college was severely revised and modernized under the influence of Thomas Jefferson; among the changes was the institution of a "Professorship of Law and Police," the first chair of law in the English colonies and the second in the English-speaking world. The able George Wythe, who had been Jefferson's own mentor in the law, was appointed to the post, which he held for 12 years. Wythe's law class in 1780 consisted of 40 students, including John Marshall and James Monroe.

William and Mary supplied a number of the ablest patriot leaders of the War for Independence, including Jefferson, Monroe, Peyton Randolph, Richard Bland, John Marshall and Benjamin Harrison; George Washington, though never a student there, served as chancellor from 1789 until his death.

The War for Independence brought financial hardship to the college, particularly since it resulted in the loss of revenue from duties granted by the General Assembly in the colonial period. The school soon recovered, however, and under the administration of Thomas R. Dew (1836-46) reached a peak of strength and influence which was unsurpassed until very recent years.

The college soon afterward began suffering from the competition of the University of Virginia. The Wren Building was gutted by fire in 1859, and with the outbreak of war two years later the college closed down. The Wren Building burned again in 1862, and when the college reopened in 1865, it had few resources to sustain it. As a result, it was suspended in 1881 and remained closed for seven years, opening in 1888 under the leadership of Lyon G. Tyler, a son of President John Tyler. Prospering under Tyler's vigorous leadership, the college became a State institution in 1906 and coeducational in 1918.

#### Features and Condition

As a result of the interest of John D. Rockefeller, Jr., in the Williamsburg area, the Wren Building, Brafferton Hall and the President's House were restored in the period, 1928-32. A great deal

of construction has taken place on the campus since the late 1920's, bringing the total of major buildings up to 23. The student body numbers about 2,000.

#### References

Lyon G. Tyler, The College of William and Mary in Virginia: Its History and Work, 1693-1907 (Richmond, 1907); William and Mary College, Vital Facts of the College of William and Mary (Compiled by the College Library Staff, Williamsburg, 1955).



COLLEGE OF WILLIAM AND MARY, Williamsburg, Virginia - The Wren Building, constructed 1695-1702 from plans attributed to Sir Christopher Wren, and restored in 1928. In the foreground is the statue of Lord Botetourt, one of the last royal governors of Virginia, 1768-70.

HAMPTON INSTITUTE, HAMPTON, VIRGINIA

Location: U. S. Highway 60 south of Hampton Creek.

Ownership-Administration: Private school.

Significance: Established in 1868, Hampton Institute was the "source and inspiration" of the numerous Negro normal and industrial schools which have been founded since that time. [Samuel Atkins Eliot, "Samuel Chapman Armstrong," in Dictionary of American Biography, Vol. I, p. 360.]

During his Civil War service as colonel of the 9th Regiment, United States Colored Troops, Samuel Chapman Armstrong became keenly interested in the men of his command. Appointed an agent of the Freedman's Bureau immediately after the war, he arrived at Hampton in March, 1866, to take charge of a large camp of Negroes in the area. Becoming convinced of the need for industrial education for the freedmen, he secured the assistance of the American Missionary Association in purchasing property for a school, and the Hampton Normal and Industrial Institute was opened in April, 1868. In its beginning the school had two teachers, and 15 students who had been selected on the basis of their knowledge of the elements of arithmetic and of their stated intention to complete the three-year course in order to become teachers of their people.

The school had been dependent on the American Missionary Association and on private philanthropy for its initial support, but in 1872 the Virginia General Assembly gave Hampton one-third of the \$285,000 accruing to the State by the provisions of the Morrill Land-Grant Act. With this additional assistance, the institution entered

upon a period of healthy growth which has continued to the present.

In 1878, for the first time, Indian students were sent to Hampton to be educated with the assistance of Federal funds. The Federal appropriations continued until 1912, and Indian students continued at Hampton until 1923, when Indian schools were sufficiently numerous and well equipped to provide for their needs.

Among the many distinguished alumni of Hampton Institute, none is more justly famed than Booker T. Washington. Arriving there in 1872 as a youth of 17, he spent three years learning the trade of brick masonry. In 1879, he returned to the institute to take charge of the Indian dormitory and the night school and to serve as secretary to Armstrong. From there, in 1881, he went to Alabama to start Tuskegee Institute.

#### Features and Condition

The 89-acre campus, bordered by Hampton Creek to the north and west, contains a total of 150 buildings including staff residences. The oldest building on the campus is the Mansion House, built about 1828 on the plantation which formerly occupied the site, and used as the president's house since the establishment of the institute. Other early buildings include Virginia Hall, the oldest women's dormitory, which was built in 1874 with funds raised by the Hampton Singers in a concert tour; the Wigwam, erected in 1878 to house the first Indian students; Schurz Hall, an academic building dating from 1881, which incorporates the walls of the first school structure built in 1871; Stone Hall, now the school supply and information center, built in 1882;

Marshall Hall, built in 1882, now a part of the Administration Building; Pierce Hall, built in 1883 as a machine shop and converted to a men's dormitory in 1897; the Women's Gymnasium, 1884, moved and possibly reconstructed in 1903; King's Chapel, built in 1886, now used for various administrative offices; the Memorial Church, of Romanesque architecture with a 150-foot tower, built in 1886; the Holly Tree Inn, built in 1888, a lodge and dining room for guests and staff; and the Art Centre, constructed in 1890 as a science building, now used for musical instruction.

#### References

Francis G. Peabody, Education for Life: The Story of Hampton Institute (Garden City and Toronto, 1926); Edith Armstrong Talbot, Samuel Chapman Armstrong (New York, 1904).



HAMPTON INSTITUTE, Virginia - Virginia Hall, a women's dormitory, is the oldest building on the campus constructed after the school was established. It was erected in 1874 after the Hampton Singers had made a successful tour to raise funds for its construction.

Photograph by courtesy of Hampton Institute

UNIVERSITY OF VIRGINIA, CHARLOTTESVILLE, VIRGINIA

Location: West end of Main Street.

Ownership-Administration: Commonwealth of Virginia.

Significance: Founded by Thomas Jefferson in 1819, the University of Virginia was one of the three achievements for which he wished to be remembered, and both architecturally and spiritually it is a fitting monument to his genius.

In 1814, finally free from the demands of national politics, Jefferson became a trustee of the not-yet-organized Albemarle Academy, which had been chartered in 1803. For several years he had been openly regretful that so many Virginians had either to go north for their schooling or be instructed at home by northern tutors, and at last he had a chance to remedy the situation. By skillful politicking, he secured the transformation of the academy into Central College in 1816, and within less than a year the cornerstone of the first building was laid. Balked for a time in his attempts to secure appropriations for a state university, Jefferson finally was successful in 1818, and himself became chairman of the commission to select a suitable site. By a strange coincidence, Central College was chosen. A charter for the University of Virginia was issued in 1819.

Chosen a member of the first board of visitors and elected rector, Jefferson was in position to mould the new institution as he wished. He laid out plans for an "academical village," complete with pavilions, "hotels," dormitories, colonnades and arcades, forming three sides of a quadrangle. All were erected under his immediate

supervision, only the Rotunda being incomplete at the time of his death.

Not in architecture alone did Jefferson leave his imprint upon the University of Virginia:

Upon the organization of the institution, he left his most characteristic impress perhaps in the establishment of independent, diploma-conferring "schools," capable of indefinite expansion, in the provision for entire freedom in the election of courses, in the complete disregard of the conventional grouping of students into classes, in the arrangement for a rotating chairmanship of the faculty, without a president, and in the prohibition of honorary degrees. [Dumas Malone, "Thomas Jefferson," in DAB, X, p. 33]

Originally the university consisted of eight schools: ancient and modern languages; mathematics; natural philosophy (physics and astronomy); natural history (chemistry and botany); moral philosophy (ethics and psychology); anatomy and medicine; law; and engineering. The three latter schools became independent divisions in the latter 19th century. The Graduate School was separated in 1904 and the School of Education in 1919, and since that time the university has added the Graduate School of Business Administration, a School of Architecture, the McIntire School of Commerce, and a School of Nursing. Growth of the institution led the board of visitors in 1904 to discard Jefferson's executive pattern, and in that year Edwin A. Alderman was chosen as first president of the university.

