

public service of the great
As to the human side, it is perhaps sufficient to cite Milton MacKaye's smiling remark about the all-out conservationists who "seem to want the forests put under lock and key with admission tickets available . . . only to Supreme Court Justice Douglas and Chippewa Indians in birchbark canoes."

The recurring idea throughout these sketches is that public servants are not very well paid. This, I think could be remedied by taking a leaf from industry's book and giving all devoted public servants options to buy Government bonds at prices pegged below the market.

End Part

Dec, 1866 *noted*

"plundering bare of ruins, rocks & ruins"

- 1) Really story of Mott Center - then its transformation - life with both human & natural
- 2) History ^{natural or human} certainly not run to any of you - yet here there is really a rather remarkable ~~city~~ telescoping a number of events in a relatively short period - say a century & a half
- 3) You & the around & the city Hall with work - the B & O & the C & P A single neighborhood some time
- 4) JB's said - only one factor is for purposes - not the major one.
- 5) The War & destruction of the feds.
- 6) In the meantime in the S. Valley
- 7) Lockwood or Paymaster's quarters. The Baptists, Christian Com / Sanitary Co
- 8) Stoner College - 1) Gifts work 2) Freedmen & the feds @ Camp Hill
- 9) The College, its building up, its services, decline & recovery.
- 10) The Park Senior, Dr. MacDonald (1936) of congressional interest.

geology
anthropology
geography
specimens
fossils
rock columns

9/30
max
1:15 PM

Mr Nash-

Thought you might
like a copy. Please
note that you are on
the program for the first
day — as you
suggested. Let me
know if any questions
arise. I will keep you
informed on the time, etc.

R. Frates

UNITED STATES
DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL PARK SERVICE ACADEMY
Stephen T. Mather Interpretive
Training and Research Center

The following men and women have been selected as trainees to attend the 1963 fall session of the Stephen T. Mather Interpretive Training and Research Center.

Ross Bender	Chief Park Naturalist, Mount Rainier Nat. Park
John W. Bond	Historian, Roosevelt-Vanderbilt Nat. Hist. Site
Richard M. Brown	Chief Park Naturalist, Crater Lake Nat. Park
Stanley G. Canter	Naturalist, Arches National Monument
Robert W. Carpenter	Chief Park Naturalist, Hot Springs Nat. Park
Santiago Cruz	Historian, Jefferson Nat. Expansion Memorial
Donald H. DeFoe	Naturalist, Pinnacles National Monument
Robert P. Fuller	Historian, George Washington Carver Nat. Monument
Glenn D. Gallison	Chief Park Naturalist, Olympic National Park
Robert A. Grom	Chief Park Naturalist, Badlands National Monument
Tom Handley	Lands Specialist, Recreation, Bureau of Land Management
James N. Haskett	Historian, Manassas National Battlefield Park
Earl J. Heydinger	Historian, Hopewell Village Nat. Historic Site
Robert L. Lageman	Historian, Antietam National Battlefield Site
Anthony J. Lucero	Historian, National Capital Region
James C. Maxon	Archeologist, Bandelier National Monument
Paul F. McCrary	Chief Park Naturalist, Coulee Dam Nat. Rec. Area
Edgar P. Menning	Chief Park Naturalist, Craters of the Moon Nat. Monument
Manuel A. Morales	Historian, San Juan National Historical Site
David C. Ochsner	Asst. Chief Park Naturalist, Blue Ridge Parkway
John J. Palmer	Asst. Chief Park Naturalist, Glacier Nat. Park
Robert J. Riley	Historian, Grand Portage National Monument
Ray E. Schaffner	Supv. Park Naturalist, Shenandoah Nat. Park
Jerry L. Schober	Historian, Shiloh National Military Park
Jerry Y. Shimoda	Historian, Saratoga Nat. Historical Park
Bruce W. Stewart	Historian, Independence Nat. Historical Park
Philip F. Van Cleave	Chief Park Naturalist, Petrified Forest National Park
Dwight T. Warren	Chief Park Naturalist, Saguaro National Monument
Phyllis Wells	Naturalist, National Capital Region
Frank E. Wilson	Historian, El Morro National Monument

(PLEASE FILL IN THE ATTACHED "BIOGRAPHICAL INFORMATION" FORM AND RETURN TO MATHER CENTER, P. O. BOX 27, HARPERS FERRY, WEST VIRGINIA, 25425.)

Russell K. Grater

Russell K. Grater
Supervisor

UNITED STATES
DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

NATIONAL PARK SERVICE ACADEMY
Stephen T. Mather Interpretive
Training and Research Center

TRAINING SCHEDULE
FALL--1963

Monday, September 30

8:30 - 9:00	Opening remarks
9:00 - 9:30	Introduction to the course
9:30 - 10:00	Review of park philosophy The Service Uniform
10:00 - 10:30	Coffee break
10:30 - 11:30	Interpretation and the Interpreter The Permanent Interpreter The Seasonal Interpreter
11:30 - 12:00	Program scheduling Performance standards
1:15 - 1:45	History of Storer College <i>> Bill (Attached)</i>
1:45 - 5:00	Visit to Harpers Ferry National Historical Park

Tuesday, October 1

8:00 - 9:00	The Park Visitor Taking of visitor samplings and the use of such data in interpretive planning
9:00 - 10:00	Planning to meet visitor needs Relations of the Interpretive program to the concessioner
10:00 - 10:30	Coffee break
10:30 - 12:00	Practice sampling of visitors in Harpers Ferry NHP.
1:15 - 2:00	Review of sampling of visitors
2:00 - 2:30	The Interpretive Prospectus and Base Map Planning the interpretive program Study assignments of trainee teams for field problem in the development of a prospectus and base map

Friday, October 4 (continued)

10:00 - 10:30	Coffee break
10:30 - 12:00	Review of field findings Movie
1:15 - 2:30	Archeology and Ethnology Field review of the Park area a. Legends
2:30 - 3:00	Coffee break
3:00 - 5:00	Review of field findings Discussion and slides

Monday, October 7

Conservation Concepts of selected Agencies

8:00 - 9:00	Review of activities of Bureau of Mines, Soil Conservation Service, other
9:00 - 10:00	Bureau of Land Management (By representative of agency)
10:00 - 10:30	Coffee Break
10:30 - 12:00	U. S. Geological Survey (By representative of agency)
1:15 - 2:30	U. S. Fish and Wildlife Service (By representative of agency)
2:30 - 3:00	Coffee Break
3:00 - 4:00	Bureau of Reclamation (By representative of agency)
4:00 - 5:00	U. S. Forest Service (By representative of agency)

Tuesday, October 8

All day field trip to Antietam National Battlefield Site

Wednesday, October 9

8:00 - 8:30	Review of Antietam trip
8:30 - 10:00	Supervisory Skills

Wednesday, October 9 (continued)

10:00 - 10:30	Coffee break
10:30 - 12:00	Supervisory Skills
1:15 - 2:30	Supervisory Skills
2:30 - 3:00	Coffee break
3:00 - 5:00	Supervisory Skills

Thursday, October 10

8:00 - 10:00	Supervisory Skills
10:00 - 10:30	Coffee break
10:30 - 12:00	Supervisory Skills
1:15 - 2:30	Supervisory Skills
2:30 - 3:00	Coffee break
3:00 - 5:00	Supervisory Skills

Friday, October 11

8:00 - 10:00	Principles of Instruction
10:00 - 10:30	Coffee break
10:30 - 12:00	Principles of Instruction
1:15 - 2:30	Principles of Instruction
2:30 - 3:00	Coffee break
3:00 - 5:00	Field studies

Monday, October 14

8:00 - 10:00	Principles of Instruction
10:00 - 10:30	Coffee break
10:30 - 12:00	Principles of Instruction
1:15 - 2:30	Training of Seasonal Personnel Assignment of talks by trainees
2:30 - 3:00	Coffee break
3:00 - 5:00	Field studies

Tuesday, October 15

All day trip to Shenandoah National Park

Wednesday, October 16

All day field trip to Blue Ridge Parkway

Thursday, October 17

Return from Blue Ridge Parkway

Friday, October 18

8:00 - 9:00	Review of field trip
9:00 - 10:00	The operation of the information desk
10:00 - 10:30	Coffee break
10:30 - 12:00	Dispensing of information; person-to-person relationships; problems; the "man in place" in the park," etc.
1:15 - 5:00	Field studies

Monday, October 21

8:00 - 10:00	Programs for the visiting public
10:00 - 10:30	Coffee break
10:30 - 12:00	The use of singing as an interpretive device
1:15 - 2:30	The use of singing as an interpretive device
2:30 - 3:00	Coffee break
3:00 - 5:00	The use of singing as an interpretive device

Tuesday, October 22

8:00 - 10:00	Talks to the visiting public--the nonillustrated talk--its planning, etc.
10:00 - 10:30	Coffee break

Tuesday, October 22 (Continued)

10:30 - 12:00 Non-illustrated talk by two trainees; evaluation
1:15 - 3:00 Non-illustrated talks by two trainees; evaluation
3:00 - 3:30 Coffee break
3:30 - 5:00 Field studies

Wednesday, October 23

8:00 - 10:00 The illustrated talk; preparation of, presentation,
speaking skills, techniques
10:00 - 10:30 Coffee break
10:30 - 12:00 Illustrated talk by two trainees; evaluations
1:15 - 3:00 Illustrated talks by two trainees; evaluations
3:00 - 3:30 Coffee break
3:30 - 5:00 Field studies

Thursday, October 24

All day trip to Gettysburg NMP

Friday, October 25

8:00 - 8:30 Review of Gettysburg trip
8:30 - 5:00 All day field trip and demonstration
The Guided Walk
The natural history walk; demonstration and
techniques
The thematic walk; demonstration and
techniques
The historical or archeological walk; demonstration
and techniques
Special types: geology, bird, etc.

Monday, October 28

8:00 - 10:00 Interpretation through demonstrations
10:00 - 10:30 Coffee break
10:30 - 12:00 Interpretation for children

Monday, October 28 (Continued)

1:15 - 3:00	Two talks by trainees; evaluations
3:00 - 3:30	Coffee break
3:30 - 5:00	Field studies
7:30 - 9:30	Two talks by trainees

Tuesday, October 29

All day trip to Catoctin Mountain Park to observe interpretation for children.

Wednesday, October 30

8:00 - 8:30	Review of Catoctin trip
8:30 - 10:00	The self-guiding auto tour; field problem
10:00 - 10:30	Coffee break
10:30 - 12:00	Review of field problem; the auto caravan
1:15 - 5:00	The self-guiding trail; how designed; objectives; field problem in design.
7:30 - 9:30	Two talks by trainees; evaluations

Thursday, October 31

8:00 - 10:00	Review of self-guiding trail problem
10:00 - 10:30	Coffee break
10:30 - 12:00	Review of self-guiding facilities of other areas
1:15 - 5:00	Visit to the C & O Canal National Monument

Friday, November 1

8:00 - 8:30	Review of C & O Trip
8:30 - 10:30	Field problem in interpretive signing
10:30 - 11:00	Coffee break
11:00 - 12:00	Review of field problem in interpretive signing.

Friday, November 1 (Continued)

1:15 - 2:30	Review of examples of interpretive signing-- other areas
2:30 - 3:00	Coffee break
3:00 - 5:00	Field studies
7:30 - 9:30	Two talks by trainees; evaluations

Monday, November 4

8:00 - 10:00	Interpretation through exhibits in place
10:00 - 10:30	Coffee break
10:30 - 12:00	Review of types of exhibits in place--other areas
1:15 - 5:00	Field problem in preparing interpretive exhibits in place
7:00 - 7:30	Review of field problem
7:30 - 9:30	Talks by two trainees; evaluations

Tuesday, November 5

8:00 - 10:00	Interpretation through audio-visual presentations
10:00 - 10:30	Coffee break
10:30 - 12:00	Interpretation through audio-visual presentations
1:15 - 2:30	Interpretation through audio-visual presentations
2:30 - 3:00	Coffee break
3:00 - 5:00	Interpretation through audio-visual presentations

Wednesday, November 6

Same schedule as for Tuesday, November 5

7:30 - 9:30	Two talks by trainees
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Thursday, November 7

All day field trip to Manassas National Battlefield Park

Friday, November 8

8:00 - 8:30	Review of Manassas trip
8:30 - 9:30	Interpretation through photography
9:30 - 10:30	Interpretation through television
10:30 - 11:00	Coffee break
11:00 - 12:00	Interpretation through radio
1:15 - 2:15	Interpretation for foreign visitors
2:15 - 3:00	Talk by trainee; evaluation
3:00 - 3:30	Coffee break
3:30 - 5:00	Field studies

Monday, November 11

Holiday

Tuesday, November 12

8:00 - 9:00	Interpretive programs outside the park areas
9:00 - 10:00	Place of the museum in the park; aspects of display, records, etc.
10:00 - 10:30	Coffee break
10:30 - 12:00	Place of the museum (continued). Furnishing plans, etc.
1:15 - 2:30	Place of the museum (continued)
2:30 - 3:00	Coffee break
3:00 - 5:00	The museum (continued)

Wednesday, November 13

8:00 - 10:00	The museum (continued)
10:00 - 10:30	Coffee break

Wednesday, November 13 (Continued)

10:30 - 12:00	The museum (Continued)
1:15 - 2:30	The museum (Continued)
2:30 - 3:00	Coffee break
3:00 - 5:00	Museum records, etc. Accessions, collections, etc.
7:30 - 9:30	Two talks by trainees; evaluations

Thursday, November 14

All day visit to Museum Laboratory in Washington

Friday, November 15

8:00 - 8:30	Review of Washington trip
8:30 - 10:00	Trends in Interpretation
10:00 - 10:30	Coffee break
10:30 - 12:00	Policies affecting interpretation; wildlife
1:15 - 2:30	Policies affecting interpretation: aquatic (fishing)
2:30 - 3:00	Coffee break
3:00 - 5:00	Policies affecting interpretation: general review of overall situation in wildlife (land) and wildlife (aquatic)

Monday, November 18

8:00 - 9:00	Other policies affecting interpretation (boating, swimming, lumbering, mining, religion, etc.)
9:00 - 10:00	Archeological policies and interpretation
10:00 - 10:30	Coffee break
10:30 - 12:00	History policies and interpretation
1:15 - 3:00	Two talks by trainees; evaluations
3:00 - 3:30	Coffee break
3:30 - 5:00	Field studies

Tuesday, November 19

8:00 - 8:30	Final review of field project assignment
8:30 - 10:00	The research program
10:00 - 10:30	Coffee break
10:30 - 12:00	The research program
1:15 - 3:00	Budgeting for the interpretive program
3:00 - 3:30	Coffee break
3:30 - 5:00	Two talks by trainees; evaluations

Wednesday, November 20

8:00 - 8:30	Cooperating Associations
8:30 - 9:30	The Library; use of tape recordings, etc.
9:30 - 10:00	Coffee break
10:00 - 12:00	Preparation of handbooks, information booklets, etc.
1:15 - 2:30	Talk by trainee; evaluation
2:30 - 3:00	Coffee break
3:00 - 5:00	Time for final preparation of interpretive prospectus

Thursday, November 21

Trainees free all day to complete interpretive prospectus

7:30 - 9:30 Two talks by trainees

Friday, November 22

Day devoted to loose ends of program

Saturday, November 23

All day trip to Colonial National Historical Park

Sunday, November 24

All day at Colonial National Historical Park and vicinity;
en route to Washington

Monday, November 25

All day to Washington Office and return to Harpers Ferry

Tuesday, November 26

8:00 - 8:30 Review of field trip

8:30 - 5:00 Review of Interpretive Prospectus and Base Maps

Wednesday, November 27

8:00 - 12:00 Review of Interpretive Prospectuses and Base Maps

1:15 - 2:00 Review of Committee Suggestions

2:00 - 2:30 Closing comments

3:00 End of Session

HFR-428

The Martinsburg Journal

WED., APRIL 18, 1973

Paul Buxton Martin Editor

William M. Thompson Managing Editor

Ronald J. Keller General Manager



Editorials

Dr. McDonald's Dream

The importance of preserving physical evidences of our history was brought home to us once again the other day while on a brief visit to the Harpers Ferry National Historical Park.

Harpers Ferry is much more than the raid of the fanatical John Brown a little more than a century ago although it is quite proper to note this bit of history. Harpers Ferry is truly a beauty spot from the topographical standpoint nestled in the hills and at the point "where the quiet Potomac weds the laughing Shenandoah." It was the gap through which the earliest Indians travelled and then provided a passage for pioneer Americans in their first moves to the west. It was also the site of an early federal armory. It was visited by such greats as George Washington,

Thomas Jefferson, Robert E. Lee, Abraham Lincoln and "Stonewall" Jackson.

As we walked through the streets and saw the fine restoration work which has been accomplished by the National Park Service, we could not help but think of the late Dr. Henry T. McDonald, president of Storer College, who led the early efforts, some 40 years ago to have a national park established at Harpers Ferry.

No one paid too much attention to him at first although he finally got help from Jennings Randolph, then the congressman from this district and now a member of the U.S. Senate. After several disappointments, a bill was finally passed by the Congress creating the park but we have always felt that Dr. McDonald has never received the recognition he deserved.



U. S. Navy Declin



Copley Ne



UNITED STATES
DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE
WASHINGTON, D.C. 20240

IN REPLY REFER TO:

April 1, 1964

Mr. Bradley D. Nash
Harpers Ferry National
Historical Park
P. O. Box 117
Harpers Ferry, West Virginia

Dear Mr. Nash:

I appreciate very much having the opportunity to read the statement you presented to the trainees on the History of Storer College. Mr. Everhart has also had a chance to read it and he has suggested that we retain a copy in this office for our future reference. Since you indicated that I could keep this copy, we are, therefore, retaining it for our files.

Mr. Everhart and I were sorry to miss seeing you when we were in Harpers Ferry last month. We look forward to seeing you at the dedication.

Thank you very much.

Sincerely yours,

Howard W. Baker
Assistant Director, Operations

(Special to The Journal)

CHARLES TOWN, Feb. 27—

George Washington, first president of the United States, was closely associated with Jefferson county, Thornton Perry told the Charles Town Kiwanis Club at a recent meeting in the Delmonico Restaurant near here.

Washington's two brothers, Charles, of Happy Retreat, and Samuel, of Harewood, and about 100 of their descendants are buried in the county. The three brothers owned about 5,000 acres in the southern part of the county. The First President owned the Rock Hall Plantation on the Bull Skin Creek, now owned by the John L. Burns Estate, Perry said.

The speaker said Washington was born in Westmoreland county, Va., but spent most of his youthful years with his half-brother, Lawrence, at Mt. Vernon, which he inherited upon the death of Lawrence.

Perry described Washington as being red-headed, 6 foot, 2 inches and quite an athlete. He was said to be an excellent horseman.

1. THANKS TO DEAN GRATER - PRIVILEGE AT FIRST OFFICIAL FULL TIME ASSEMBLY OF THE MATHER CENTER OF THE NPS ACADEMY.

2. REALLY COULD BE CALLED ^{4/6} STORY OF THIS CENTER, YET STORER HERE FOR JUST UNDER 100 YEARS, AND THE ARMORY AND ARSENAL FOR 2/3 CENTURY BEFORE THAT = 3 TRANSFORMATIONS - ALWAYS FILLING THE NEED OF THE PERIOD.

