

NATIONAL PARK SEMINARY

(Forest Glen

Walter Reed Army Medical Center Annex

National Park College

Ye Forest Inn)

Bounded by the Capitol Beltway (I-495), Linden Lane, Woodstove Ave., & Smith Drive

Silver Spring

Montgomery County

Maryland

HABS No. MD-1109

HABS

MD

16-SILSPR,

2-

WRITTEN HISTORICAL AND DESCRIPTIVE DATA

HISTORIC AMERICAN BUILDINGS SURVEY

National Park Service

U.S. Department of the Interior

1849 C St. NW

Washington, DC 20240

ADDENDUM
FOLLOWS

HISTORIC AMERICAN BUILDINGS SURVEY

NATIONAL PARK SEMINARY (Forest Glen) (Walter Reed Medical Center Annex)

HABS No. MD-1109

HABS
MD
16-SILSPR,
2-

Location: National Park Seminary is located in Silver Spring, Montgomery County, Maryland, approximately one and one-eighth miles north of the District of Columbia line. The site encompasses approximately twenty-five acres. It is bounded by the Capital Beltway (I-495) to the north, by Linden Lane to the west and south with the exception of a parcel of land on the southwest side of Linden Lane near Woodstock Avenue that contains buildings 112, 115, 126, 133 & 135 (army designations), and by Smith Drive to the east.¹

Description: The site is situated in a rather isolated pocket of early twentieth-century residential neighborhoods. It is located along Linden Lane which intersects with Georgia Avenue, a main commuter and commercial artery, about a mile east of the site. Linden Lane is used primarily by local traffic. This factor and the site's abutment against Rock Creek Park help keep it secluded from intensive development and congestion. Although it borders the Capitol Beltway, the highway remains somewhat unobtrusive because it is separated from the campus by a densely forested ravine.

The historic main campus consists of twenty-four buildings dating from 1887 to 1927. They are arranged in a wide arch atop a high bluff that overlooks the 300-foot wide wooded ravine. A broad lawn sweeps down to the forest edge and separates the campus buildings from the woodland below. The buildings comprise a wide range of architectural styles and sizes including bungalows, a pagoda, a castle, Indian missions, a Greek temple, and an Italianate villa, among others. The most prominent building originated as a shingle-style Queen Anne resort hotel but over the years it was enlarged and adjoined to neighboring buildings to create one monolithic structure.

Located behind the main building and bordered by Linden Lane are several more campus buildings, including the chapel, the library, the gymnasium, and four clubhouses. They were once joined by lawns, gardens, and covered walkways but are now mostly connected by asphalted roadways. Several Mission-style service buildings, dating from the inn's and the school's tenures, are located on the eastern side of the main campus. Just south of the service buildings sit four one-

¹ The boundary replicates that provided in KFS Historic Preservation Group, Kise Franks & Straw Inc., "Forest Glen Section, Walter Reed Army Medical Center (WRAMC), Cultural Resource Management Plan," August 14, 1992, p. IV-2, which was quoted from George J. Andreve, Maryland Historical Trust, Memorandum to Eva Decker, WRAMC, February, 12, 1987.

1940s. The school's geometric gardens, statuary, and follies were nearly all removed by the Army or by vandals, but the remains of its rustic bridges, pathways, and grottos survive along the creek bed in the ravine.

The south side of Linden Lane was part of Edgewood, an early nineteenth-century farmstead. One hundred and fifty acres of the property along with the dwelling house and outbuildings were purchased by the school in 1927. The commissary complex located on the corner of Linden and Stephen Sitter Avenue sits upon the site of the old farmhouse. It was razed by the Army in the 1960s to make way for the shopping center. A small cluster of farm buildings dating from the late 1920s stand across the street from the commissary on Stephen Sitter Avenue and are now used by the Army as a veterinary hospital. The largest of the 1940s cinderblock buildings stands west of the commissary on the south side Linden Lane.

Southwest of the commissary, grass-covered rolling terrain (currently used as recreational fields) dips steeply down to forested hillsides that border Rock Creek. An asphalted path, once used by Seminary students, meanders down to the stream. The remains of a 1920s stone picnic hutch are located on the far southern edge of this wooded area.

Three vernacular farmhouses, dating from the mid-nineteenth to early twentieth century, are also scattered around the main campus cluster. Despite the changes in the property since the school's occupation, many spatial relationships, and architectural and landscape features are intact, therefore, the site maintains its historic integrity.

USGS 7.5 minute map; Kensington Quadrangle, 1965
1: 24,000 scale

Present Owner: United States of America, Department of the Army, Walter Reed
Army Medical Center, 6825 16th Street, NW, Washington, D.C. 20307.

Present Use: Known as the Walter Reed Army Medical Center Annex, the site was used for a variety of support activities for the medical center, but it is currently almost completely vacated.

Significance: The National Park Seminary was an elite women's college preparatory school and junior college operating from 1894 to 1942. Like many other female secondary schools created in the late nineteenth century, National Park Seminary offered its

students advanced academic training while indoctrinating them in contemporary definitions of womanhood. National Park Seminary's spectacular assemblage of buildings together with the surrounding landscape provide a dramatic example of how a school's environs helped meet these ends. The site offers a valuable record of turn-of-the-century campus designs and, more specifically, pedagogical architecture and landscapes created for women. Embedded in the National Park Seminary grounds are also traces of earlier historic values, meanings, and uses which help to illuminate how and why it was utilized as a women's school and evolved into its current form.

The lavish man-made and natural elements that define its campus, from the fanciful sorority houses to the forested ravine, preserve historic perceptions of the therapeutic and instructional value of art, architecture, and the natural world. The mix of architectural styles, from Classical to Romantic, used at National Park Seminary exemplifies the eclecticism that defined the era. The site also records the historic connections between park landscapes and suburbanization since the development of the site and its adjoining neighborhoods were directly tied to the creation of a rural retreat along one of D.C.'s early transportation corridors.

Historian: Cynthia Ott, HABS Historian, 1998-1999

PART I: HISTORICAL INFORMATION

A. Physical History:

Natural History

The rolling hills, high bluffs, and deep stream valleys of Forest Glen are characteristic of the Piedmont physiographic province that underlies it. This geological formation contains a varied and complex mixture of rocks with different erosion rates, which often produces great topographic variations within small regions.² Typically, hard metamorphic rocks, which are more resistant to erosion, appear as precipices, while softer sedimentary rocks, which are more easily carved away, form creek beds. The deep ravine and prominent hills that dominate the National Park Seminary campus typify these geological features.

The campus buildings sit atop a bluff which dips sharply north into a steep forested canyon cut over the centuries by tributaries of Rock Creek running east-west through the property. The ravine spans approximately three hundred feet at its widest. Its steep banks are flanked by large

² See Martin F. Schmidt, Jr., *Maryland's Geology* (Centreville, Md.: Tidewater Publishers, 1993).

outcroppings of gneiss and schist. They are covered with a canopy of tulip poplars, maples, evergreens, oaks, and native and exotic shrubs.

While forests in the surrounding countryside were felled for agriculture beginning in the late seventeenth century, the ravine escaped extensive development. A temperate climate in conjunction with rich soil historically made eastern Maryland a fertile agricultural region but the site's rough terrain made it unsuitable for farming. Land that was viewed as a liability to farmers was seen as an attribute to pleasure seekers. The area's serpentine streams, dense forestation, and steep glen conform ideally to picturesque landscape aesthetics that became popular in the late eighteenth century and persist today. Its physical charms (which have remained relatively unchanged) in combination with various manmade structures became the foundation for a resort, a school, and a convalescent center. Currently, the site serves as an unofficial neighborhood park.

Colonial and early Republic Farms, 1689-1863

The colonial period marks the beginning of the long history of entrepreneurial ownership and subdivision of land in Forest Glen. This period is characterized by the predominance of tobacco farming in the region. It is also noteworthy for the ravine's lack of appeal which resulted in the maintenance of its woodlands when nearby tracts were leveled for agriculture.

Sixty years after Sir George Calvert, the First Lord Baltimore, petitioned King Charles I in 1629 for a land patent for the new colony of Maryland, warrants were issued for tracts in what is now Montgomery County.³ Many of the first land patents were enormous tracts located along the banks of Rock Creek. They were issued to prosperous merchants or planters who, like many later Montgomery County developers, purchased the land primarily as a financial investment rather than for a personal residence. Portions of most of the tracts, usually one to two hundred acre lots, were leased to tenants or sold to independent farmers.

Until the mid-eighteenth century, tobacco was the region's main cash crop. The crop was the basis of the colonial economy. It was not only an important commodity, but it was also the main

³ The area was a part of Charles County until 1700 when it was sectioned off into the newly formed Prince George's County. In 1745, the western portion of Prince George's County was partitioned off and renamed Frederick County. In 1776, the southern portion of Frederick County became Montgomery County. It was named for Revolutionary War hero, General Richard Montgomery who died in battle. Information regarding the early history of Maryland is from T.H.S. Boyd, *The History of Montgomery County, Maryland, From Its Earliest Settlement in 1650 to 1879* (Baltimore: Regional Publishing Company, 1972), Ray Eldon Hiebert and Richard K. MacMaster. *A Grateful Remembrance: The Story of Montgomery County, Maryland* (Rockville: Montgomery County Government and Montgomery County Historical Society, 1976), Louise Joyner Hinton, *Prince George's Heritage: Sidelights on the Early History of Prince George's County, Maryland from 1696 to 1800* (Baltimore: The Maryland Historical Society, 1972), and John Thomas Scharf, *History of Western Maryland* (Philadelphia, 1882; Reprint, Baltimore: Regional Publishing Co., 1968).

form of currency. Tobacco plants flourished in the region, but they are extremely destructive to the land. Within a few growing seasons, soil is depleted of nutrients. Before the introduction of scientific farming methods in the nineteenth century, farmers frequently were forced to abandon exhausted lands for new territory.

Although Montgomery County offered rich lands for cultivation, the region was slow to develop compared to tidewater Maryland because of its great distance from Chesapeake seaports and because of its limited transportation resources. Its main water routes were nearly impassable. Navigation along the Potomac River was deterred by the falls. Rock Creek and its tributaries were manageable only with shallow-bottomed boats or canoes. Passage was deterred further in the eighteenth century by the construction of mill dams along the course of the creek.

Through the early nineteenth century, roads were limited and primitive. Two of the main routes near Forest Glen were the so-called Seneca Trail, located two miles west of Forest Glen, that stretched northwest from Georgetown (the main tobacco port) to Frederick and a trail located a half mile to the east that ran from Georgetown to Brookville. The inception of turnpikes at the turn of the century improved overland travel through the widening, grading, and resurfacing of existing routes in many regions. There were no major paved roads in Silver Spring until 1864 when the Union Turnpike Company completed the Brookville to Washington Turnpike (later Georgia Avenue and 7th Street).⁴

The first title to the land that encompasses the school grounds was issued to William Joseph, president of the Board of Deputy Governors for Maryland, by Lord Baltimore in 1688.⁵ A year later, a second warrant of 3000 acres was added to the original 1500 acre lot. Four thousand-two hundred-and-twenty of the combined 4500 acres were patented under the name, "Joseph's Park."⁶ The parcel encompassed approximately the area east of Rock Creek, west of Georgia Avenue, north of East-West Highway and south of University Boulevard. William Joseph also purchased another 3800 acre lot (known as "The Heritage") directly to the north making him one of the largest landowners in the Montgomery County region. (Figure 1)

⁴ The first turnpike company in the area was the Washington Turnpike Company which was formed in 1805 to improve the Georgetown-Frederick Road. The turnpike (later known as Route 355 or Rockville Pike) was completed in 1828. It connected to the National Road (US 40), the first national highway which was authorized by Congress in 1806.

⁵ The chronology of early land transactions appears in many sources. The best documented is Steven J. Richardson, "The Land History of a Subdivision: Rock Creek Highlands-Byeforde, Kensington, Maryland," July, 1983, an unpublished manuscript at the Kensington Historical Society. His text includes specific citations for each land transaction from county and state record books stored at the Maryland Hall of Records.

⁶ Two hundred and eighty acres of the land that was warranted was not patented.

In 1705, the year that the patent was granted, William Joseph, Jr., sold most of his father's property to James Butler. Three years later, Butler died. His widow, Joyce Carroll, married John Bradford, a planter and factor for a London agent, in 1712 or 1713.⁷ In 1714, Bradford, acting as an agent for his step-son, Thomas, who was heir to the property, sought to have "a considerable part" of the patents re-surveyed in order to exchange "useless" acreage for "good tillable land."⁸ The exact areas that Bradford tried to annex were not documented, but it seems likely that they included the ravine because of its inhospitality to farming.⁹ Unlike later generations who viewed the cavernous Rock Creek valley as beautiful and moneymaking terrain, Bradford probably saw "very mean, Barren, unprofitable" land.¹⁰ Although the tracts were re-surveyed to exclude the 704 "barren" acres, a new patent was never issued so the property boundaries retained their original configuration.

In 1736, Thomas Butler mortgaged all 4220 acres of Joseph Park to Daniel Carroll I (1696-1751), a merchant from Upper Marlboro, Maryland.¹¹ Because Carroll was delinquent on his debt, Butler sold four parcels of the tract, measuring 1038 acres, to another buyer. In 1748, Carroll purchased the remaining 3182 acres. Since his family did not immediately settle the property, it is likely that the purchase was initially a means of storing its fortune rather than a route to a new homestead.

After Carroll's death in 1751, however, his widow, Eleanor Darnall, moved to Joseph's Park with her two sons and four daughters.¹² The family constructed a house on the north side of the

⁷ See Eleanor M.V. Cook, "Land Speculators: James Butler and John Bradford," *The Montgomery County Story*, vol. 36, no. 4, November, 1993.

⁸ William B. Mayre, "The Great Maryland Barrens: II," *Maryland Historical Magazine*, vol. 50, no. 2, June 1955, pp. 137-138n, cited in Cook, "Land Speculators."

⁹ As Mayre noted, in the colonial period, land that did not contain trees was also considered "barren." A lack of trees was believed to be a sign of infertile soil even though it was more likely a result of Indian fires. The definition of good land was agricultural productivity so even though the Rock Creek valley was forested, its steep, rocky slopes probably qualified it as "mean" and "useless."

¹⁰ Mayre, pp. 137-138n.

¹¹ For a history of the Carroll family see M. Virginia Geiger, *Daniel Carroll II: One Man and His Descendants* (Baltimore: College of Notre Dame of Maryland, 1979) and Martha Sprigg Poole, "Daniel Carroll of Rock Creek," *The Montgomery County Story*, Vol. VII, No.3, May, 1964.