#### Features and Condition

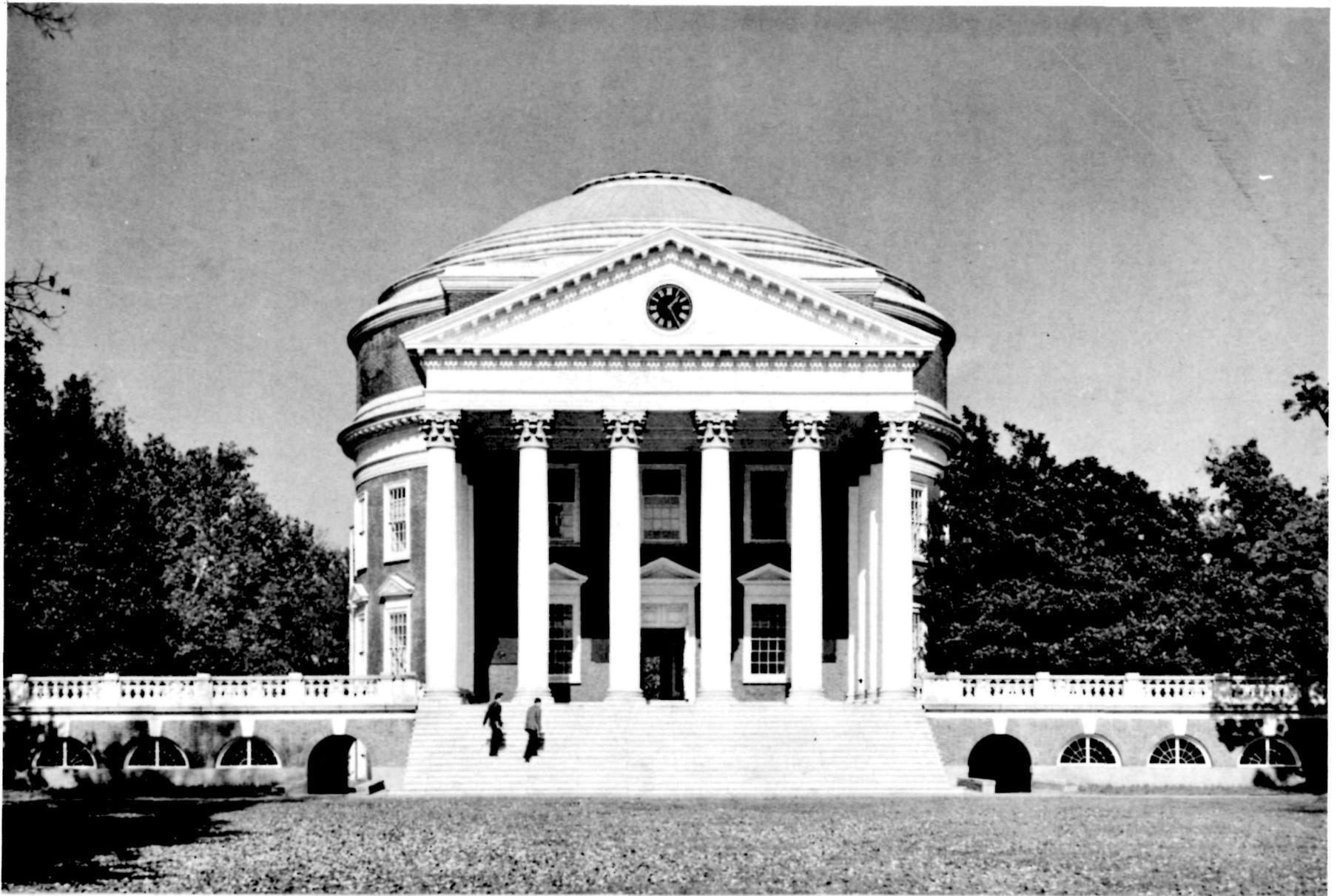
As laid out by Jefferson, the "academical village" was dominated by the Rotunda, a half-scale adaptation of the Pantheon in

Rome. Extending southward from the Rotunda on either side of the Lawn are the academic buildings, each row consisting of five two-story pavilions in a variety of classical styles, linked by one-story blocks behind Tuscan colonnades. Beyond the East and West Lawn, as they are called, are located the single-story East and West Ranges, used for student housing. The incomplete quadrangle was rounded out in 1898 by the construction of three buildings designed by Stanford White: Cabell Hall, the Rouss Physical Laboratory, and the Mechanical Laboratory.

The university has expanded far beyond the limits of Jefferson's original design, but in general the subsequent construction has been in harmony with the first buildings. Among other noteworthy structures are the Brooks Museum, built in 1877-78; the Alderman Memorial Library; the University Chapel, a Gothic-design structure completed in 1890; the President's House, built in 1908 from a design by Stanford White; Fayerweather Hall, erected in 1893; and the Monroe House, a residence of James Monroe in the late 18th century.

#### References

Philip A. Bruce, History of the University of Virginia, 1819-1919; the Lengthened Shadow of One Man (New York, 1920); Thomas P. Abernethy, Historical Sketch of the University of Virginia (Richmond, [1948]); Dumas Malone, "Thomas Jefferson," in Dictionary of American Biography, Vol. X, pp. 17-34.



UNIVERSITY OF VIRGINIA, Charlottesville - The Rotunda, main building of the quadrangle designed by Thomas Jefferson and completed in 1826.

Virginia Chamber of Commerce

VIRGINIA MILITARY INSTITUTE, LEXINGTON, VIRGINIA

Location: U. S. Highway 11, north edge of Lexington

Ownership-Administration: Commonwealth of Virginia.

Significance: Formally organized in 1839, the "West Point of the South" was the earliest and has become the best-known of the State-supported military institutions. Its resemblance to the United States Military Academy at West Point is not fortuitous.

Colonel Claude Crozet, a brilliant French military engineer who began his military career in the service of Napoleon Bonaparte, is justly known as the father of VMI, for he, more than any other individual, moulded the character of the school. Forced out of the French military service by the downfall of Napoleon, Crozet came to the United States in 1816. On the recommendation of Lafayette and Albert Gallatin, he was appointed assistant professor of engineering at West Point on October 1 of that year, and within six months he was head of the department. Under his influence, engineering instruction became much more systematized and greater emphasis was placed on a thorough groundwork in mathematics.

Leaving West Point in 1823, Crozet served for nine years as State engineer of Virginia, returning again in 1839 after five years of work in Louisiana. Under Crozet's direction, Virginia made great strides in the field of internal improvements.

About the time of Crozet's return to Virginia, the plans for opening a State-supported military school had reached maturity. The site chosen was the State arsenal at Lexington, and there on

November 11, 1839, the doors were opened for the first class. As its opening, VMI had a faculty of two men and a corps of 23 cadets. The statute authorizing creation of the institution provided for a military school to give instruction in military science and in other branches of knowledge as well, and further provided that the cadet corps should form the "public guard" of the State arsenal. Aside from those general regulations, the General Assembly left the character and the curriculum of the school in the hands of its board of visitors, of whom Crozet was chosen president.

Under his six-year regime, VMI was moulded closely after the pattern of West Point. The regulations of the earlier institution were adopted almost in toto and the uniform regulations were nearly identical. Because VMI was not primarily designed to train men for professional military careers, the curriculum was not identical with that of West Point; however, military science and mathematics were strongly emphasized at VMI as at the earlier school.

During the next 20 years, as the shadow of Civil War drew more threatening, VMI continued to grow and to graduate men destined to win fame in the bloody struggle which lay ahead. The Confederacy was to gain immeasurably in military strength from the support of VMI graduates and faculty, of which latter the immortal "Stonewall" Jackson was one.

During the war the institution continued in operation, though with reduced faculty and cadet corps. As the successive classes were graduated, they marched away to join the Confederate armies. At New Market, on May 15, 1864, the cadets added a glorious

chapter to the VMI tradition with a charge which materially aided in the defeat of Franz Sigel's invading Union army. The following month, David Hunter's Union troops entered Lexington and burned VMI to the ground.

Reopened after the war, the school continued to grow and to graduate men who have upheld its traditions in peace and in war. Approximately one-tenth of each graduating class receives regular commissions in the Army, Air Force or Marine Corps. In World War I, VMI gave 1,830 trained men to the armed forces, including five general officers. In the Second World War, the number was 4,100, including 62 officers of general or flag rank. Among the illustrious graduates was General of the Army George C. Marshall.