I also do enjoy the power of
3. HAPPY TO ADD ^{SOME} EMPHASIS TO THINGS & PEOPLE OTHER THAN JOHN BROWN MUCH HERE BESIDES. YET THE RAID JUST 104 YEARS AGO THIS MONTH DOES REMAIN THE CENTRAL VIOLENT ACTION THAT DRAMATIZED THE TOWN FOR ALL TIME. THERE IS A ^{TRUE} ~~TIME~~ ^{Difficulty} DELICACY OF INTERPRETATION OF HISTORY HERE. AS OFTEN HAPPENS, JOHN BROWN REMAINS ONLY AS A LEGEND AND A MARTYR, HIS FAMILY, FOLLOWERS AND FRIENDS HAVE VANISHED, YET THE DESCENDENTS OF THE JURY ^{CF} MEN, THE JUDGE, THE SHERIFF, EVEN THE UNDERTAKER WHO CARRIED HIM IN HIS WAGON TO THE GALLOWES IN DECEMBER ARE ALIVE IN THE COMMUNITY - THE PLAQUE AT CHARLES TOWN AND THE CART THAT ^{and all very proud of the part they played} CARRIED HIM.

HISTORY, NATURAL AND HUMAN, NOT NEW TO ANY OF YOU - YET HERE SO MUCH IS INCLUDED - THERE IS A REALLY RATHER REMARKABLE TELESCOPING OF EVENTS IN A RELATIVELY SHORT PERIOD - SAY A CENTURY ^{or two} ~~AND A HALF~~ ^(AF), THE STRIKING GEOLOGY, ^{of course} THE MIGRATING INDIAN TRIBES, THE FRENCH & INDIAN WARS (1754-63 "Gr War"), GEORGE WASHINGTON AS A SURVEYOR. REVOLUTIONARY PERIOD = THE FAMOUS B LINE MARCH OF A BAND OF RIFLEMEN FROM SHEPHERDSTOWN TO JOIN GEORGE WASHINGTON AT CAMBRIDGE, MASS. IN 1775 4 or 5 HUNDRED MILES IN 20 ODD DAYS.

THEN G. WASHINGTON AS PRESIDENT, HIS BROTHERS AT CHARLES TOWN
 SAMUEL, LAWRENCE, ^{the others.} ACT OF 1794 REQUESTED BY G. WASHINGTON, AUTHOR-
 IZED ARMORY TO MAKE MUSKETS HERE, SPRINGFIELD, MASS. AT SAME TIME.
 435 ACRES ON LOUDOUN HEIGHTS, ^RTIMBER SITES FOR CHARCOAL AT ARMORY
 IRON FURNACES. HALL RIFLE WORKS AND ITS STANDARDIZED INTERCHANGEABLE
 PARTS - GREAT PRECISION.

THE B & O RR AND THE C & O CANAL = THEIR RACE TO THE WEST - A
 ROUGH NEIGHBORHOOD SOMETIMES. HARPERS FERRY AS A WATERING SPOT, A
 MECCA ALONG WITH MANASSAS, ANTIETAM AND GETTYSBURG FOR THE G.A.R. ^{some}
 80's and 90's. ^{of course} THE FLOODS OF 1936 and 1942. ^{destroyed all the}
 CAMP HILL ^{they were we now are} TOOK NAME WINTER OF 1798-9 WHEN WAR WITH FRANCE SEEMED
 NEAR AND AMERICAN TROOPS UNDER GEN'L PINCKNEY CAMPED HERE. "MANY"
 OF THESE SOLDIERS DIED, ARE BURIED IN HARPER CEMETERY.

✓ HOWEVER, OUR STORY REALLY COMMENCES WITH THE RAID IN OCTOBER
 WHILE ABORTIVE AND TINY IN NUMBERS ~~IS~~ INVOLVED, IT WAS OVERWHELMING
 IN ITS EFFECT, THE DIE WAS REALLY CAST 12 MONTHS BEFORE A. LINCOLN
 ELECTED PRESIDENT, ^{in success} AND ~~IN~~ 13 MONTHS BEFORE S.C. DECLARED THE UNION
 DISSOLVED. ^{as you know SC didn't seem they just}
^{dec}

✓ THE BACKGROUND FOR MUCH MORE THAN STORER COLLEGE WAS LAID, ^{than just} YET
 I LIKE TO THINK, AS I HOPE YOU WILL SEE, THAT STORER COLLEGE, WHERE
 YOU NOW SIT, BECAME A SYMBOL OF WHATEVER GOOD CAN EVER COME OUT OF,
^{even now}
 AND AFTER A WAR.

✓ NOW RETURNING BRIEFLY TO THE WAR PERIOD - THROUGHOUT THE FOUR-YEAR PERIOD
 NOT ONLY THE U. S. SANITARY COMM., - ^{which was} A KIND OF COMBINATION OF OUR PRESENT
 ARMY MEDICAL CORPS AND THE AMERICAN RED CROSS, ^{AND} ALSO THE U. S. CHRIST
 COMM., WERE AT WORK UP AND DOWN THE SHEN. VALLEY. ^{2 is worth 16 & 17} THE CHRISTIAN COMM. ALSO
 SHARED A SIMILARITY TO THE RED CROSS PLUS THE CHAPLAINS CORPS AND ITS EFF
 AT GOOD WORKS WERE ONLY LIMITED IN SCOPE AND AREA BY THE PRACTICABILITY
 OF VOLUNTEER MANPOWER (and OF COURSE WOMEN ^{power}), MEANS OF TRANSPORTATION, ET
<sup>They were the good kind of camp followers. They carried
 around soldiers uniforms. They were the good even better &
 helped in ending of Union</sup>
 THESE VOLUNTEERS WERE OF ALL KINDS, CHURCH PEOPLE, TEACHERS, QUAKERS, FRE
 WILL BAPTISTS AND MANY MORE. AS THE WAR NEARED ITS BLOODY END THE FLEXI
 BILITY OF THE CHARITABLE IMPULSES OF THESE GENTLE PEOPLE ^{and dedicated} LED THEM MORE I
^{who were by that time already}
 RECTLY TO WORK AMONG THE FREED SLAVES, THE DISPLACED PERSONS OF ANOTHER
 AGE. <sup>and they were certainly displaced because they
 lost all roots had lost all guidance - they were the good
 volunteers, aid among negroes. Displaced. Anything</sup>
 ✓ MANY OF THESE PEOPLE CAME FROM NEW ENGLAND AND NEW YORK, THE FORMER PAR
 TICULARLY, FOR ABOLITIONISM HAD BECOME INGRAINED THERE AND WAS INTERWOV
 WITH THE RELIGIOUS ACTIVITIES OF ALL THE CHURCH GROUPS. THE DELUGE OF
 FREEDMEN AS THE WAR ENDED WAS IMMENSE. ^{they poured up the valley here} THE RELIGIOUS AND EDUCATIONAL
 GROUPS ^{then} AROSE TO THE ISSUE. THE FREEDMEN'S BUREAU IN THE WAR DEPT. TOOK
 FORM DURING THE WAR. BY THE END OF 1865, IT HAD PLACED ITS AGENTS IN M
 COMMUNITIES WHERE THE BEWILDERED AND ADRIPT FREEDMAN ^{there} WAS SEEKING GUIDAN
 IN AN ENTIRELY NEW AND STRANGE WORLD TO HIM.

Maine

* HERE AT HARPERS FERRY A YOUNG REPRESENTATIVE OF THE N.H. FREEWILL BAPTIS
^{who had worked both of war & afterwards from Batesville, etc.}
 CHURCH IN THE VALLEY WITH THE CHRISTIAN COMM. WAS SELECTED BY ONE ^{AK}
^{who was favorite of Gen. Sherman & was in good place}
 * GENERAL HOWARD, NEWLY APPOINTED HEAD OF THE FREEDMEN'S BUREAU, AS ITS
^{with at his right hand when the G. A. of Rights had its}
 Grand march

Nathan Brinkhott

AGENT AT HARPERS FERRY. ^{HERE} FLOWED THE FREEDMAN AND HIS FAMILY. ASIDE FROM THE SHEER NECESSITY OF FOOD AND SHELTER, THE 3R'S SEEMED THE MAGIC KEY TO THE NEW WORLD OF THE FREED SLAVE.

FIRST AT LOCKWOOD HOUSE IN THE FALL OF '65 BEGAN THE TEACHING

60,000 troops - 1862 - Florence Mann - 1864-5.

LATER THE OTHER HOUSES WERE OCCUPIED ~~IN~~ INFORMAL MANNER. FINALLY IN

'67 ONE JOHN STORER OF SANFORD, MAINE, OFFERED \$10,000 FOR A "COLLEGE TO

HELP THE FREEDMAN PROVIDED IT WAS MATCHED. THIS WAS DRAMATICALLY ACCOM-

PLISHED BY JAN. L., 1868, and THE NEW COLLEGE COMMENCED. IN THE SAME YEAR

BY ACTIVE PRESSURE ON CONGRESS, THE FOUR GOV'T BUILDINGS ON CAMP HILL AND

THE LAND ABOUT THEM WERE DEEDED TO THE NEW COLLEGE TO EDUCATE ALL WITHOUT

REGARD TO RACE, CREED OR COLOR. *and that is when this land remained*

THIS WAS THE BEGINNING - THE SCHOOL - TEACHERS, MANY FROM N.E., BUT OTHERS

".....THE CRUSADE OF THE NEW ENGLAND SCHOOLMARM. 'THE

ANNALS OF THIS NINTH CRUSADE ARE YET TO BE WRITTEN--THE

TALE OF A MISSION THAT SEEMED TO OUR AGE FAR MORE QUIX-

OTIC THAN THE QUEST OF ST. LOUIS SEEMED TO HIS. BEHIND

THE MIST OF RUIN AND RAPINE WAVED THE CALICO DRESSES OF

WOMEN WHO DARED, AND AFTER THE HOARSE MOUTHINGS OF THE

FIELD GUNS RANG THE RHYTHM OF THE ALPHABET. RICH AND

POOR THEY WERE, SERIOUS AND CURIOUS. BEREAVED NOW OF A

FATHER, NOW OF A BROTHER, NOW OF MORE THAN THESE, THEY

CAME SEEKING A LIFE WORK IN PLANTING THE NEW ENGLAND

SCHOOLHOUSE AMONG THE WHITE AND BLACK OF THE SOUTH. THEY

DID THEIR WORK WELL. IN THAT FIRST YEAR THEY TAUGHT ONE

DER

K DOUGLAS.

SHORT

CITIZEN-

KNOWN AS

EVEN-

IEVED

effe argue

DUBOIS OF HIS RESPONSIBILITIES IN ^{LATER} ~~RECENT~~ YEARS, BECAUSE OF DISSATIS-
FACTION WITH HIS EXTREME AND MARXIST POLITICAL VIEWS. *So I'm going to*
*Dr DuBois.... **

*re Douglas ** ✓ IT IS HARD TO TELL THE ENTIRE STORY AND I DO NOT INTEND TO BORE YOU WITH
DETAILS. TO ME THE REALLY DRAMATIC¹ PERIOD OF THE COLLEGE WAS ITS FOUND
BUT THERE IS MUCH MORE FROM ITS INCORPORATION IN 1867, INDEED FROM ITS
FIRST CLASSES IN 1865, ^{AS} THE COLLEGE AND ITS LITTLE FACULTY STRUGGLED TO
THE NEGRO. FUNDS WERE LIMITED, AND ITS HISTORY PARALLELS THAT OF SO MANY
OF THE SMALLER CHURCH AND ~~TEACHERS~~ ^{ed} ~~ING~~ NORMAL SCHOOLS. *throughout the*

IN THE 90'S ATTENTION WAS TURNED ^{ed} ~~ING~~ TO BOOKER T. WASHINGTON'S THEORY OF
"PRACTICAL" OR "INDUSTRIAL" EDUCATION, WHICH BASICALLY MEANT TRAINING TO
TRADE. THIS WAS A "DOWN TO EARTH" ATTEMPT TO SOLVE THE ECONOMIC PROBLEM
OF THE NEGRO AND ^{in its time, it} HAD MUCH TO COMMEND IT. HOWEVER, AFTER THE TURN OF THE
CENTURY, A NEW ENLIGHTENMENT DEVELOPED, AND A BROADER FIELD WAS ENVISIONED

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Toward a limited workmen's career.

MANY PROGRAMS OF THESE ^{is} ~~KINDS~~ BECAME MATTERS OF PUBLIC DISCUSSION ^{and even} BUT STILL
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WAR I IT WAS THE SMALL EDUCATIONAL INSTITUTION IT WAS TO REMAIN UNTIL IT
DEMISE SHORTLY AFTER THE SUPREME COURT DECISION OF 1954. ITS GREAT ^{EST} DAYS
THE DAYS OF RECONSTRUCTION - THE MELTING POT, THE CAULDRON OF THE 70'S,
AND EARLY 90'S. ^{and again} THEREAFTER FOR 50 YEARS IN THIS CENTURY APPROXIMATELY 1
BOYS AND GIRLS WERE TAUGHT, SOMETIMES PERHAPS IN A SOMEWHAT STRICT ATMOSPHERE
THE SIMPLE VIRTUES ^{AND} OF INTRODUCTORY STEPS TO BASIC LEARNING. NO LONGER

~~11-11-11~~
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 NEED IT ROSE TO MEET WAS A NOBLE ONE, NOBLY ANSWERED. *FF* THERE IS STILL A
 FOOTNOTE - FROM 1899 TO 1944 - 45 YEARS, DR. HENRY MCDONALD SERVED AS
 STORER'S ^{allege} PRESIDENT. HE WAS SUCCEEDED ^{for 10 years to the change final days} BY THE SCHOOL'S ONLY TWO NEGRO
 PRESIDENTS, AND HE WAS PRECEDED BY ONLY ONE PRINCIPAL OR PRESIDENT - R
 NATHAN BRACKETT, THE ORIGINAL TEACHER OF '65, ^{which} YET DR. MCDONALD DID A ^{(34-47) which I have alr}
 SIGNIFICANTLY REMARKABLE THING OUTSIDE THE SCHOOL'S DOMAIN. HE BELIEVED
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 ERALLY SPONSORED HISTORIC PROJECT AT HARPERS FERRY. EARLY SUPPORTED BY T
 REP., NOW SENATOR J. ^{gunning} RANDOLPH, HE PURSUED THIS OBJECTIVE. *FF* BEFORE DR.
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 IC SITE DEDICATED 100 YEARS AGO TO UPLIFTING A BEWILDERED PEOPLE IN A SHAT
 TERED ENVIRONMENT, SHOULD SERVE THIS NEW AND NOBLE PURPOSE. *FF* Only request
 I had a visit from Sen Randolph - he sent quite
 good wishes to the school & its faculty on the eve
 TO GIVE YOU A FINAL SENSE OF THE ATMOSPHERE TO WHICH YOU ARE NOW ENTERING
 I SHOULD LIKE TO CLOSE WITH A SHORT ^{VERSE} POEM OF CARL SANDBURG'S, CALLED
 "LANDSCAPE INCLUDING THREE STATES OF THE UNION"...

(QUOTE)

8x ~~11x~~

Landscape Including Three States of the Union

By CARL SANDBURG

The mountains stand up around the main street in Harpers Ferry. Shadows stand around the town, and mist creeps up the flanks of tall rocks.

A terrible push of water sometime made a cloven way for their flood here.

On the main street the houses huddle; the walls crouch for cover.

And yet—up at Hilltop House, or up on Jefferson's Rock, there are lookouts.

There are the long curves of the meeting of the Potomac and the Shenandoah.

There is the running water home of living fish and silver of the sun.

The lazy flat rocks spread out browns for green and blue silver to run over.

Mascots of silver circles move around Harpers Ferry.

No wonder John Brown came here to fight and be hanged.

No wonder Tom Jefferson came here to sit with his proud red head writing notes on the great State of Virginia.

Borders hem the town, borders of Virginia, West Virginia, Maryland.

Be absent-minded a minute or two and you guess at what State you are in.

Harpers Ferry is a meeting place of winds and waters, rocks and ranges.

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HISTORY OF STORER COLLEGE

Presented by Bradley D. Nash to the Trainees of the first full-time session of the Stephen T. Mather Interpretive Training and Research Center, Harpers Ferry, West Virginia, September 30, 1963.

Introduction by Mr. Russell Grater, Supervisor:

*Repeatedly
3/2/64*

We have a gentleman here who has probably more knowledge by odds on Storer College than anyone I know of. Mr. Nash has been working on the history of Storer College for the Park Service and is a Historian at the Park. We have ideas, you see, for developing the story of the old college and presenting it at the Lockwood House which you will be passing on your way down to the Park Headquarters. In that building the ground floor, we hope, will be designed and devoted to the story of the college. That is the original school building. But I will leave it to Bradley to tell you about it. If you have any questions that you want answered concerning this old college, and I think you should know about it because this is part of it and you are living in part of it, he is the man to talk to. So I'll turn this over to you Bradley.

Thank you "Dean" Grater. I always knew Russell was quite a salesman, but I didn't really appreciate it until I heard him tell you how to get down to the Park offices, and say what a nice walk it was, but he neglected to say you had to walk back which is like walking up a ladder about 300 feet. I know it is good for you and I know you will enjoy it, and I know that Russell is very sincere for he does it daily; he has to, for he lives down there and does it twice daily, twice up and twice down, but he always emphasizes the trip down, rather than the trip back.

I particularly appreciate the opportunity of talking here today. It is really a privilege to speak to the first full-time official assembly of the Mather Center and to be present and meet you gentlemen. I had the opportunity of sitting in on some of the lectures of the preliminary nine week's schedule earlier this year, but it is really a genuine compliment I feel to me, to be allowed to speak to you on this opening day of this assembly so I am very grateful and very appreciative.

This short talk I am going to give could readily be called the history of this Center. After all the history of this site and these buildings, this new school is a part of it, it is the shortest and latest part of this campus' history. Yet Storer College was here for just under 100 years and the Armory and Arsenal for two-thirds of a century before that. There have been three transformations, always filling the need of the period. First the military requirements for what appeared then to be an imminent war with France in the early 1790's leading to the establishment of the Armory at Harpers Ferry; and then the gallant attempt to educate and give the new freedman an opportunity to find his place after the extraordinary release of his emancipation, a release which suddenly came to him without surrounding guides of any kind even the unhappy controls of slavery. So this really is a historic place. One hundred years from now this Mather Center will have as long a history as any other institution or association now identified with this area, always excepting the geology of course! Now we are at the tail end of the dog and while we are wagging the dog at this moment because we are alive and others have

passed away, nevertheless our history is yet to be written. That is our great opportunity.

I also do enjoy the opportunity of adding some emphasis to things and people here in Harpers Ferry other than the John Brown story itself. There is much here besides John Brown. The Raid just 104 years ago this month, it was in October, about the middle of the month, does remain the central violent action that dramatized the town for all time. But there is a true delicacy of interpretation of history here for those of us, and that is all of us really, who are interested in interpreting to the public whatever treasure we may have under our charge in the Park Service, whether of history, architecture, nature or whatever, there is a true delicacy of interpretation of history here. As often happens, John Brown remains only as a legend and a martyr, his family, followers, and friends have all vanished, yet the descendants of the jurymen, the Judge, the sheriff, even the undertaker who carried him in his wagon to the gallows in December 1859, are remembered personally in the community and many have descendants who are proud of the part they played in the dramatic events. They did what they thought was right and the law must side with them. It has only been a few years, perhaps ten years ago that a bronze plaque was placed upon the exterior walls of the beautiful Court House in Charles Town which says in effect: "Here, John Brown, abolitionist, was found guilty of treason and sentenced to be hung on December 2nd, 1859". During the summer months when tourists come through the community, the very wagon in which Brown was carried to the gallows, is displayed in front of the Court House.