¹² According to local historian Rich Schaeffer, it was Eleanor Carroll (wife of Daniel I) who renamed the Joseph Park tract Rock Creek so the new Carroll property would not carry another family's name. Most historic records still refer to the site as Joseph Park.

ravine, probably near the present site of St. John's Church on Forest Glen Road.¹³ The property was deeded to her eldest son Daniel Carroll II (1730-1796) in 1756. According to the 1790 Census, he owned fifty-three slaves, making him the second largest slave owner in Maryland at the time.¹⁴

Daniel Carroll II's prominence can also be measured by the many important political positions he held during his lifetime. They include serving on the Council of the Governor of Maryland from 1777-1781, on the Maryland delegation at the Constitutional Congress from 1781 to 1784, as Maryland State Senator from 1781 to 1787, as Maryland delegate to the Constitution Convention, and as the U.S. Congressman from the state of Maryland from 1789-1791. He signed the Articles of Confederation and the Constitution.¹⁵ Daniel Carroll II voted to have the nation's capitol on the banks of the Potomac River in 1790. Furthermore, he was selected to be one of three Commissioners appointed to survey the boundaries and obtain title to the land for the newly formed District of Columbia. Like many future Montgomery County landowners, Daniel Carroll II was intricately linked to the growth and development of the city of Washington.

His brother John was equally renowned in his field. After studying for the Jesuit priesthood in France from 1760 until 1774, he returned to Maryland. He was ordained Archbishop of Baltimore in 1786 and later became the first Catholic Archbishop in the United States. He was also one of the founders of Georgetown University. Soon after his return to Maryland, Father Carroll constructed a small private chapel in Joseph Park where he and his family worshiped. No public Catholic masses were permitted in the state at the time. The original chapel was replaced by a larger structure, known as St. John's Church, in 1850.¹⁶

In 1778, Daniel Carroll II deeded 778.5 acres (including what is now the area of the Walter Reed Annex north of Linden Lane, the Mormon Temple grounds, and the Forest Glen and Rock Creek Hills neighborhoods) to his son Daniel Carroll III (1752-1790). According to the 1783 Montgomery County tax assessments, Daniel Carroll III's tract, known as the Highlands, included 360 acres of cleared land, four acres of meadow, fifteen acres of marsh, timbered land,

¹³ Poole, *op cit*, cites a deed (Montgomery County Deed N-337) dated June 15, 1807 that described a tract now bounded by Forest Glen Road to the south, St. John's Church to the west and extending east to Georgia Avenue that contained a mansion that was formerly the residence of Mrs. Eleanor Carroll.

¹⁴ Census records cited in Geiger, p. 35.

¹⁵ Information drawn from both Greiger and Poole.

¹⁶ In his will, Daniel Carroll II donated the church yard to the Roman Catholic Church. A third church was erected under the direction of Father Charles O. Rosensteel near the site of the first two buildings in 1894. The church is located on Forest Glen Road between Hollow Glen and Rosensteel Avenue. The 1894 building is a brownstone Gothic Revival structure. While nothing remains of the 1850 church, a replica of the original chapel was built on the church grounds in 1956.

and good soil.¹⁷ The tax records also note the existence of a framed dwelling house (36' x 32'), a kitchen (16' x 14'), a tobacco house, and old log houses. Judging by the small size of the dwelling house, this was probably not Daniel Carroll III's home, although the 1776 Census records indicate that he and his wife had their own house on the property.¹⁸

Daniel Carroll III died in 1790, returning his land to his father. His grandmother Eleanor Carroll and his father Daniel Carroll II died six years later. Daniel Carroll III and Eleanor were buried at St. John's Cemetery which is located adjacent to St. John's Church.¹⁹ Daniel Carroll II's 2800 acre estate was left to his brother John and his two brother-in-laws, Robert Brent and Notley Young (the first mayor of the District of Columbia). Robert Brent was given sole proprietorship of the southern portion of the estate, known as Edgewood.²⁰ In 1853, 185 acres of the farm containing the manor house and outbuildings, now in the possession of Theodore Mosher, was sold to John M. Johnson. Nine years later, in September 1862, Edgewood was sold to Charles Keys (1829-1873), a coal, wood and feed merchant from D.C. The farm stayed in the Keys family until 1927 when it was sold to the National Park Seminary.

The northern part of the estate, that is, Daniel III's Highlands farm plus additional land (all totaling eight hundred and sixty acres), was conveyed to Daniel II's grandson (and Daniel III's son) William Carroll (1782-1855) between 1804 and 1807. William sold 605 acres to his cousin, Robert Young Brent, in 1818. Brent's social eminence can be measured by the "distinguished visitors," such as Thomas Jefferson, James Madison, and Henry Clay, who called on him at his Maryland estate.²¹ He appears to be the first of the site's owners to recognize the ravine as an asset rather than a liability. Although major residential development of the area did not occur until after the railroad came through in the 1870s, according to an article in the July 27, 1889 issue of *The Evening Star*, "a company of gentlemen whose business eye was upon the main

¹⁷ The 1783 Tax Assessment Records held at the Maryland Hall of Records are cited by Richardson. The records also note that Daniel II's 2816 acres contained 1000 acres of cleared land, 50 acres of marsh, timbered land, and good soil. No other improvements were noted though the 1776 Census indicates that he had a separate residence from his mother. (Census data from G.M. Brumbaugh, *Maryland Records* (Brumbaugh, 1915) vol. 1, pp.231-232 as quoted in Poole.)

¹⁸ See Richardson, "The Land History of a Subdivision." Daniel III's house was probably the foundation for the Highlands mansion, transformed by its owner Arthur Ray in the nineteenth century, that stood on the present site of the Mormon Temple.

¹⁹ According to Poole, the site of Daniel II's burial is unknown.

²⁰ KFS Historic Preservation Group, "Forest Glen Section, WRAMC, Cultural Resource Management Plan," p. III-5.

²¹ Orion, "Model Montgomery Farm," *Montgomery Sentinel*, June 23, 1882. This is the second of two extensive articles about Ray's farm. The first appeared under the same title on June 16, 1882.

chance purchased what is now known as Forest Glen Park, subdivided it, and tried to dispose of it" in the early 1800s.²²

Seeking profits from the stream valley reflected diminished income from farming due to overproduction and to falling international market values of tobacco. It also reflected changing cultural values and attitudes towards nature. New artistic and literary tastes rejected the previous generation's penchant for formal, clipped landscapes and extolled the aesthetic and moral value of wild and rough natural scenery. Deemed worthless by many of their colonial predecessors, by the turn of the nineteenth century, this rugged and craggy terrain was considered by many to be picturesque, healthful, and, in the case of eager businessmen, profitable, too.

Perhaps the site's natural attributes seemed idyllic for a suburban villa district, many of which had developed in the outskirts of major cities along the eastern seaboard. As Frederick Gutheim notes in *Worthy of a Nation*, many wealthy men were constructing lavish estates near Washington in the early nineteenth century in order to be close to the new seat of power.²³ The Forest Glen venture failed, however, perhaps, because of limited and poor transportation routes made the site too remote to be viable. The *Evening Star* reporter speculated that the city itself was not yet on strong enough footing to support speculative real estate ventures.²⁴

Robert Young Brent died in 1855. The inventory of his property filed at his death included "a frame dwelling house, 48 x 27 feet, 10 rooms in good repair, quarter stone dairy, meat house, chicken houses, ice house, stable, barn, and overseer house much out of repair."²⁵ Eight years later his daughters sold the Highlands farm, now comprising 417 acres, for \$13,000 to Alfred Ray (1824-1895).²⁶ An 1864 map of the area showed the delineation of Ray's, Charles Key's, and Ann Carroll's (granddaughter of Daniel II who still owned a portion of the family estate) property lines and mansion houses, all of which were significant to the establishment and the

²² "Up the Metropolitan Road," *The Evening Star*, July 27, 1889.

²³ Frederick Gutheim, *Worthy of a Nation: The History of Planning for the National Capital* (Washington, D.C.: Smithsonian Institution Press, 1977), pp. 41-42.

²⁴ "Up the Metropolitan Road," *The Evening Star*, July 27, 1889.

²⁵ Irene S. Gordon, *Forest Glen Park Looks Back: 1887-1987* (Silver Spring, Md: Forest Glen Park Citizens Association, 1987), note for page 54, p. 57.

²⁶ By 1885, Ray had purchased an adjoining 142 acres.

operation of the National Park Seminary thirty years later.²⁷ (Figure 2) The map also reveals the unique and exaggerated topographic features of the site of the future campus.

Highlands Estate and Park, 1863-1873

This period of the site's history is centered around the life and work of Arthur Ray who owned the property from 1863 until his death in 1895.²⁸ According to one contemporary observer, Ray transformed the Highlands into a "noble estate."²⁹ He created successful farm and pleasure grounds. The ravine took on the qualities of a recreational retreat. Local residents utilized its shady walks and cool waters during the area's notoriously hot and humid summers. With improved transportation networks, these delightful features were accessible to a growing number of Washingtonians who also sought solace in the countryside.

It appears that the Highland's economic potential was initially of less concern to Ray than the opportunity it availed as a political refuge. One reason Ray moved north to Montgomery County from the Brentwood section of Washington was because his pro-secessionist activities met with resistance in the nation's capital. He did not fare better in Maryland, however. In June 1864, Ray and twelve of his neighbors were arrested for their political patronage. Ray served three months in jail before Francis Preston Blair, a friend and prominent Montgomery County resident, managed his release.

In the mid-nineteenth century, the Highlands, like much of the county, was in poor, dilapidated condition. Years of tobacco production took its toll on the region. The area was denuded of vegetation and people, neither of which were able to prosper in a landscape exhausted by the caustic tobacco plant. Between 1840 and 1850, the county was at its lowest population levels since the census began in 1790.³⁰ Using new techniques of scientific management, such as crop rotation, crop diversification, and fertilization, Ray transformed the Highlands into one of the

²⁷ As will be discussed in greater length, the Key's mansion and a portion of their farm became part of the Seminary in 1927, the Carroll House was converted into Carroll Springs Sanitarium in 1882 and used as an infirmary by the school, and the Ray estate encompassed the Forest Glen Inn and later the Seminary grounds.

²⁸ Many local histories document Ray's life. Almost all of them base their findings on the work of Edith Saul (d.1994), a granddaughter of Ray's who was a prominent genealogist and Kensington historian. Her papers at the Kensington Historical Society and with her relatives, Elizabeth Tolbert, Boyds, Maryland, and Tony Bullock, Westminster, Maryland. See also Orion, "Model Montgomery Farm," June 16 & June 23, 1882, Scharf and Margaret Marshall Coleman, *Montgomery County: A Pictorial History* (Norfolk: The Donning Co. Publishers, 1990).

²⁹ Orion, "Model Montgomery Farm," June 16, 1882.

³⁰ In 1790, the population of Montgomery County was 18,003. The censuses of 1840 and 1850 reported populations of 15,456 and 15,860, respectively. Census data from Boyd, *The History of Montgomery County*, p. 107.

most successful farms in the region."³¹ An annotated 1863 map of the Highlands (from the original 1778 edition) shows the property sectioned off into lots. (Figure 3). The dense forest covering of Lot 1, which included the future NPS campus, stands in sharp contrast to the pastoralism that dominates the rest of the estate.³² Besides the five hundred acres placed under cultivation and used for cattle grazing, Ray also established stone quarries. The quarries were located near where Interstate 495 crosses over Rock Creek in the contemporary landscape. Ray's quarry was an important source of building material for the railroad, the Forest Glen Inn and Park houses, and the National Park Seminary buildings.

Transportation and Real Estate Developments, 1873-1884

Arthur Ray facilitated the site's link to the larger region by participating in the establishment of the Metropolitan Branch of the Baltimore & Ohio Railroad.³³ He and his neighbors, including Charles Keys, sold rights-of-way through their properties in 1869. They were no doubt hoping to benefit from convenient access to the train and by the prosperity it promised. The tracks paralleled Ray's northern property line, perhaps testifying to his influence on the railroad company. Ray utilized his road building skills gained while supervising the construction of Columbia Road in Washington to assist in the construction of grades, bridges and culverts along the train route.³⁴ Ray also supplied stone from the Highlands' quarry for these engineering projects. Like many railroads established across the country in this era, the laying of the Metropolitan line stimulated land speculation and residential development along its tracks. Typical of other regions of the country as well, resort hotels were constructed near depots by real estate syndicates as a means of drawing prospective home buyers from the city. The development of Forest Glen followed this scenario.

The Metropolitan Branch began operation in 1873. It stretched from Washington, D.C. northwest to Point-of-Rocks, Maryland where it connected with the main B&O line. There were, at various times, up to thirty-two station stops along the forty-three mile route including three in the Forest Glen area. There was a station or siding at Linden (9 miles from D.C.), Forest Glen (9.5 miles from D.C.), and Ray's Quarry (9.75 miles from D.C). The Forest Glen station was located near the northeast corner of the Highlands (on the northern side of the ravine). Like other stations along the Metropolitan branch, the small shingle-style depot was designed by Ephraim

³¹ Orion, "Model Montgomery Farm," June 16, 1882.

³² The campus is situated in the northeast corner of the lot, as indicated on figure 5.

³³ For information on the B&O Railroad, Metropolitan Branch, see Scharf, Hiebert, Richard C. Jaffeson, *Silver Spring Success: An Interpretative History of Silver Spring, Maryland* (Richard Jaffeson), and Louis N. Markwood, *The Forest Glen Trolley and the Early Development of Silver Spring* (Arlington: National Capital Historical Museum of Transportation, 1975).

³⁴ See Scharf, *History of Western Maryland*.

Francis Baldwin, the chief architect of the B&O Railroad. According to one source, the station was named by Mrs. Ray, after the area's unique natural feature.³⁵ The name was adopted by local land developers and continues to be synonymous with the region.

The line originally was intended primarily for freight transport. It revitalized local agriculture by connecting farmers to markets and supplies that previously were inaccessible via Montgomery County's many rutty and barely-passable roads. It also permitted the production of perishable foodstuffs which were impossible to sustain for market before the fast-moving trains stopped at the farmers' gates. Dairy farms flourished when the transportation time between the city and its hinterlands diminished from hours to minutes.

The success of the local farms also was predicated on the growth of Washington. The population boom that the city experienced during the Civil War continued in the decades after it. Between 1860 and 1880, the district's population more than doubled from 75,000 to 178,000 inhabitants.³⁶ The event that probably had the most profound impact on the Washington area was the passage of the Civil Service Act in 1883.³⁷ Before its enactment, government employees were hired only on an interim basis and were dismissed with changing administrations. Its passage created a permanent staff that was no longer forced to leave the city after elections.

This transformation of the government work force had, of course, tremendous repercussions for Washington's housing market. Thousands of workers began to buy homes in exchange for their temporary rental units. Local papers brimmed with advertisements from brokers and lenders who were eager to satisfy their demands. In 1887, there were over one hundred real estate firms listed in the city directory and 2500 buildings constructed across the town.³⁸ As the District's population density swelled and the tenuous links to the countryside became more quick, efficient, and reliable, many inhabitants began to seek sanctuary beyond the city's borders. In the early years of the real estate boom, there was still enough open land in the city to inhibit permanent residential development beyond the district line and so the rail suburbs were promoted initially as summer retreats.