#### Features and Condition

The Virginia Military Institute comprises some 40 major buildings surrounding a large parade ground. As a result of the destruction of the institute in 1864, little remains of the original physical plant. Among the notable buildings are the Barracks, a Gothic-style building consisting of two connecting quadrangles, extending some 500 feet along the east side of the parade ground; Jackson Memorial Hall, an assembly hall for students, which contains a huge painting of the cadet charge at New Market, by Benjamin West Clinedinst; Preston Library, completed in 1939, which contains the VMI museum; Mallory Hall, the Physics building, completed in 1952; Nichols Engineering Hall (1931); William H. Cocke Hall, the gymnasium; Scott Shipp Hall, a general academic building, named for the first commandant

and second superintendent, who was associated with VMI for 81 years; Maury-Brooks Hall, occupied by the Chemistry Department; and Crozet Hall, the cadet mess hall. A part of the original barracks building is incorporated in the present barracks, and a small building which served as a hospital and as a tailor shop still remains from the period of the institute's beginnings.

#### References

Thomas M. Spaulding, "Claude Crozet," in Dictionary of American Biography, Vol. IV, pp. 530-81; Jennings C. Wise, The Military History of the Virginia Military Institute from 1839 to 1865 (Lynchburg, 1915); "Guide to Virginia Military Institute, Lexington, Virginia" (pamphlet, n. d.).



VIRGINIA MILITARY INSTITUTE, Lexington - One of the earliest Institute buildings still in existence, constructed in 1848, this two-story brick structure has served as a hospital and tailor shop.

76796

May 18, 1959

National Park Service photograph

BOOKER T. WASHINGTON NATIONAL MONUMENT,  
NEAR ROCKY MOUNT, VIRGINIA

This is the birthplace of a man who became a recognized leader of his race in America. The life of Booker T. Washington - from slave cabin to national and international fame and respect - demonstrates that a man's origin need not determine his destiny.

EARLY LIFE

Jane Ferguson, a Negro slave and cook on the plantation of James Burroughs, gave birth on April 5, 1856, to a son she named Booker. For 12 years he was known by this name only.

The infant child grew up in a one-room cabin with a dirt floor, a fireplace, and a "potato hole." There were no glass windows in the cabin and Booker T. Washington could not remember sleeping on a bed until after emancipation. Food for the slaves was a "... piece of bread here and a scrap of meat there. It was a cup of milk one time, some potatoes at another." On Sundays a "treat" came from the "big house" - two spoonfuls of molasses.

One day, not many months after Booker's ninth birthday in 1865, all the slaves were told to gather the next day in front of the "big house." Excitement ran high for something big was in the wind. And big it was indeed, for, whether or not they realized its significance, the 10 slaves of the Burroughs plantation were about to take their first breath as free people.

Next morning from the "big house" porch they heard the reading of the Emancipation Proclamation. The announcement brought great

jubilation. They were free.

But emancipation created problems as well as bringing physical freedom. For many slaves freedom meant bewilderment and confusion. For Booker T. Washington it was opportunity to pursue a place of respect in society.

For Booker, the next 5 years were filled with hard work and a struggle to learn. Having moved with his family to Malden, W. Va., Booker worked at a salt furnace and in coal mines, and at the same time tried to educate himself. Painstakingly, he learned the alphabet from "Webster's Blueback Spelling Book." Later he managed to gain the rudiments of an education at an elementary school by working at the furnace 5 hours before school and returning to work in the mine in the afternoon. It was on his first day of school that he gave himself a second name. When the teacher asked his name, he calmly replied, "Booker Washington." Later he added the T. when he learned that his mother had named him Taliaferro.

When he was 16 years old, Booker set out on foot for Hampton, accepting rides when they were offered. In Richmond he slept beneath a wooden sidewalk, working briefly as a laborer, saving his earnings to cover his expenses at Hampton. Once there, his "entrance examination" consisted of sweeping a classroom; subsequently he worked as a janitor to pay his way through school.

After graduation, he worked as a waiter in a summer hotel in Connecticut, taught school in Malden, W. Va., for 2 years, and studied for 8 months in Wayland Seminary in Washington, D. C. After

this period he was invited to deliver the "postgraduation address" at the 1879 commencement at Hampton. His speech, "The Force That Wins," plus the fact that some of his pupils from Malden were so well prepared when they got to Hampton won him a faculty position there.

#### TUSKEGEE INSTITUTE

In 1881, when he was asked to recommend a man to establish a Negro normal school in Alabama, Gen. Samuel C. Armstrong, President of Hampton Institute, knowing Booker's character and ability, immediately recommended him for the job. Washington saw that the plight of the freed Negroes was desperate; he believed that the solution lay in helping them to become economically independent. Spurred by that belief, he began the job with \$2,000 for teachers' salaries, 40 pupils, and a shanty near a Negro Methodist Church. Using the church as an assembly hall, he opened the doors of Tuskegee Institute on July 4, 1881. The school embodies Booker T. Washington's spirit and ideas and ultimately became the Nation's leading and most influential advocate of industrial education for the Negro.

#### WASHINGTON THE MAN

Booker Washington's greatness lay in both his personal achievement and his influence. His rise from slavery to leadership was an object lesson. Preaching the gospel of the dignity of work, and the helping of oneself, he did more than any other person to help the Negro of his day in a practical way. He demonstrated to his fellow men the value of gaining economic stability as the most effective step

upward for the race. He devoted his life to helping his people on the long, hard road from dependence in slavery to independence in freedom.

#### THE MONUMENT

Booker T. Washington National Monument contains 200 acres, comprising the original Burroughs plantation. Located here is a replica of the slave cabin similar to the one in which Booker was born. The spring from which Booker drew water continues to flow, and the catalpa and juniper trees that were growing when he was a boy still stand today.

The area was established as a National Monument on June 18, 1957, and became a part of the National Park System.

WHITMAN NATIONAL MONUMENT, NEAR  
WALLA WALLA, WASHINGTON

Waiilatpu, the site of the mission founded in 1836 by Dr. Marcus Whitman and Narcissa Prentiss Whitman, his wife, was one of the landmarks of the Oregon Trail. The work of the Whitmans at this mission places them with the noblest of the pioneers colonizing the West. Their indomitable spirit, energy, and determination carried the American flag to remote regions and contributed to our national expansion. They brought the principles of Christianity to the Indian people. They taught these people rudiments of the white man's agriculture and letters. Kind and generous, they made Waiilatpu a haven to the traveler.

Whitman National Monument is a memorial to the self-sacrifice and devotion of these missionaries, who gave their lives in order that an enlightened people might survive them.

Whitman National Monument, which comprises almost 46 acres of the mission grounds, was established in 1940. It contains the "great" grave, where the victims of the massacre were interred; the Whitman Memorial Shaft, dedicated in 1897; and the foundation ruins of the mission buildings. A small temporary museum houses artifacts uncovered by archeological excavation of the site.

## RECOMMENDATIONS FOR ADDITIONAL STUDY

The limited time available for the present study did not permit a personal visit by the Survey field staff to verify the integrity of several institutional sites and buildings which, on documentary investigation, appear most representative of higher education in the west and midwest. Further attention should be given to the rise of the great state universities, notably Michigan, the most influential of the early state institutions. In Michigan also is the State College of Agriculture and Applied Science, opened in 1857 as the first state agricultural college. This institution should be personally visited with a view to determining the integrity of sites and buildings which exemplify its founding and growth. Further study also should be made of the great technical schools, of which Rensselaer Polytechnic Institute, Troy, New York, was the first. Rensselaer's present campus dates from the early 20th century, but further search probably would disclose early buildings at other institutions dedicated to technical instruction. The outstanding significance of Cornell University in the transition from the age of the college to the age of the university in America should also be studied further to establish the historical integrity of sites and buildings which relate to Cornell's role in the educational renaissance after the Civil War. Mount Holyoke, South Hadley, Massachusetts, was the prototype for many early schools and colleges for women, and additional study of the institution should be made to determine the extent to which its sites and buildings preserve and exemplify the

pioneer role of the college.

Although the home of Justin S. Morrill, author of the Land-Grant College Act, is recommended in this study for classification of exceptional value, it would be desirable to identify the first institution which was wholly and distinctly the product of the Morrill legislation. A number of conflicting claims would have to be resolved, such as that naming Iowa State College of Agriculture and Mechanical Arts as the first Land-Grant institution. Although the Iowa General Assembly, at a special session in September, 1862, accepted the conditions of the Morrill Act, the establishment of the college had actually been provided for by the State Legislature in 1858 and the campus had been purchased in 1859. The college opened to students in the fall of 1868 and the question here, as with a number of other institutions, would hinge on what is considered the actual date of the school's establishment, and the degree to which it owed that establishment to the Morrill Act. At the risk of splitting hairs, it would appear desirable from the standpoint of the National Survey of Historic Sites and Buildings to resolve, if possible, the problem of the earliest land-grant college.