I am not trying to say which side is right or which wrong but simply to point out that this is still a lively issue today. A century later, it is still a matter of concern to many people as to whether John was a criminal or whether he was a hero. So there is a delicacy of interpretation here and I think to date we have handled it very nicely, at least my predecessors here in the Park have handled it very intelligently. We haven't had any serious problems, we get on very well, the two communities, each with their somewhat different approach to "John".

History, natural and human, is not new to any of you, yet here so much is included. There is a rather remarkable telescoping of events in a relatively short period— say ^{for} a century or two, after many eons ago, of the striking geology, there unfolds this more recent history, the history of the migrating Indian tribes, the French difficulties in the 1750's and 60's which were referred to in that time in the American sense, as the French and Indian Wars, but in the European view as "the Great War", which involved the whole continent of Europe before it was finished. Then we had George Washington here as a surveyor. We had the Revolutionary period; a dozen miles from here is Shepherdstown which was at one time considered as the possible Capital of the United States. Then at Shepherdstown in 1775, at the beginning of the Revolutionary War, the band of riflemen who simply seized their muskets and marched for twenty odd days to travel five hundred miles to join George Washington under his elm at Cambridge when he took command there of his forces. This was known as the famous B-line march and set the spirit of the War for Independence.

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The region is filled with history, George Washington as President, his brothers at Charles Town - Charles Town is named after his brother Charles. Samuel [and Lawrence] had places here, streets are named after all of them. Getting more closely to what we are particularly interested in here, George Washington in 1794 established an armory here to make muskets in the same year the Springfield Massachusetts Armory was built. At the same time several hundred acres were acquired on Loudoun Heights, just back of you about a mile, or at least the timber rights for charcoal to be used in the Armory's iron furnaces. Later the Hall Rifle Works with its standardized and interchangeable parts of great precision, was established in the town and these rifles were famous for many years. They were used in the War of 1812.

We have the Baltimore & Ohio Railroad and the Chesapeake & Ohio Canal's great race to the west. This was a rough neighborhood sometimes. We had all kinds of struggles among the men who were working and producing here in the mid 19th century. Later in the '80's and '90's Harpers Ferry became a watering spot and mecca along with Manassas, Antietam and Gettysburg for the G.A.R. veteran and his family, and sometimes also the Confederate. More recently the severe floods of 1936 and 1942 destroyed what was left of the town's small manufacturing and trading activities. You will see the high water marks when you visit in the lower town.

Camp Hill itself, where we now are, extending from here eastward to the brow of the hill looking through the gap, took its name in the winter of

1798-99 when war with France seemed near and American troops under General Pinckney camped right here. Many of these soldiers died and are buried in the old Harper Cemetery.

After this somewhat lengthy background, I would like to proceed with our story of Storer College which really commences with the Raid in October, '59. While abortive and tiny in numbers involved, it was overwhelming in its effect, the die was truly cast twelve months before Abraham Lincoln was elected President in the succeeding November, and thirteen months before South Carolina declared the Union dissolved. As you know South Carolina didn't secede from the Union, it just declared the whole Union dissolved and took off by itself.

The background for much more than Storer College was thus laid here. Yet I like to think, as I hope you will see, that Storer College, where you now sit, became a symbol of whatever good ever came out of, or can come out of, after a war.

The Civil War was now on-- it was a war of slogans and dramatic principles though the dying had to be dirty and heartbreaking as it always is. Oliver Wendell Holmes captured the symbolism of this struggle lightly in a few lines of verse:

"All through the conflict, up and down, marched Uncle Tom
and old John Brown -
One ghost, one form ideal.
And which was false and which was true,
and which was mightier of the two,
the wisest sybil never knew,
for both alike were real."

During the four years of the war, the town changed hands many times, the Armory and Arsenal were destroyed, the railroad tracks were ripped up, the rolling stock was of course removed, sometimes overland down through Winchester and further down for use of the Confederates, as was the Armory equipment and machinery. Most of the houses in the town showed marks of the shelling from the two heights of twelve to fourteen hundred feet, across the rivers, just a few thousand feet in back of where each of you now sit.

Up here on Camp Hill were the four federal type buildings built in the early middle part of the 19th century to house the Superintendent of the Armory, the Paymaster, and the Clerks of each. These buildings stand today essentially as they were when built with two variations. The large hall just in back of you, now being renovated, is more than three times its size of one hundred odd years ago. Each of these four buildings were square military construction type of buildings, rather striking, the Federal type, but square and almost identical in their dimensions.

However, at a later date in 1881 an additional two-thirds of space was added, the center hall and the north wing to our new central administration building, then known as Anthony Hall. Only the south wing was the original Superintendent's residence. The other three dwellings were used by the Paymaster and the Clerks of each. In November, 1859 Colonel Robert E. Lee came up here and stayed in that building just a month after he had captured John Brown in the fire house of the Armory. This latter small building nearby, I hope will soon be moved down to its original site in the lower town. Abraham Lincoln stayed in the building on October 1, 1862, exactly 101 years ago as I speak here today.

Only fifteen days earlier the town had been captured by General Stonewall Jackson, its garrison of over ten thousand troops was surrendered and its commanding officer, Colonel D. S. Miles had been mortally wounded, probably near where the Park's stone directional marker is placed on Bolivar Heights to the northwest of us. I believe this was the largest surrender of American troops until the fateful Corregidor.

Within three days of the fall of this town, the bloody battle of Antietam had taken place at Sharpsburg only a dozen miles away - to some historians the turning point of the Civil War, and surely a horribly destructive struggle with 5,000 dead and almost 20,000 wounded on both

sides in the thirty odd hours of combat, September 17 and 18, 1862.

But I mention this because it brought Abraham Lincoln here two weeks later, and at night in this old government building next door he may well have paced restlessly as he considered two far reaching actions, first and foremost the world wide effect of his ^{announcement} ~~amendment~~ on September 21st of the Emancipation Proclamation, to become effective January 1, 1863, and also of major import, his imminent substitution of General Burnside for General George McClellan with whom he had finally lost all patience.

Now emancipation was interwoven in the war effort as the objective only, second to the preservation of the Union. The war had something altruistic added, now a tremendous crusade was really on. "John Brown's Body" - the "Battle Hymn of the Republic" took on a new meaning and vigor. The emotional surge which lead to Appomattox was now on, some of it to be carried into Reconstruction years with the dedicated spirit which lead to the founding of Storer College.

"Lockwood House" as the Paymaster's Quarters became known, is the other dramatic building at the far eastern end of the campus just above the old Harper Cemetery. This building was altered both before and after the War. It is now being prepared for restoration to its original 1858 appearance. In its original construction in 1847 it had

only one floor plus an "English" basement. Since then two stories have been added, one in 1858 and another one under a Mansard roof in 1883. During the Civil War it was not only occupied as you will soon see, by the founding people of Storer College, but by Phil Sheridan and later General Lockwood, who was later based at Baltimore and had been active on the Eastern Shore of Maryland.

Now returning briefly to the War period. Throughout the four year period not only the U. S. Sanitary Commission which was a kind of combination of our present Army Medical Corps and the American Red Cross, but also the U. S. Christian Commission were at work up and down the Shenandoah Valley from here to Winchester and beyond to Harrisonburg and Staunton. The Christian Commission also shared a similarity to the Red Cross plus the Chaplain's Corps and its efforts at good works were only limited in scope and area by the practicalities of volunteer manpower (and of course womanpower), means of transportation and supplies. They were the good kind of camp followers these civilians, they went along and did what they could. They darned soldiers' uniforms, they even buried the dead. They helped in emergency operations, or in any other activity. The U. S. Christian Commission was an unusual group of dedicated people, yet they typified the evangelistic spirit of America in the mid-19th century, be the times shadowed by war or blessed by peace.

These volunteers were of all kinds, church people, teachers, Quakers, Freewill Baptists and many more. As the war neared its bloody end ~~and~~ the flexibility of the charitable impulses of these gentle and dedicated people led them more directly to work among the freed slaves who were by this time obviously the displaced persons of another age, ~~and~~ ~~they~~ they were certainly displaced because they had lost all roots, had lost all guidance, they were ill-equipped for anything except direct work under supervision, gentle or harsh, few of them could read or write, in fact it had been among the legislation of many of the states that it was a criminal offense to educate a slave.

Many of these volunteers and aids among the Negro had come from New England, Philadelphia and New York not because those areas are particularly susceptible to good works, but the former particularly, that is New England had accepted abolitionism early. It had become ingrained there and was interwoven with the religious activities of all the church groups. The deluge of the Freedmen as the war ended was immense. They poured up the Valley here; even the words "John Brown" and "Harpers Ferry" had some significance to those almost totally ignorant and unfortunate people. The religious and educational groups then arose to the issue. The Freedmen's Bureau in the War Department took form during the War. By the end of 1865, it had placed its agents for educating and assisting and redirecting the freedman in many communities where the bewildered and adrift freedman were seeking guidance in a world

entirely new and strange to ~~him~~ ^{him}.

Here at Harpers Ferry there was a young representative of the Maine Freewill Baptist Church who had worked in the Shenandoah Valley during the latter part of the War after his graduation from Dartmouth College in 1864. Nathan Brackett had planned to study for the ministry, but fate lead him into other good works. He had been refused military service because of a health handicap and sought duty with the Christian Commission. Good old one-armed General Oliver O. Howard who was a favorite of General Phil Sheridan and who rode at Sheridan's right hand in the final review of the Grand Army of the Republic, at the end of the War, selected Nathan Brackett after his year's work in the Shenandoah Valley with the Christian Commission, to serve as an agent of the Freedmen's Bureau at Harpers Ferry. Almost contemporaneously he was commissioned by the American Missionary Association and his own denomination, the Freewill Baptists to conduct educational and missionary work in the Shenandoah Valley among the roaming hordes of refugees who sought food and shelter ~~first~~ among the armies and later in communities down the Valley. After the sheer necessities of living, the three "Rs" seemed to them the magic key to their new world.

First at the Lockwood House in the Fall of '65 began this teaching. Let me give you this little description of what it was like. ^{Only} a few rooms in this building were habitable and could be used for any purposes.

On the first floors the southwest room was office, the teachers' sitting room and Nathan Brackett's bedroom. The southeast room was kitchen, dining room and bedroom for two teachers. The northwest room with winter still howling through the shell holes was the cook's bedroom. The northeast room was the school room fitted up with tables for desks by day and beds by night. All the windows were boarded at the top but the lower sash were fairly well supplied with panes and shades. Upstairs, four rooms were uninhabitable and in the 5th room a dying German war veteran was living with his family. The whole Camp Hill section was swarming with colored people and several refugee families were living in the Lockwood House basement.

Florence Mann had been here just the year before. She was a niece of the great educator Horace Mann and she had taught school here, the simple ABC's, in the winter of 1864-65. Young Brackett picked up where Miss Mann left off. For two years he taught the fundamentals aided by a few valorous teachers who were able to face the obloquy of teaching the freedman. Then in early 1867 a series of remarkable events occurred. One John Storer of Sanford, Maine believing as did Brackett that the Negro could best help himself most effectively and rapidly by developing his own teachers, offered the princely sum of \$10,000 for the establishment of a "college" or normal school without restriction as to race, creed or color. His condition was that it be matched by a like amount within a year, or January 1, 1868. This started the train

of events.

This fervid group of abolitionists, now turned educators, carrying the banner of the Freewill Baptists, not only raised this money, while carrying ^{on} their school and missionary work, but secured a charter for a new college from the West Virginia legislature after stormy debate, and by a margin of only one vote.

The trustees received this charter in 1867 before they had actually received John Storer's gift.

But they still had another great need and that was for the basic purpose of housing. The school conducted by Brackett and his handful of assistants still occupied by courtesy of the War Department, the same two buildings at the other end of Camp Hill where the school had started off in '65 and '66. Now this devout band sought permanent possession. What button-holing they engaged in, and with what spiritual intrigue they conduct their voluminous correspondence. All during 1867 did they labor. Finally in early 1868 were their efforts handsomely rewarded. Sponsored by Major General James A. Garfield in the House of Representatives, and by Senator Fessenden of Maine in the Senate, legislation was enacted which deeded to the new college not only the two Armory quarters they sought, but also the other two buildings we have been discussing, as well as most of the other government property atop this hill. Here this early Negro school continued until shortly after the Supreme Court's desegregation decision of 1954. Then after several years dis-

the Congress appropriated in 1960 funds to our Park Service for the acquisition of the land and buildings which we see about us.

This is the story of the school, the teachers, many from New England, but others from Philadelphia and New York, as well as some from the South contributed a truly gallant band. An interesting and widely known negro writer and leader, W. E. B. DuBois had this to say about them:

He speaks of ".....the crusade of the New England schoolmarm. "The annals of this 9th crusade are yet to be written-- the tale of a mission that seemed to our age far more quixotic than the quest of St.Louis seemed to his. Behind the mist of ruin and rapine waved the calico dresses of women who dared, and after the hoarse mouthings of the field guns rang the rhythm of the alphabet. Rich and poor they were, serious and curious. Bereaved now of a father, now of a brother, now of more than these, they came seeking a life work in planting the New England schoolhouse among the white and black of the South. They did their work well. In that first year they taught one hundred thousand souls and more."

I might add something further about Dr. DuBois. He had several relationships with Harpers Ferry as did the great Negro orator and abolitionist Frederick Douglass. DuBois became controversial with

time. He died in his 90's a short time ago in Ghana but he also helped organize, he was one of the principal establishers of the NAACP particularly through its precursor body which was known as the Niagara Movement and which had its first meeting in 1905. This group held five meetings, one each year. Its second meeting was here in Harpers Ferry at Storer. Eventually, in five years it melded into the NAACP which became a much more effective and forceful organization which has survived with considerable success. The NAACP however relieved Dr. DuBois of his responsibilities in later years because of dissatisfaction with what was considered his extreme and Marxist political views. So I am quoting both sides of Dr. DuBois. I have shown him in his very generous description of the work of the New England and other school mams and also his later deviation, if you want to call it that, perhaps I should not use the word deviation, it has a bad connotation, but anyway his decision to withdraw from this country.

Frederick Douglass, of course, died as a great believer in America and in this college. At the dedication of Anthony Hall, next door, on Memorial Day, 1882, Frederick Douglass came and gave an oration on John Brown to an audience that included the prosecutor of the latter's trial, as well as many Virginians and Confederate veterans.

It is hard to tell the entire Storer story in a short time, and I do

not intend to bore you with details. To me the really dramatic period of the college was its founding. From its incorporation in 1867, indeed from its first classes in 1865, the college and its little faculty struggled to aid the Negro. Funds were limited, and its history parallels that of many of the smaller church and teachers' normal schools throughout the nation. Yet to me its location at this particular site, the use of the Federal ^{armory and} arsenal buildings for educational purposes in a fascinating atmosphere of "swords into plowshares", or "pen finally mightier than the sword". It is real drama and it draws a moving picture of man's kindness to his brother, a lesson especially important today of what mankind may do if it only wills it.

The next three decades represented a period of building construction resulting from several small but generous gifts and bequests, and a gradual settling into the pattern of a small normal school, with a continuing tendency to serve some of the high school requirements of the Negro community.

In the 1890's attention was turned to Booker T. Washington's theory of "Practical" or "Industrial" education, which basically meant training in a trade. This was a "down to earth" attempt to solve the economic problems of the Negro and in its time, it had much to commend it. However, after the turn of the century, a new enlightenment developed, and a broader field was envisioned for the ideal career of the Negro -

education to qualify him for any position which his talents permitted without any possible restraints or pointings toward a limited workmen career.

Many programs of this kind became matters of public discussion and controversy but Storer College was not much affected as the 20th century got underway. By World War I it was the small educational institution it was to remain until its demise shortly after the Supreme Court Decision of 1954. Its greatest days were the days of Reconstruction--the melting pot, the cauldron of the 70's, 80's and early 90's.

Thereafter for fifty years in this century approximately 150 boys and girls were taught each year, sometimes perhaps in a somewhat strict atmosphere, the simple virtues and introductory steps to basic learning. No longer perhaps was this school a force in Negro education. Integration and larger and more modern schools and ^{facilities?} faculties met to a greater degree the needs of America of the burgeoning 20th century. Yet the legacy is great and the need it rose to meet was a noble one, nobly answered.

Several Negroes from African states, notably Nigeria and Ghana have attended Storer. The most notable graduate, who also attended Lincoln University at Oxford, Pennsylvania is undoubtedly Azikiwe, Prime Minister of Nigeria.

There is still a footnote: From 1899 to 1944 - 45 years, Dr. Henry McDonald served as Storer College's President. He was succeeded for 10 years to the closing final days in 1955 by the school's only two Negro presidents, Dr. Richard Ishmael McKinney and the Reverend Leonard Earl Terrell, and he was preceded by only one principal or president, the Reverend Nathan Brackett, the original teacher I have already mentioned. Yet Dr. McDonald did a significantly remarkable thing outside the school's domain. He believed in John Brown as a martyr in one of history's greatest causes, and he wanted to see him memorialized. In 1936 he commenced to work for a federally sponsored historic project at Harpers Ferry. Early supported by the then Representative, now Senator Jennings Randolph, he pursued this objecti

Before Dr. McDonald passed away in 1951 he knew the Harpers Ferry National Monument, as it was then called, had been legislated and his dream was to be a reality. I am sure he never imagined this final step that his old school was to serve; this other far more extensive duty, to train, or stimulate the interpreters of the "American Dream" to its citizens as they visit its shrines and its natural marvels for education, refreshment and rededication. But it is fitting that a physical site dedicated a century ago to uplifting a bewildered people in a shattered environment, should serve this new and noble purpose.

To the regret of my sometimes orderly mind, I feel that I have presented you with a melange or mixture of fact and some legend. Yet that is Storer College - its buildings housed armorers and soldiers, teachers, preachers and freedmen, and finally a center for interpreting and preserving the American spirit for our fellow citizens and their descendants.

(Shin)

So too is Harpers Ferry a mixture, of geology, of Indian tribes, of our first President and his brothers, of strife and treason and warfare, and finally peaceful education.

Carl Sandburg felt much of this, and as I close I should like to read a short verse of his, to give you a final sense of the atmosphere into which you now enter. It is called "Landscape Including Three States of the Union":

"The mountains stand up around the main street in Harpers Ferry. Shadows stand around the town, and mist creeps up the flanks of tall rocks.

A terrible push of water sometime made a cloven way for their flood here.

On the main street the houses huddle; the walls crouch for cover.

And yet--up at Hilltop House, or up on Jefferson's Rock, there are lookouts.

There are the curves of the meeting of the Potomac and the Shenandoah
There is the running water home of living fish and silver of the sun
The lazy flat rocks spread out browns for green and blue silver to
over.

Mascots of silver circles move around Harpers Ferry.

No wonder John Brown came here to fight and be hanged.

No wonder Tom Jefferson came here to sit with his proud red head
notes on the great State of Virginia.

Borders hem the town, borders of Virginia, West Virginia, Maryland.

Be absent-minded a minute or two and you guess at what State you are
in.

Harpers Ferry is a meeting place of winds and waters, rocks and rain

From Cabin to College

By CLARA D. PINKHAM



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FLORIDA NORMAL AND COLLEGIATE INSTITUTE

Enjoyment of any experience, is due often to an auspicious beginning. In 1934 a few of us decided to visit this fine school, which is situated about two and one-half miles from St. Augustine, and is regarded as one of the most beautiful, as well as the most historic school sites in Florida. Arriving at the little office buildings we were greeted with such genuine hospitality by the genial president, that we felt we were beginning indeed a most interesting visit. The school is very pleasantly located, with an excellent campus. Here one sees many large spreading oak trees, covered with misty-gray Spanish moss, and hoary with age. If sufficient money could be spent, it would compare most favorably with many northern college campuses.