Resort Era: Forest Inn and Park, 1884-1894

The exodus of Washingtonians out of the urban core was part of a national phenomenon. The growth of cities in the mid- to late-nineteenth century created a concomitant increase in

³⁵ Per conversation with local Forest Glen historian, Rich Schaeffer.

³⁶ Hiebert, *A Grateful Remembrance*.

³⁷ For information on the Civil Service Act, see Hiebert and Coleman.

³⁸ William Offut, *Bethesda: A Social History of the Area Through World War Two* (Bethesda: The Innovation Game, 1995), p. 68.

congestion and pollution from the overcrowding of people and industry. D.C.'s poor water quality and drainage problems due to its location on marshy lowlands and its notoriously hot, humid summers probably contributed to the population's desire to escape its confines. These public health issues were also social concerns. Influenced by the new theory of environmental determinism, which stated that a person's surroundings directly affects their behavior and personality, many urbanites feared the dire effects of these conditions on their spiritual and psychological well-being.³⁹

Many wealthy and middle class urbanites sought refuge from urban problems in rural and wild places that conjured up images of a healthy, virtuous, and simple existence.⁴⁰ Access to these areas was facilitated by innovations in transportation, the advent of the six-day work week and vacation leave, and an increase in affluence. Most people did not desire a complete return to a pre-industrial way of life, just a short respite away from the complexities of urban living. For many, rural resorts and suburban dwellings provided the ideal compromise between city and country living.

The heyday of American resorts was in the late nineteenth century, but their origins date back to the seventeenth century with the establishment of health spas.⁴¹ Colonial and early Republic spas along the east coast, such as Yellow Springs, Pennsylvania, Saratoga Springs, New York, and White Sulphur Springs, Virginia, emulated Old World models. They catered to wealthy citizens who sought soothing remedies from local mineral and hot springs. Families spent weeks or even months partaking in water cures as well as socializing with their peers at these inns.

In the late nineteenth century, the Romantic vision of nature as morally and spiritually uplifting was united with a physical fitness craze that sent thousands of people out-of-doors to partake in exercise and other health-related activities. Besides the "cure cottages" established to treat tuberculosis sufferers, there were men's sporting clubs housed in rustic lodges and much larger resort hotels that were geared toward the leisure and entertainment activities of the entire family. Although some of the largest resorts were created within isolated wilderness areas, such as those in the Adirondacks, the Catskills, and western parks, many smaller ones popped up around the periphery of urban centers.

³⁹ For information on environment determinism, see Harvey Green, *Fit For America: Health, Fitness, Sport and American Society* (Baltimore: The Johns Hopkins University Press, 1986), pp. 219-258.

⁴⁰ See John T. Sears, *Sacred Places: American Tourist Attractions in the Nineteenth Century* (New York: Oxford University Press, 1989), Peter J. Schmidt, *Back to Nature: The Arcadian Myth in Urban America* (New York: Oxford University Press, 1969), and David Shi, *The Simple Life: Plain Living and High Thinking in American Culture* (New York: Oxford University Press, 1986).

⁴¹ For works on American resorts, see Green, Sears, and Shi.

Suburban resorts were sometimes family-run enterprises but, like the Forest Glen Inn, they were more often established by real estate syndicates who hoped to transform contemporary cultural tastes into their own capitol gain. Commonly, a group of businessmen (often with ties to local railroads, utilities or other enterprises) pooled their resources to purchase large tracts of rural land at a cheap rate which they, in turn, planned to subdivide into smaller residential lots and sell at great profit. A resort hotel was often constructed as a great enticement to get folks out of the city and acquainted with housing lots that were for sale. The Washington *Evening Star* forecast in 1889 that after a visit to the Forest Glen Inn, "The picture [of the site] lives in your memory, and you want to reside in the park...."⁴²

Besides Forest Glen Inn, dozens of resort hotels were constructed within a fifty-mile radius of Washington, D.C. between 1880 and 1900.⁴³ Many resorts were located northwest of the city, within the limits of Montgomery County, because of the area's lack of industry and its good transportation links. Some of the most prominent local establishments included the Cabin John Bridge Hotel (1870-1925), the Glen Echo Chautauqua (1891-ca.1899) and the Glen Echo Amusement Park (1899-1968) along the Potomac River, the Woodlawn Hotel (1889-1907) in Rockville, Maryland and the Chevy Chase Inn (1893-ca.1896) and Bethesda Park (1891-1896) in Bethesda, Maryland.

Resorts' spectacular views, high elevations, modern conveniences, health-giving springs, and "genuine country" atmosphere were advertised and promoted in popular journals and newspapers as balms to the inner city conditions. An 1887 B&O railroad schedule poetically announced, "To those who must bear the heat and burden of a Washington day in midsummer, the suburban retreats along the Metropolitan Branch afford a refuge where the exhausted energies revive under the quiet but potent stimulus of verdant lawn, shaded paths and cooling breeze that comes laden with perfume of the flower-decked fields and bears healing balm from the pine woods upon its wings."⁴⁴ Because, as an April 1887 *Evening Star* article noted, Forest Glen was "beautifully located on the highest point in the region, and surrounded by one of the oldest and finest groves in Maryland," it epitomized an idyllic picturesque setting and so was a draw to speculators and vacationers alike.⁴⁵

⁴² "Up the Metropolitan Corridor," *Evening Star*, July 27, 1889.

⁴³ See Jane C. Sween, *Montgomery County: Two Centuries of Change* Woodland Hills, CA: Windsor Publications, Inc., 1984) and, especially, Andrea Price Stevens, "Suburban Summer Resorts in Montgomery County, Maryland, 1870-1910," George Washington University, MA thesis, 1980. Stevens' thesis was published as Andrea Price Stevens, "Suburban Summer Resorts, 1870-1910," *Montgomery County Story* 24, no. 3 (Aug 1981) and no. 4 (Nov 1981) (Rockville: Montgomery County Historical Society).

⁴⁴ Quoted from "B&O Railroad Metropolitan Branch Schedule of Suburban Trains To and From Washington," May 29, 1887. Kensington Historical Society.

⁴⁵ "The Forest Inn," *Evening Star*, April 9, 1887, p. 2.

Taking advantage of both the location's appeal and its convenient access, Charles Keyes and his wife, Martha Ann Ray Keyes (Arthur Ray's cousin), established the first residential subdivision in the area. They platted and subdivided a twenty acre portion of their farm into housing lots in the 1870s.⁴⁶ They called the new development Linden. Ray also sought to exploit his estate's picturesque appeal. An old mill pond and ruins, located on the western edge of the property (on the creek that currently parallels Kensington Parkway), became a fishing hole stocked with German carp. A nineteenth-century visitor remarked that he embellished the pond with "a romantic mound, turreted with white flint and other stone" and ornamented it with "handsome shrubbery" and a rustic bridge.⁴⁷

Before the construction of the Forest Glen Inn in 1887, "Highland Park," as the ravine area was known, was a favorite picnic and recreation area for the Ray family and many other local residents. One reporter reminisced in the 1940s about playing on swings, swimming, and eating ice cream and cakes offered by Jacob Fussel, a Washington confectionaire, on the grounds in the 1870s and 1880s.⁴⁸ In 1882, the *Montgomery County Sentinel* reported that Ray had constructed "two handsome little cottages embowered in shrubbery, fruit and ornamental trees, both of which [were] rented and return[ed] a good percentage upon the investment."⁴⁹ A contemporary observer waxed eloquently about the site's sublime qualities and prophesied about its future development prospects. His words might also reflect flagrant real estate promotion.

He stated,

It has oft and many times been the pleasure of your correspondent to ramble in the quiet nooks and shady dells of the wild and beautiful in nature, but nowhere short of the dizzy heights, the jagged precipices, the picturesque gorges of the famous Cheat River scenery along the B&O has he looked out upon a spot more inviting to those who would seek refuge from the dust and busy streets than "Highland Park".... Its easy approach, resting immediately upon the most popular railway of the country--its dense forest shades, its sylvan walks, its magic water falls, its inland nooks, its soft green places where shade and sunshine mingle, appeal to the weary and exhausted population of the crowded cities, and proclaims in invigorating language-- here is one of nature's sanitary fields, through which her panacea is waited by gentle and life-renewing breezes. Almost under the shadow of the dome of the

⁴⁶ See Offut, *Bethesda*.

⁴⁷ Orion, "Model Montgomery Farm," June 23, 1882.

⁴⁸ John Clagett Proctor, "Historic Landmarks of Forest Glen," *Sunday Star*, July 6, 1947.

⁴⁹ Orion, "Model Montgomery Farm," June 16, 1882.

Capitol and within an hour's ride of the great Metropolitan City of your State [Baltimore], it must at no distant day become an attractive spot.⁵⁰

Transportation and Real Estate Developments, 1873-1884

Arthur Ray had a strong hand in the transformation of Forest Glen from a local watering hole into a regional resort. In 1886, Ray sold eighty-one and one-half acres of his estate to representatives of the Forest Glen Improvement Company (FGIC), a land syndicate made up of seven businessmen, including Ray.⁵¹ By joining with other investors, Ray had the opportunity to capitalize on the property at levels that were probably impossible alone.

According to the certificate of incorporation, the Forest Glen Improvement Company was established "for the purpose of buying, holding, subdividing, selling, mortgaging, leasing, improving and dispensing of real estate in said Montgomery County."⁵² The group was composed of some of the area's most powerful and influential men.⁵³ In most cases, their investment in the glen was only one of many speculative deals in the region. Many of them were intricately linked to Washington's expansion and development through business enterprises and board memberships of various local financial and cultural institutions. Their development of the woodlands of Forest Glen into a resort and spacious suburban haven (and later a girls school) was part of their broader activities to transform Washington into an appealing and attractive city that would garner international attention, lure new residents, and, by extension, stimulate personal profits.

⁵⁰ Orion, "Model Montgomery Farm," June 23, 1882.

⁵¹ The deed was filed on October 11, 1886 in Liber JA3, folio 221 at the Land Records office, Montgomery County Courthouse, Rockville, Maryland. The certificate incorporating the Forest Glen Improvement Company was recorded January 17, 1887 in Liber EBP1, Folio 69 and on microfilm reel CR3428, Maryland Hall of Records, Annapolis, Maryland. The real estate conglomerate also purchased 165 acres on the north side of the ravine in 1889. They constructed a 40-room boarding house, known as Glen Manor Hotel, and subdivided the surrounding land into housing lots. This area is referred to as Forest Glen as opposed to Forest Glen Park, the development to the south that grew up around NPS.

⁵² Certificate of Incorporation, Forest Glen Improvement Company, January 17, 1887 in Liber EBP1, Folio 69 located at the Montgomery County Land Records Office.

⁵³ The seven original board members included Charles A. Boston, Alexander T. Hensey, Frank Noyes, Frank S. Presbrey, Alfred Ray, Hattersly W. Talbot, and Seymour Tullock. Biographical information was gleaned from the subject files at the Washingtoniana Collection, D.C. Public Library, main branch, and *American Biographical Directories: District of Columbia: Concise Biographies of Its Prominent and Representative Contemporary Citizens and Valuable Statistical Data, 1908-1909* (Washington, D.C.: The Potomac Press, 1908). No information was found for Boston, Presbrey, or Talbot.

The board membership was a web of personal and business connections and interrelations that eventually extended to the National Park Seminary. It included the FGIC president Seymour Tulloch who was Treasurer of the Washington City Post Office. He was later a trustee of National Park Seminary. His niece, Mary Charlotte Priest, was the school's first prefect of studies. One of Tulloch's financial clerk's at the Post Office was the FGIC's treasurer, Alexander T. Hensey. After leaving the Post Office in 1889, Hensey was the manager of the *Washington Herald* for five years before joining Brainerd Warner and Company (which became Swartzell, Rheem and Hensey Company in 1902 when Warner retired), the largest real estate firm in the city. He was named secretary of the firm in 1901.

Both Hensey and Warner were members of Washington's Board of Trade, the third most powerful organization to shape Washington's economic development behind the U.S. Congress and the D.C. Board of Commissioners.⁵⁴ Hensey was also the director of the Title Insurance Company and the Riggs Fire Insurance Company. Hensey's boss, Brainerd Warner was president of the Board of Trade and founder and director of both the Columbia National Bank and the Washington Loan and Trust Company, among numerous other business enterprises.⁵⁵ He was also one of the largest land developers in Montgomery County, having founded the town of Kensington and participated in the laying out of many other communities, including Takoma Park, Woodside, and Hyattsville. He was not an original member of the Forest Glen Improvement Company, but he was intricately linked to the transfer of the Forest Glen Inn to the National Park Seminary and a member of the latter's Board of Directors. Besides his involvement in NPS, his other philanthropic and education-related positions included the planning committee for Rock Creek Park, one of the founders of the Washington Public Library, a member of the Board of Trustees of the American University, Howard University, and the U.S. Reform School, and the President of the U.S. Industrial Home School.

Another FGIC board member with links to the school was the Secretary, Frank B. Noyes. Noyes was part of one of most important newspaper families in the city. Frank Noyes was the chairman of the Board of Directors for the *Star* from 1881 to 1901 when he moved to Chicago to become the editor and publisher of the *Chicago Record-Herald*. He was also the founder and first president of the Associated Press. His father, Crosby Noyes, was editor-in-chief of the *Evening Star* in the later half of the nineteenth century. His brother, Theodore Noyes, continued Frank's interest in the Forest Glen property by becoming one of the original board members of the National Park Seminary. Besides working for the family newspaper, Theodore Noyes was director of the Washington Loan and Trust Company, a member of the Board of Trade, and a

⁵⁴ Constance McLaughlin Green, *Washington: Capitol City, 1879-1950* (Princeton: Princeton University Press, 1963).

⁵⁵ Information regarding Warner is from his obituaries on file at the Montgomery County Historical Society and other biographical directories noted above.

trustee of Washington Public Libraries and Columbia University (later George Washington University), among other influential positions. The publicity that the resort and school received in the *Star* during the Noyes' tenure perhaps reflected the family's financial and philanthropic interests in the site.

On October 11, 1886, three months before FGIC was incorporated, Hensey, Tulloch and another FGIC member Frank S. Presbrey purchased eighty-one and one-half acres described by the deed as "part of a tract of land called 'the Highlands,' and part of a tract of land called 'Joseph's Park,' now called 'Forest Glen Park,'" from Alfred Ray and his wife, Ella for \$9487.00.⁵⁶ Although it is not explicitly stated, it seems likely that the three men were not acting alone but, rather, as representatives of FGIC, which was not formally incorporated until four months later on January 17, 1887.⁵⁷ This assertion is supported by the fact that on March 14, 1887, the three men "sold and conveyed" the property to the FGIC for the original purchase price.⁵⁸ The following month, on April 26, 1887, their \$5487 mortgage was also transferred to the corporate body.⁵⁹ By this time, local newspapers already published news of the hotel's erection, leading one to speculate that its design and construction began months before the corporation legally took control of the land.⁶⁰

Publicity for Forest Glen Park appealed to Washingtonians' aesthetic tastes, their health concerns, and their need for convenient and reliable access to the city. Appeasing the contemporary desire for picturesque scenery and the fear of unhealthy water supplies, a Forest Glen promotional brochure described their site's "towering trees, rippling brooks, sunny slopes, and winding avenues" at the same time that it noted its "perfect system of surface drainage."⁶¹

⁵⁶ Deed filed under Liber JA3 folio 221 at the Department of Land Records, Montgomery County Court House, Rockville, Maryland. A mortgage, dated October 9, 1886, was also recorded (Liber JA4, folio 225) that stated that Hensey, Tulloch and Presbrey were indebted to Ray for \$5487 to be paid in three installments: one for \$2000 payable in one year, another one for \$2000 payable in two years, and a final one of \$1487 payable in three years.