As noted earlier in the general discussion of sites and buildings relating to Education, the present survey has had little success in identifying sites and buildings associated prominently with leading individuals in the field of American education to within 50 years of the present date. These have not received the recognition and preservation accorded to landmarks related to more dramatic and colorful figures. Additional study should be made to find homes, offices, classrooms or other physical landmarks associated with educational leaders.

### Criteria for Classification

In order to be designated as possessing "exceptional value as commemorating or illustrating the history of the United States," a site or building must meet at least one of the following criteria:

1. Structures or sites in which the broad cultural, political, economic, military, or social history of the Nation is best exemplified, and from which the visitor may grasp the larger patterns of our American heritage. Such sites are naturally the points or bases from which the broad aspects of pre-historic and historic American life can best be presented.
2. Structures or sites associated importantly with the lives of outstanding historic personages.
3. Structures or sites associated with important events which are symbolic of some great idea or ideal of the American people.
4. Structures which embody the distinguishing characteristics of an architectural type-specimen, exceptionally valuable for a study of a period style or method of construction; or a notable work of a master builder, designer, or architect whose individual genius reflected his age.
5. Archeological sites which have produced information of major scientific importance by revealing new cultures or by shedding light upon periods of occupation over large areas of the United States. Such sites are those which have produced or which may reasonably be expected to produce data which have affected theories, concepts, and ideas to a major degree.
6. All historical and archeological sites and structures in order to meet the standards of exceptional importance should have integrity; that is, there should not be doubts as to whether it is the original site or building, original material, or workmanship, and original location. Intangible elements of feeling and association, although difficult to describe, may also be factors in weighing the integrity of a site or structure.
7. Structures or sites of recent historical importance relating to events or persons within 50 years, will not, as a rule, be eligible for consideration.

## APPENDIX

### OTHER SITES CONSIDERED IN THE SURVEY

Among the many sites noted in the course of the study of American Education, a number were considered to have more than purely local interest, although their importance in the present theme was not such as to justify their inclusion in the listing of outstanding historical remains. Some of the sites noted may have exceptional value in other themes to be undertaken in the survey.

#### ALABAMA

J. L. M. Curry Home, Talladega: Ante-bellum home of the man who served from 1880 until his death in 1903 as general agent for the Peabody Education Fund, the pioneer educational foundation in the United States. The Massachusetts philanthropist, George Peabody, established the \$2,000,000 fund in 1867 to encourage and assist educational effort in "those portions of our beloved and common country which have suffered from the destructive ravages, and not less disastrous consequences, of civil war." The house is now privately owned.

La Grange College, Colbert County: Founded by the Methodist Church in 1830, the school at one time had an enrollment nearly twice as large as that of the University of Alabama. The college buildings were destroyed during the Civil War.

University of Alabama, Tuscaloosa: The State university, opened in 1831. Most of the original buildings were destroyed by Union troops when they occupied Tuscaloosa in 1865.

#### ARKANSAS

Dwight Mission Site, Pope County: Site of one of the earliest Protestant missions west of the Mississippi River, opened on January 1, 1822, for instruction of the Cherokees. The site is now partially inundated and is bisected by a major highway.

University of Arkansas, Fayetteville: A land grant college, opened in 1872, under provisions of the Morrill Act of 1862, as Arkansas Industrial University.

## CONNECTICUT

Noah Webster Birthplace, West Hartford: Webster was born here in 1758. The house was built around 1676 and has an 18th century ell and paneling.

Tapping Reeve Law School, Litchfield: The first private law school in America, established by Tapping Reeve during the Revolution. The small school building erected in 1784 stands adjacent to the Reeve House.

United States Coast Guard Academy, New London: Quarters for Coast Guard Officer's training since 1932. First school for Coast Guard, then known as the Revenue Service, was aboard a schooner at New Bedford, Massachusetts. In 1900 the school was moved ashore to Arundel Cove, Maryland and transferred to Fort Trumbull, New London, in 1910. Moved again in 1932 and buildings date from this period.

## DELAWARE

University of Delaware, Newark: This institution had its origins in a Pennsylvania Presbyterian school which opened in 1743 and moved to Newark in 1765. Reorganized as a college in 1843 and made a land grant college in 1870. The University became coeducational in 1944.

## FLORIDA

Florida State University, Tallahassee: A lineal descendant of one of two seminaries of learning established by act of the Florida legislature of 1851. From 1905 until after World War II, it was the Florida State College for Women.

University of Florida, Gainesville: A consolidation of several earlier institutions, including one of the two seminaries established in the mid-19th century, the University of Florida was established by the provisions of the Buckman Act of 1905.

## GEORGIA

University of Georgia, Athens: The first State university to be chartered (January 27, 1785), it was opened to students in 1801. Many of its buildings date from the early 19th century.

Wesleyan College, Rivoli: Opened in Macon on January 7, 1839, as the Georgia Female College, it was possibly the first college chartered to grant degrees to women. The school was rescued from bankruptcy by the Methodists in 1843 and its name changed to Wesleyan.



America's first private law school at Litchfield, Connecticut produced many outstanding lawyers and jurists in the 19th century. The home of Judge Tapping Reeve, the school's founder, appears in the background.

National Park Service photograph, 1960



Classroom of the Tapping Reeve Law School, Litchfield, Connecticut

National Park Service photograph, 1960

## ILLINOIS

Knox College, Galesburg: Opened in 1841, this institution was a manual-labor college until 1857. The college's "Old Main," scene of the fifth Lincoln-Douglas debate, will be considered for classification under Theme XIII, Political and Military Affairs, 1830-1860.

Northwestern University, Evanston and Chicago: Opened in 1855, and in 1873 took over Evanston College for Ladies, headed by Frances Willard. The undergraduate schools are at Evanston and the professional schools are on the Chicago campus. The institution is coeducational and privately controlled.

University of Illinois, Urbana, Champaign and Chicago: Opened in 1868 as Illinois Industrial University and renamed in 1885. The University was a pioneer in vocational education.

## INDIANA

Indiana University, Bloomington: First opened in 1824 as a seminary, this institution became a college in 1828 and a university ten years later.

Notre Dame University, Notre Dame (near South Bend): Chartered and opened in 1844 by Catholic Holy Cross Fathers. An original log cabin remains on the campus.

Purdue University, Lafayette: First opened in 1874, Purdue is noted for its scientific and technical schools.

## KENTUCKY

American Printing House for the Blind, Louisville: Established in 1858, it was supported by the State and by individual subscription until 1873, when Congress began making annual appropriations to aid the work. The printing house has a catalog of several thousand published books, which are distributed in this country and abroad.

Berea College, Berea: The oldest and largest of the mountain schools in Kentucky, it was founded in 1853 by three anti-slavery men: John G. Lee, Cassius M. Clay, and John A. R. Rogers. It is noted for the variety of crafts practiced by students as a part of their tuition payments.

University of Kentucky, Lexington: Established in 1866 as a land-grant college under the provisions of the Morrill Act of 1862. At first a part of Kentucky University (Transylvania College), it was later separated and moved to its present location in 1878.

## LOUISIANA

Louisiana State University, Baton Rouge: Opened as a military college at Alexandria in 1860, LSU acquired its present name in 1869 when it was moved to Baton Rouge. The present campus was occupied in the session of 1925-26.

Tulane University, New Orleans: A lineal descendant of the Medical College of Louisiana, 1835, and the University of Louisiana, 1847, Tulane was established in 1884 as the result of a bequest by Paul Tulane.

## MAINE

Bowdoin College, Brunswick: Nonsectarian men's college opened in 1802. Bowdoin is a small but highly accredited institution with distinguished alumni.

University of Maine, Orono: A land-grant institution first opened in 1868 as Maine State College of Agriculture and Mechanical Arts; re-named in 1897.

## MARYLAND

Johns Hopkins University, Baltimore: First American institution to be devoted primarily to the higher fields of education - graduate study, scientific research, and publication of scholarly works. Also noted for institution of the seminar system for graduate study. Removal to the present site was completed in 1916, and buildings are relatively modern.

St. John's College, Annapolis: A nonsectarian men's school, opened in 1789, a successor to King William's School. In 1937, the nonelective "Great Books" curriculum was put into effect.

University of Maryland, College Park and Baltimore: Opened in 1807 as the College of Medicine of Maryland, this institution became a university in 1812. Among the schools which it absorbed was the Baltimore College of Dental Surgery, considered the first United States dental school.

## MASSACHUSETTS

Amherst College, Amherst: One of the Nation's leading small colleges, with distinguished alumni, Amherst was opened in 1821. The college holds in trust the Folger Shakespeare Memorial Library, Washington, D. C.