We were told that the site of the school was once the property of Colonel John Hanson, who came to Florida from New England. He fought in the Indian Wars and remained to become one of the largest slave owners in the state. Legend says on this very spot many Negroes were bought and sold. His brother, a staunch Abolitionist living just outside Boston, used his home as one of the famous stations of the "Underground Railway." The great-granddaughter of this man, now a winter resident of St. Augustine, is a loyal and helpful friend to the school. An interesting and happy coincidence, isn't it?

With quickening hearts—for we had heard its story often—we were led to the first old building which housed the beginning of the school when it moved from Jacksonville, Florida, in September, 1918. Again we heard the story of the early struggles and privations, which have borne full fruitage in the present newer buildings and enlarged activities. Today the property is estimated at approximately half a million dollars. There are 1,000 acres of land, one hundred of which, under cultivation, provide vegetables,



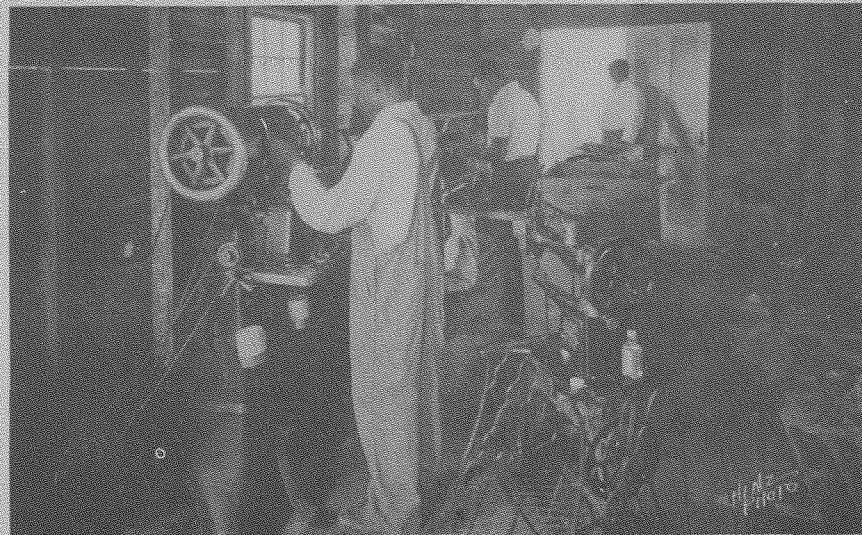
Section of Campus, Florida Normal

pork, beef, chickens, and eggs for school use. Situated on these 1,000 acres today are six substantial brick buildings and several frame ones. Best of all, the property is free of debt. This is the history of great love, courage, and faith in both God and man, and a willingness to undertake great things for future generations of the colored race.

Why the old wooden building, with only wood-burning stoves for warmth, and kerosene lamps for light, was not burned to the ground some time in its history, is one of those modern miracles which teach us the protecting care of a Father who knows his work and his will are being well done. So small, so inadequate always for its mission, we wondered how Miss Blocker and her few helpers carried on the work so splendidly. To her and to them, we owe a debt of gratitude and sincere appreciation. What heroic stories those old rooms could tell had they voices! I almost felt I heard them murmur approval as Miss Blocker modestly told of the early struggles and later triumphs. If "Gallant Is the Word for Carrie," I am sure it is most applicable to Miss Blocker and the pioneer workers for Negro education.

Even the present fine buildings are not adequate for the multitudinous appeals which come from the Negro youth of Florida and the surrounding southern country, but they do provide excellent, though limited accommodations for living and for classroom activities.

We noted with pride, from President Collier down through the entire personnel of the faculty, the fine type of man and woman engaged in teaching. Such good-looking, courteous, cultivated and intelligent individuals, all so keenly interested in the entire life of the school. Phi Beta Kappa keys were in evidence, too, and alphabetic letters appropriately adorned all names on the faculty rostrum. The heads of departments are all possessors of a



A Practical Course in Shoe Repairing

master's degree, and we noted that one young professor boasted his Ph.D. All this is significant of the scholastic standard of Florida Normal. As Baptists we should be proud of this record.

In serious conversation with these faculty members regarding curricula, we decided that the students were being well trained, not only in the arts and sciences, but in excellent practical courses so necessary for them as future teachers and leaders of the social order. Athletics are not overlooked. Both men and women use the fine gymnasium, play on the campus courts, and swim in the beautiful pool, the gift of a prominent business man who is greatly interested in the life of the institution and the young folk who make it. The dormitories are kept in excellent condition. They are planned to make living pleasant, convenient, and very comfortable. Students' rooms were neat and tidy, showing the care which is daily given them. Many of the young women's rooms were arranged most artistically. All looked cozy and homelike. As we were taken through both dormitory buildings we were received most graciously by all the students whom we met.

The departments of Domestic Science and Domestic Arts are adequate and up-to-date. We saw most interesting samples of sewing, weaving, reed and raffia work, drawings, and excellent designs for embroideries; and greatly admired many finished garments. The curricula for these two departments are well planned. They not only fit a present need in the lives of the women students, but will prove exceedingly helpful for future problems, and will equip them adequately for the teaching which they plan to do upon graduation.

One of the most charming phases of the school life is the regular Sunday afternoon concert, given in the attractive auditorium of the main building. The chorus is trained by the instructor of music and is wonderfully responsive to his direction. The songs are rendered most artistically, and the selections are admirably adapted for mixed voices. These concerts are a contribution to the life of the entire neighborhood and make for many friendly contacts. White, as well as colored folk, come for miles around to enjoy this treat. We felt spiritually as well as aesthetically refreshed by our afternoon of lovely music. From the beginning the singing of the students has attracted many music lovers. During the outstanding administration of Mr. Rosamond Johnson, himself the author of the Negro national hymn, "Lift Every Voice," the school was privileged to have Paul Lawrence Dunbar on its faculty for a winter. We can well imagine the value of this man's contribution to students of the school. Another famous instructor in music was the great colored tenor, Sidney Woodward. Florida Normal today is living up to its fine musical heritage from the past.

It is also true that this school is making a most worth while contribution to the educational life of the state. In almost every town, city, and hamlet, one will find its graduates. In the city of Jacksonville alone there are thirty graduates teaching in the public schools—an excellent record.

Two hundred and seven students, in the last few years, have been graduated from the Junior College Department, and are now either teaching, or attending higher institutions of learning, preparatory to entering educational fields.



Swimming Pool and Gymnasium

The school has many loyal white friends, who admire the administration, the faculty, and the scope of work done for the colored youth of America. Many show their sincere appreciation by personal contacts and generous gifts. One friend not only sends an abundance of citrus fruits every week during the winter season, but also arranges for an annual concert by the school choir. The greatest gain, however, is the real friendship for the school, which is born of all these various contacts made throughout the state and country. One cannot come in touch with the personalities of Florida Normal and not want to help along the good work which these folk are doing for their race. A landscape gardener, because of his friendly interest in the school, has done some very attractive planting. These demonstrations of high esteem, in which the school is held in its own community, prove that it has a right to ask help to equip and train young Negro men and women to take their places among the world's best workers.

Earnestness, sincerity, honesty of purpose, dignity of personnel, and scholastic equipment are evident in the atmosphere of the school; the pity is that through lack of funds it should be so limited in ability to grasp larger opportunities constantly pressing in upon it. Little gifts from many friends would accomplish easily great things for the school, and prove a blessing to the givers. Progressive growth must have great needs; otherwise there is stagnation. Help Florida Normal to go over and beyond what it has already done, by meeting its present needs—which, being interpreted, means greater usefulness in the far future for Negro men and women.

STORER COLLEGE

Storer College has a unique situation amidst historical scenes. It is located in the famous town of Harpers Ferry, West Virginia, on soil hallowed by noble sacrifices. On her campus stood military camps during the War of the Revolution, and the War of 1812. During the Civil War, bullets and shells rained down upon it. Here John Brown sent his heroic challenge to a Christian nation. Today his Fort, standing on the campus, has been re-conditioned and is used as a museum. What emotions are aroused as one gazes upon it. Storer was first housed in a group of brick buildings formerly occupied by officials of the U. S. Armory and Arsenal, located there by General Washington, and later granted to the college in 1867 by the U. S. Government. The gift included seven acres of land. Situated on the summit of a hill, the campus looks out over the surrounding country and commands a sweeping view of river, hills, and valleys. It is a spot dearly loved by poets and painters; an ideal place for the cultivation of the best attributes in life.

The college was founded in February, 1867, and opened in October of that same year. It was not only the first Negro school in West Virginia, but also one of the first in the whole South to start social, intellectual, and spiritual work among the colored race. It owes its beginning to the interest of a Northerner, John Storer of Sanford, Maine. He generously gave \$10,000 toward its support. This was followed by a matching gift of \$10,000 from the Freewill Baptists of the North. To this was added \$18,000 from the Freedman's Bureau. Later the Freewill Baptist work was merged with that of Northern Baptists, and the school was taken over by The American Baptist Home Mission Society and the Woman's American Baptist Home Mission Society. They provided an endowment of \$100,000, and from that time to this have been deeply interested in Storer College.

To the former four battle-scarred, but well constructed buildings, new ones



Lincoln Hall, Girls' Dormitory, with John Brown's Fort to the Left

have been added until today there are seventeen buildings and a church on the campus. There were only two teachers and nineteen students when Storer opened her doors in 1867, but such brave souls! They knew the need and felt the responsibility for greater educational opportunities. How they labored, prayed, and contacted others for such help as they needed to carry on their ideals! We owe much to these loyal, devoted pioneers in Negro work. In 1921 a junior college was added to the existing high school classes.

The present faculty of fourteen are well prepared for the work they are doing. Twelve hold a bachelor's degree; six have their master's degree; one has an honorary doctor's degree. All are able and devoted to the work, both inside and outside the classroom. How grateful we should be that young Negro men and women are enjoying an education with all its advantages of cultural contacts in this splendid institution, and are being prepared to go out into a world where their own race needs so much sympathy, guidance, and preparation for living in these trying days for us all. Storer is making a noble contribution to the country.

During all these years, approximately 3,000 students have attended Storer and 1,000 have been graduated, a large proportion becoming teachers. These facts again bear out our statement that the school is worthy of help, sincere appreciation, and effort on the part of all of its white friends.

This year, 1935, there are 89 enrolled in the high school department; 63 in the junior college; and 40 in the summer school. Of these, 75 are private music students.

The majority of the students come from the near-by rural towns and communities, although a small quota come from other southern states. Enrolled at the present time are two foreign students; a young man from Jamaica, and a young woman from the Virgin Islands.

A considerable number of the student body come from homes where fathers and mothers have had some educational advantages. Therefore the



View from Lincoln Hall up the Shenandoah

family background is that of the average American home where opportunities for education have been obtainable for two, and sometimes three generations. Students who were graduated years ago are now sending their children to Storer for advanced education. One student, whose grandmother was one of Storer's first graduates, illustrates the caliber of the young women now struggling for an education. The family owns a small farm, but as cash is scarce, the girl travels the eight miles each day. When roads are bad she walks, when passable she drives the family Ford. Through our terrible, snow-bound winter of this year, when public schools were closed and traffic throughout West Virginia was almost completely paralyzed, this student walked to school. Although she could have stayed in the dormitory, where she would have been safely and warmly housed from storm and cold, she walked home every night because her help was needed there. This girl stands at the head of her classes and has a definite goal toward which she is working. I am sure some day we shall be very proud of the contribution which this young woman will make to the world. Such high idealism, courage, loyalty, and hard work deserve an adequate reward. Nor does she stand alone in her idealism and determination to do great things: this is the spirit of Storer, and to it we give all honor. Integrity, conscientiousness, perseverance, and an admirable pride are all shown in the histories of the majority of the students. What more can one ask? Are not these the characteristics we most earnestly desire in our sons and daughters enrolled in the colleges and universities of the North? Let us help preserve such attributes, and so have a share in the great future assured to men and women of such caliber.

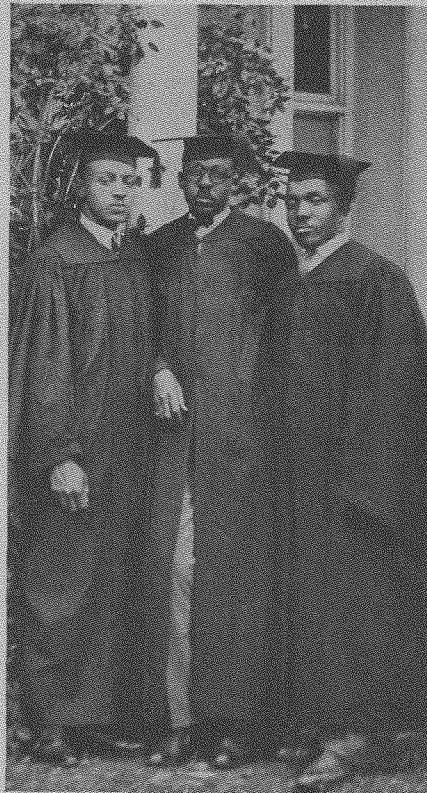
Storer takes great pride in her graduates. There are 1,097 of them contributing to the economic, industrial, and professional life of these United States. Three are college presidents; several have served on the faculties of Howard University, West Virginia State College, Tuskegee, New Orleans University, and other eminent schools and colleges. Some are superintendents of schools, principals of high schools, and grade teachers—all holding their profession in high regard. Others like Meta Evans, who served overseas in Y.W.C.A. work, and Mabel S. Brady—long in the same work in Dayton, Ohio, now in Lynchburg, Virginia—represent other lines of work into which Storer graduates have gone.

The medical profession has nineteen representatives; six very successful chemists, outstanding in their profession, are located in New York City; Chicago; Bluefield, West Virginia; and Morristown, Pennsylvania. Storer is also represented in law. Archibald Johnson, recently deceased, was a member of the Inner Temple Court, London, England. In America many are highly respected at the bar, and have made valuable contributions to the profession.

Storer's ideals are being lived on foreign soils. Students from Africa have graduated and returned to Liberia and Nigeria to help uplift the peoples from whom they came. Here they live the Christian principles, and teach the better life. All honor to these who have returned to give, rather than to receive.

For Storer to have achieved her valiant record has meant scholarly leadership, mutual cooperation of faculty and students, and the basic foundation laid for an upright and progressive life. Much of this is due to the fine cooperation of the beloved principal and associated faculty members. An institution can rise no higher than its faculty, even as a spring no higher than its source. All these years a goodly stamp has been laid upon the student lives of Storer. They have been inspired to do fine things; encouraged to enter higher institutions of learning to prepare for wider spheres of educational service; and urged to make places for themselves in the world at large, in order to uplift and guide their own race, so sadly in need of real leadership. Dignity of service has always been an essential teaching of the school.

Storer has the love of her alumni. Gracious gifts are sent; time and thought are given toward helping younger persons to enter alma mater; messages and prayers are wafted by the wings of love throughout the years. Two outstanding gifts illustrate this feeling. In 1927 Frank Gibson of Malden, Massachusetts, left his all, \$7,729, to his alma mater. Archibald John-



*Three Outstanding Graduates
of Storer College*

son, dying two years ago in London, bequeathed to Storer \$37,500. These gifts have been used as funds for future scholarships for needy students; so both of these men, being dead, yet speak in the lives of the Negro youth of today, and in posterity. Their gifts tie time and eternity together for the good of the colored race. May more alumni see this same vision for their alma mater.

Concerning clothes, all growing children are the despair of their parents. Legs and arms and feet have a way of bursting all bounds; and suits, dresses, and shoes are soon, of necessity, "hand-me-downs" to the younger members of the family. While it is our despair, yet it is most satisfying. Our children are normal. They are growing into men and women in the normal way, and we are happy. So it is with an institution of learning. Its growth is measured by its needs. Storer is no exception to this rule. She needs some really outstanding additions to her already excellent curriculum and equipment.



College Church Opposite Campus, and President's Home

First: A Domestic Arts Building to house the many branches of applied Art.

Second: A Science Building in which scientific research may be adequately carried on.

Third: A new fire-proof library building in which to house the present excellent working library.

Fourth: An endowment for the increase of teachers' salaries.

As the writer of Proverbs said: "Where there is no vision, the people perish." Storer's vision is evidenced in her vitality of purpose to strive for better things. These four needs we present to you. Will you help uphold the vision, that this school fail not in its mission of molding young lives.

MATHER SCHOOL

We all enjoy Webster's cartoons entitled, "The Thrill That Comes Once in a Lifetime," because they find an answering chord of pathos, or otherwise, in our own experience.

Mather has been a real "thriller" to many women of the North. It was indeed the thrill of a lifetime when a member of one of our New England churches went to Mather as director of the Sales House. The young girls of that church eagerly awaited any news which might come from Miss Lizzie Kinsman concerning her work. Fingers flew during "Mission Band" meetings to make something for her and the needs she represented. Jealously we kept our out-grown clothes from being given to local charities, so that they might go in the "mission barrel" to Mather. I truly believe many of the interested Home Mission women of today trace the beginnings of their activities to the barrels of Mather. Long may they be packed, sent, unpacked, sold, and thus become incorporated in a larger, finer equipped school of the future.

Origins, too, are never lost, whether they be of races, religions, or institutions. Mather has reason to be supremely proud of her founder, Rachel Crane Mather, and the concepts which formed the origin of a noble work of women for women.

Mrs. Mather came in the time of extremity for the colored race. The Civil War was only a few years over. Desolation and despair were rampant. Initiative had never been demanded of them, and they helplessly drifted on the tide of unsettled economic and social conditions. Like little, shy, timid, and in some cases, savage animals, the children grew up in lonely, poverty-stricken cabins, isolated in swamps and on the fringes of the older plantations. What had life to offer them? Nothing.



Unpacking Goods for the Sales House

Into this dismal picture came a radiant personality, bearing indeed good tidings of great joy. Cultured, refined, the educated daughter of a rare father, and the beloved wife of a minister of the Gospel—she brought a spiritual refreshing which has never lost its pristine power. Not alone was she prepared scholastically for her project, the uplift of Negro men, women, and children, but she proved herself most practical and resourceful in managing the affairs at hand. Convinced that she must work out her plans in her own way, she returned to the American Mission Society the money sent for establishing a normal school, together with her commission and salary contract, and began to do things her own way.

With her personal funds she bought twenty acres of land which had formerly been a Union camp during the Civil War, and tearing down the old barracks, erected a small house. The colored folk swarmed to her, and to them she gave unstintedly of her time, love, and patience. All this bore fruit, and soon a real school evolved with competent teachers from the graduates of Mount Holyoke, Northfield Seminary for Girls, and other like institutions.

Other buildings began to be erected, and with these increased facilities the strength of the curriculum began to be proportionately enlarged. Greater interest was evinced by friends of the school, not alone in the North, but slowly and surely by intelligent Christian southern Baptists. This gave added impetus, and Mather's career, if not at that time wholly assured, assumed a greater strength. Such buildings as Gould Hall, Owen Hall, Howard Hall, Stoughton Hall, and Alice B. Coleman Hall show the steady growth through the intervening years.

Some of these buildings are quite adequate, but some need sadly to be replaced by substantial, safe, and well-equipped buildings of brick, rather than frame. In fact, some conditions in one of the older buildings are not quite safe for dormitory purposes. Mather needs help sorely along this line.