⁵⁷ FGIC certificate of incorporation filed in Montgomery County Court House, Office of Land Records, EPB1, folio 69, January 17, 1887. The other original members include Frank Noyes, Hattersly W. Talbott, both of Montgomery County, and Charles Boston of Baltimore County.

⁵⁸ Deed filed under Liber JA4, folio 481 at the Montgomery County Land Records Office.

⁵⁹ Deed filed under Liber JA5, Montgomery County Land Records Office.

⁶⁰ See "The Forest Inn," *Evening Star*, April 9, 1887, p.2.

⁶¹ Forest Glen Improvement Company, *Forest Glen Park and the Forest Inn* (ca.1887), p. 5 and p. 7, respectively. Heretofore cited as FGIC, *Forest Glen Park*.

Historic deeds and maps show the development's relationship to regional transportation corridors.⁶² **(Figure 4)** The Park abutted Forest Glen Road to the north and Highland Avenue (renamed Linden Lane) to the south; both of which extended eastward to Washington and Brookeville Road, a major thoroughfare into the District. Trains arrived several times daily at the Forest Glen station located on the north side of the ravine, about a quarter mile from the inn.

For a cost of three thousand dollars, the Company hired the Berlin Iron Bridge Company of East Berlin, Connecticut to construct a pedestrian bridge from the train station sixty feet over the stream bed to the inn.⁶³ The narrow "pretty rustic bridge," as one commentator called it in 1893, had an iron frame, a wooden walkway, and fancy ironwork railings.⁶⁴ **(Figure 5)** An 1889 *Star* article noted that a road cut down from the station through the bottom of the ravine for those arriving on horseback or in carriages, and for porters transporting luggage. There are no depictions of this road during the time of the hotel, but it is probably the same road that appears in the 1907 school plan. **(Figure 10)** The plan shows a serpentine "county road" curving broadly towards the creek from the rail station. Near the creek it bends west and appears to join up with Linden Lane (this area is not depicted) which loops southeast to the south side of the inn.

Besides its natural scenery and its convenient access to the city, Forest Glen publicity highlighted the site's proximity to Rock Creek Park. Celebrated as "an indispensable feature of a first class city" in an 1888 *Star* article, the park was created in 1890, though news of its development filled local newspapers throughout the previous decade.⁶⁵ Although the 1800 acre swath of municipal park land originally ended at the Maryland border, the creek continued on into Montgomery County. Its allure and popularity was a major selling point for Forest Glen

⁶² See map of Forest Glen Park that accompanied March 1887 deed (Figure 4) and G.M. Hopkins, *Atlas of Fifteen Miles Around Washington including the County of Montgomery, Maryland* (Philadelphia: G.M. Hopkins, 1887), p. 16.

⁶³ The cost of the bridge was mentioned in Alice W. Wassercach, "In the Suburbs: The President [of the Pioneer Pedestrian Club] Tells of Her Abiding Place for the Summer," *Washington Post*, June 25, 1893, p. 16. The company name was obtained from a legal agreement (Liber JA45, folio 432, dated August 24, 1894) on file at the Land Records Office at the Montgomery County Court House, Rockville, Maryland. The entry for the Berlin Iron Bridge Company in Victor C. Darnell's *A Directory of American Bridge-Building Companies, 1840-1900* (Washington, D.C.: Society of Industrial Archeology, 1984) stated, "Started as Corrugated Metal Company which began making roof trusses in mid-1870s and bridges about 1879. Name changed to Berlin Iron Bridge Company in 1883 and acquired by American Bridge Company in 1900."

⁶⁴ Wassercach, "In the Suburbs."

⁶⁵ The Guide to the *Evening Star* at the Washingtoniana Collection, DC Public Library contains over fifty citations for articles about the park published between 1888-1891. Quotation from an editorial in the *Evening Star*, December 29, 1888, p. 4.

Park. The proprietors created bath houses down by the creek for their clients' use.⁶⁶ The general public was not allowed to picnic in Forest Glen Park, only residents and inn guests. The exclusiveness and isolation of the site were precursors to the school's tenure on the glen.

Another local establishment that served the retreat and later the school was the Carroll Springs Sanitarium.⁶⁷ It was located just east of the train station off Forest Glen Road, less than a mile from the inn. In 1882, W.W. Wright and his son Dr. G.H. Wright purchased fifteen acres of the old Carroll estate that contained several natural springs. The Wrights added a large wing to one of the Carroll houses, creating a 30-bed facility that, according to a contemporary report, "was replete with the most recent practical appliances of sanitary science."⁶⁸ The spa, opening in 1888, offered medicinal treatments at the mineral springs and other popular resort activities including dancing, swimming, and croquet playing.⁶⁹ Both the inn and the school utilized the sanitarium's water supply and perhaps benefitted by its great popularity. The facility also served as an infirmary for the school.

The steep ravine provided a buffer between the Forest Glen Park development and these other local establishments. An 1887 deed map shows the division of the property into one hundred and ten "handsome villa sites" atop its western bluffs. (Figure 4) According to the *Star*, the land was surveyed and subdivided onsite rather than on paper in order to optimize topographic features for each lot.⁷⁰ The area's dense forestation was strategically cut and thinned to optimize vistas and privacy. The *Star* stated that the neighborhood was in "a skillful and thoroughly artistic arrangement of winding streets [so that it is] impossible for one house to face another...and [so that] each house will look out upon a reservation of ample dimensions."⁷¹

The inn was situated in Lot 1 on the 1887 plan, between Highland Avenue (present-day Linden Lane) and Spring Branch, the creek that runs east-west through the bottom of the ravine. It was located on a high summit at the ravine's southern side. The building's front facade was oriented north towards the picturesque vistas of the forested glen and the agricultural landscape beyond it. Perhaps hoping to stress the social and physical connections to Washington, FGIC publicity

⁶⁶ Wassercach, "In the Suburbs," and "Up the Metropolitan Road," *Evening Star*, July 27, 1889.

⁶⁷ Information regarding the sanitarium is from Jaffeson and "Up the Metropolitan Corridor," *Evening Star*, July 27, 1889.

⁶⁸ "Up the Metropolitan Road," *Evening Star*, July 27, 1889.

⁶⁹ It was torn down in the 1930s to make way for housing developments.

⁷⁰ "Up the Metropolitan Road," *Evening Star*, July 27, 1889.

⁷¹ "Up the Metropolitan Road," *Evening Star*, July 27, 1889.

noted that the city's architectural landmarks could be glimpsed from the inn's south-facing balconies.⁷²

The FGIC hired local Washington architect Thomas Franklin Schneider to design the hotel.⁷³ The group envisioned it as a summer lodge and a social and dining center for the neighboring Forest Glen Park residents. Schneider (1859-1938) began his architectural career with the Washington firm of Cluss and Schultz. Schneider opened his own office at 933 F Street, N.W. in 1883. He specialized in domestic architecture. He was one of Washington's most prolific architects of the time, having designed over two thousand houses and apartment buildings in the city, including rows of townhouses on Q Street, N.W., the Cairo Hotel on 16th Street, N.W., and his own lavish residence located at the southeast corner of 18th & Q Streets, N.W. His illustrious career lasted through the 1910s.

Judging by the date of construction, the Forest Glen Inn was one of his first commissions. Some interior architectural details of the inn, including inglenooks, stained glass windows, wood-paneled wainscoting and ceilings, were repeated in his own house, which was constructed three years later. The inn's exterior, however, with its numerous turrets, porches and dormers, more closely resembled a Queen Anne-style house he designed in Morristown, New Jersey. This house was used in an advertisement for his firm in the FGIC promotional brochure. Some historians have speculated that he also designed Braemar, Seymour Tullock's house.⁷⁴ It was one of the first to be constructed at Forest Glen and the house is very similar to a model home that is illustrated in the brochure.

William P. Lipscomb was the inn's builder. The ell-shaped three story building was constructed of local materials, including wood from surrounding forest land and stone from the Ray quarry.⁷⁵ (Figures 6 & 7) The inn was designed to provide spacious and comfortable living quarters for its summer guests. As the FGIC elegantly stated, it was "artistic in all its details and convenient in

⁷² FGIC, *Forest Glen Park*.

⁷³ Sources for Schneider's biography include Thomas Franklin Schneider, *Selections from Work of Thomas Franklin Schneider, Architect, Washington, D.C.* (St. Louis: The Chemigraph Co., 1894), Sue A. Kohler, *Sixteenth Street Architecture*, vol. 2 (Washington: The Commission of Fine Arts, 1978), James M. Goode, *Capital Losses: A Cultural History of Washington's Destroyed Buildings* (Washington: Smithsonian Institution Press, 1979), and Francis D. Lethbridge, et al, *Feasibility Study, National Park Seminary Site Preservation, Forest Glen, Maryland* (Washington, DC: Montgomery County Planning Board of the Maryland-Capital Park and Planning Commission, 1973), p.10-13.

⁷⁴ See, for example, Irene Gordon, *Forest Glen Park*.

⁷⁵ See attached individual building report for a complete and thorough description of the building.

all its appointments."⁷⁶ The building was emblematic of resort architecture with its wrap-around porch, projecting turrets, balconies, and bell tower, and its shingle siding and ornamental woodwork. Porches, or piazzas, were signifiers of domestic architecture in the nineteenth century.⁷⁷ According to one observer, the porch contained many rocking chairs and settees for the guests to enjoy the breezes and views from the hilltop hostel.⁷⁸ Rows of windows, some reaching from floor to ceiling, minimized the distinction between exterior and interior spaces. Judging by historic images, the proprietors removed most of the trees and underbrush from a close radius around the inn. They replaced them with a few ornamental shrubs near the base of the building and a broad lawn that served as a buffer against the dense forest land.

Besides the forty-seven guest rooms, there was a large dining room at the east end of the main wing and each floor contained "an immense reception room where music and song hold high revelry."⁷⁹ The *Star* noted that "Natural woods are used freely all through the house, and, are supplemented by soft, beautiful rugs, stained glass, and a wealth of art furniture, but little is left to be desired by critical humanity."⁸⁰ The FGIC brochure also bragged that "easy chairs, rich portieres, beautiful decorations and paneled ceilings lend to it an indescribable charm."⁸¹

The Forest Glen Inn strove to create "a peculiarly delightful and convenient place for officials and business men to spend the summer with their families."⁸² Its rates were \$8 to \$14 a week and "transient rates" from \$2.50 a day for a double-occupancy room and board.⁸³ The hotel proprietors were Tenney & Company which also ran the fashionable 200-room National Hotel on Pennsylvania Avenue.⁸⁴ The National was regarded as one of the leading hotels in Washington through the turn of the century. Since the hotels shared management companies, the National

⁷⁶ FGIC, *Forest Glen Park*.

⁷⁷ See Betsy Blackmar and Elizabeth Cromley. "On the Verandah: Resorts of the Catskills." *Nineteenth Century* 8, no. 1-2 (1982).

⁷⁸ Wassercach, "In the Suburbs."

⁷⁹ Wassercach, "In the Suburbs."

⁸⁰ "Up the Metropolitan Road," *Evening Star*, July 27, 1889.

⁸¹ FGIC, *The Forest Glen Park*.

⁸² Wassercach, "In the Suburbs."

⁸³ FGIC, *The Forest Glen Park*.

⁸⁴ The National Hotel suffered serious fire damage in 1921 and the building was sold to the city eight years later. It was razed in 1942 to make way for commercial development. See James Goode, *Capitol Losses*.

Hotel's eminence might be reflective of the Forest Inn's own high standing among the city's hostelries.

According to the *Star*, a "popular fad" was "to drive out to Forest Glen from the city in the early evening, and after strolling around the grounds for a while and drinking of the clear springs of pure and abundant water, eat a nicely-cooked and [?]-served dinner or lunch at the inn."⁸⁵ The inn had its own farm and dairy (perhaps the Highlands or Edgewood) to provide its guests with fresh food and milk products. A building located adjacent to the inn contained a billiards room and bowling alley which were open to both men and women. There were also two lawn tennis courts, and croquet and archery grounds.⁸⁶ As of 1889, there were plans to lay out a quarter-mile bicycle track.⁸⁷ Other forms of entertainment included open-air concerts and dance "hops." Fourth of July festivities in 1893 included cat walks, flag raisings, and riding tournaments "on the circle in the rear of the hotel."⁸⁸

One of the main attractions, of course, was the woodlands themselves. The FGIC wistfully stated that, "It seems as if nature had always intended this particular spot for a park, so gracefully are the glades, plateaus, ravines, and glens intermingled..."⁸⁹ According to the *Star*, the forest was manicured to facilitate tours through it. He explained, "The underbrush has been cleaned out and a large number of the least promising trees have been cut down, leaving, however, a growth of timber of the finest possible description, which affords all the necessary shade, with quite a number of trees to spare."⁹⁰

Walkways and roads that led to scenic vistas or picturesque natural features were created. One visitor reminisced, "Last evening we took a stroll over a winding road through the forest, which terminated in a pretty arbor just on the edge of a cliff, overlooking the famous Rock Creek."⁹¹ The inn created a small shelter, known as the Lookout House, at this spot (presently a bluff that is adjacent to the beltway). National Park Seminary students enjoyed the site for decades. The visitor also described, "two fine springs on the place, one having magnesium in it.

⁸⁵ "Up the Metropolitan Road," *Evening Star*, July 27, 1889.

⁸⁶ "Up the Metropolitan Road," *Evening Star*, July 27, 1889.

⁸⁷ "Up the Metropolitan Road," *Evening Star*, July 27, 1889.

⁸⁸ Wassercach, "In the Suburbs," and "Breezes from Forest Glen," *Washington Post*, June 25, 1893.

⁸⁹ FGIC, *The Forest Glen Park*.

⁹⁰ "Up the Metropolitan Road," *Evening Star*, July 27, 1889.

⁹¹ Wassercach, "In the Suburbs."