Boston English High School, Boston: Claimed to be the oldest high school in the United States. Original building no longer exists.

Massachusetts Institute of Technology, Cambridge: A land-grant institution opened in Boston, 1865, and moved to Cambridge in 1916. One of the Nation's leading technical schools at the university level, MIT had the first school of architecture in the United States.

Wellesley College, Wellesley: A nonsectarian women's college, opened in 1875. Wellesley was the first women's college to establish scientific laboratories. The faculty has long been noted for influence in social developments.

#### MICHIGAN

Michigan State University of Agriculture and Applied Science, East Lansing: Opened in 1857 as the earliest state-supported agricultural school. Also noted in this report under "Recommendations for Additional Study."

University of Michigan, Ann Arbor: First chartered in 1817 and opened originally in Detroit. School was reopened as a college in Ann Arbor in 1841, and was one of the first state universities to reach and maintain a place of leadership in the Nation's educational life. Also noted in this report under "Recommendations for Additional Study."

#### MISSISSIPPI

Jefferson College, Washington: Chartered in 1802 and opened in 1811, it was the first incorporated school in Mississippi Territory. John James Audubon served on the faculty at one time, and Jefferson Davis was an alumnus of the college.

#### NEW HAMPSHIRE

Dartmouth College, Hanover: The outgrowth of Moor's Indian Charity School, established by the Reverend Eleazar Wheelock in 1755, in Connecticut. The school moved to Hanover in 1770, and the Indian school was dropped. The college was the successful plaintiff in the famous Dartmouth-Woodward suit of 1819 in which the Supreme Court affirmed the sanctity of contract and stimulated the founding of privately endowed schools.

Phillips Exeter Academy, Exeter: An influential preparatory school for boys, chartered in 1781, and opened two years later.

University of New Hampshire, Durham: A land-grant and state-supported institution, opened in 1868. Originally an agricultural and mechanical college, part of Dartmouth, it was reorganized in 1891 and moved to Durham in 1893. The institution received its present name in 1923.

## NEW JERSEY

Rutgers University, New Brunswick: Chartered in 1766 as Queens College, the institution was forced to move several times during the Revolutionary War. It made little progress for 50 years, and classes were suspended from 1795 to 1807 for lack of funds. In 1825, the school was renamed Rutgers in honor of a benefactor, and began to prosper. The college became a state institution in 1917 and in 1918 the New Jersey College for Women opened as an affiliated school. In 1924, Rutgers was named a university.

## NEW YORK

Columbia University, New York City: Originally King's College, established in 1754 and controlled by the Anglican Church. Virtually abandoned during the Revolution, it reopened in 1784 as Columbia College. Named Columbia University in 1896 and, in 1912, given its full name of Columbia University in the City of New York. The college moved to Morningside Heights in 1897.

Cornell University, Ithaca: Opened in 1868 and noted for its early inclusion of practical arts, engineering and agriculture in the university program. See further under "Recommendation for Additional Study."

New York University, New York City: Opened in 1832, and notable for technical and professional training, and large evening and graduate schools. The Hall of Fame is on the University Heights campus.

Union College, Schenectady: Chartered in 1795 as second incorporated college in New York. Under the 62-year administration of President Eliphalet Nott, Union developed its traditional combination of liberal arts and engineering courses.

Emma Willard School, Troy: Descendant of the Troy Female Seminary, called the first women's high school in the United States. The institution today is an exclusive college preparatory school for girls.

Vassar College, Poughkeepsie: A foremost women's college, opened in 1865. Vassar was a pioneer in music and physical education courses. Established first college of eutherics. Among its buildings is Main Hall, 1865, designed by James Renwick.

Dr. Jesse Torrey 1804 Library, New Lebanon: Site of a free lending library established by Torrey in 1804, when he was 17 years old. The lending organization, known as "The Juvenile Society for the Acquisition of Knowledge" was open to young people between the ages

of 12 and 21. The library was established in Torrey's home, the site of which has been identified on a farm at New Lebanon. Torrey's later life is unknown - where he lived, what he did, where he died and was buried, is not known. Local tradition calls Torrey's library the "first free public library." However, such identification is open to question and hinges to a great extent on the definition of what is meant by the term. The Torrey library seems to have had little impact on the cultural advancement of the Nation and apparently was no more than a local manifestation.

#### NORTH CAROLINA

Duke University, Durham: A direct descendant of Union Institute, founded in Randolph County in 1838, Duke was moved to Durham in 1892 and acquired its present name in 1924 in honor of James B. Duke, who had established the Duke Endowment Fund.

Wake Forest College, Wake Forest: Opened in 1834 as Wake Forest Institute, it was reorganized as a college in 1838.

#### OHIO

Antioch College, Yellow Springs: Opened in 1853, Antioch was a pioneer in experimental education. A notable development was the "cooperative plan" which enabled students to pay their way by alternating study and outside work. Horace Mann was the institution's first president.

Ohio State University, Columbus: First opened as the Ohio Agricultural and Mechanic College in 1873 and given its present name two years later.

Ohio University, Athens: Oldest college in the Old Northwest, opened in 1809

#### OKLAHOMA

Armstrong Academy, near Bokchito: Founded in 1844 as a unit of the Choctaw Indian school system, Armstrong Academy provided both adult and child education under supervision of Baptist missionaries. The school operated until the Civil War forced its closing. From 1863 to 1883 it served as capital of the Choctaw Nation. Presbyterians reopened the school in 1882 and operated it until it was destroyed by fire in 1921. The ruins are located in Bryan County three miles northeast of Bokchito.

Chilocco Indian School, Chilocco: The original structure that housed the school is still standing on the campus. Built in 1884, it is a four-story brick building now containing dormitories and designated Home No. 2.

New Hope Seminary, near Spiro: New Hope was the leading educational institution for Choctaw Indian girls. Founded in 1844 at Skullyville, educational, political, and social center of the Choctaw Nation, the school operated until the Civil War and from 1870 to 1897, when destroyed by fire. Only the foundations of the building mark the site, in LeFlore County seven miles northeast of Spiro.

Park Hill Mission and Cherokee Female Seminary, near Tahlequah: Founded by Presbyterians in 1836 four miles south of the Cherokee capital of Tahlequah, Park Hill became the religious and educational center of the Cherokee Nation, a status retained until the mission was destroyed during the Civil War. Immediately to the south, the Cherokee National Council in 1846 established a female seminary, which served as an educational center for Cherokee girls until destroyed by fire in 1887. There are no remains at the site of Park Hill, but extensive ruins of the seminary may still be seen.

Sequoyah's Home, near Sallisaw: Sequoyah was the outstanding scholar of the Cherokee Nation and one of its leading statesmen and educators. In this one-room log cabin, which he built about 1830, he completed his compilation of the Cherokee syllabary, a simple and logical system that any Cherokee could apparently learn in three days. As a result of his invention, the Cherokees were quickly transformed into a literate people. Half of Sequoyah's cabin is preserved by the State in a public park located in Sequoyah County seven miles northeast of Sallisaw. A small one-room log cabin with stone fireplace and chimney, it has been housed in a stone building where also are displayed a few relics and documents associated with Sequoyah's life.

Union Mission, near Chouteau: Educational and religious center established in 1819 by the Presbyterians, Union Mission served both Osage and Creek Indians. The first printing press in Oklahoma was installed here in 1835 and used to print textbooks and religious tracts in the Creek language. Located two miles south of Chouteau in Mayes County, only the cemetery and a few foundation stones remain to mark the site.

#### PENNSYLVANIA

Bryn Mawr, Bryn Mawr: Opened by Quakers in 1885 and established a pioneer graduate school for women.

Carnegie Institute of Technology, Pittsburgh: A leading technical school opened in 1905 with funds donated by the philanthropist Andrew Carnegie.

Dickenson College, Carlisle: Established in 1784 by John Dickenson, Benjamin Rush and other notables. "Old West", dating from 1804,

was designed by Benjamin Latrobe, and will be noted under the Architectural sub-theme of Theme XX, Arts and Sciences.

Franklin and Marshall College, Lancaster: Franklin College was chartered and opened in 1787 by Benjamin Franklin and others. Marshall College, named for John Marshall, was opened in 1836 at Mercersburg. The two institutions were combined in 1843 to form the present men's college.

Germantown Academy, Germantown: Originally founded in 1760 as Germantown Union School. The original building, used as a hospital after the Battle of Germantown, still stands.

Moravian College (for men) and Moravian College (for Women), Bethlehem: These important early colleges, particularly the latter, will be noted in more detail under Theme XXII, Social and Humanitarian Movements.