Rachel Crane Mather felt equipment alone could not make a school. Lives



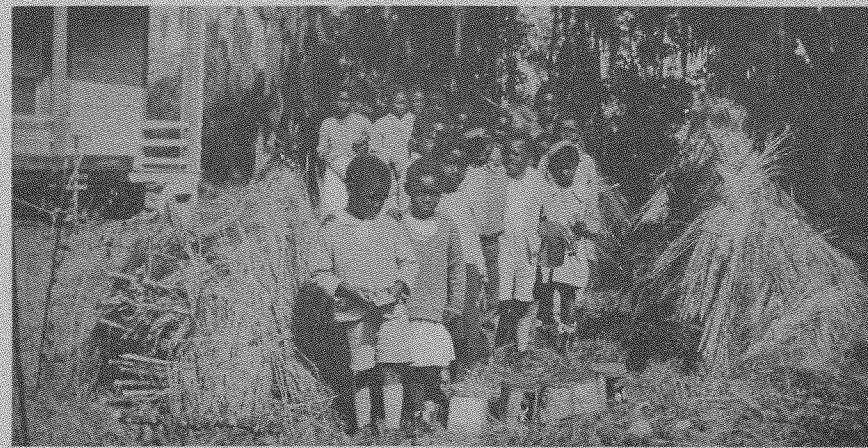
Part of Mather's Flock of Chickens

must be touched and training must be given to make young girls unafraid to go out into the world and help themselves by helping others. They must be won for Christ and taught how to bring the teachings of Jesus to homes where the Gospel is needed. Today Mather is doing this same gracious work. When a girl is won for Christ, she has her place in the Bible school, the Christian Endeavor, and other helpful groups.

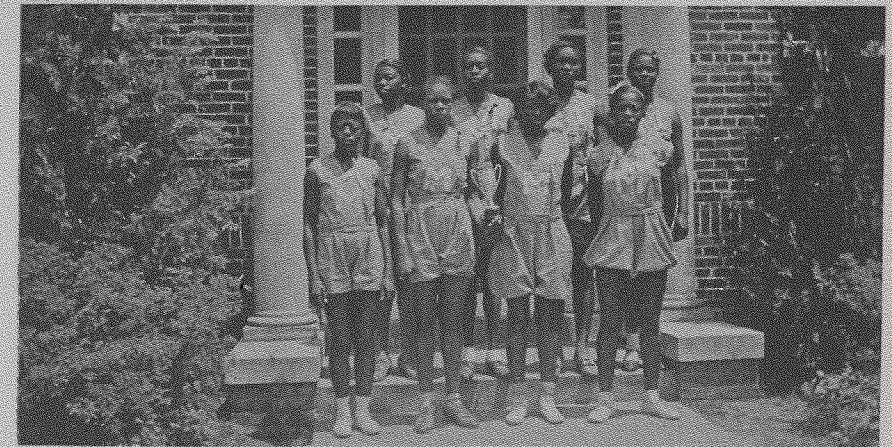
Early in her administration Mrs. Mather decided it was far better for the general morale of the Negroes, if instead of having the contents of the barrels given them, they pay a small price for each article. This method worked in two ways: it gave the buyer a sense of independence, and it brought money to the school treasury. With this money teachers' salaries were paid, improvements on buildings made, and extra necessities supplied. Today it still utilizes the sales for the same, and other needs. In 1934 the income from these sales amounted to \$6,810.36; and yet they need more for the helpful, progressive work they are doing under the fine leadership of the present principal and her very able assistants.

Not only do the barrels furnish income to the school, but they often provide the very things so urgently needed by the folk who come to the Sales House. Many a bride has found her trousseau here; a minister his "Sunday-go-to-meeting" suit; a mother just the right clothes for her growing family; a young man the accessories so necessary for the social amenities—and so it goes. For everything that is usable there is a great demand, so don't forget to pack a barrel for Mather, and with the packing of the clothes place a padding of prayer between layers. Mather fills a great need in the near-by and the far-reaching community.

Many times we wish Rachel Mather might return and see the result of her lovely labor of love. How she would rejoice in the enlargement of the scope of her early beginnings. The little farm produces the green vegetables for the house, and pasturage and hay for several cows. One hundred White Leghorn



Practice School Children Make an African Village. Tin Cans, Nail Kegs, and Inner Tubes Furnished Material for Drums



Champion Athletes and Fine Students

hens supply amply the needs of the table for the entire school year. The latest addition to the farm is Cynthia, the mule. She is proving a valuable addition, although I believe at times, behaves true to form.

An electric pump drives plenty of excellent drinking water for use in the school; thereby making them independent of the city water supply.

Not only does the vegetable garden supply potatoes, cabbages, onions, corn, peas, etc., but a lovely flower garden adds its contribution to the joys of the farm. There is the fragrance of the early spring flowers, the glowing beauty of summer annuals, in the midst of which is the bird-bath and the fish-pond. Rachel Mather would love to walk in the cool of the evening in this garden, knowing it made for beauty in the souls of the girls who daily passed it by in all its loveliness. "A garden is a lovely spot, God wot."

How Rachel Mather would rejoice to see the report of Mather School, as given in "From Ocean to Ocean." One hundred and twenty-five girls enrolled in four divisions—practice school, elementary grades, high school, normal school. What hath God wrought through patience, untiring service, intelligent leadership, and Christian cooperation. The four denominations represented in the school, show its appreciation by the community. Five states and the District of Columbia are represented in the enrolment. In all this she would loyally share.

All these facts mean that Mather is growing splendidly. The normal department is developing for children of the lower grades the high type of teacher so much needed in both urban and rural schools.

Best of all is the genuine Christian life of faculty and students. We all have cause to rejoice that these young colored women are taught to know God and his word, as they daily study to equip themselves for their future, and are encouraged and trained in service for others.

The vision beautiful, which came to Rachel Mather so long ago, still abides in the school she founded in prayer, faith, and love; and guides all lives with its radiant glow.

UNITED STATES GOVERNMENT

Memorandum

HFR-428

*BU
transcribed
on phone*

TO : Mr. Bradley Nash

DATE: 8/12/71

FROM : Mrs. Button

SUBJECT: History of Storer College

As you can see I was ambitious after your visit and re-typed the address.

Four years at the "Center" has improved my punctuation, and I hope you don't mind that I changed those marks a little. Steve Lewis helped me on that while he was with us.

We are holding the original in case we need to have more copies. The files housing the agenda for those earlier courses will eventually be disposed or transferred, so I am sending along the carbon I copied from.

Margaret

HISTORY OF STORER COLLEGE

Presented by Bradley D. Nash to the trainees of the first fulltime session of the Stephen T. Mather Interpretive Training and Research Center, Harpers Ferry, West Virginia, September 30, 1963. (Repeated 3/2/64 - Class II.)

Introduction by Mr. Russell Grater, Supervisor:

We have a gentleman here who has probably more knowledge by odds on Storer College than anyone I know of. Mr. Nash has been working on the history of Storer College for the Park Service and is a Historian at the Park. We have ideas, you see, for developing the story of the old college and presenting it at the Lockwood House which you will be passing on your way down to the Park Headquarters. In that building the ground floor, we hope, will be designed and devoted to the story of the college. That is the original school building. But I will leave it to Bradley to tell you about it. If you have any questions that you want answered concerning this old college, and I think you should know about it because this is part of it, and you are living in part of it, he is the man to talk to. So I'll turn this over to you, Bradley.

Thank you "Dean" Grater. I always knew Russell was quite a salesman, but I didn't really appreciate it until I heard him tell you how to get down to the Park offices, and say what a nice walk it was, but he neglected to say you had to walk back which is like walking up a ladder about 300 feet. I know it is good for you and I know you will enjoy it, and I know that Russell is very sincere for he does it daily; he has to, for he lives down there and does it twice daily, twice up and twice down, but he always emphasizes the trip down, rather than the trip back.

I particularly appreciate the opportunity of talking here today. It is really a privilege to speak to the first full-time official assembly of the Mather Center and to be present and meet you gentlemen. I had the opportunity of sitting in on some of the lectures of the preliminary nine week's schedule earlier this year, but it is really a genuine compliment I feel to me, to be allowed to speak to you on this opening day of this assembly so I am very grateful and very appreciative.

This short talk I am going to give could readily be called the history of this Center. After all, the history of this site and these buildings, of which this new school is a part, is the shortest and latest part

of this campus' history. Yet Storer College was here for just under 100 years and the Armory and Arsenal for two-thirds of a century before that. There have been three transformations, always filling the need of the period. First the military requirements for what appeared then to be an imminent war with France in the early 1790's leading to the establishment of the Armory at Harpers Ferry; and then the gallant attempt to educate and give the new freedman an opportunity to find his place after the extraordinary release of his emancipation, a release which suddenly came to him without surrounding guides of any kind even the unhappy controls of slavery. So this really is a historic place. One hundred years from now this Mather Center will have as long a history as any other institution or association now identified with this area, always excepting the geology of course! Now we are at the tail end of the dog and while we are wagging the dog at this moment because we are alive and others have passed away, nevertheless our history is yet to be written. That is our great opportunity.

I also do enjoy the opportunity of adding some emphasis to things and people here in Harpers Ferry other than the John Brown story itself. There is much here besides John Brown. The Raid just 104 years ago this month, it was in October, about the middle of the month, does remain the central violent action that dramatized the town for all time. But there is a true delicacy of interpretation of history here for those of us, and that is all of us really, who are interested in interpreting to the public whatever treasure we may have under our charge in the Park Service, whether of history, architecture, nature or whatever, there is a true delicacy of interpretation of history here. As often happens, John Brown remains only as a legend and a martyr, his family, his followers, and friends have all vanished, yet the descendents of the jurymen, the Judge, the sheriff, even the undertaker who carried him in his wagon to the gallows in December 1859, are remembered personally in the community and many have descendents who are proud of the part they played in the dramatic events. They did what they thought was right and the law must side with them. It has only been a few years, perhaps ten years ago that a bronze plaque was placed upon the exterior walls of the beautiful Court House in Charles Town which say in effect: "Here, John Brown, abolitionist, was found guilty of treason and sentenced to be hung on December 2nd, 1859." During the summer months when tourists come through the community, the very wagon in which Brown was carried to the gallows, is displayed in front of the Court House.

I am not trying to say which side is right or which wrong but simply to point out that this is still a lively issue today. A century later,

it is still a matter of concern to many people as to whether John was a criminal or whether he was a hero. So there is a delicacy of interpretation here and I think to date we have handled it very nicely, at least my predecessors here in the Park have handled it very intelligently. We haven't had any serious problems, we get on very well, the two communities, each with their somewhat different approach to "John."

History, natural and human, is not new to any of you, yet here so much is included. There is a rather remarkable telescoping of events in a relatively short period-- say a century or two after many eons ago, of the striking geology, there unfolds this more recent history, the history of the migrating Indian tribes, the French difficulties in the 1750's and 60's which were referred to in that time in the American sense, as the French and Indian Wars, but in the European view as "the Great War," which involved the whole continent of Europe before it was finished. Then we had George Washington here as a surveyor. We had the Revolutionary period; a dozen miles from here is Shepherdstown which was at one time considered as the possible Capital of the United States. Then at Shepherdstown in 1775, at the beginning of the Revolutionary War, the band of riflemen who simply seized their muskets and marched for twenty odd days to travel five hundred miles to join George Washington under his elm at Cambridge when he took command there of his forces. This was known as the famous B-line march and set the spirit of the War for Independence.

The region is filled with history, George Washington as President, his brothers at Charles Town - Charles Town is named after his brother, Charles; Samuel and Lawrence had places here, streets are named after all of them. Getting more closely to what we are particularly interested in here, George Washington in 1794 established an armory here to make muskets in the same year the Springfield Massachusetts Armory was built. At the same time several hundred acres were acquired on Loudoun Heights, just back of you about a mile, or at least the timber rights for charcoal to be used in the Armory's iron furnaces. Later the Hall Rifle Works with its standardized and interchangeable parts of great precision, was established in the town and these rifles were famous for many years. They were used in the War of 1812.

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Confederate. More recently the severe floods of 1936 and 1942 destroyed what was left of the town's small manufacturing and trading activities. You will see the high water marks when you visit in the lower town.

Camp Hill itself, where we now are, extending from here eastward to the brow of the hill looking through the gap, took its name in the winter of 1798-99 when war with France seemed near and American troops under General Pinckney camped right here. Many of these soldiers died and are buried in the old Harper Cemetery.

After this somewhat lengthy background, I would like to proceed with our story of Storer College which really commences with the Raid in October, '59. While abortive and tiny in numbers involved, it was overwhelming in its effect, the die was truly cast twelve months before Abraham Lincoln was elected President in the succeeding November, and thirteen months before South Carolina declared the Union dissolved. As you know South Carolina didn't secede from the Union, it just declared the whole Union dissolved and took off by itself.

The background for much more than Storer College was thus laid here. Yet I like to think, as I hope you will see, that Storer College, where you now sit, became a symbol of whatever good ever came out of, or can come after a war.

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One ghost, one form ideal.
And which was false and which was true,
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Up here on Camp Hill were the four federal-type buildings built in the early middle part of the 19th century to house the Superintendent of the Armory, the Paymaster, and the Clerks of each. These buildings stand today essentially as they were when built with two variations. The large hall just in back of you, now being renovated, is more than three times its size of one hundred odd years ago. Each of these four buildings were square military construction type buildings, rather striking, the Federal type, but square and almost identical in their dimensions.

However, at a later date in 1881 an additional two-thirds of space was added, the center hall and the north wing to our new central administration building, then known as Anthony Hall. Only the south wing was the original Superintendent's residence. The other three dwellings were used by the Paymaster and the Clerks of each. In November, 1859, Colonel Robert E. Lee came up here and stayed in that building just a month after he had captured John Brown in the fire house of the Armory. This latter small building nearby, /John Brown Fort/ I hope will be moved soon down to its original site in the lower town. Abraham Lincoln stayed in the building /Wirth Hall/ on October 1, 1862, exactly 101 years ago as I speak here today.

Only fifteen days earlier the town had been captured by General Stonewall Jackson, its garrison of over ten thousand troops was surrendered and its commanding officer, Colonel D. S. Miles had been mortally wounded, probably near where the Park's stone directional marker is placed on Bolivar Heights to the northwest of us. I believe this was the largest surrender of American troops until the fateful Corregidor.

Within three days of the fall of this town, the bloody battle of Antietam had taken place at Sharpsburg, only a dozen miles away-- to some historians the turning point of the Civil War, and surely a horribly destructive struggle with 5,000 dead and almost 20,000 wounded on both sides in the thirty odd hours of combat, September 17 and 18, 1862.

But I mention this because it brought Abraham Lincoln here two weeks later, and at night in this old government building /Wirth Hall/ next door he may well have paced restlessly as he considered two far reaching actions, first and foremost the world-wide effect of his announcement on September 21 of the Emancipation Proclamation, to become effective January 1, 1863, and also of major import, his imminent substitution of General Burnside for General George McClellan with whom he had finally lost all patience.

Now emancipation was interwoven in the war effort as the objective only second to the preservation of the Union. The war had something

altruistic added, now a tremendous crusade was really on. "John Brown's Body" - the "Battle Hymn of the Republic" took on a new meaning and vigor. The emotional surge which lead to Appomattox was now on, some of it to be carried into Reconstruction years with the dedicated spirit which lead to the founding of Storer College.

"Lockwood House" as the Paymaster's Quarters became known, is the other dramatic building at the far eastern end of the campus just above the old Harper Cemetery. This building was altered both before and after the War. It is now being prepared for restoration to its original 1858 appearance. In its original construction in 1847 it had only one floor plus an "English" basement. Since then two stories have been added, one in 1858 and another one under a Mansard roof [removed by NPS in 1966] in 1883. During the Civil War it was not only occupied as you will soon see, by the founding people of Storer College, but by Phil Sheridan and later General Lockwood, who was later based at Baltimore, and had been active on the Eastern Shore of Maryland.

Now returning briefly to the War period. Throughout the four year period not only the U. S. Sanitary Commission which was a kind of combination of our present Army Medical Corps and the American Red Cross, but also the U. S. Christian Commission were at work up and down the Shenandoah Valley from here to Winchester and beyond to Harrisonburg and Staunton. The Christian Commission also shared a similarity to the Red Cross plus the Chaplain's Corps and its efforts at good works were only limited in scope and area by the practicabilities of volunteer manpower (and of course womanpower), means of transportation and supplies. They were the good kind of camp followers, these civilians, they went along and did what they could. They darned soldiers' uniforms, they even buried the dead. They helped in emergency operations, or in any other activity. The U. S. Christian Commission was an unusual group of dedicated people, yet they typified the evangelistic spirit of America in the mid-19th century, be the times shadowed by war or blessed by peace.

These volunteers were of all kinds, church people, teachers, Quakers, Freewill Baptists and many more. As the war neared its bloody end and the flexibility of the charitable impulses of these gentle and dedicated people led them more directly to work among the freed slaves who were by this time obviously the displaced persons of another age, and they were certainly displaced because they had lost all roots, had lost all guidance, they were ill-equipped for anything except direct work under supervision, gentle or harsh, few of them could read or write, in fact it had been among the legislation of many of the states that it was a criminal offense to educate a slave.

Many of these volunteers and aids among the Negro had come from New England, Philadelphia, and New York not because those areas are particularly susceptible to good works but the former particularly, that is, New England had accepted abolitionism early. It had become ingrained there and was interwoven with the religious activities of all the church groups. The deluge of the Freedmen as the war ended was immense. They poured up the Valley here; even the words "John Brown" and "Harpers Ferry" had some significance to those almost totally ignorant and unfortunate people. The religious and educational groups then arose to the issue. The Freedmen's Bureau in the War Department took form during the War. By the end of 1865, it had placed its agents for educating and assisting and redirecting the freedman in many communities where the bewildered and adrift freedmen were seeking guidance in a world entirely new and strange to him.

7 Here at Harpers Ferry there was a young representative of the Maine Freewill Baptist Church who had worked in the Shenandoah Valley during the latter part of the War after his graduation from Dartmouth College in 1864. Nathan Brackett had planned to study for the ministry, but fate lead him into other good works. He had been refused military service because of a health handicap and sought duty with the Christian Commission. Good old one-armed General Oliver O. Howard who was a favorite of General Phil Sheridan and who rode at Sheridan's right hand in the final review of the Grand Army of the Republic, at the end of the War, selected Nathan Brackett after his year's work in the Shenandoah Valley with the Christian Commission, to serve as an agent of the Freedmen's Bureau at Harpers Ferry. Almost contemporaneously he was commissioned by the American Missionary Association and his own denomination, the Freewill Baptists to conduct educational and missionary work in the Shenandoah Valley among the roaming hordes of refugees who sought food and shelter first among the armies and later in communities down the Valley. After the sheer necessities of living, the three "R's" seemed to them the magic key to their new world.

✓ First at the Lockwood House in the fall of '65 began this teaching. Let me give you this little description of what it was like. A few rooms in this building were habitable and could be used for any purpose. On the first floors the southwest room was office, the teachers' sitting room and Nathan Brackett's bedroom. The southeast room was kitchen, dining room and bedroom for two teachers. The northwest room with winter still howling through the shell holes was the cook's bedroom. The northeast room was the school room fitted up with tables for desks by day and beds by night. All the windows were boarded at the top but the lower sash were fairly well supplied with pans and shades. Upstairs, four

rooms were uninhabitable and in the fifth room a dying German war veteran was living with his family. The whole Camp Hill section was swarming with colored people and several refugee families were living in the Lockwood House basement.

Completed
A
Florence Mann had been here just the year before. She was a niece of the great educator Horace Mann and she had taught school here, the simple ABC's, in the winter of 1864-65. Young Brackett picked up where Miss Mann left off. For two years he taught the fundamentals aided by a few calorous teachers who were able to face the obloquy of teaching the freedman. Then in early 1867 a series of remarkable events occurred. One John Storer of Sanford, Maine, believing as did Brackett that the Negro could best help himself most effectively and rapidly by developing his own teachers, offered the princely sum of \$10,000 for the establishment of a "college" or normal school without restriction as to race, creed or color. His condition was that it be matched by a like amount within a year, or January 1, 1868. This started the train of events.