They are both situated in attractive, shady nooks. They constitute the 'babbling brook,' close to the hotel, and they form pleasure termini in moonlight walks."⁹²

Since most suburban resort hotels were designed to be summer residences, their owners frequently promoted the home-like qualities of their establishments. A brochure for the Forest Glen Inn and Park noted that "the aim of the owners has been to erect a roomy, comfortable summer home, artistic in all its details and convenient in all its appointments."⁹³ Since husbands typically had full-time jobs, they usually reserved rooms for only their wives and children for the entire summer. They would join them only on the weekends. Since the husbands were absent most of the time, the resort, like the home in the nineteenth century, was predominately the domain of women.⁹⁴

Resorts can be seen as models of the idyllic suburban home that their female guests could aspire to emulate. Their picturesque buildings and gardens, and fine domestic furnishings provided women with a model of domestic living at the same time that they relieved women of the stress and responsibility of maintaining their own homes. They also provided them with the opportunity to socialize with their peers. The central place of women at the Forest Glen resort is evidenced in the large centrally-placed second floor "ladies sitting room" and by the fact that all recreational facilities, including the billiard room and bowling alley, were available for women's use. The feminine aspects of the Forest Glen resort might have had important repercussions for the selection of the site as a women's school.

Forest Glen Inn's Demise, 1891-1894

Perhaps competition from neighboring resorts and its inconvenient location about a half-mile from the nearest train station (and three miles from the nearest street car stop), the inn suffered from a lack of visitors.⁹⁵ The Chevy Chase Inn, among others, offered many similar amusements, but it was located right on the trolley line. In order to entice more customers, in 1891, the Forest Glen proprietors spruced up the physical plant and added more attractions. They

⁹² Wassercach, "In the Suburbs."

⁹³ FGIC, *Forest Glen Inn and Park*.

⁹⁴ For a fuller explication of the idea of the home, see the campus planning section.

⁹⁵ Stevens, "Suburban Summer Resorts," Part II.

installed steam heat so they could transform the summer resort into a year-round inn.⁹⁶ They created a gambling hall, pool rooms and a bar in place of first floor guest rooms.

The improvements were funded by a second mortgage for \$20,000 received from FGIC President Seymour Tulloch to be paid back with 6½ interest in one year.⁹⁷ Tulloch had a personal as well as financial stake in the property. He had recently built "Bramaer," one of the largest homes in the neighborhood and supposedly a Schneider design.⁹⁸ The corporation probably relied on Tulloch instead of a more conventional bank loan because they wanted to begin repairs as quickly as possible and, perhaps, because they were struggling to survive and so were not a good financial risk. Tulloch later transferred the mortgage to the Portsmouth Savings Bank located in Portsmouth, New Hampshire.⁹⁹ Tulloch reportedly had relatives in Portsmouth which probably accounts for the choice of this lending institution.¹⁰⁰

The improvements were all for not. Although the FGIC continued to sell housing lots, the inn was a financial drain. Its death knell was the national financial crisis of 1893 which destroyed many businesses across the country. While some commercial enterprises survived the depression, the inn did not. It was also a victim of forces beyond national economic instability. By the 1890s, improved transportation links and increased suburban development encouraged vacationers to travel well-beyond the outskirts of town to distant resorts. Hotels up and down the east coast and even out west were advertised daily in local newspapers. Forest Glenn Inn was one of many local D.C. resorts to collapse under these changing demographics and social habits.

Unlike many neighboring establishments, however, the structure survived natural catastrophe. Fire took many large rambling wooden resort hotels, including Cabin John Bridge Hotel and the Bethesda Amusement Park Hotel, leaving Forest Glen Inn one of the rare surviving examples of Washington's nineteenth-century resort architecture. The structure's adaptability to new, but related, programs and uses also helped to insure its survival when other establishments vanished under urban development.

⁹⁶ No primary documentation regarding the inn's renovations was found. The information was derived from conversations with and articles by local historian Ric Nelson who has devoted many years to investigating Forest Glen's history. Much of his primary sources and notes from interviews were lost in a basement flood. See Ric Nelson, "A School for Girls," Part One and Two, *The Bulletin*, National Park College Alumnae Association (Winter 1990 and Summer 1991).

⁹⁷ See Liber JA24, folio 48 dated January 28, 1891, Montgomery County Land Records Office.

⁹⁸ Gordon, "Forest Glen Park," p. 20.

⁹⁹ See reference to this transaction in Liber TD7, folio 440, Montgomery County Land Records Office.

¹⁰⁰ Nelson, "A School for Girls," Part Two, p. 15.

National Park Seminary, John A. I. Cassedy tenure, 1894-1916

According to a NPS alum and NPS historian Ric Nelson, the catalyst for the transformation of the hotel to a school was based on a chance meeting in 1891 between Thomas Schneider, the inn's architect, and John and Vesta Cassedy, the future school's owners and operators.¹⁰¹ They contended that the Cassedys met Schneider and his wife (a former student of the John Cassedy at Lasell Seminary) on a boat in route from Norfolk to Washington, D.C. At the time, the Cassedys presided over but did not own the Norfolk School for Young Women. They were apparently looking for a site in which to start their own school. Schneider is said to have suggested that they look at the Forest Inn since it had fallen on hard times. The *Sunday Star* reported that the Cassedys also investigated sites in Boston, New York, Philadelphia, and Baltimore.¹⁰² Within the Washington area, they considered the Woodlawn Hotel in Rockville, Maryland (the present site of Chestnut Lodge, a psychiatric institution) before signing a lease for the Forest Glen property in April, 1984.¹⁰³

The Cassedys' creation of National Park Seminary was the culmination of years of academic instruction and administration. John Irving A. Cassedy and Vesta Harvey Cassedy were born in Ohio in 1856 and 1861, respectively.¹⁰⁴ They both earned bachelors and masters degree from Ohio Wesleyan University. John accepted a job teaching science at Lasell Seminary in Auburndale, Massachusetts in 1885 and his new wife joined him there a year later. Lasell opened in 1851 in an early suburb of Boston.¹⁰⁵ Its curriculum combined academic courses, such as history, math, modern languages, with more decorative subjects, such as art and music. It was also strong in domestic science and physical fitness.

Like NPS, the campus was an adaptation of local domestic architecture, including private houses and hotels. According to a Lasell historian, the principal decorated the campus with art from

¹⁰¹ Nelson, "A School for Girls," Part Two and Mildred Getty, "National Park Seminary," *The Montgomery County Story* 8 (Feb 1970) (Rockville: Montgomery County Historical Society). This narrative could not be verified. It stands as the only explanation of how the Cassedy's heard about the hotel.

¹⁰² *Sunday Star*, undated (ca. 1890s). National Park Seminary clipping file, Washingtoniana Collection, DC Public Library.

¹⁰³ Nelson, "A School for Girls," Part 1.

¹⁰⁴ Biographical information regarding the Cassedys is from NPS catalogs and Nelson, "A School for Girls," Part 1.

¹⁰⁵ Information about Lasell Seminary from Donald J. Winslow, *Lasell: A History of The First Junior College for Women* (Boston: Nimrod Press, 1987) and Porter Sargent, *A Handbook of Private Schools of the United States and Canada*, 1915-16 Edition (Boston: Porter Sargent, 1916).

around the world during the time of Cassedy's tenure.¹⁰⁶ There was a strong sorority presence on campus like at NPS. The tuition was slightly less than at NPS (\$750/year compared to \$850/year), suggesting that the schools were geared towards the same clientele.¹⁰⁷ Because Lasell's pedagogical and architectural program were typical for girls schools of this era, it is difficult to determine whether the school specifically influenced the Cassedy's or the similarities between the institutions simply reflect broader cultural trends.

The Cassedy's left Lasell in 1888 in order to become the principals for the Norfolk College for Young Women in Norfolk, Virginia. The school was located in downtown Norfolk, instead of on a suburban campus. A local newspaper article stated that the school was for wealthy girls.¹⁰⁸ It offered courses in the arts and "mental and moral science."¹⁰⁹ The school was short-lived; it only operated from 1880 to 1899. When the Cassedys moved to Maryland to establish NPS in 1894, they continued to manage the Norfolk school for another year after their departure.¹¹⁰

Corporate Organization and Business Transactions, 1894-1903

Establishing a new school required more than just pedagogical expertise. It also required a substantial financial investment. Cassedy's success at Forest Glen was not only based on a popular educational program and an attractive campus but also on clever financial and real estate maneuvers. His long list of real estate deeds on file at the Montgomery County courthouse and his involvement in related land development schemes are testaments to his entrepreneurial skills. Cassedy was not simply a scholarly schoolmaster but also an ambitious and successful businessman. His efforts were matched by other local proprietors who joined in the promotion and improvement of the Silver Spring area. Their activities and memberships were typical of late nineteenth-century civic leaders who invested in both altruistic and profit-making activities in order to create successful suburban developments and personal financial legacies.

At National Park, forty-eight students enrolled for the first day of class on September 27, 1894. By the opening day in 1895, the number had increased to seventy-two and, according to a local

¹⁰⁶ See Winslow, *Lasell*.

¹⁰⁷ Tuition rates from Sargent and NPS catalogs.

¹⁰⁸ George H. Tucker, "Tidewater Landfalls," [newspaper unknown], undated. Clipping File, Norfolk Public Library, Norfolk, Virginia.

¹⁰⁹ Tucker, "Tidewater Landfalls."

¹¹⁰ National Park Seminary, *National Park Seminary for Young Women*. Washington, D.C.: Kensington Publishing Company, c. 1894. National Park Seminary catalogs heretofore cited as NPS catalog, [date].

newspaper report, many other prospects were declined for lack of space.¹¹¹ The school's success spurred (and probably financially facilitated) the Cassedys' increased investment to the site and the surrounding community. Before they began any major physical changes, they legitimized their presence on the land and their status as a school via several legal and financial maneuvers.

NPS's Commercial Developments

In September, 1896, just prior to the commencement of NPS's third academic year, Cassedy, along with four other participants, registered a certificate of incorporation for the "National Park Seminary."¹¹² According to the document, the corporation was founded "for the advancement and maintenance of a school of learning for educational, moral, scientific, literary and musical purposes."¹¹³ The name was supposedly derived from the school's proximity to the newly formed Rock Creek National Park.¹¹⁴ The corporation was valued at \$50,000, which was divided into 1000 shares of fifty dollars each.¹¹⁵ Incorporating the school not only protected Cassedy from personal loss but also helped facilitate outside investments and loans for improvements.

Besides Cassedy, F. Page Robinson, Frank F. Browning, and Frederick Benjamin of Montgomery County and Leon H. Vincent of Philadelphia were corporate directors. Curiously, the same group did not comprise the first board of trustees.¹¹⁶ The first board included Charles Crisp, Speaker of the House of Representatives, Brainerd Warner, the well-known Washington business tycoon, FGIC's President Seymour Tulloch, the newspaperman Theodore Noyes (also from the FGIC), Lorenzo McCabe, Vice President of Ohio Wesleyan University (the Cassedy's alma mater), and, of course, Cassedy himself. The Advisory Board changed overtime as members departed and new ones, such as Thomas Anderson, Associate Justice of the Supreme Court of D.C. and Benjamin Dyer, Superintendent of the Boston public schools, joined on.

On June 1, 1897, nine months after being incorporated, Cassedy purchased the Forest Glen Inn property. According to the deed, it included a tract of land "containing 39 32/100 acres" and "all

¹¹¹ "National Park Seminary," *Montgomery Press*, October 4, 1895. Kensington Historical Society, Kensington, Maryland.

¹¹² NPS certificate of incorporation, Liber EPB1, folio 250, August 28, 1896 at the Montgomery County Land Records Office.

¹¹³ NPS certificate of incorporation, Liber EPB1, folio 250, August 28, 1896 at the Montgomery County Land Records Office.

¹¹⁴ Nelson, "A School for Girls," Part 1.

¹¹⁵ NPS certificate of incorporation, Liber EPB1, folio 250, August 28, 1896 at the Montgomery County Land Records Office.

¹¹⁶ Names from the certificate of incorporation and NPS catalogs.

and singular the household and kitchen furniture, tables, chairs, glass, crockery, beds, bedding, carpets, rugs and all and every the goods and chattels and personal property...now in and upon the premises, messuage or house known as the National Park Seminary, formerly known as the Forest Glen Hotel."¹¹⁷ Cassedy purchased the property from John B. Larner and Woodbury Blair, two local financiers, who had taken over the Portsmouth Bank mortgage in July, 1895, when, according to Nelson, FGIC was deficit in its payments. Larner and Blair apparently agreed to take over the loan only if the property was sold before Cassedy's lease expired in June, 1897. The sale price was \$25,500.¹¹⁸ Cassedy paid \$5,500 upfront in cash and was indebted for the remaining \$20,000. For some unknown reason, he, not the corporation, was responsible for the deed. Perhaps Cassedy sought greater control over the school's development.

Two years later, on June 29, 1899, Cassedy took out a second mortgage for \$20,000 from George Brown, with payments to be submitted at the Office of BH Warner & Company.¹¹⁹ The loan agreement stipulated that Cassedy could occupy, gain profits from, and maintain the property for his sole use and benefit unless he defaulted on the money. Once it was paid in full, the lenders promised to release and reconvey the property to Cassedy. On July 1, 1899, the Portsmouth Savings Bank officially released Cassedy from Tulloch's mortgage from January 28, 1891.¹²⁰ The second mortgage was probably used for school improvements.

On April 9, 1903, Cassedy created a new act of incorporation.¹²¹ The certificate documents the immense success of the school since its inception in 1896. Most significantly, NPS' worth increased from \$50,000 to \$300,000.¹²² National Park Seminary became "National Park Seminary Company." Its purpose was slightly amended to include not just educational goals but business propositions. The certificate stated that the corporation was "for the creation and maintenance of an educational association or college for young women. Including the ownership

¹¹⁷ Liber JA60, folio 403 at the MC Land Records Office.

¹¹⁸ Monetary figures from the land deed, JA60, folio 403.

¹¹⁹ Liber TD7, folio 435 at the MC Land Records Office.

¹²⁰ Liber TD7, folio 440 on file at the MC Land Records Office.

¹²¹ The following data quoted from the act of incorporation. National Park Seminary Company, "Articles of Incorporation," April 9, 1903, Liber EPB1, folio 327 at the MC Land Records Office.

¹²²The \$300,000 capital stock was divided into \$150,000 for preferred stock and \$150,000 for common stock. A preferred stock agreement was registered at the Montgomery County Courthouse on June 17, 1903. (Liber TD 25, folio 154).

and dealing with such real and personal property, including library and apparatus, as may be necessary or appropriate for the purposes of the corporation."¹²³

New corporate members included Wilbur L. Davidson (Secretary of American University), John Porter Lawrence (a professional organist and pianist and an NPS music instructor), Mary C. Miller (Executive General Secretary Ladies Auxiliary of the President's Board of Home Missions) and Henry Olds (unidentified).¹²⁴ Theodore Noyes, Tulloch, and Warner continued to serve on the Board of Directors, as well. The Cassedys personally remained the sole owners of the school until June 6, 1903, when they granted the National Park Seminary property to the National Park Seminary Company, encompassing 21 acres with all improvements, for ten dollars.¹²⁵

Regional Developments

The success of the school mirrored the growth and success of the surrounding suburban communities. Seymour Tulloch's "Braemar" mansion, one of the first houses built in Forest Glen Park, remained an anomaly in the neighborhood, however. Most of the dwellings constructed were much more modest summer cottages. Perhaps inspired by the academic climate of the school, the Forest Glen development became quite an intellectual community. At the turn of the century, several Smithsonian staff members, including the well-known American Indian anthropologist J. Walter Fewkes, whose house (9509 Woodley Ave.; built in 1900) was inspired by Hopi designs, made Forest Glen their summer home.¹²⁶ Fewkes organized the Forest Glen Sociological Club, in order to engage local residents in intellectual discourse and, perhaps, to establish, along with other local clubs, a Chautauqua-like atmosphere in the community.