Penn Charter School, Germantown: Founded in Philadelphia, in 1689 as Friends' Public School. Not on original site.

University of Pennsylvania, Philadelphia: Opened in 1751 as an academy, of which Benjamin Franklin was the principal founder. Chartered a few years later as the College and Academy of Philadelphia and reorganized in 1779 as the University of the State of Pennsylvania. The institution was a pioneer in secular education and established the first university medical and business schools in the United States. The university has been twice moved - in 1802 and in 1872.

#### RHODE ISLAND

Brown University, Providence: Chartered in 1764 and opened the following year at Warren, the college was moved to Providence in 1770. In 1804 it was renamed for Nicholas Brown, a graduate, in recognition of his philanthropy toward the institution. Although under Baptist control, Brown has liberal traditions and is one of the East's leading educational institutions.

University of Rhode Island, Kingston: Chartered in 1888 and opened two years later, the institution was designated an agricultural and mechanical college in 1892 and in 1909 was renamed Rhode Island State College. It was recently given the status of a state university.

#### SOUTH CAROLINA

Clemson Agricultural College, Clemson: A land-grant college established in 1889 and named for Thomas G. Clemson, son-in-law of John C. Calhoun, who had left the bulk of his estate to South Carolina for the purpose. Calhoun's home, Fort Hill, is on the campus.

College of Charleston, Charleston: Considered the oldest municipal college in the United States, it was chartered in 1785 and opened to students five years later. The central building, erected in 1828, was designed by William Strickland.

University of South Carolina, Columbia: Opened in 1805 as the South Carolina College, it attained much growth under the presidency of the noted educator, Thomas Cooper, between 1820 and 1834.

The Citadel, Charleston: The Military College of South Carolina was established in 1842 and moved to its present location in 1922. Its graduates played an important part in the service of the Confederacy, and have continued to serve in major wars since its founding.

#### TENNESSEE

Fisk University, Nashville: Chartered in 1867 as a Negro university, Fisk originally was conducted as a college of liberal arts and sciences later emphasizing teacher training. It was the home of the noted Fisk Jubilee Singers.

George Peabody College for Teachers, Nashville: Founded in 1875 as the University of Nashville, a State normal school, it was named in honor of the northern philanthropist in 1889.

University of Tennessee, Knoxville: Descended from Blount College, which was one of the first nonsectarian and coeducational schools in the country when it was founded in 1794, the university successively became East Tennessee College and East Tennessee University before acquiring its present name in 1879.

Vanderbilt University, Nashville: Chartered in 1872 as Central University, it was renamed in honor of Cornelius Vanderbilt, who established a \$1,000,000 endowment for the school.

#### TEXAS

Baylor University, Waco: Baptist coeducational university, Baylor traces its origins to 1845, when it was chartered by the Republic of Texas and founded at Independence. The institution was moved to its present campus at Waco in the 1880's. The Administration Building and George Burleson Hall, both three-story brick structures of Victorian Gothic, date from 1885 and 1886.

Rutersville College, Rutersville: Dr. Martin Ruter, pioneer Texas missionary, came to Texas in response to an appeal from Col. Wm. B. Travis for missionaries. The appeal came just seven and one-half months before Travis died in the Alamo. Dr. Martin Ruter was put in

charge of mission work in the Republic of Texas in 1837. In 1838 Dr. Martin Ruter's dream of a Methodist college began to materialize. The officials of the church selected a spot in Fayette County, four miles east of La Grange, and laid out the town of Rutersville as the future college town of Texas Methodism. A petition was presented to Congress for a charter and granted to Dr. Chauncey Richardson, the first president of the young institution. Dr. Richardson's grave is still to be found at Rutersville on top of the hill where the college was located. Rutersville College opened its doors to students the first day of February, 1840 and served the field of education for a number of years. Its charter was merged with Southwestern in 1872.

#### UTAH

Brigham Young University, Provo: Established at Provo in 1875 by Brigham Young, this school was originally named Brigham Young Academy. The name was changed in 1903. The structure housing the academy burned in 1884 and not until 1892 was it replaced by the Education Building. Flanked by College Hall (1898) and the Arts Building (1904), the Education Building is still in use and bears its original inscription, "Brigham Young Academy."

#### VERMONT

University of Vermont and State Agricultural College, Burlington: The university was opened in 1800. The agricultural college was chartered in 1864 and united with the university in the following year.

#### VIRGINIA

Hampden-Sydney College, Hampden Sydney: The second oldest college in Virginia, it was opened in 1776 as Prince Edward Academy and incorporated as a college in 1783. Hampden-Sydney was the progenitor of both the Union Theological Seminary and the Medical College of Virginia, now located in Richmond.

Syms-Eaton Academy, Hampton: Formed in 1805 from a consolidation of the Syms Free School (1634) and the Eaton Free School (1659), and consolidated into the public school system of Elizabeth City County in 1852, Syms-Eaton was the oldest free school in the United States until it closed in 1938. Even today, income from Thomas Eaton's original endowment is used to supplement appropriated funds in the Hampton public school system.

Washington and Lee University, Lexington: This institution was first chartered in 1782 as Liberty Hall Academy, became Washington Academy (1798) and then Washington College (1813). Following the death of

Robert E. Lee, who served as president from 1865 until 1870, the institution was given its present name in his memory.

#### WASHINGTON, D. C.

Gallaudet College: The only institution of higher learning for the education of the deaf and dumb in America. The school was established by Amos Kendall as the Columbia Institution for the Deaf and Dumb under an Act of Congress in 1857. The school was reorganized in 1861 and in 1864 was authorized by Act of Congress to confer degrees of Bachelor of Arts and Sciences. Buildings on the campus range in age from the earliest days to several recently constructed by the General Services Administration.

Georgetown University: The first Catholic academic institution in the United States, founded in 1789. The historic North Building, built in 1795, is the institution's oldest surviving structure.

Howard University: The largest Negro institution of higher learning, and the only university, other than the military academies, supported primarily by annual government appropriations. The institution was chartered in 1867. A few buildings of the early years of Howard still survive, including most notably the three-story home of General O. O. Howard, a major founder of the school, and its third president.

National War College: Formerly known as the Army War College, the imposing structure on the parade grounds of Fort McNair houses the oldest and most important institution for the training of the Nation's senior military officers. The War College was founded in 1903 by Secretary of War Elihu Root. The building also houses one of the largest military libraries in the world.

#### WEST VIRGINIA

Bethany College, Bethany: The oldest existing institution of college rank in West Virginia, it was founded in 1840 by Alexander Campbell, founder of the Disciples of Christ, adjacent to his home.

West Virginia University, Morgantown: Established as a land-grant college in 1867, it became coeducational between 1889 and 1897.

#### WISCONSIN

First American Kindergarten, Watertown: Established in 1856 by Mrs. Carl Schurz on the German model. The original building survives but has been moved from its original site.

University of Wisconsin, Madison: Opened in 1849, Wisconsin a land-grant and state-supported institution, has maintained a high reputation for state service and graduate and research activities.

## OTHER SITES NOTED

### Alabama

Alabama Polytechnic Institute, Auburn  
Birmingham-Southern College, Birmingham  
Judson College, Marion  
St. Bernard College, St. Bernard  
Talladega College, Talladega

### Arizona

Territorial Normal School

### Arkansas

Albert Pike Schoolhouse, Mount Gaylor  
Arkansas State Teachers College, Conway  
College of the Ozarks, Clarksville  
Little Rock University, Little Rock  
Philander Smith College, Little Rock

### California

California Institute of Technology, Pasadena  
Chico State College, Chico  
College of Pacific, Stockton  
Early Public School Building, Columbia  
First school room in Whaley House, San Diego  
Hartnell Institute or El Colegio de San Jose, Alisal  
near Salem  
Leland Stanford Jr. University, Palo Alto  
Pomona College, Pomona  
San Jose State College, San Jose  
Santa Clara Mission (1st American School), Santa Clara  
University of California, Berkeley  
University of San Francisco, San Francisco  
University of Santa Clara, Santa Clara  
University of Southern California, Los Angeles  
Whittier College, Whittier

### Connecticut

Bacon Academy, Colchester  
Choate School, Wallingford  
Connecticut College, New London  
Trinity College, Hartford

Delaware

Delaware State College, Dover  
Old Public School, Odessa  
St. Joseph's Industrial School, Clayton  
Wesley Junior College, Dover  
Wilmington Friend's School, Wilmington