This fervid group of abolitionists, now turned educators, carrying the banner of the Freewill Baptists, not only raised this money, while carrying their school and missionary work, but secured a charter for the new college from the West Virginia legislature after stormy debate, and by a margin of only one vote.

The trustees received this charter in 1867 before they had actually received John Storer's gift.

But they still had another great need and that was for the basic purpose of housing. The school conducted by Brackett and his handful of assistants still occupied by courtesy of the War Department, the same two buildings at the other end of Camp Hill where the school had started off in '65 and '66. Now this devout band sought permanent possession. What button-holing they engaged in, and with what spiritual intrigue did they conduct their voluminous correspondence. All during 1867 did they labor. Finally in early 1868 were their efforts handsomely rewarded. Sponsored by Major General James A. Garfield in the House of Representatives, and by Senator Fessenden of Maine in the Senate, legislation was enacted which deeded to the new college not only the two Armory quarters they sought, but also the other two buildings we have been discussing, as well as most of the other government property atop this hill. Here this early Negro school continued until shortly after the Supreme Court's desegregation decision of 1954. Then after several years disuse the Congress appropriated in 1960 funds to our Park Service for the acquisition of the land and buildings which we see about us.

This is the story of the school, the teachers, many from New England, but others from Philadelphia and New York, as well as some from the South contributed a truly gallant band. An interesting and widely known negro writer and leader, W. E. B. DuBois had this to say about them:

He speaks of ".....the crusade of the New England schoolmarm. 'The annals of this 9th crusade are yet to be written-- the tale of a mission that seemed to our age far more quixotic than the quest of St. Louis seemed to his. Behind the mist of ruin and rapine waved the calico dresses of women who dared, and after the hoarse mouthings of the field guns rang the rhythm of the alphabet. Rich and poor they were, serious and curious. Bereaved now of a father, now of a brother, now of more than these, they came seeking a life work in planting the New England schoolhouse among the white and black of the South. They did their work well. In that first year they taught one hundred thousand souls and more."

I might add something further about Dr. DuBois. He had several relationships with Harpers Ferry as did the great Negro orator and abolitionist Frederick Douglass. DuBois became controversial with time. He died in his 90's a short time ago in Ghana but he also helped organize, he was one of the principal establishers of the NAACP particularly through its precursor body which was known as the Niagara Movement and which had its first meeting in 1905. This group held five meetings, one each year. Its second meeting was here in Harpers Ferry at Storer. Eventually, in five years it melded into the NAACP which became a much more effective and forceful organization which has survived with considerable success. The NAACP however relieved Dr. DuBois of his responsibilities in later years because of dissatisfaction with what was considered his extreme and Marxist political views. So I am quoting both sides of Dr. DuBois. I have shown him in his very generous description of the work of the New England and other school marms and also his later deviation, if you want to call it that, perhaps I should not use the word deviation, it has a bad connotation, but anyway his decision to withdraw from this country.

Frederick Douglass, of course, died as a great believer in America and in this college. At the dedication of Anthony Hall, next door, on Memorial Day, 1882, Frederick Douglass came and gave an oration on John Brown to an audience that included the prosecutor of the latter's trial, as well as many Virginians and Confederate veterans.

It is hard to tell the entire Storer story in a short time, and I do not intend to bore you with details. To me the really dramatic period of the college was its founding. From its incorporation in 1867, indeed from its first classes in 1865, the college and its little faculty struggled to aid the Negro. Funds were limited, and its history parallels that of many of the smaller church and teachers' normal schools throughout the nation. Yet to me its location at this particular site, the use of the Federal arsenal buildings for educational purposes invokes a fascinating atmosphere of "swords into plowshares," or "pen finally mightier than the sword." It is real drama and it draws a moving picture of man's kindness to his brother, a lesson especially important today, of what mankind may do if it only wills it.

The next three decades represented a period of building construction resulting from several small but generous gifts and bequests, and a gradual settling into the pattern of a small normal school, with a continuing tendency to serve some of the high school requirements to the Negro community.

In the 1890's attention was turned to Booker T. Washington's theory of "Practical," or "Industrial" education, which basically meant training to a trade. This was "down to earth" attempt to solve the economic problems of the Negro and in its time, it had much to commend it. However, after the turn of the century, a new enlightenment developed, and a broader field was envisioned for the ideal career of the Negro - education to qualify him for any position which his talents permitted, without any possible restraints or pointings toward a limited workmen's career.

Many programs of this kind became matters of public discussion and controversy but Storer College was not much affected as the 20th century got underway. By World War I it was the small educational institution it was to remain until its demise shortly after the Supreme Court Decision of 1954. Its greatest days were the days of Reconstruction--the melting pot, the cauldron of the 70's, 80's, and early 90's.

Thereafter for fifty years in this century approximately 150 boys and girls were taught each year, sometimes perhaps in a somewhat strict atmosphere, the simple virtues and introductory steps to basic learning. No longer perhaps was this school a force in Negro education. Integration and larger and more modern schools and faculties met to a greater degree the needs of America of the burgeoning 20th century. Yet the legacy is great and the need it rose to meet was a noble one, nobly answered.

Several Negroes from African states, notably Nigeria and Ghana have attended Storer. The most notable graduate, who also attended Lincoln University at Oxford, Pennsylvania, is undoubtedly Azikiwe, Prime Minister of Nigeria.

There is still a footnote: From 1899 to 1944 - 45 years, Dr. Henry McDonald served as Storer College' President. He was succeeded for 10 years to the closing final days in 1955 by the school's only two Negro presidents, Dr. Richard Ishmael McKinney, and the Reverend Leonard Earl Terrell, and he was preceded by only one principal or president, the Reverend Nathan Brackett, the original teacher I have already mentioned. Yet Dr. McDonald did a significantly remarkable thing outside the school's domain. He believed in John Brown as a martyr in one of history's greatest causes, and he wanted to see him memorialized. In 1936 he commenced to work for a federally sponsored historic project at Harpers Ferry. Early supported by the then Representative, now Senator Jennings Randolph, he pursued this objective.

Before Dr. McDonald passed away in 1951 he knew the Harpers Ferry National Monument, as it was then called, had been legislated and his dream was to be a reality. I am sure he never imagined this final step that his old school was to serve; this other far more extensive duty, to train, or stimulate the interpreters of the "American Dream" to its citizens as they visit its shrines and its natural marvels for education, refreshment and rededication. But it is fitting that a physical site dedicated a century ago to uplifting a bewildered people in a shattered environment, should serve this new and noble purpose.

To the regret of my sometimes orderly mind, I feel that I have presented you with a melange or mixture of fact and some legend. Yet that is Storer College - its buildings housed armorers and soldiers, teachers, preachers, and freedmen, and finally a center for interpreting and preserving the American spirit for our fellow citizens and their descendants.

So too is Harpers Ferry a mixture, of geology, of Indian tribes, of our first President and his brothers, of strife and treason and warfare, and finally peaceful education.

Carl Sandburg felt much of this, and as I close I would like to read a short verse of his, to give you a final sense of the atmosphere into which you now enter. It is called Landscape Including Three States of the Union:

"The mountains stand up around the main street in Harpers Ferry. Shadows stand around the town, and mist creeps up the flanks of tall rocks.

A terrible push of water sometime made a cloven way for their flood here.

On the main street the houses huddle; the walls crouch for cover.

And yet-- up at Hilltop House, or up on Jefferson's Rock, there are lookouts.

There are the curves of the meeting of the Potomac and the Shenandoah.

There is the running water home of living fish and silver of the sun.

The lazy flat rocks spread out browns for green and blue silver to run over.

Mascots of silver circles move around Harpers Ferry.

No wonder John Brown came here to fight and be hanged.

No wonder Tom Jefferson came here to sit with his proud red head writing notes on the great State of Virginia.

Borders hem the town, borders of Virginia, West Virginia, Maryland.

Be absent-minded a minute or two and you guess at what State you are in.

Harpers Ferry is a meeting place of winds and waters, rocks and ranges."

/s/ Bradley D. Nash
Historian
Harpers Ferry National
Historical Park

BDNash:mdb

HISTORY OF STORER COLLEGE

Presented by Bradley D. Nash to the Trainees of the first full-time session of the Stephen T. Mather Interpretive Training and Research Center, Harpers Ferry, West Virginia, September 30, 1963.

Introduction by Mr. Russell Grater, Supervisor:

Reprinted 3/2/64 - Class II

We have a gentleman here who has probably more knowledge by odds on Storer College than anyone I know of. Mr. Nash has been working on the history of Storer College for the Park Service and is a Historian at the Park. We have ideas, you see, for developing the story of the old college and presenting it at the Lockwood House which you will be passing on your way down to the Park Headquarters. In that building the ground floor, we hope, will be designed and devoted to the story of the college. That is the original school building. But I will leave it to Bradley to tell you about it. If you have any questions that you want answered concerning this old college, and I think you should know about it because this is part of it, and you are living in part of it, he is the man to talk to. So I'll turn this over to you Bradley.

Thank you "Dean" Grater. I always knew Russell was quite a salesman, but I didn't really appreciate it until I heard him tell you how to get down to the Park offices, and say what a nice walk it was, but he neglected to say you had to walk back which is like walking up a ladder about 300 feet. I know it is good for you and I know you will enjoy it, and I know that Russell is very sincere for he does it daily; he has to, for he lives down there and does it twice daily, twice up and twice down, but he always emphasizes the trip down, rather than the trip back.

I particularly appreciate the opportunity of talking here today. It is really a privilege to speak to the first full-time official assembly of the Mather Center and to be present and meet you gentlemen. I had the opportunity of sitting in on some of the lectures of the preliminary nine week's schedule earlier this year, but it is really a genuine compliment I feel to me, to be allowed to speak to you on this opening day of this assembly so I am very grateful and very appreciative.

This short talk I am going to give could readily be called the history of this Center. After all, the history of this site and these buildings, *of which* this new school is a part of it, it is the shortest and latest part of this campus' history. Yet Storer College was here for just under 100 years and the Armory and Arsenal for two-thirds of a century before that. There have been three transformations, always filling the need of the period. First the military requirements for what appeared then to be an imminent war with France in the early 1790's leading to the establishment of the Armory at Harpers Ferry; and then the gallant attempt to educate and give the new freedman an opportunity to find his place after the extraordinary release of his emancipation, a release which suddenly came to him without surrounding guides of any kind even the unhappy controls of slavery. So this really is a historic place. One hundred years from now this Mather Center will have as long a history as any other institution or association now identified with this area, always excepting the geology of course! Now we are at the tail end of the dog and while we are wagging the dog at this moment because we are alive and others have

passed away, nevertheless our history is yet to be written. That is our great opportunity.

I also do enjoy the opportunity of adding some emphasis to things and people here in Harpers Ferry other than the John Brown story itself. There is much here besides John Brown. The Raid just 104 years ago this month, it was in October, about the middle of the month, does remain the central violent action that dramatized the town for all time. But there is a true delicacy of interpretation of history here for those of us, and that is all of us really, who are interested in interpreting to the public whatever treasure we may have under our charge in the Park Service, whether of history, architecture, nature or whatever, there is a true delicacy of interpretation of history here. As often happens, John Brown remains only as a legend and a martyr, his family, followers, and friends have all vanished, yet the descendants of the jurymen, the Judge, the sheriff, even the undertaker who carried him in his wagon to the gallows in December 1859, are remembered personally in the community and many have descendants who are proud of the part they played in the dramatic events. They did what they thought was right and the law must side with them. It has only been a few years, perhaps ten years ago that a bronze plaque was placed upon the exterior walls of the beautiful Court House in Charles Town which says in effect: "Here, John Brown, abolitionist, was found guilty of treason and sentenced to be hung on December 2nd, 1859". During the summer months when tourists come through the community, the very wagon in which Brown was carried to the gallows, is displayed in front of the Court House.

I am not trying to say which side is right or which wrong but simply to point out that this is still a lively issue today. A century later, it is still a matter of concern to many people as to whether John was a criminal or whether he was a hero. So there is a delicacy of interpretation here and I think to date we have handled it very nicely, at least my predecessors here in the Park have handled it very intelligently. We haven't had any serious problems, we get on very well, the two communities, each with their somewhat different approach to "John".

History, natural and human, is not new to any of you, yet here so much is included. There is a rather remarkable telescoping of events in a relatively short period-- say a century or two after many eons ago, of the striking geology, there unfolds this more recent history, the history of the migrating Indian tribes, the French difficulties in the 1750's and 60's which were referred to in that time in the American sense, as the French and Indian Wars, but in the European view as "the Great War", which involved the whole continent of Europe before it was finished.

Then we had George Washington here as a surveyor. We had the Revolutionary period; a dozen miles from here is Shepherdstown which was at one time considered as the possible Capital of the United States. Then at Shepherdstown in 1775, at the beginning of the Revolutionary War, the band of riflemen who simply seized their muskets and marched for twenty odd days to travel five hundred miles to join George Washington under his elm at Cambridge when he took command there of his forces. This was known as the famous B-line march and set the spirit of the War for Independence.

The region is filled with history, George Washington as President, his brothers at Charles Town - Charles Town is named after his brother Charles; Samuel and Lawrence had places here, streets are named after all of them. Getting more closely to what we are particularly interested in here, George Washington in 1794 established an armory here to make muskets in the same year the Springfield Massachusetts Armory was built. At the same time several hundred acres were acquired on Loudoun Heights, just back of you about a mile, or at least the timber rights for charcoal to be used in the Armory's iron furnaces. Later the Hall Rifle Works with its standardized and interchangeable parts of great precision, was established in the town and these rifles were famous for many years. They were used in the War of 1812.

We have the Baltimore & Ohio Railroad and the Chesapeake & Ohio Canal's great race to the west. This was a rough neighborhood sometimes. We had all kinds of struggles among the men who were working and producing here in the mid 19th century. Later in the '80's and '90's Harpers Ferry became a watering spot and mecca along with Manassas, Antietam and Gettysburg for the G.A.R. veteran and his family, and sometimes also the Confederate. More recently the severe floods of 1936 and 1942 destroyed what was left of the town's small manufacturing and trading activities. You will see the high water marks when you visit in the lower town.

Camp Hill itself, where we now are, extending from here eastward to the brow of the hill looking through the gap, took its name in the winter of

1798-99 when war with France seemed near and American troops under General Pinckney camped right here. Many of these soldiers died and are buried in the old Harper Cemetery.

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Only fifteen days earlier the town had been captured by General Stonewall Jackson, its garrison of over ten thousand troops was surrendered and its commanding officer, Colonel D. S. Miles had been mortally wounded, probably near where the Park's stone directional marker is placed on Bolivar Heights to the northwest of us. I believe this was the largest surrender of American troops until the fateful Corregidor.

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sides in the thirty odd hours of combat, September 17 and 18, 1862.

But I mention this because it brought Abraham Lincoln here two weeks later, and at night in this old government building next door he may well have paced restlessly as he considered two far reaching actions, first and foremost the world wide effect of his announcement on September 21st of the Emancipation Proclamation, to become effective January 1, 1863, and also of major import, his imminent substitution of General Burnside for General George McClellan with whom he had finally lost all patience.

Now emancipation was interwoven in the war effort as the objective only second to the preservation of the Union. The war had something altruistic added, now a tremendous crusade was really on. "John Brown's Body" - the "Battle Hymn of the Republic" took on a new meaning and vigor. The emotional surge which lead to Appomattox was now on, some of it to be carried into Reconstruction years with the dedicated spirit which lead to the founding of Storer College.

"Lockwood House" as the Paymaster's Quarters became known, is the other dramatic building at the far eastern end of the campus just above the old Harper Cemetery. This building was altered both before and after the War. It is now being prepared for restoration to its original 1858 appearance. In its original construction in 1847 it had

Let 2 slaves meet in Anthony
Library Bldg while Lincoln
was being restored

only one floor plus an "English" basement. Since then two stories have been added, one in 1858 and another one under a Mansard roof (removed 1966 by NPS) in 1883. During the Civil War it was not only occupied as you will soon see, by the founding people of Storer College, but by Phil Sheridan and later General Lockwood, who was later based at Baltimore, and had been active on the Eastern Shore of Maryland.

Now returning briefly to the War period. Throughout the four year period not only the U. S. Sanitary Commission which was a kind of combination of our present Army Medical Corps and the American Red Cross, but also the U. S. Christian Commission were at work up and down the Shenandoah Valley from here to Winchester and beyond to Harrisonburg and Staunton. The Christian Commission also shared a similarity to the Red Cross plus the Chaplain's Corps and its efforts at good works were only limited in scope and area by the practicalities of volunteer manpower (and of course womanpower), means of transportation and supplies. They were the good kind of camp followers, these civilians, they went along and did what they could. They darned soldiers' uniforms, they even buried the dead. They helped in emergency operations, or in any other activity. The U. S. Christian Commission was an unusual group of dedicated people, yet they typified the evangelistic spirit of America in the mid-19th century, be the times shadowed by war or blessed by peace.

These volunteers were of all kinds, church people, teachers, Quakers, Freewill Baptists and many more. As the war neared its bloody end and the flexibility of the charitable impulses of these gentle and dedicated people led them more directly to work among the freed slaves who were by this time obviously the displaced persons of another age, and they were certainly displaced because they had lost all roots, had lost all guidance, they were ill-equipped for anything except direct work under supervision, gentle or harsh, few of them could read or write, in fact it had been among the legislation of many of the states that it was a criminal offense to educate a slave.

Many of these volunteers and aids among the Negro had come from New England, Philadelphia and New York not because those areas are particularly susceptible to good works but the former particularly, that is, New England had accepted abolitionism early. It had become ingrained there and was interwoven with the religious activities of all the church groups. The deluge of the Freedmen as the war ended was immense. They poured up the Valley here; even the words "John Brown" and "Harpers Ferry" had some significance to these almost totally ignorant and unfortunate people. The religious and educational groups then arose to the issue. The Freedmen's Bureau in the War Department took form during the War. By the end of 1865, it had placed its agents for educating and assisting and redirecting the freedman in many communities where the bewildered and adrift freedmen were seeking guidance in a world

entirely new and strange to him.

Here at Harpers Ferry there was a young representative of the Maine Freewill Baptist Church who had worked in the Shenandoah Valley during the latter part of the War after his graduation from Dartmouth College in 1864. Nathan Brackett had planned to study for the ministry, but fate lead him into other good works. He had been refused military service because of a health handicap and sought duty with the Christian Commission. Good old one-armed General Oliver O. Howard who was a favorite of General Phil Sheridan and who rode at Sheridan's right hand in the final review of the Grand Army of the Republic, at the end of the War, selected Nathan Brackett after his year's work in the Shenandoah Valley with the Christian Commission, to serve as an agent of the Freedmen's Bureau at Harpers Ferry. Almost contemporaneously he was commissioned by the American Missionary Association and his own denomination, the Freewill Baptists to conduct educational and missionary work in the Shenandoah Valley among the roaming hordes of refugees who sought food and shelter first among the armies and later in communities down the Valley. After the sheer necessities of living, the three "Rs" seemed to them the magic key to their new world.

First at the Lockwood House in the Fall of '65 began this teaching. Let me give you this little description of what it was like. A few rooms in this building were habitable and could be used for any purpose.