Forest Glen Park was just one of many thriving suburban developments in southern Montgomery County.¹²⁷ Capitol View was located to the north, Linden to the east, and Kensington to the northwest. Arthur Ray, who sold the lot to the FGIC, lived at his Highlands farm until his death in 1895.¹²⁸ In 1908, his heirs sold the property to Marcus Hallett for \$105,000. Hallett, in turn, sold the property a few months later to Clarence Moore, who planned to establish the Chevy

¹²³ National Park Seminary Company, "Articles of Incorporation," April 9, 1903, Liber EPB1, folio 327 at the MC Land Records Office.

¹²⁴ Biographical identifications are from Nelson, "A School for Girls," Part 1.

¹²⁵ Liber TD26, folio 261, MC Land Records Office.

¹²⁶ See Gordon, *Forest Glen Park*.

¹²⁷ For histories of Maryland suburban development see Jaffeson, Coleman, Offut, Sween, and William M. Maury, *Kensington: A Picture History* (Kensington: Kensington Business District Association, 1994).

¹²⁸ The history of the Highlands' land transactions from Gordon, Nelson, Richardson, and Saul archives.

Chase Club for hunting on the land. Moore died on the Titanic in 1912, nixing the hunt club plan. The land was held in trust for his two children and then sold to the Continental Life Insurance Company (a Brainerd Warner enterprise). The lot, which bordered the school to the north, remained largely undeveloped until the 1940s.

Within a year of residency in Forest Glen, Cassedy expanded his influence beyond the campus confines. Cassedy's actions reflected his interest and involvement in community development, which, of course, benefitted the school and his own financial well-being. His first major investment to the area was in July, 1895, when he helped charter the Washington, Woodside and Forest Glen Railway and Power Company.¹²⁹ Convenient and quality transportation links were practically prerequisites for successful residential and commercial developments. As noted, they, or rather their lack thereof, were probably significant factors for the hotel's demise. By the time the Cassedys founded the school, the region's roads were still unpaved and precarious thoroughfares.

Cassedy was one of twelve directors of the new company. Its purpose, as stated in the certificate of incorporation, was to build an electric passenger trolley line from the D.C. border (the terminus of the Brightwood line) to Forest Glen (near the B& O railroad station) and to supply heat, light and power to the Silver Spring area. The trolley line was constructed in 1897 and operated through 1927. The northern part of the route paralleled the present-day Seminary Road. Despite its corporate title, the company never generated or conveyed electric power.

Ironically, the trolley was not a convenient or popular form of conveyance for NPS students.¹³⁰ Like the hotel patrons, they relied on the B&O rail line. In fact, the students were forbidden to ride the trolley into the city, perhaps because of their inevitable contact with the middling sort. B&O frequently provided private cars and special service for students when they went to the city for weekly sightseeing tours, cultural events, or shopping sprees. Since the students rarely used the trolley, Cassedy's interest in the trolley line must have related more directly to his land development deals than his school enterprise.

Cassedy was also a founding member of another important local business. With George M. Wolfe (who also worked at NPS), Cassedy formed a local merchandising business, known as the Forest Glen Trading Company.¹³¹ It operated a string of stores in the commercial building

¹²⁹ Information regarding the development and characteristics of the company and its services is from Markwood, *The Forest Glen Trolley*.

¹³⁰ According to Markwood, in the Teens, the trip from Forest Glen to downtown DC on the trolley cost 9 cents and took 50 minutes and on the train it cost 14 cents and took only 18 minutes. Markwood, p. 32.

¹³¹ Information about the Forest Glen Trading Company from Nelson and Markwood.

located next to the rail station. Many of the goods were products that appealed to NPS students and that were used in the operation of the school.

Cassedy became somewhat of a real estate magnate in the Forest Glen neighborhood and the greater Silver Spring area. His name appeared on over forty deeds in Montgomery County from the mid-Teens to the early Twenties. He and the NPS Company purchased and leased several properties around the campus for use as faculty residences and classroom facilities. After Tulloch moved out of Braemar in 1900, the house became one of NPS's home economics buildings.¹³² Three houses adjacent to Linden Lane (still extant) were leased and then sold to the Seminary for faculty housing.

Vesta Cassedy was also an active member of the community. She belonged to local chapter of the Home Interest Club, a woman's social and reform organization.¹³³ While the group focused on local affairs, it also most certainly served as a model for NPS's students' own club activities. One of the's Home Interest Club's most important contributions was their support of a new public schoolhouse in Woodside. According to local historians, Vesta convinced her husband to donate \$2000 of the \$8000 required for its construction.¹³⁴ NPS campus facilities were also lent for fund-raising functions. In 1912, a year after Vesta's death, Cassedy gave the Montgomery County School Commission lots in Woodside for the erection of the new school.¹³⁵

The personal and financial interrelationships between the Cassedys and local residents and developers reflect the mutual benefits they all perceived between the school and the local community. Cassedy, of course, had every interest in establishing a neighborhood that complimented the ideals and design of his school. Judging by the level of support it received from some of Washington's wealthiest and businessmen, the girls school was viewed as an asset to the community. Its conservative educational program and its eclectic architectural program, which sought to immerse young women in a world of art, beauty, and social charms, upheld the values of its benefactors.

Student Body

The poem, "The National Park Girl," by Stephana Praeger (class of 1911) and second wife of John Cassedy), provides a glimpse of how NPS students viewed themselves. She chimed, "A vision of fairness, of charm, and of grace, From her smart, little boot to her beautiful face; A

¹³² Gordon, p. 34.

¹³³ Mildred Newbold Getty, "The Home Interest Club," *The Montgomery County Story* 4, no. 1 (Nov 1960) (Rockville: Montgomery County Historical Society).

¹³⁴ Nelson, "A School for Girls," Part 1, and Getty, "The Home Interest Club."

¹³⁵ Liber JLB228, folio 13 at MC Land Records Office.

lovely creation, I know you'll confess, Is this dazzling maiden of old N.P.S."¹³⁶ In the 1909 yearbook, *Forest Echoes*, each photograph of a senior is accompanied by short quips about the girl pictured.¹³⁷ Their dreams of becoming actresses, singers, and other stage performers and, most popularly, happy wives and good mothers, certainly reflects, in part, the character of their education at NPS. Aspirations include meeting "the right 'Prince Charming'," doing social work, acting, "protecting the 'privacy of many families' by her well-planned lawns and gardens," and becoming "a model housewife of some poetic soul." A portion of the "Senior Creed" also reflected school indoctrination. It stated, "We believe in the curse of ignorance, in the efficacy of schools, and in the joy of serving others. We believe in beauty in the schoolroom, in the home, in daily life, and in out of doors."

Initially, most NPS students were from the surrounding area, either D.C. or Maryland. Gradually, the student body began to look much more national, and even international, in scope. In 1916, thirty-eight states were represented. Most hailed from Illinois (32), Pennsylvania (30), and Ohio (23). There were only one student from Washington, D.C., two from Maryland, and four from Virginia. Tuition plus expenses precluded only women from extremely wealthy families from attending the school. "It was a place where a man would pay more to send his daughter for a year than he would a laborer in a lifetime," noted one graduate.¹³⁸ The Cassedy's strict referral system that required numerous letters of recommendation keep the clients limited to a small elite social network. Certainly part of NPS's appeal to prospective students and their families was the chance it offered to commune with other affluent and socially elite debutantes.

Although many writers have characterized NPS as one of the most expensive girls schools in the country, Porter Sargent's directories reveal that, within the class of private boarding schools, it was probably more mainstream than was assumed. Tuition in 1894, the first year of operation, was \$400.¹³⁹ By 1915, the first year of Sargent's publication, tuition had jumped to \$850. The most expensive girls boarding schools at the time were \$1250. The average cost was about \$800. These were, of course, all top-of-the-line institutions. Nevertheless, NPS was by no means outside of the norm for this type of education. Girls schools were, on average, slightly more

¹³⁶ Poem was published in Class of 1909, National Park Seminary, *Forest Echoes* (National Park Seminary, 1909).

¹³⁷ Class of 1909, NPS, *Forest Echoes*. The following quotations are from this student yearbook.

¹³⁸ Les Brindley, "Forest Glen," *The Bulletin*, NPC Alumnae Association (Summer 1985).

¹³⁹ Tuition rates for NPS and all other schools mentioned only include basic costs, not extra fees for special lessons, rooms, etc.

expensive than boys schools and women's colleges. Tuition and expenses, which were at least if not more than tuition, at women's colleges ranged from \$350 to over \$1000.¹⁴⁰

Although the cost of an education at NPS was typical for girls boarding schools, its size was not. NPS began with a class of 48 students in 1894 and in just over ten years that number increased to 275.¹⁴¹ NPS had a much larger student body compared to other girls boarding schools at the time, the average was between 80 to 100 students. It was certainly one of the largest in the D.C. area but, once again, not the most expensive. Sargent's 1915 edition listed twenty girls private schools in D.C. and its vicinity. Some offered both boarding and day privileges. Most were located in downtown buildings. Some of NPS's local competitors included Miss Madeira's School (f.1906), which was located on 19th Street, NW, and enrolled 100 students with a tuition rate of \$900 a year; Mount Vernon Seminary (f.1875), which was located on M & 11th Streets, NW, and enrolled 95 students with a tuition rate of \$1100 a year; Gunston Hall (f.1892), which was located on Florida Avenue, NW, and enrolled 100 students with a tuition rate of \$800 a year; and Chevy Chase Seminary, which was located on Connecticut Ave beyond the District line and enrolled 60 students with a tuition rate of \$700 a year.¹⁴²

Several downtown schools, such as Madeira and Mount Vernon, eventually moved to suburban locations. These two schools incorporated neither the fanciful, eclectic style of architectural and landscape forms as found at NPS nor its educational style. Instead, they relied on more conservative designs and strenuous pedagogies. In the end, these decisions might have been to their advantage and NPS's detriment since they survived into the late twentieth century and NPS did not.

Cassedys' Educational Program

National Park Seminary's mission was to develop "well-born and well-bred girls" into refined, enlightened and sensitive women who would become role models for their families and for greater society.¹⁴³ The 1913 catalog stated, "The school conceives it a duty to stimulate ambition, arouse the love for study, and present ideals that lead to intelligent and noble womanhood."¹⁴⁴ Their intention was to shape a young woman's character, not just her mind, so she would be a better human being, not just a better academic or professional. "The laws of right living, right thinking, and right judging should be inculcated as carefully as the laws of Physics

¹⁴⁰ Solomon, p. 71.

¹⁴¹ NPS catalogs, 1894 and 1908.

¹⁴² Sargent, 1915-1916, pp. 326-329.

¹⁴³ NPS catalog, 1910

¹⁴⁴ NPS catalog, 1913.

or Chemistry," the Cassedys explained.¹⁴⁵ By surrounding students in a richly-stimulating environment, immersing them in a pageantry of social activities and cultural events, and, perhaps least of all, providing them with classroom lessons, the NPS girls were trained to be socially adept, artistically sensitive debutantes.

Although the course offerings were not very different from many boarding schools for young men, their pedagogical goals was very gender-directed. Rather than instilling a sense of drive and competition in their students, the Cassedys highlighted stereotypical feminine attributes, such as artistic and emotional sensitivity and altruism. "Soul training," they noted, "[is] the special feature of our school."¹⁴⁶ They elaborated, "a daughter needs, above all, that the windows of her soul should be thrown wide open to the universe of beauty, her sentient being must be thrilled with exquisite emotions, [the] self must be lost in the thought-life of others, [the] heart must pulsate with the heart-life of humanity as expressed in divinest forms. In a word, she must have Artistic Culture."¹⁴⁷

The Cassedys maintained that NPS offered the quality of instruction and learning experiences of women's colleges but without demanding the same level of competition and exertion expected of college students. The main thrust of their pedagogy was providing cultural and intellectual enrichment in a noncompetitive homelike, though opulent and stimulating, environment. Using a garden analogy to contrast collegiate life with their own program, they declared, "Their pupils may not taste the 'sweets' of the garden of knowledge--attractive and enjoyable subjects of study; they may only dig among the bitter roots. And, so digging, who can blame them if they lay down their tools and refuse to believe in the glorious College fruits that are to come?"¹⁴⁸ They insisted that they "offer[ed] the best substitute obtainable for a college education...to meet the special needs of girls for whom a college course is not possible or desirable, but who wish to be broadly developed and prepared to live effective and sympathetic lives."¹⁴⁹

Diverse curriculums, extracurricular activities, building styles, and landscape features were intended to provide an enchanting diversity of influences and a broad knowledge base. They hoped to mold students into women who were well-rounded and educated in all aspects of life. The first annual school bulletin stated, "Recognizing that it is the province of woman to throw herself heartily into the pursuits of others rather than to have pursuits of her own, it is desirable

¹⁴⁵ NPS catalog, 1910.

¹⁴⁶ NPS catalog, 1898.

¹⁴⁷ NPS catalog, 1898.

¹⁴⁸ NPS catalog, 1909.

¹⁴⁹ NPS catalog, 1913.

to give her a sympathetic insight into many different provinces of thought, rather than restrict her training to a few."¹⁵⁰

Even though the student body was composed of some of the richest girls in America, the Cassedys still believed in training them in practical skills and socially-acceptable women's vocations, not just more stylish social graces. "Our girl of 18 must have acquired the principles of a broad general education, must have perfected herself in all the accomplishments for the entertaining of friends and the home circle, and, in addition, must have acquired the only means she will ever have of caring for herself in need!" they declared.¹⁵¹ Dressmaking, stenography, typewriting, and bookkeeping were a few of the vocational course offerings. During the first few years of operation, the school had a kindergarten and pedagogical program but they were discontinued in the late 1890s.¹⁵²

In Sargent's 1915 directory, the Cassedys listed courses in music, art, domestic science, secretarial work, and business law as "special features" of their school.¹⁵³ They initially intended to provide schooling from primary to the colligate levels but, within the first few years of operation, they switched to a three year course of study that encompassed secondary school level classes to freshman and sophomore level college work. By 1912, the institution described itself as a junior college. The loose denotations of course levels was typically for women's education at the time. One major distinction between NPS and many other girls private schools and colleges, however, was that NPS had no examinations. They were not introduced until the 1930s. This policy did not seem to harm their reputation with the best women's colleges. According to an NPS historian, after completing a full course of study at NPS, students could automatically transfer as a junior to Smith College.¹⁵⁴

The school structured the courses into several degree programs, none of which were required. In fact, parents were encouraged to help their daughters develop their own curriculums based on their daughters' unique needs, interests, and skills. The core curriculum through the Cassedys' tenure was a mixture of academic courses and more ornamental subjects. The list included music (one of the school's specialities), English literature, history, art, drama, modern languages, Latin & Greek, elocution, physical science (chemistry and biology), and domestic sciences. Almost

¹⁵⁰ NPS catalog, 1894.