Florida

Florida Agricultural and Mechanical University,  
Tallahassee  
Rollins College, Winter Park  
Stetson University, De Land  
University of Miami, Coral Gables  
University of Tampa, Tampa

Georgia

Atlanta University, Atlanta  
Emory University, Emory University  
Georgia Institute of Technology, Atlanta  
Medical College of Georgia, Augusta  
Morris Brown University, Atlanta

Idaho

Cataldo Mission  
Spalding (Lapwai) Mission  
State University of Idaho

Illinois

Illinois College, Jacksonville  
Illinois Institute of Technology, Chicago  
Illinois State Normal University, Normal  
Illinois Wesleyan University, Bloomington  
Southern Illinois University, Carbondale

Indiana

Butler University, Indianapolis  
Culver Military Academy, Culver  
De Pauw, Greencastle  
Evansville College, Evansville  
Hanover College, near Madison  
Wabash College, Crawfordsville

Iowa

Grinnell College, Grinnell

Kansas

Baker University, Baldwin

Kentucky

Centre College, Danville  
Georgetown College, Georgetown  
Kentucky State College, Frankfort  
University of Louisville, Louisville  
Western Kentucky State College, Bowling Green

Louisiana

Centenary College, Shreveport  
Louisiana Polytechnic Institute, Ruston  
Loyola University, New Orleans  
Southwestern Louisiana Institute, Lafayette  
Xavier University, New Orleans

Maine

Bangor Theological Seminary, Bangor  
Bates College, Lewiston  
Coburn Classical Institute, Waterville  
Colby College, Waterville  
Fryeburg Academy, Fryeburg

Maryland

Hannah More Academy, Reisterstown  
Maryland College for Women, Lutherville  
Maryland Institute, Baltimore  
Maryland State College, Princess Anne  
Washington College, Chestertown

Massachusetts

Andover Newton Theological School, Newton Centre  
Boston University, Boston  
Clark University, Worcester  
Groton School, Groton  
Phillips Academy, Andover  
Tufts College, Boston and Medford

Michigan

Kalamazoo College, Kalamazoo  
Michigan College of Mining and Technology, Houghton  
Michigan State Normal School, Ypsilanti  
Wayne University, Detroit

Minnesota

University of Minnesota, Minneapolis  
Winona State Teachers College, Winona

Mississippi

Jackson State College, Jackson  
Millsaps College, Jackson  
Mississippi Southern College, Hattiesburg  
Mississippi State College, State College  
Tougaloo Southern Christian College, Tougaloo

Missouri

University of Missouri, Columbia  
William Jewell College, Liberty

Nebraska

Daniel Freeman School, Beatrice

Nevada

Prisk Seminary, Austin  
Sierra Seminary, Carson  
St. Mary's School for Girls and St. Vincent's School  
for Boys, Virginia City

New Hampshire

Adams Female Academy, Derry  
Appleton Academy, New Ipswich  
Gilmontown Academy, Gilmontown  
Keene Normal School, Keene  
Kimball Union Academy, Meriden

New Jersey

Drew University, Madison  
Eagleswood Military Academy, Perthamby  
Seton Hall College, South Orange

Stevens Institute of Technology, Hoboken  
Upsala College, East Orange

New Mexico

Loretto Academy  
St. Michael's College

New York

Colgate University, Hamilton  
Elmira College, Elmira  
Fordham University, New York City  
Hobart College, Geneva  
Jewish Theological Seminary, New York City  
Syracuse University, Syracuse  
Union Theological Seminary, New York City  
University of Rochester, Rochester

North Carolina

Davidson College, Davidson  
Johnson C. Smith University, Charlotte  
Meredith College, Raleigh  
Pembroke State College, Pembroke  
Shaw University, Raleigh

Ohio

Case Institute of Technology, Cleveland  
Ohio Wesleyan, Delaware  
Marietta College, Marietta  
Miami University, Oxford

Oklahoma

Asbury Mission  
Bacone College  
Cherokee Baptist Mission  
Cherokee Female Seminary  
Dwight Mission  
Fort Coffee Academy  
New Hope  
Tulahassee

Oregon

Albany College, Albany

Blue Mountain University (site of), La Grande  
Dalles Mission  
French Prairie  
Linfield College, McMinnville  
Pacific College, Newberg  
Pacific University, Forest Grove  
Oregon State Agricultural College, Corvallis  
University of Oregon, Eugene  
West Union (First public school in State)

Pennsylvania

Bucknell University, Lewisburg  
La Salle College, Philadelphia  
Lehigh University, Bethlehem  
Muhlenberg College, Allentown  
Pennsylvania State College, State College  
Swarthmore College, Swarthmore  
Temple University, Philadelphia  
Villanova University, Villanova

Rhode Island

East Greenwich Academy, East Greenwich  
Moses Brown School, Providence  
Rhode Island College of Education, Providence  
Rhode Island Institute of Instruction, Providence  
Rhode Island School of Design, Providence

South Carolina

Allen University, Columbia  
Coker College, Hartsville  
Furman University, Greenville  
Medical College of South Carolina, Charleston  
Wofford College, Spartanburg

Tennessee

Alvin C. York Industrial Institute, Jamestown  
Battleground Academy, Franklin  
Knoxville College, Knoxville  
Lincoln Memorial University, Harrogate  
Tusculum College, Greeneville

Texas

Texas A. & M.  
University of Texas

Utah

Brigham Young College, Logan  
University of Deseret

Vermont

Middlebury College, Middlebury  
Norwich University, Northfield  
Vermont Junior College, Montpelier  
Vermont State School of Agriculture, Randolph Center  
Vermont State Teachers College, Johnson

Virginia

Emory and Henry College, Emory  
Randolph-Macon College, Ashland  
Virginia Polytechnic Institute, Blacksburg  
Virginia State College, Petersburg  
Virginia Union University, Richmond

Washington

Central Washington College of Education, Ellensburg  
College of Puget Sound, Tacoma  
Dr. Marcus Whitman, Waillatpu  
Eastern Washington College of Education, Cheney  
Bells and Walker Mission, Tahimakain  
Fort Vancouver  
Gonzaga University, Spokane  
Pacific Lutheran College, Parkland  
Seattle Pacific College, Seattle  
University of Washington, Seattle  
Washington State University, Pullman  
Whitman College, Walla Walla

West Virginia

Greenbrier College, Lewisburg  
Marshall College, Huntington  
Shepherd College, Shepherdstown  
West Liberty State College, West Liberty  
West Virginia State College, Institute

Wisconsin

Beloit College, Beloit  
Marquette University, Milwaukee  
Stout Institute, Nenomonie  
Wisconsin Institute of Technology, Platteville  
Wisconsin School for the Deaf, Delavan

Theme XX

ARTS AND SCIENCES

Subtheme: EDUCATION

Working List

Sites Recommended for Classification  
of Exceptional Value:

Tuskegee Institute, Alabama. Tuskegee Institute is perhaps the best-known Negro university in the United States, and a fitting memorial to the life work of the great Negro educator, Booker T. Washington. Criteria 1, 2 and 3. No record of previous action by the Advisory Board.

Connecticut Hall and Old Campus, Yale University, New Haven, Connecticut. Connecticut Hall (Old South Middle) was built in 1750-52 and is Yale's oldest surviving building. The Hall and the "Old Campus", original site of Yale College, constitute a memorable landmark in the history of American education. Criteria 1, 2, 3, and 4. No record of previous action by the Advisory Board.

Library of Congress, District of Columbia. Located on a 3 3/4 acres square this imposing structure was constructed to house the Library of Congress. The present building was begun in 1886 under the direction of a private concern, but it was completed 11 years later under the direction of the Corps of Engineers of the United States Army. Today this building, and the more recent addition, houses one of the largest libraries in the world; containing more than 38 million volumes, it is rivaled only by the Biblioteque Nationale at Paris, The British Museum, and the Moscow Library in

size and is reputed to be the largest of these. Criteria 1. No record of previous action by the Advisory Board.

Smithsonian Institution, District of Columbia. The result of a curious whim of an Englishman, James Smithson, the Smithsonian Institution houses the most important group of collections for education in the sciences to be found in the United States. The original building, the Smithsonian Building, was begun in 1847 and completed in 1855 to contain a library, a gallery and a museum for the diffusion of knowledge. This was the first time that the United States Government accepted the responsibility for the use of money to construct buildings for this educational purpose. This building, and the additions made since then, contain the largest collection of books and objects in the world pertaining to natural history, ethnology, paleontology, and geology of the United States, as well as objects of technical and scientific interest found in this and other countries. Criterion 1. No record of previous action by the Advisory Board.