On the first floors the southwest room was office, the teachers' sitting room and Nathan Brackett's bedroom. The southeast room was kitchen, dining room and bedroom for two teachers. The northwest room with winter still howling through the shell holes was the cook's bedroom. The northeast room was the school room fitted up with tables for desks by day and beds by night. All the windows were boarded at the top but the lower sash were fairly well supplied with panes and shades. Upstairs, four rooms were uninhabitable and in the 5th room a dying German war veteran was living with his family. The whole Camp Hill section was swarming with colored people and several refugee families were living in the Lockwood House basement.

Florence Mann had been here just the year before. She was a niece of the great educator Horace Mann and she had taught school here, the simple ABC's, in the winter of 1864-65. Young Brackett picked up where Miss Mann left off. For two years he taught the fundamentals aided by a few valorous teachers who were able to face the obloquy of teaching the freedman. Then in early 1867 a series of remarkable events occurred. One John Storer of Sanford, Maine believing as did Brackett that the Negro could best help himself most effectively and rapidly by developing his own teachers, offered the princely sum of \$10,000 for the establishment of a "college" or normal school without restriction as to race, creed or color. His condition was that it be matched by a like amount within a year, or January 1, 1868. This started the train of events.

This fervid group of abolitionists, now turned educators, carrying the banner of the Freewill Baptists, not only raised this money, while carrying their school and missionary work, but secured a charter for the new college from the West Virginia legislature after stormy debate, and by a margin of only one vote.

The trustees received this charter in 1867 before they had actually received John Storer's gift.

But they still had another great need and that was for the basic purpose of housing. The school conducted by Brackett and his handful of assistants still occupied by courtesy of the War Department, the same two buildings at the other end of Camp Hill where the school had started off in '65 and '66. Now this devout band sought permanent possession. What button-holing they engaged in, and with what spiritual intrigue did they conduct their voluminous correspondence. All during 1867 did they labor. Finally in early 1868 were their efforts handsomely rewarded. Sponsored by Major General James A. Garfield in the House of Representatives, and by Senator Fessenden of Maine in the Senate, legislation was enacted which deeded to the new college not only the two Armory quarters they sought, but also the other two buildings we have been discussing, as well as most of the other government property atop this hill. Here this early Negro school continued until shortly after the Supreme Court's desegregation decision of 1954. Then after several years disuse

the Congress appropriated in 1960 funds to our Park Service for the acquisition of the land and buildings which we see about us.

This is the story of the school, the teachers, many from New England, but others from Philadelphia and New York, as well as some from the South contributed a truly gallant band. An interesting and widely known negro writer and leader, W. E. B. DuBois had this to say about them:

He speaks of ".....the crusade of the New England schoolmarm.

"The annals of this 9th crusade are yet to be written-- the tale of a mission that seemed to our age far more quixotic than the quest of St. Louis seemed to his. Behind the mist of ruin and rapine waved the calico dresses of women who dared, and after the hoarse mouthings of the field guns rang the rhythm of the alphabet. Rich and poor they were, serious and curious. Bereaved now of a father, now of a brother, now of more than these, they came seeking a life work in planting the New England schoolhouse among the white and black of the South. They did their work well. In that first year they taught one hundred thousand souls and more."

I might add something further about Dr. DuBois. He had several relationships with Harpers Ferry as did the great Negro orator and abolitionist Frederick Douglass. DuBois became controversial with

time. He died in his 90's a short time ago in Ghana but he also helped organize, he was one of the principal establishers of the NAACP particularly through its precursor body which was known as the Niagara Movement and which had its first meeting in 1905. This group held five meetings, one each year. Its second meeting was here in Harpers Ferry at Storer. Eventually, in five years it melded into the NAACP which became a much more effective and forceful organization which has survived with considerable success. The NAACP however relieved Dr. DuBois of his responsibilities in later years because of dissatisfaction with what was considered his extreme and Marxist political views. So I am quoting both sides of Dr. DuBois. I have shown him in his very generous description of the work of the New England and other school marms and also his later deviation, if you want to call it that, perhaps I should not use the word deviation, it has a bad connotation, but anyway his decision to withdraw from this country.

Frederick Douglass, of course, died as a great believer in America and in this college. At the dedication of Anthony Hall, next door, on Memorial Day, 1882, Frederick Douglass came and gave an oration on John Brown to an audience that included the prosecutor of the latter's trial, as well as many Virginians and Confederate veterans.

It is hard to tell the entire Storer story in a short time, and I do

not intend to bore you with details. To me the really dramatic period of the college was its founding. From its incorporation in 1867, indeed from its first classes in 1865, the college and its little faculty struggled to aid the Negro. Funds were limited, and its history parallels that of many of the smaller church and teachers' normal schools throughout the nation. Yet to me its location at this particular site, the use of the Federal arsenal buildings for educational purposes invokes a fascinating atmosphere of "swords into plowshares", or "pen finally mightier than the sword". It is real drama and it draws a moving picture of man's kindness to his brother, a lesson especially important today, of what mankind may do if it only wills it.

The next three decades represented a period of building construction resulting from several small but generous gifts and bequests, and a gradual settling into the pattern of a small normal school, with a continuing tendency to serve some of the high school requirements to the Negro community.

In the 1890's attention was turned to Booker T. Washington's theory of "Practical" or "Industrial" education, which basically meant training to a trade. This was a "down to earth" attempt to solve the economic problems of the Negro and in its time, it had much to commend it. However, after the turn of the century, a new enlightenment developed, and a broader field was envisioned for the ideal career of the Negro -

education to qualify him for any position which his talents permitted, without any possible restraints or pointings toward a limited workmen's career.

Many programs of this kind became matters of public discussion and controversy but Storer College was not much affected as the 20th century got underway. By World War I it was the small educational institution it was to remain until its demise shortly after the Supreme Court Decision of 1954. Its greatest days were the days of Reconstruction--- the melting pot, the cauldron of the 70's, 80's and early 90's.

Thereafter for fifty years in this century approximately 150 boys and girls were taught each year, sometimes perhaps in a somewhat strict atmosphere, the simple virtues and introductory steps to basic learning. No longer perhaps was this school a force in Negro education. Integration and larger and more modern schools and faculties met to a greater degree the needs of America of the burgeoning 20th century. Yet the legacy is great and the need it rose to meet was a noble one, nobly answered.

Several Negroes from African states, notably Nigeria and Ghana have attended Storer. The most notable graduate, who also attended Lincoln University at Oxford, Pennsylvania is undoubtedly Azikiwe, Prime Minister of Nigeria.

There is still a footnote: From 1899 to 1944 - 45 years, Dr. Henry McDonald served as Storer College' President. He was succeeded for 10 years to the closing final days in 1955 by the school's only two Negro presidents, Dr. Richard Ishmael McKinney and the Reverend Leonard Earl Terrell, and he was preceded by only one principal or president, the Reverend Nathan Brackett, the original teacher I have already mentioned. Yet Dr. McDonald did a significantly remarkable thing outside the school's domain. He believed in John Brown as a martyr in one of history's greatest causes, and he wanted to see him memorialized. In 1936 he commenced to work for a federally sponsored historic project at Harpers Ferry. Early supported by the then Representative, now Senator Jennings Randolph, he pursued this objective.

Before Dr. McDonald passed away in 1951 he knew the Harpers Ferry National Monument, as it was then called, had been legislated and his dream was to be a reality. I am sure he never imagined this final step that his old school was to serve; this other far more extensive duty, to train, or stimulate the interpreters of the "American Dream" to its citizens as they visit its shrines and its natural marvels for education, refreshment and rededication. But it is fitting that a physical site dedicated a century ago to uplifting a bewildered people in a shattered environment, should serve this new and noble purpose.

To the regret of my sometimes orderly mind, I feel that I have presented you with a melange or mixture of fact and some legend. Yet that is Storer College - its buildings housed armorers and soldiers, teachers, preachers and freedmen, and finally a center for interpreting and preserving the American spirit for our fellow citizens and their descendents.

So too is Harpers Ferry a mixture, of geology, of Indian tribes, of our first President and his brothers, of strife and treason and warfare, and finally peaceful education.

Carl Sandburg felt much of this, and as I close I should like to read a short verse of his, to give you a final sense of the atmosphere into which you now enter. It is called "Landscape Including Three States of the Union":

"The mountains stand up around the main street in Harpers Ferry. Shadows stand around the town, and mist creeps up the flanks of tall rocks.

A terrible push of water sometime made a cloven way for their flood here.

On the main street the houses huddle; the walls crouch for cover.

And yet--up at Hilltop House, or up on Jefferson's Rock, there are lookouts.

There are the curves of the meeting of the Potomac and the Shenandoah.
There is the running water home of living fish and silver of the sun.
The lazy flat rocks spread out browns for green and blue silver to run
over.

Mascots of silver circles move around Harpers Ferry.

No wonder John Brown came here to fight and be hanged.

No wonder Tom Jefferson came here to sit with his proud red head writing
notes on the great State of Virginia.

Borders hem the town, borders of Virginia, West Virginia, Maryland.

Be absent-minded a minute or two and you guess at what State you are
in.

Harpers Ferry is a meeting place of winds and waters, rocks and ranges.

/s/ Bradley D. Nash
Historian
Harpers Ferry NHP

BDN:mdbutton

Box 178

Lincoln University, Pa. 19352

September 23, 1982

Dear Bradley,

My wife, Goldye and I ~~we~~ were disappointed last month in not seeing you at the National Park dedication. We trust you are well.

Will the Park Site Commission publish an account of this ?
If they do please put us on the mailing list.

You would be interested in the fact that H Nelson Jacobs spoke at our Rotary Meeting last Monday. He said he was born in Harpers Ferry . He is now resing in Havertown , and serving as District Governor of District 745 of Rotary Interhational . We chatted for a few moments about the McDonalds , He knew Frank. I told him that tne Macdonalds and Newcomers were represented well at the dedicatory services. This is a small world .

Did you ever complete your histry of the area ?

We wish you the best of health ,

Sincerely,

Leroy D. Johnson
Leroy D. Johnson

am
11/15

OFFICERS - OXFORD ROTARY CLUB
1982-1983

President
Vice President
Secretary
Treasurer

-Geoffrey Henry
-William Braner
-J. Donald McLeod
-Edward Farber

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-William J. Braner
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Health, Hunger, Humanity
International Service
Community Service
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Club Service
Youth Exchange
International Convention
Public Relations
Tomorrow's Leaders

-L. D. Johnson ✓
-Geoff Henry
-James Bailey
-Herman Branson
-John Ware
-Herman Branson
-Herman Branson
-Jeff Kegley
-Dave Rothman
-Bill Braner
-Geoff Henry
-Geoff Henry
-L. D. Johnson ✓
-Don DeLong

Membership
Interact
Rotaract
Student of the Month

Joe Adams
-John Ware
-Geoff Henry
-Joe Adams
-Don DeLong
Joe Adams
-Calvin Brown
Jim Bailey
-Randy Sebastian
-Bill Braner

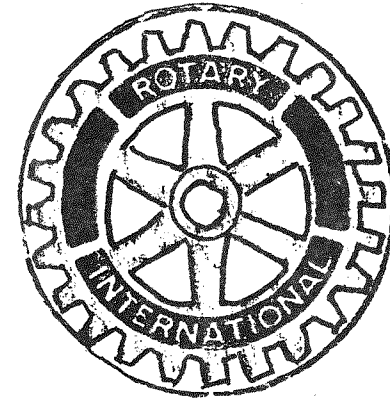
Chicken

Pancake Day
President's Night

OXFORD ROTARY CLUB

DISTRICT 745

OXFORD, PENNSYLVANIA



Meeting Every Monday, 6:15 p.m.

Scuttlebutt Inn
Oxford Mall

THE BULLETIN

1982-1983

#1

"MANKIND IS ONE--BUILD BRIDGES OF
FRIENDSHIP THROUGHOUT THE WORLD"

SUMMER EVENTS - 1982

President "Geoff" Henry wishes to express appreciation to members of the Club rendering community service during his leave of absence studying during July and August. The Henry's also thank Rotary Anns and Rotarians for their many acts of kindness during the entrance into the world of their daughter, Ashley.

Congratulations!

Past District Governor Lynn Brock presented James Bailey the Paul Harris Award for distinguished service.

Important Date - September 20, 1982

District Governor, H. Nelson Jacobs will visit and address our Oxford Club. Let us try for 100% attendance!

Congratulations!

Barry Kanofsky of the Kennett Square Rotary Club is the 3rd generation to lead the Kennett Club.

Welcome - Exchange Student

Miss Rina Roetoso Soeriahadiati from Bandung, West Java, Indonesia will be hosted initially by the family of Mr. and Mrs. Ralph Blackburn and will attend Oxford Area High School during this academic year.

DISTRICT 745 CALENDAR 1982

September 15	- Youth Activities Week
September 16-30	- Rotary Tour to France
October 15	- Vocational Service Week
November 15	- Rotary Foundation Week

International President, Hiroji Mukasa's theme for 1982-1983 is well expressed in this poem of Rotarian "Gene" Neal of Texas.

MANKIND IS ONE

No human walks this world alone.
Each one is but a portion of the whole.
Race and color matter not one whit or stone.
There is no color in the human soul.
All share the common hopes, the self-same goals.
Truth and peace are dreams that all men need.
Mankind is one--one "play" with many, many roles,
No matter all the tongues the actors speak.

So we must build bridges of friendship.
The walls of hate and fear must be o'er-spanned.
In union, all must work to build a better world.
In love, we must reach out to every other land.

Because we care, we must keep reaching up.
The struggle for a better world can never stop.
Mankind is one--in life, all share one common cup.
And though we climb by many paths, all seek one
mountain top.

Yes, we seek that peak where peace and plenty dwell,
That mountain top where men walk tall and free,
The place where love has overcome the tyrant's hell.
And if all men will serve as one--this is the world
we'll see!

DR. CLARENCE W. CRANFORD
 MINISTER EMERITUS
 CALVARY BAPTIST CHURCH
 WASHINGTON, D.C.

HOME ADDRESS
 "ROSSMOOR"
 3604 TARKINGTON LANE
 SILVER SPRING, MD. 20906
 PHONE 301-598-8163

SUMMER ADDRESS
 "LEDGE HILL," R.D. 1
 POLAND SPRING, MAINE 04274
 PHONE 207-998-4579

Sept. 18, 1983

Dear Bradley:

Greetings to you and your lovely wife. It was so good to hear from you and to receive the beautiful publicity material concerning Harper's Ferry. What a lot you have done for that community — in fact, for the whole area. I often tell people with pride that you are my friend.

I was in the hospital when your letter came. Early in the summer, they discovered I have a rare form of sarcoma that attacks the bone marrow. As a result of radiation treatments, and now some chemo-therapy, I am almost completely free of pain. I do suffer great weakness. I am at home, and I walk with a cane. I hope to get stronger, and when I do, I may head Harper Ferry's way to see the improvements you have made, and to see you again.

I know what genuine satisfaction ^{it gives you} to realize what you have accomplished there. I'm sure Gil Perry is nodding in approval. Blessings on you. Your friend, Cranny.

OBITUARIES

C.W. Cranford, Baptist Minister, Dies of Cancer

The Rev. Dr. Clarence W. Cranford, 77, minister of the Cavalry Baptist Church in Washington for 29 years before retiring in 1971 as minister emeritus and who was president of the American Baptist Convention from 1957 to 1958, died of cancer Oct. 25 at his home in Silver Spring.

He also was an interim pulpit minister at the First Baptist Church of Washington in 1980 and 1981, and had been a guest pastor at former president Carter's church in Georgia.

During his years at Calvary Baptist, he oversaw the building of a gymnasium, a wood shop, three kitchens and a sewing room. When not in use by the church, the facilities were loaned to the Northwest Settlement House. The old Federal City College also used church facilities for its early childhood education learning center. Church social programs and facilities were open to the community as well as church members.

"I never wanted a church open only on Sunday," he once told a Post reporter.

Although Dr. Cranford aided the 1968 Poor People's March on Washington and spoke out against the war in Southeast Asia, he said that he did not demand that his parishioners follow him on political matters. He said he would lead by example rather than demand his church make a stand on issues.

He also said, "I still believe that one of the primary purposes of the ministry is to relate people in a personal way to God. I know that every life faces certain crises regardless of changes in the social structure. I've conducted over 2,000 funerals during my ministry. The need for something to hold onto is extremely important . . ."

He was the 1982 recipient of the Gold Medal of the Religious Heritage of America and had been awarded honorary doctorates by Bucknell University and Franklin College in Pennsylvania. He was a trustee emeritus of Bucknell, and a member of the Kiwanis.

Dr. Cranford was born in Sharpsville, Pa. He was a crane operator in a steel mill and shipping checker in a Westinghouse transformer plant before entering college.

He was a graduate of Bucknell and the Crozer Seminary in New York. He was a pastor in Philadelphia and at the Second Baptist Church in Richmond before moving here.

His first wife, the former Kathryn Young, died in 1961.

Survivors include his wife, the former Dorothy J. Schultz of Silver



CLARENCE W. CRANFORD

Spring; two children by his first marriage, Richard of Worcester, Mass., and Carolyn Cranford of Bisbee, Ariz.; a sister, Emily Atkinson of Sharpsville, and five grandchildren.

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Then Mayor Gilbert Terry ^{HER-428} wrote me the
attached 2 page memo relating ^(BDM) to the
early history of the NPS at H.F., altho its
basic purpose was to help in the negot-
iations then (1955-6) in progress to transfer
the Starr property to the Park under conditions
acceptable to the Trustees & Alumni of Starr College.

Many years before ~~Prof McDonald~~ Prof McDonald
persuaded upon Jennings Bowdolph who was then
a member of the house to present a bill to create a
national monument ~~in 1877~~ This bill passed both
~~houses~~ houses. The land ~~had been~~ ~~belonging~~
to ~~the state~~ privately owned land to be
owned by the state as federal funds
could not be used for this purpose McDonald
efforts were futile in this respect. Despite McDonald's
bitter campaign against me for mayor
he later came to me and asked if I would
help. I had at that time little faith in the
project for our small country was 300 miles
from the capital on the upper end of the state
it happened at that time I had some
magnately business to conduct in ~~the state~~
and while there ~~was a~~ Howard Myers who
was clerk of the ~~and is still~~ senate. He invited me to his
office. In the course of our conversation I
mentioned that Mr McDonald had approached me
on the subject of a state appropriation for
purchasing land for the establishment of a
national monument and while I am interested
doubted whether state would endorse it, and
he said I ~~know~~ know where ~~of appropriate~~ project ~~the~~
more developed and if that can be brought
in on the last day of the legislative session
when legislators are anxious to get from it think
it stands a good chance of passage
he asked me if I knew Phil Perry and
said I did. He further mentioned that he was chairman
of the powerful finance committee, and a member of the

④ house from our County. I immediately contacted Bill, and he agreed to cooperate. I then immediately contacted Prof. McDaniel and asked him to prepare ~~a~~ a historical article of Harper's Ferry; requested the principal of the High School to write an article on ^{the} ~~the~~ scenic beauty of ~~the~~ ^{the} area, and I took the cover note. We then met coordinated the subject matter and ~~and~~ mailed a copy to every member in the House & Senate Dept. They ~~also~~ had a complete picture when the bill ~~was~~ ^{was} introduced. As the days passed ~~the~~ influential members in both houses began to recognize the importance of this historic development, but I remain in doubt whether ~~the~~ after passage of the bill when the money would come from until the last day of the Legislature when it ~~the~~ became law.