¹⁵¹ NPS catalog, 1898.

¹⁵² NPS catalog, 1894.

¹⁵³ Sargent, 1915.

¹⁵⁴ Getty, "National Park Seminary," p. 2.

every one of the courses was considered in terms of its practical application for wealthy women of leisure and its value in developing charming and clever personalities.

Courses in history were more valued for inculcating good judgment, than for imparting factual information.¹⁵⁵ English Literature courses were provided to excite "a taste for the best reading" and to "entertain the family around the hearthstone or in the invalid's chamber."¹⁵⁶ Knowledge of modern languages was considered essential for any educated person but more specifically to prepare NPS graduates for foreign travel.¹⁵⁷ Regarding the relevancy of math, the 1898 catalog stated, "judging from the number of illogical, unreasoning, vacillating, inaccurate women in the world, it is evident that mathematical training must often have been laid aside before it bore its legitimate results, in clarifying the vision, dispelling roseate views, rendering consistent the mental processes and co-ordinating sentiment with sound judgment and reason."¹⁵⁸ Science courses applied to "problems of the home."¹⁵⁹ Some courses were quite enlightened. The economics class in 1898 included such topics as "women in industry, equal pay for equal labor, avenues of self-support open to women, and property rights."¹⁶⁰

The Cassedys recommended that every student take at least one domestic arts course. They explained, "Give your daughter to another man as well trained, as beautiful a home-maker, as your wife *is-or, as you wish she were*. If we want our girls to come out of school in sympathy with the home, then we must give them the home as an object of thought in school. We should keep our girls in touch with home interests, presenting a definite end of intellectual training--training to be utilized in the pursuit of their high calling as Creators and Preservers of the American Home."¹⁶¹ One student received a letter from a male friend who noted that he thought it was an absurd and humorous thought to imagine her working in a kitchen. His remarks suggest that the lessons in housework for these women were, in reality, more theoretical than practical.¹⁶²

¹⁵⁵ NPS catalog, 1898.

¹⁵⁶ First quotation from NPS catalog, 1894 and second quotation from NPS catalog, 1898.

¹⁵⁷ NPS catalog, 1898.

¹⁵⁸ NPS catalog, 1898.

¹⁵⁹ NPS catalog, 1910.

¹⁶⁰ NPS catalog, 1898.

¹⁶¹ NPS catalog, 1907.

¹⁶² Paul Moore, letter to Florence Pulford, January 12, 1919, in Florence Pulford's NPS Scrapbook, 1917-1919 (Personal Collection). Quoted in Sarah Pulford Davis McBride, "National Park Seminary: A Study of the Twentieth-Century Finishing School," MA thesis, George Washington University, 1991.

Physical education was a central part of the lives of NPS students. Not surprisingly, the expectations were that exercise would not only make students healthier, but also better women. More than the building of strength and competitive drive, the sports teams and exercise programs were designed "with the special object of developing grace, ease, and perfect command of the body as an instrument of expression..."¹⁶³ The first school catalog stated, "It is of utmost importance in the accomplishment of a woman's work in life, that her physical condition should be perfect... We wish to inculcate a reverence for the body and the duties it is intended to perform. Our admirable location and beautiful grounds invite out-door exercise. All pupils will be required to spend an hour each day in the open air, in suitable weather. In inclement weather a thousand feet of broad verandas provide a sheltered walk."¹⁶⁴

Besides "raised walks" located throughout the grounds for daily strolls, NPS provided a swimming pool, basketball courts, dance studios, and a calisthenic room in the gym. The proprietors initially made use of the hotel's bowling alley. They also had facilities for archery, fencing, field hockey, outdoor basketball, tennis, and golf. There were putting greens located on the north side of the ravine. In 1910, they erected new indoor and outdoor riding rings and a new stable. Gradually, riding for transportation was replaced by an active pleasure riding program. Their athletic teams competed against schools, both private and public, from the surrounding area.

Most courses were taught as recitations, in which students had to memorize and then recite material from assigned texts. Research reports were not yet a common component of schooling so there was initially no school library. The Miller Library, a collection of over 10,000 rare and first edition books lent and then bequeathed by Jahu Dewitt Miller, a Chautauqua circuit lecturer, was added in 1901, but this collection seems to have been more of a museum collection than an active library. The main student's library was located in Main. There were laboratories for practicums in the sciences and studios for the various art and music classes.

In 1894, there were ten teachers at NPS, two of which transformed from Norfolk with the Cassedys.¹⁶⁵ By 1910, there were 41 faculty members, including 34 women and 7 men.¹⁶⁶ One of the most influential teachers during the Cassedys' tenure was Charlotte Priest.¹⁶⁷ Priest earned her M.A. from Columbia University (George Washington University). She was a relative of

¹⁶³ NPS catalog, 1898.

¹⁶⁴ NPS catalog, 1894.

¹⁶⁵ NPS catalog, 1894.

¹⁶⁶ NPS catalog, 1910.

¹⁶⁷ Biographical information from Nelson, "A School for Girls," Part 1.

Seymour Tulloch. She taught English and organized the first literary club on campus. Many teachers had advanced degrees from well-respected universities.¹⁶⁸ There were also several other staff members that helped operate the school, including George M. Wolfe who was the superintendent of the grounds and buildings and a business partner of Cassedy's, as previously noted.

Courses were augmented by a large series of lectures conducted by visiting scholars and other notable personages. Subjects ranged from the academic, such as the anthropologist Walter Fewkes discussion on Indians of the Southwest, natural history topics, such as "What We Do for the Birds and What the Birds Do for Us," lectures on travel in the U.S. and abroad, and talks intended to shape personal habits and attitudes, including "Requirements of Good Breeding," "The Uses of Ugliness," "Art for Life's Sake," "Hygiene," "The Nobility of Sacrifice," and "The Art of Daily Living."¹⁶⁹ Daily chapel sermons focused less on overtly religious topics and more on social indoctrination. They were another forum for guiding the students towards the proper behavior deemed appropriate for women of their social stature.

Campus Life: "Social Training as Important as Mental Training"¹⁷⁰

Because of the Cassedys' focus on character development, they strongly emphasized training "outside of textbooks."¹⁷¹ In 1907, they noted, "Many educators as well as parents, forget that all the ideals inculcated, all the power developed in the eight hour of daily study, may be rendered absolutely ineffective by the influences at work throughout the other 16 of the 24 hour day."¹⁷² NPS staff left little to chance in their efforts to train their students to be dignified, responsible, and elegant ladies. A schedule printed in the school catalogs documents the regulated and full load of activities that bound up a typical student's week. (Figure 9) Almost every hour is accounted for and occupied with some meaningful occupation directed towards instilling the school's ideals. The faculty attempted to control all aspects of a student's life, from eating habits, clothing, and leisure activities. "Character cannot be talked into or taught into a child. It must be lived into him," noted the 1898 catalog.¹⁷³

¹⁶⁸ See NPS catalogs for listing of faculty and their academic affiliations.

¹⁶⁹ All lecture titles are from the 1910 NPS catalog except for the "Birds" lecture which was from 1914 catalog.

¹⁷⁰ NPS catalog, 1914. The phrase is used repeatedly in NPS catalogs.

¹⁷¹ NPS catalog, 1907. The phrase is a heading in NPS catalogs.

¹⁷² NPS catalog, 1907.

¹⁷³ NPS catalog, 1898.

Each student was required to post her daily schedule on her door.¹⁷⁴ Her apparel was scrutinized for its level of conformity and cleanliness. No uniforms were required until 1912, when "Peter Thompson" outfits (white sailor-type blouses with long scarfs and white pleated skirts) became the school dress, due, noted one local historian, to the students' "too showy" personal apparel.¹⁷⁵ Students were required to sign out when leaving campus and almost always had to be accompanied by a chaperone.

Although the rules and regulations sound strenuous, the students had plenty of opportunities for enjoyment. The school year was filled with many forms of entertainment and social events that occurred on- an off-campus. They were, of course, not without purpose. The 1914 catalog noted, "Almost every week an entertainment is given, not purely for social pleasure, but because we believe that social training is quite as important as mental training. It is the purpose of the school to celebrate historic days, to become an agent, as far as possible, for fostering the beautiful traditions of the race and developing in the student a reverence for significant customs and festivals; for in so doing not only is the mind enriched, but fancy and the inventive talents are tested and sharpened."¹⁷⁶ This passage also illustrates the fervent nationalism prevalent during the period of high immigration around the turn-of-the-century.

The students attended dances in Annapolis, college football games, receptions at the White House, and many plays and concerts in Washington. One student's scrapbook from the 1890s contains pages and pages of playbills and receipts from operas and concerts.¹⁷⁷ Mondays, the usual day off, were commonly spent shopping in downtown Washington. Ads for Woodward & Lothrop department store, Galt & Bros jewelers, candy shops, and stationers, in *Forest Echoes*, the first yearbook, suggest the goods being purchased.¹⁷⁸

The school itself was the host of many events. There were parties, recitals, plays and musicals, banquets, all-girl dances, holiday celebrations, colonial balls (where the students dressed as George & Martha), and end of the year commencement events. "We plan for the pleasure of our girls, believing that the desire for pleasure is natural and should be gratified. The series of delightful home entertainments...are assigned with a view to developing the social instincts of the

¹⁷⁴ Getty, "National Park Seminary," p. 4.

¹⁷⁵ Getty, "National Park Seminary," p. 2.

¹⁷⁶ NPS catalog, 1914.

¹⁷⁷ Elizabeth Morgan scrapbook of National Park Seminary, 1890s. William Becker Collection.

¹⁷⁸ NPS, *Forest Echoes*.

diffident and directing into right channels the overflowing spirits of the self-reliant," explained the 1898 catalog.¹⁷⁹

The May Day celebration was one of the most spectacular events.¹⁸⁰ The ancient spring ritual, also known as the feast of flowers, was held outside in front of Main with the wooded ravine serving as a backdrop. In the ceremony, a May Queen was crowned and dances were performed by "maidens" in celebration of her coronation. Garlands of flowers were strewn around the grounds and laced over the participants' shoulders. The May Queen was a senior who was selected by the students because of her beauty, congeniality, and school spirit. She was regarded as the most popular girl in the school. The ceremony was a common part of many girls schools yearly events. The ritual represented the arrival of spring, and all its associations for fertility and rebirth. The May Queen, by extension, was celebrated as a fertility goddess, an idealized woman, and the perfect NPS student.

Another integral part of the NPS program was the development of the young women's social skills and entertaining talents through a network of clubs. From a single literary society begun in the 1890s by the English teacher Charlotte Priest, the club life blossomed into eight Greek letter societies that focused more on tea parties than Wordsworth or Keats. Once the club system was in place, no student was excluded from a chapter, unless she wanted to be, which seemed highly unlikely since most of the school life was organized around it. Selections for membership were made by a committee composed of faculty and club representatives. Yearly dues were twenty-five dollars. The NPS sororities were not a part of a national Greek system. They included, in order of creation, Chi Omicron Pi, (Chiopi), Alpha Epsilon Pi (Alpha), Kappa Delta Phi (Kappa) Zeta Eta Theta (Zeta), Theta Sigma Rho (Theta), Phi Delta Psi (Delta), Pi Beta Nu (Beta), and Shi Psi Upsilon (Chi Psi U).

Most sporting teams and dramatic ensembles were organized around the clubs, but their main function was as training grounds in the art of socializing, party planning, and entertaining. The full range of benefits provided by the clubs is summarized in the 1914 catalog. The clubs, it contended, "afford opportunities to come into intimate contact with others, to learn social forms, to comprehend social needs, to cultivate originality in devising amusements (what a boon for a woman in the entertainment of guests and of possible children!), to develop the home-making instincts, to secure personal recognition of merits and personal development through the effort to uphold the ideals of the club. Incidentally, they afford escape from the school atmosphere, supplying in great degree the home life and interests, and so subdivide the school as to banish the

¹⁷⁹ NPS catalog, 1898.

¹⁸⁰ May Day events are illustrated in many NPS catalogs. They are described in Mary Eleanor Gassaway, "Traditions of National Park College," Helen Chewning, et al, *The History of National Park College* (Publisher unknown, c.1941). For a more general history of May Day celebrations at women's schools, see Farnham, pp. 168-169.

congestion of community life. Finally, they are the basis of many true life friendships, and a permanent bond of union with mates and Alma Mater in after life."¹⁸¹ Club teas and receptions were supervised by a house mother who was a member of the faculty. She was perceived as a guiding material influence to the girls' domestic activities.

The turn-of-the-century was the age of the women's club movement. Thousands of American women joined together to form organizations, like Vesta Cassedy's Home Interest Club, that supported social reforms and provided a forum for personal contact for many house-bound women.¹⁸² The Cassedys envisioned the sororities as a means of training their young women to be skilled and thoughtful participants in these popular organizations. They stated, "The club girl learns how to work in organization; how to respond to the needs of community life; how to render efficient social service; [and] how to be a companionable woman..."¹⁸³ By 1905, each sorority had its own clubhouse in which to practice their social skills. Each one was modeled after a different suburban or garden architectural form. Their designs, functions, and significance are discussed below.

Architectural Program

With money earned from student tuition payments, local investments, and real estate transactions, the Cassedys' undertook a ten year building campaign. They constructed nineteen buildings and made slight alterations to the surrounding landscape on the forty acre lot. Each new addition and adaptation reflected the school's expanding popularity and, more importantly, a greater articulation of its educational program. The Cassedys' campus design was more a result of personal preferences, contemporary tastes and site constraints, than American campus planning traditions.¹⁸⁴ Their architectural program did not veer far from that of the hotel. Both sought to enhance the rich natural setting with picturesque buildings. Unlike Ament's campus scheme in the 1920s, the artifice was to compliment, not dominate the landscape.

The Cassedys constructed new buildings along the back of the inn, known as Main, and the periphery of the its front facade. (Figure 10) Their campus design consisted of a quasi-semicircularly arrangement of buildings around the edge of the ravine. With a few exceptions, there seems to be little rhyme or reason to explain why each building was situated as it was. With every rule one tries to draw from the Cassedys' design, and exception can be made, leading one

¹⁸¹ NPS catalog, 1914.

¹⁸² Sources for the women's club movement include Ann Firor Scott, *Natural Allies: Women's Associations in American History* (Urbana, IL: University of Illinois Press, 1991) and Karen J. Blair, *The Clubwoman as Feminist: True Womanhood Redefined, 1868-1914* (New York: Holmes & Meier, 1980).

¹⁸³ NPS catalog, 1911.