The Kentucky School for the Deaf, Danville, Kentucky. Established in 1823, The Kentucky School for the Deaf was the first such institution in the United States to be publicly supported. Education of the deaf began in this country on April 15, 1817, when Thomas Hopkins Gallaudet opened the American Asylum at Hartford, Connecticut. Gallaudet's institution was privately financed, as were similar schools opened in New York in 1818 and in Philadelphia in 1820. Criterion 1. No record of previous action by the Advisory Board.

Transylvania College, Lexington, Kentucky. One of the first institutions of higher learning west of the Appalachians, Transylvania at the height of its influence was a rival to Harvard and Yale and held a preeminent position in the cultural life of the Old West. Criteria 1 and 2. No record of previous action by the Advisory Board.

U. S. Naval Academy, Annapolis, Maryland. The Naval Academy at Annapolis has produced the top-ranking career officers who in peace and war have commanded the U. S. Navy for more than a century. At once a college, a technical, and a vocational school, Annapolis, like the senior service school at West Point, has played a significant role in American education and military affairs. Criteria 1 and 2. No record of previous action by the Advisory Board.

First State Normal School, Lexington, Massachusetts. From 1839 to 1844, this building adjacent to historic Lexington Green was the Lexington Normal School, the first state supported institution for the training of teachers. The structure is closely related to Horace Mann and other prominent educators who played a major role in the establishment of the Normal School. Mann was the first Secretary of the Massachusetts School Board and a member of the Board of Examiners which met at the Normal School to interview and pass on candidates for admission. Criteria 1 and 2. No record of previous action by the Advisory Board.

Massachusetts Hall, Cambridge, Massachusetts. Massachusetts Hall, erected in 1718-1720, is the oldest surviving building of

America's first institution for higher learning and one of the world's great universities. Criteria 1 and 4. Previously approved by the Advisory Board under Theme IX, Development of the English Colonies, 1700-1775.

Nassau Hall, Princeton, New Jersey. Nassau Hall was the first permanent building of Princeton University, founded in 1746 as the College of New Jersey. As an outstanding example of the growth of educational facilities in the colonies and as the principal edifice of an institution which has played a major role in the cultural growth of the Nation, Nassau Hall is a notable historical landmark. Criteria 1, 2 and 3. Previously approved by the Advisory Board under Theme IX, Development of the English Colonies, 1700-1775.

Chautauqua Institution, Chautauqua, New York. Chautauqua - the place and the idea - opened the eyes and minds of millions to the world of arts, sciences, and the humanities which lay beyond the borders of home town America in the 19th century. The Institution, and the local branches which it stimulated, spurred adult education throughout the Nation, pioneered new educational techniques and refined many of the old ones. In an era when media of mass communication were few, Chautauqua molded the cultural outlook of generations of Americans. Although claiming little credit for the tent or circuit Chautauqua which borrowed its name, the original and still vigorous institution on the shores of Lake Chautauqua is a living embodiment of the movement which gave a new dimension to popular education. Criterion 1. No record of previous action

by the Advisory Board.

Cooper Union, New York City, New York. The fulfillment, in 1859, of Peter Cooper's dream of a free school to "improve and elevate the working classes of the City of New York," was the most significant and successful pioneer effort in private support of free public education. In addition to its role as an educational center for more than a century, Cooper Union has served as a forum for issues which have loomed large in the history of the last hundred years. The Foundation building itself is an architectural monument of the first order. All of these distinctions combine to make Cooper Union one of the Nation's supreme cultural landmarks. Criteria 1, 2, 3 and 4. No record of previous action by the Advisory Board.

United States Military Academy, West Point, New York. The United States Military Academy was established by Act of Congress on March 16, 1802, and was formally opened on the following July Fourth. In existence continuously since that date, the Academy has trained the officers who in peace and war have developed and commanded the Regular Army establishment of the United States. Troops have been stationed at West Point since January 1778, making it the oldest permanently occupied military post in the country. Criteria 1 and 2. Previously approved by the Advisory Board under Theme XII, Political and Military Affairs, 1783-1830.

The Voorlezer's House, Staten Island, New York. The Voorlezer's House, built before 1696, is the oldest known elementary school building in the United States and one of the most important

surviving relics of 17th century Dutch settlement in New York. The earliest documented reference to the Voorlezer's House is dated 1696. The date of the patent on which the house stands is 1680 and it is assumed that the house was erected some time between those dates. Criteria 1 and 4. No record of previous action by the Advisory Board.

William H. McGuffey House, Oxford, Ohio. This house was the residence of William H. McGuffey from 1833 to 1836, during which time he compiled his famous First, Second and Third Readers. These and subsequent McGuffey texts, running eventually to the remarkable total of 122 million copies, reached generations of young Americans and were a major cultural and educational influence in the life of 19th-century America. Criteria 2 and 3. No record of previous action by the Advisory Board.

Oberlin College, Oberlin, Ohio. The matriculation of four young women at Oberlin in September, 1837, marked the beginning of college education for women and the beginning of co-education on the collegiate level. In the 19th century, Oberlin was in the forefront of social reform, and was one of the first colleges to admit Negro students. Criteria 1 and 3. No record of previous action by the Advisory Board.

University of North Carolina, Chapel Hill, North Carolina. Chartered in 1789, the University of North Carolina has the distinction of being the oldest state university in the United States. Criteria 1 and 3. No record of previous action by the Advisory

Board.

Carlisle Indian School, Carlisle Barracks, Pennsylvania.

In its 39-year existence, from 1879 to 1918, the Carlisle Indian School gave to thousands of young Indians an elementary education and practical instruction in mechanical arts, agriculture and home economics. Although the value of the school remains a controversial subject, it represented a sincere effort to better the lot of the Indian and its success led to the founding of similar institutions across the Nation. Despite attempts to discredit them, Carlisle and the institutions which followed it played an important role in the education of the Indian minority. Criterion 1. No record of previous action by the Advisory Board.

Justin S. Morrill Home, Strafford, Vermont. The Morrill Acts of 1862 and 1890 were towering landmarks in the history of American education. In giving public land to the states for educational purposes, the Act of 1862 revitalized older educational institutions of higher learning and created new ones. The Act of 1890 completed the great task by granting an annual sum to the support of each land-grant college, thereby stimulating the substantial state support necessary to full development of the land-grant colleges and universities. Although the concept of land-grant colleges was the work of many men, to Justin Smith Morrill goes the distinction of introducing and directing the final passage of those pieces of legislation which "were unquestionably the most important actions taken by the federal government in the field of

higher education in the whole of the nineteenth century." Criteria 2 and 3. No record of previous action by the Advisory Board.

College of William and Mary, Williamsburg, Virginia.

Chartered in 1693 as the second institution of higher education in the English colonies, the College of William and Mary can claim a number of distinctions, including the oldest existing collegiate building in the country, the establishment of the first School of Law, and the founding of Phi Beta Kappa. Criteria 1, 2, 3 and 4. No record of previous action by the Advisory Board.

Hampton Institute, Hampton, Virginia. Established in 1868,

Hampton Institute was the "source and inspiration" of the numerous Negro normal and industrial schools which have been founded since that time. Criteria 1 and 2. No record of previous action by the Advisory Board.

University of Virginia, Charlottesville, Virginia. Founded

by Thomas Jefferson in 1819, the University of Virginia was one of the three achievements for which he wished to be remembered, and both architecturally and spiritually it is a fitting monument to his genius. Criteria 1, 2 and 4. Previously approved by the Advisory Board.

Virginia Military Institute, Lexington, Virginia. Formally

organized in 1839, the "West Point of the South" was the earliest and has become the best-known of the State-supported military institutions. Its resemblance to the United States Military Academy at West Point is not fortuitous. Criteria 1 and 2. No record of previous action by the Advisory Board.

Booker T. Washington National Monument, near Rocky Mount Virginia. This is the birthplace of a man who became a recognized leader of his race in America. The life of Booker T. Washington - from slave cabin to national and international fame and respect - demonstrates that a man's origin need not determine his destiny.

Whitman National Monument, near Walla Walla, Washington. Waiilatpu, the site of the mission founded in 1836 by Dr. Marcus Whitman and Narcissa Prentiss Whitman, his wife, was one of the landmarks of the Oregon Trail. The work of the Whitmans at this mission places them with the noblest of the pioneers colonizing the West. Their indomitable spirit, energy, and determination carried the American flag to remote regions and contributed to our national expansion. They brought the principles of Christianity to the Indian people. They taught these people rudiments of the white man's agriculture and letters. Kind and generous, they made Waiilatpu a haven to the traveler.