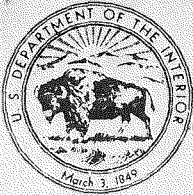
When the Jack mine took over ~~the~~ the Post Office & State liquor store was in the area and the Post Office department wanted to know what we would do about securing a location. There was no available location in the town acceptable to the department. We had only about \$4000 in the treasury. The town could not legally borrow money because of existing state laws and for a time completely at sea. My dear we had taken out mortgages we were reluctant to use so we borrowed \$1000 from ~~the~~ and supplemented from our savings the balance amounting to \$15,600. We were at that time advised again to ~~it by the friends and~~ the bank and friends.

27 This venture is now paying off for me indebtedness
on this building has been reduced to 7000. The
bank now has that indebtedness. The guaranteeing
as running the balance the Building income
taking care of it.

Mr. Donald or myself had made a preliminary
survey of the park area costs. This we determined
would be 300,000. Mr. McLeod a member of
the park commission suggested ~~suggested~~ we add
50,000 and this the legislature granted.
Shortly after this Mr. McLeod died
from then on I worked with the park
service until the area was turned over to them.

Your familiarity of the Stone College ^{acquisition} ~~is~~ now.
before you, ~~and you~~ is developing frustration
where prices and commitments by the
college board must be resolved ~~in order~~
to prevent further disposition of funds
in order that these commitments may be
met further delays by the board and Park
service can result in compromised situations that
could prove ~~embarrassing~~ embarrassing to both.

I refer now to the expenditure of little.
since the park now assumes this responsibility
the college board must act as quietly as
possible to prevent its attorney from ^{frustrating} interfering
by getting his price for the work he has done, then
the board feels the amount unreasonable they
compromise on a price, or let the courts decide.



IN REPLY REFER TO:
H2215

UNITED STATES
DEPARTMENT OF THE INTERIOR

NATIONAL PARK SERVICE
Northeast Region
143 South Third Street
Philadelphia, Pa. - 19106

July 23, 1963

14FR-428

	Info.	Action
Superintendent		
Adm. Assistant		
Mgt. Assistant		
Supvy. Historian		
Historian - 1		
Survey Party		
Ranger - 1		
Architect		
Clerk-Steno - 1		
Clerk-Steno - 2		
Clerk-Steno - 2		
Foreman II		
Foreman I		
Maint. Force		

Nash Bk 9/25

RECEIVED
JUL 25 1963

Memorandum

To: Superintendent, Harpers Ferry

From: Regional Director

HARPERS FERRY N.H.P.

Subject: History of Storer College, etc., Research Project,
Bradley Nash, Historian

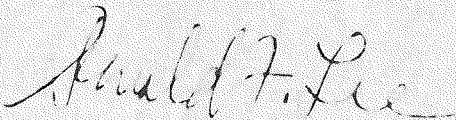
Those of us who have seen Park Historian Bradley Nash's thoughtful presentation and outline for his projected history of Storer College read it with great interest.

We agree that the general theme stated in paragraph two of Mr. Nash's memorandum is a good approach, and that it may well prove valid in the course of the study.

Regarding the outline, we are inclined to believe that it will serve to guide Mr. Nash's investigations, which naturally include both the historical foreground and background of the history of the College. Assuming that the study will eventually follow much the same outline as the investigation, we suggest that the first four chapters be combined into an introductory chapter. Likewise, Chapter V, "Reconstruction," would cover that topic only as it directly affected Harpers Ferry and the founding of Storer College.

In other words, we appreciate that the investigation of the first five topics listed is essential to Mr. Nash's understanding of the broad story to which the history of Storer College must be duly related if it is to be meaningful. But how much of this important foreground and background will be needed in writing the study should be considered carefully in due course. It may turn out, too, that Mr. Nash's investigations into these preliminary topics may turn up sufficient new material and insights to warrant separate studies.

To recapitulate, we think Mr. Nash has laid out a good approach to his investigations and suggest that he endeavor to maintain primary emphasis on the history of the College seen against the broader history of the period.


Regional Director

1366

Harpers Ferry National Historical Park
Harpers Ferry, West Virginia

H2215

June 20, 1963

Memorandum

To: Superintendent, Harpers Ferry

From: Bradley D. Nash

Subject: History of Storer College and its Contribution to Negro Education.

The accompanying outline for a study of the above subject intends to present appropriate areas of investigation rather than a definitive schedule for the completed work. Negatives in this outline may become positives and vice versa, and emphasis and extent of treatment will vary as the study develops.

In the meantime, a theme is suggested of the emancipated Negro at large in a shifting and shattered environment, seeking a secure place therein, and who is aided dramatically by the dedicated teachers and others who responded to his first basic needs.

Not only is such a concept timely, but it is particularly suitable for interpretation at the Harpers Ferry Historical Park where are being restored the very buildings in which took place the most spectacular example in the entire Nation, of this early education. These are "Lockwood House", and the Quarters of the Superintendent, the Superintendent's Clerk, and the Paymaster's Clerk.

W. E. B. DuBois in his "Black Reconstruction in America", and "Souls of Black Folk", says:

".....the Crusade of the New England schoolmarm. 'The annals of this Ninth Crusade are yet to be written--the tale of a mission that seemed to our age far more quixotic than the quest of St. Louis seemed to his. Behind the mist of ruin and rapine waved the calico dresses of women who dared, and after the hoarse mouthings of the field guns rang the rhythm of the alphabet. Rich and poor they were, serious and curious. Bereaved now of a father, now of a brother, now of more than these, they came seeking a life work in planting the New England schoolhouse among the white and black of the South. They did their work well. In that first year they taught one hundred thousand souls, and more.'

Here for the first time there was established between the white and black of this country a contact on terms of essential social equality and mutual respect...

But in a thousand schools of the South after the war were brought together the most eager of the emancipated blacks and that part of the North which believed in democracy; and this social contact of human beings became a matter of course. The results were of all sorts.... but, on the whole, the result was one of the most astonishing successes in new and sudden human contacts."

It is believed that herein is a key to a historic interpretation of Storer College.

Bradley D. Nash
Historian

OUTLINE

STORER COLLEGE AND ITS CONTRIBUTION TO NEGRO EDUCATION

- I. Man's Inhumanity to Man
 - II. A More Perfect Union
 - III. The Irrepressible Conflict
 - IV. The Deliverance and The Deluge
 - V. Reconstruction
 - VI. Education - the Priceless Ingredient
 - VII. The Response - The Educators
 - VIII. Storer College as a Classic Type
 - IX. Storer College - A Critical History
 - X. The Other Negro Schools
 - XI. What Was Accomplished? - What Was Missed?
 - XII. What Does This Prove?
- Slavery*
- Reformers & Abolitionists*
the pre War Negro
- CW - its effect on 1 American*
2 the Negro
- The Freedman &*
the Freedman's Bureau.

I. Man's Inhumanity to Man

The deprivation of opportunity in its most extreme form - slavery and bondage of all kinds.

Brief history from 1600, with emphasis on its generality, its customary exploitation of those with least strength to defend themselves, within or without their own nationalities and races.

The creation of a fundamental problem of world society as the democratic concepts of the 18th century enlarged by degrees social and economic opportunities of certain limited groups of individuals and classes of individuals, producing grave disparities, sometimes apparently permanent, between the various elements. [The philosophy of complete laissez-faire increasingly compounding these disparities of opportunity]

II. A More Perfect Union

A. The Reformers and the Abolitionists

A new Nation in ferment, just graduating from the stage of self laudation in the historic area (cf Van Wyck Brooks), possessed with deep urge to improve itself (cf H. W. Longfellow's graduation oration from his Maine college). Its awakened conscience.

The focus on slavery - the experience of England and the Continent - the continuing African and Asian "internal" slavery.

1790 - 1830 = England, Europe, Africa

1830 - 1860 = United States

B. The Negro's Part

His place in the scene. His efforts at self help. His opportunities, comparable to the rest of the Nation.

III. The Irrepressible Conflict

A. The Effect on America - 1861-65, and after.

A "new" Nation, new economically, socially, politically (two parties, with strong affinities).

B. The Effect on the Negro

His part in the War, actually the first form of emancipation (compared to the legal and economic releases by "self purchase", generosity of owner, and the Act of 1863.

The education of movement, not unlike the medieval crusades (in proportion), the education and discipline of military life and training.

IV. The Deliverance and The Deluge

A. The Freedman -- his needs, his opportunities.

B. The Freedman's Bureau

V. Reconstruction

A. General View, including the Negro's part, general.

B. The Negro's special problem, how and where to fit in, consciously or unconsciously to avail himself of the windfall, his freedom. Education, citizenship, franchise, employment, property. (Full treatment in Chapter VI, below).

VI. Education - the Priceless Ingredient

The opportunity to survive, and hopefully more.

A. General Education in U. S. (including Normal), 1) at 1800, 2) at 1860, 3) at 1900.

B. Negro Education in U. S. (with comment on England if available).
1) at 1800, 2) at 1860, 3) at 1900.

VII. The Response - The Educators

A. The Pre War Abolitionist-Reformers.

B. The Church Groups (including the Catholic Missions in the far West, many years).

C. The Women

D. The Freedman's Bureau, the agents and the schools.

E. The Pre War Negro Schools - type

F. Horace Mann

G. Normal Schools

VIII. Storer College as a Classic Type

Its Background

- A. Nathan Brackett - 1860-1865, and the Free Will Baptists.
1865-1867, and the Free Will Baptists.
- B. The Free Will Baptists
History and Beliefs
- C. The Free Will Baptists, and Storer College
- D. The other Negro Schools - 1865-1875
- E. The other Negro Schools, in comparison.

IX. Storer College

- A. Formative Period - 1st Decade, 1867-1877
Freedman's Bureau, the Government Buildings and Grants.
- B. Development Period
 - a. 1878-1885 (buildings, gifts, academic department)
 - b. 1886-1898 (industrial, domestic science, Bible)
- C. Related Developments
N.A.A.C.P., etc.
- D. President McDonald; Partial Break with Past - 1899-1929
President McDonald; Depression & War - 1930-1944.
- E. New Presidents and Problems - 1945-1955
- F. The End - 1955
Supreme Court Decision
Anachroisms, etc., etc.

X. The Other Negro Schools

Comparative histories, including Normal -

1865 - 1877	1930 - 1944
1878 - 1898	1945 - 1955
1899 - 1929	Present

XI. What Was Accomplished? What Was Missed?

A. The Product - Governor General Nnamdi Azikiwe of Nigeria, Storers College, 1926; and the others; (sources Dean Leroy Johnson at Lincoln University, and Dr. Madison Briscoe, Howard University).

B. Their Contributions and Attitudes

XII. What Does This Prove?

More is needed, education, plus freedom to use it.

Revive the spirit and dedication of 100 years ago? (cf. The Teachers above).

The Reformer and the Idealist - extended the helping hand, and more, to the seeking Freedman. Cannot the same be done today - and need there be a separate class, "Reformers"; is not this a national undertaking?

The Reformers are in the field today, where is the universal understanding and responsiveness?

*Nnamah
Zhuang*

Harpers Ferry National Monument
Harpers Ferry, West Virginia

H30

April 26, 1963

Memorandum

To: Superintendent, Harpers Ferry

From: Bradley D. Nash

Subject: Development of Program Objectives set forth in memorandum of
March 6, 1963 (attached)

This memorandum proposes objectives relating to two projects of immediate interest to the development of the Harpers Ferry National Monument complex:

Project I: Paymaster's Quarters or "Lockwood House".

The scheduled commencement of restoration of this important building calls for a definite interpretive prospectus at an early date. This interpretation is challenging for a number of reasons. Not only is the site the most spectacular and commanding within the Monument, but the kaleidoscopic history of the building's occupancy is dramatic, particularly within the two decade span allotted to the area, 1850-1870.

Actually the building encompassed three vignettes within a half decade. Occupied according to its purpose and in its most attractive structural form as the residence and office of the important Armory Paymaster from 1858 to 1860, with the coming of the Civil War it was the center of martial life. Occupied in turn possibly a score of alternating periods by Union and Confederate troops, it had its brief periods of military glory when Generals Henry Hall Lockwood and Philip H. Sheridan set up headquarters respectively for three months in 1863, and one week in August 1864.

Returning to peaceful use in 1865 it became the principal educational outpost in the Shenandoah Valley area of the Freedmen's Bureau, and here the first teaching at what was to become Storer College commenced in that year. Parenthetically consider the fact that as many as 60,000 troops were at one time (1862) stationed in and around the little town, yet in the winter of 1864-65 Florence Mann, a New England school-marm and niece of Horace Mann, actually began to teach reading and writing in this very building, to displaced negro refugees of all ages.

Thus in this structure, shortly to be transferred (1868) along with the other principal Armory buildings and land on Camp Hill to the new school for

displaced and uprooted negroes, there is found the birthplace of an early and classic example of the militant and evangelical religious and "reformer" movement to educate and uplift, which capped the more drastic and emotional impulses of the abolitionists.

Here comes into focus also the treatment of the theme of Colonel Thomas Wentworth Higginson, New England minister and later literary figure who left his pulpit to lead the first Federal negro troops, and who epitomizes the intellectual ferment which lead to John Brown's raid, the war, emancipation and ultimately the peaceful yet dramatic struggle for education and equality.

Studies* completed by the National Park Service will describe the atmosphere and uses of this building in all its three "lives". There is a temptation to allot contemporaneously a room or two to each of its moments: the workaday civilian functionary responsible for the fiscal affairs of one of the nation's principal manufacturies; the battle-scarred camp of gallant Phil Sheridan; and the pen finally mightier than the sword, as the school-marks and principals move a little bit of New England, its outlook, its books, pictures and furniture to convert an armory to an early negro school.

The latter prospect (the new school) seems most fitting, and adds yet another side among all the facets available for treatment at Harpers Ferry, George Washington, the Colonial surveyor; President Washington, the creator of the Arsenal and Armory; the perfect microcosm of the opening of the interior by all transportation modes, the great National Road, the canals and the railroads (cf. the first responsibilities of the Department of the Interior); and finally John Brown, Civil War, and at last the uses of peace - education of the newly emerging citizen.

✓ There is something appealing in a presentation of the intellectual forces and ferment which converted itself so rapidly and openheartedly from abolitionism and warfare to education and training for a new life. If interpreted skillfully, all races can be reminded of the early seeking for learning and the helping hands extended.

The Paymaster's Quarters, or Lockwood House, is a splendid subject for imaginative treatment. When restored it will represent a two-story building imposed upon a semi-basement which is lighted naturally, and which is well portrayed in a cut from Leslie's Illustrated of 1864. The dimensions are: 56' x 40', the ceilings are high and the two principal stories each have four large square rooms in addition to the large rectangular hallways. There is an additional small room on the second floor.

*Historian Philip R. Smith Jr., March 23, 1959

Historian William T. Ingersoll, February 27, 1963

There is opportunity not only for displays and exhibits but also educational and research facilities including library material, films and similar worthwhile aids to understanding the background and objectives of the subject.

Project II. (HF104) Storer College:

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Interviews have been held with the head of the history department at Howard University* and with its staff, as well as a former Dean of Storer College* now teaching at Lincoln University, Oxford, Pennsylvania. Encouragement and extensive offers of cooperation have been received and much preliminary work has already been done at Howard in connection with a history of that school to celebrate its Centennial in 1967.

An adequate treatment of Storer College as a classic example of early negro education would certainly require extensive study with the ultimate product along the line of a 75 to 100-page Historical Handbook. It should include some reference to the Abolitionist movement, its militant and peaceful courses, the latter including educational and other ameliorating undertakings, the establishment of the Freedmen's Bureau and the educational efforts of the religious and reform groups at the end of the Civil War and in the few years immediately before and after.

While the physical restoration of the Storer College natal scene is fully within the Harpers Ferry approved period directives, an adequate treatment of the College would necessarily include its highly active 35 years ending with the century, with further treatment of its final half-century of life concluding in 1955 shortly after the Supreme Court desegregation decision.

* Dr. Rayford W. Logan
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An objective treatment of Storer College as a classic of early negro education is an important undertaking because it represents a unique aspect of American history. Negro education certainly ranks high on any list of the basic phenomena of American history. While certainly junior to many of the formative cradles of history such as Concord and Lexington, Mount Vernon, Independence Hall and many others, it appears more meaningful possibly than the Vanderbilt Mansion or the Custer Battlefield.

The basic point might be that Storer College compels attention not only because it represents a unique portion of American history not elsewhere treated, but also is inseparably bound to Harpers Ferry National Monument and the Eastern Training Institute which occupies its former buildings. Storer College as a classic of negro education is but one of the many jewels embedded in the Harpers Ferry area setting and the opportunity to polish and exhibit it should not be neglected.

The availability of the study-office of a former president of the college, 1898-1943, in the adjacent former residence of the Armory Superintendent's clerk, now occupied for her lifetime by Dr. McDonald's widow, lends a useful facility for undertaking the task.


Bradley D. Nash

CC: Regional Director, Northeast Region

Harpers Ferry National Monument
Harpers Ferry, West Virginia

H30

March 6, 1963

Memorandum

To: Superintendent, Harpers Ferry National Monument
From: Bradley D. Nash
Subject: Program Objectives

An estimate of objectives to be accomplished by June 30, September 30 and December 31, 1963 follows for two projects currently underway:

Project No. 1: Lockwood House.

Preparation of recommendations for appropriate use of Paymaster's Quarters (Lockwood House) in view of availability of sufficient funding to justify early commencement at least of restoration.

While Project No. 2 below is closely related and basically is required before positive proposals can be made on No. 1, nevertheless it is helpful to develop a number of alternative uses or combination of uses, based on knowledge already acquired of Project No. 2.

Objective is to develop these possible uses sufficiently to judge their general feasibility, later to be supported by basic research under Project No. 2 below, as well as other additional and related projects as may be required. This should be completed by May 1.

Project No. 2 (HF-104): Storer College.

This project has been on the Research Program priority list a number of years and was rated 26 in importance as of January 1, 1960. Because of the donation of funds for a partial restoration of the Paymaster's Quarters (Lockwood House), where Storer College had its beginnings in 1865, the priority of this project has been advanced markedly to No. 2.

On June 15, 1960 Historian Mongin completed a brief study (10 pages) as HF-104A, titled "A College in Seccessia -- the Early Years of Storer College." An examination of the Project Description for HF-104 (attached) will make clear the considerably more extensive study contemplated therefor. While the present description has remained unchanged since January 1, 1960, it is

believed that during the study many additional and useful approaches and facets will be developed. For the present, however, the existing description should suffice.

This project should be 25% accomplished by June 30, 1963; 50% by September 30, 1963, and 100% by December 31, 1963.

Bradley D. Nash

In duplicate

Attachment

Project No. Project Title

NF-104 Storer College

Alfred Mongin, Historian, NPS

Prepare a comprehensive report, based upon documentary and published materials, of the acquisition and use of the physical plant of the college relating to that part of the property important to the Civil War military actions on Camp Hill and the evolution of the present plan and each of the present buildings on the campus. A section of this report will deal with N. C. Brackett and Henry T. McDonald, both of them the prime movers in the history of the institution, and the latter was, in addition, the God-father of Harpers Ferry National Monument.

"A College in Secessia -- The Early Years of Storer College" by Alfred Mongin, Harpers Ferry National Monument Research Report Project No. NF-104A, dated June 15, 1960, has been completed. Maps and plans for each of the subsisting buildings and of the contour and landscape of the campus have been copied from the college records (Harpers Ferry Maps Numbers NF-132 through NF-150). Substantial additional records of the school have become available, and the Collection of the personal papers of Henry T. McDonald are now being examined and copied by Historian Mongin, by permission of Mrs. McDonald.

File



UNITED STATES
DEPARTMENT OF THE INTERIOR
NATIONAL PARK SERVICE

IN REPLY REFER TO:

H30

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Harpers Ferry, West Virginia

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BDNash:mdb