¹⁸⁴ See campus planning section.

to suspect that, in fact, there was no overall scheme. The physical growth appears to have been more organic than methodically ordered to complete a set plan. They seem to have plugged in new buildings where physical dimensions of the site allowed it. They showed little concern for the visual, spatial, or functional relationships between the different architectural elements. One dorm was placed near Main and the other was located on the far side of the ravine. The library was placed on the opposite of Linden Lane from the main campus near the site of several clubhouses. A sense of unity and organization is even less pronounced in the landscape than on site plans. Twentieth century additions, of course, mar the original design, but they have not eradicated it entirely. A sense of motley abundance remains.

On the north side of the campus, around the dominating features of the inn and the ravine, the Cassedys created a variegated, picturesque landscape that was dotted with a wondrous collection of architectural forms. (Figure 11) He established a kind of fantasyland park that incorporated a full range of popular domestic building styles. They included bungalows, a medieval castle, a Colonial Revival pavilion, a Greek temple, an Indian Mission, and Japanese-inspired houses. Their diminutive size, exotic designs, and casual arrangement fostered a sense of whimsy and play in the park setting. Like the eye-catchers that served as props in the gardens of English country estates, NPS's artistically-inspired buildings provided joyful and interesting foils to the native forest. Artifice and nature were combined to form an enchanting, inspiring landscape.

The open area on the north side of campus in front of Main was an important social space for school festivities and informal student gatherings. The site served as kind of a campus "quad," though only a few campus buildings were oriented directly towards it. The site was steeply sloping and, throughout the Cassedys' tenure, it was never devoid of trees. These natural elements lent an informal and naturalistic appearance to one of the central components of the campus. The dramatic slope of the north side of the campus probably made it difficult for Cassedy to establish a more traditional and formal quadrangular arrangement of buildings. Judging by the seemingly random composition of the other campus buildings, however, this probably wasn't his goal anyway.

The Arcadian ambiance inundating the north side of campus is weakened to the south. On the other side of Main, buildings were grouped tightly together in a more linear arrangement. A few school buildings, including the Mission clubhouse, Miller Library, and Braemar (the house leased for use as a home economics lab) were located across the public road from the main campus. This feature further confounds a sense of overall integrity to the campus design.

During Cassedy's tenure, the most common way to approach the campus was from the train station to the north. Before the construction of the vehicular bridges in 1904, carriages and automobiles had to traverse the same windy road down through the ravine that hotel patrons used. The road forked at the ravine bottom with the public road curving west to Linden Lane and a "drive" heading east past the villa. There were four entrances to the campus off of Linden

Lane, none of which offered stunning views of the grounds. All of them led visitors by the backs or sides of buildings and terminated in the drive behind the inn or the carriage sweep in front of it. It is unclear if visitors and students disembarked in the front or the rear of Main. The former was more beautiful and the latter more practical.

The castle bridge entryway, constructed in 1904, most closely resembled a promenade. The drive began at the train station and skirted the villa and castle before offering an enticing view through the trees of the main campus. Under the Cassedys' tenure, the road did not head directly towards the carriage sweep in front of Main but, instead, proceeded to the east of the building and then wound around behind it.

For new students riding onto the campus for the first time, the view must have been perplexing and enticing. Nothing was subtle about the campus, not the dramatic ravine, the mammoth main building, and certainly not the exotic clubhouses. Even though the Cassedys' campus lacked coherent organization, its deluge of spectacular design elements still articulated an educational program. The form of housing and lack of private space reflected their desire to control their students' behavior at all times.¹⁸⁵ The great number and the elaborate character of the clubhouses reified the importance of social training. The number of facilities devoted to sport and recreation articulated their belief in the importance of health and leisure. And, perhaps most importantly, the overall profusion of natural and manmade forms demonstrated their belief in the power of architecture and nature to mold young women's character.

Hotel Conversions

After the Cassedys signed the lease for the Forest Glen Inn on April 4, 1894, they had just five months to the opening date on September 27, 1894 to transform the site into a school. Most of the Forest Glen Inn complex was readily adaptive to the Cassedys' needs. No primary documents survive that record the initial physical changes to the Forest Inn site. NPS historian Ric Nelson's interviews with many NPS staff members and students (many now deceased or very elderly) provided some details, however.¹⁸⁶ According to Nelson, the Cassedys made few renovations during the first year. Since they did not yet own the property, they logically did not want to

¹⁸⁵ See Helen Horowitz, *Alma Mater: Design and Experience in the Women's Colleges from their Nineteenth-Century Beginnings to the 1930s*. New York: Alfred A. Knopf, 1984.

¹⁸⁶ There is no surviving archives for the school. The only written records are NPS publications and other secondary sources. Ric Nelson is an extremely rich and important source for the history of the school. He grew up near the campus. He spent much of his adult life investigating the history of the site. He conducted numerous interviews with people connected to NPS. Unfortunately, most of his transcripts and notes were lost in a flood in his basement several years ago. He published several articles about NPS which were previously cited. He was also a willing and valuable source to the HABS historian for further clarifications and questions. Most of the early history of NPS not recorded in the school catalogs is based on his research. The interviews cannot be duplicated because of the sources' deaths. The chronology of developments described here are based on information gleaned from school publications, from Nelson's published histories, and from historic newspaper articles.

devote a great deal of capital to it and, perhaps, did not even have the financial means to do so. Luckily for them, many furnishings were provided in the lease, requiring a relatively small initial investment to open the school.

The bedrooms and dining hall of the inn needed little remodeling. The dining hall became a multi-purpose room that served as a make-shift chapel and social hall. First floor parlors were transformed into classrooms. According to Nelson, the Cassedys immediately began a long NPS tradition of decorating the facilities with many exotic housewares that were sold by departing embassy staffs to local auction houses.¹⁸⁷ The inn's gas house and boiler house were used by the Cassedys' to illuminate and heat the school. Gymnastic equipment was added to the bowling alley building located just east of Main, converting it into a makeshift gym until special facilities could be constructed.¹⁸⁸

There is no record of their initial changes to the hotel grounds. At the time of purchase, there was an archery range and tennis courts on the south side of the inn. The north side of the ravine had been cleared of underbrush for a small golf course. And, of course, all the walking and riding trails throughout the lot's more than twenty acres were available for the students' use.

Construction

The Cassedys began their first major building campaign in 1898, the year after they purchased the property. The last significant addition to the grounds was in 1911, when the second Senior house was constructed. Some historians have suggested that the hotel's architect, Thomas Schneider, also designed some of the school buildings, but there is no evidence for it. The Cassedys probably consulted architectural pattern books, which were in common use at the time, and sought the help of local builders to construct the new structures. According to Nelson, the bluestone used as a building material at the school was from Frank Ginechesi's quarries on Seven Locks Road in Rockville.¹⁸⁹ Ginechesi apparently constructed the buildings' foundations as well as the walks, retaining walls, and bridges throughout the campus.

This section of the report chronicles the evolution of the site. The first part begins with a description of Main's renovations and then recounts the order that new structures were built, noting their relationship to one another and to the school's pedagogy. Part two describes the landscape design and its components. This section will not dwell extensively on each building because more detailed reports are provided in the Description Section.

¹⁸⁷ Nelson, "A School for Girls," Part 1.

¹⁸⁸ NPS catalog, 1894.

¹⁸⁹ Nelson, "A School for Girls," Part 1.

Main

The Cassedys invested at least \$75,000 in remodeling and upgrading the hotel, including \$5000 the first year that they arrived.¹⁹⁰ The Cassedys proudly described the mammoth structure in terms of an intimate home. The prominent fireplaces, numerous parlors, and rich decorations created an ostentatious domestic setting. Echoing the wide assemblage of buildings on the campus grounds, Main's many public parlors and reception areas, usually located in the center hallways, were embellished in fanciful and exotic styles. They included a Turkish Room, an English Room, a Rose Room, an Empire Room, and an Indian Room, among many others.

Besides refurnishing the halls and parlors, offices and other facilities were created. The library, a bank, and administrative offices (including one for the President, faculty members, the secretary and bookkeeper) were located in the first floor of the west wing. In 1907, a new kitchen wing was added and the dining room was expanded in order to accommodate the growing student body. **(Figure 14)** By 1907, over 250 students were in attendance. All of them were required to eat meals together, necessitating the expansion. With the additional space added on to the east side of the dining room, the existing Dutch-style fireplace became the room's centerpiece instead of occupying the east wall. At the same time that the east wing of Main was being renovated, a 50-foot extension was added to the west wing. **(Figure 15)** It accommodated more bedrooms, storage space, and a library on the first floor. Even though new dormitory buildings were added on campus, Main's second floor was still used for student bedrooms, especially for underclassmen.

Campus Buildings & Utilities

Between 1898 and 1911, the Cassedys constructed nineteen buildings and various service structures, such as a greenhouses and stables. They also upgraded campus utilities. According to one historian, the Cassedys drilled three times for water on their property without success, so they had to pipe water from Carrolls Springs over to the school via a six inch pipe.¹⁹¹ They also relied on the sanitarium for medical services for the students. Through the Teens, NPS buildings were heated by steam or hot water except the Odeon which was lighted by electricity supplied by acetylene gas.¹⁹²

The first year of construction was the busiest. Besides renovating Main, they built the Aloha cottage, the chapel, the Science and Art building, the American bungalow sorority house, and the Japanese bungalow sorority house (it wasn't actually completed until the following year). All of these structures were wooden and/or stone-faced picturesque buildings patterned after the hotel's

¹⁹⁰ The financial costs were noted in the school catalogs.

¹⁹¹ Markwood, p. 75.

¹⁹² NPS catalogs.

exterior, though on a much smaller scale. In this initial building phase, the Cassedy's appear to have wanted to maintain the site's rustic ambiance.

The only building constructed on the north side of the inn in 1898 was the Alpha Epsilon Pi chapter house, also known as the American bungalow. **(Figure 32)** It was the first of eight clubhouses on campus. Before its construction, the sororities met in an alcove, known as the "Mouse Hole," in the gym.¹⁹³ According to the catalogs, the sororities, probably with the guidance of faculty members, selected the design and interior decor of their houses. The clubhouses expressed contemporary aesthetic tastes and more profound philosophical beliefs.¹⁹⁴ Their small scale and prototypical suburban house and garden designs added essential domestic elements to the large academic institution whose primary aim was to train young women to be ideal mothers and wives. "The Clubs mean the subdivision of the school into small families with the mother-relation sustained in each," explained the 1907 catalog.¹⁹⁵ They were designed as miniature homes or playhouses because their purpose was to be training grounds for honing domestic skills. They did not have sleeping facilities, like most playhouses, because the girls were suppose to return to the protective shelter of the big house at night. Like a picturesque suburban neighborhood, their exterior designs varied widely, but the interior plans shared common components. They all had front parlors or living rooms, a property room, a record room, a tea room, and a miniature kitchen.¹⁹⁶

Alpha, as the first club was known, was prominently placed on the entry carriage sweep at the front of Main. According to an alum's memoirs, it was made out oak trees growing on campus grounds.¹⁹⁷ Its shingle siding, broad overhanging roof, wide veranda and central dormer exemplified the suburban bungalow style of architecture popular at the time. The American bungalow was the most conventional of all the sorority houses built.

Behind Main, with its back to the street and its front facing the rear carriage drive, was the Aloha cottage. **(Figure 52)** This two-story bungalow was the Cassedys' residence. In the 1898 catalog, the building was described as "a cosy Colonial cottage whose attractive reception hall and parlors

¹⁹³ Nelson, "A School for Girls," Part 1.

¹⁹⁴ A broader explanation of the impact of suburban designs on the campus is included in the campus planning section.

¹⁹⁵ NPS catalog, 1907.

¹⁹⁶ NPS catalog, 1898.

¹⁹⁷ Gwendolyn Gay, (class of 1938), "School Ties Never Die," manuscript. NPS collection, Montgomery County Historical Society.

are always open to students, bidding them 'Aloha,' the Hawaiian salutation, "Love to You."¹⁹⁸ The location of the house might have been chosen for its proximity to the driveway, which would have allowed the school proprietors to easily greet arriving students and visitors. The house was connected to Main's west wing by a covered walkway. It was a one-and-a-half story bungalow with a large gable-fronted dormer. Deep overhanging eaves formed a first-floor recessed porch across the front.

The octagonal-shaped chapel was placed next to Aloha at the rear of Main's west wing. **(Figure 49)** A raised covered walk connected the building to Main. The chapel has a stone foundation, shingle siding, and a steep-sloping pent roof. A porch ran the length of the front of the building. Stained glass windows, including a rose window, an open truss ceiling, and a large bell tower were decorative features that helped give the building a charming, picturesque air. Its seats were arranged amphitheater-style. Before the construction of the Odeon theater, the building was not only used for daily spiritual services but also for lectures and non-religious ceremonial events.

The front of the chapel faced northwest toward the Japanese bungalow and the Science and Art building, two other buildings dating from 1898. Its orientation helped unite the southern part of the campus with the area to the west. The Japanese bungalow, Chi Omicron Pi (or Chiopi) sorority house, was located to the west and across a driveway from the chapel. **(Figures 39 & 40)** Its facade was perpendicular to the church. In its original incarnation, the standard bungalow design was transformed into a more exotic, oriental structure by gracefully-curved upturned eaves along the roofs' edges. The Science and Art Building was the only new classroom facility constructed during this first building campaign. **(Figure 24)** It was a blend of Italianate, shingle-style, and Richardsonian Romanesque designs. The first floor exterior was constructed of stone and had a Romanesque arched entryway. It was used for science laboratories. The second story exterior was covered with dark wooden shingles and had a loggia with arched openings. The second floor was used for art studios. The 1902 catalog eloquently noted, "Every effort has been made both in construction and equipment to make the studio a germinating centre and exponent of the artistic spirit."¹⁹⁹ By 1907, covered walkways connected the building to Main and the Senior House so students could easily reach it in inclement weather. **(Figure 25)**

According to Nelson, the following year, 1899, the Dutch windmill clubhouse was constructed.²⁰⁰ **(Figure 45)** It was the first of the really exotic structures erected on campus, departing from the more standard bungalow, suburban house designs. It was placed just northeast

¹⁹⁸ NPS catalog, 1898.

¹⁹⁹ NPS catalog, 1902.

²⁰⁰ The available yearbooks verify that it was constructed by 1902.

of the American bungalow, slightly downhill into the wooded ravine. The octagonal windmill-shaped building even had a pair of blades that were attached to the top floor balcony. Its zany design truly epitomized a garden folly.

The first Senior House was probably erected in 1899, too.²⁰¹ **(Figure 21)** It was placed on the west side of the Science and Art Building. The Senior House echoed many of the architectural qualities of Main. The large two-and-a-half story Queen Anne structure was elbow-shaped and had a prominent central turret. A three-bay first-floor porch topped a Romanesque arched arcade on the northwest facade. Plaques inscribed with the dates and sources of ivy planted at the school were set in the stone arcade. The house contained bedrooms for forty students and two house regents, and recitation rooms in the basement. The creation of additional living quarters is a good indication of the growth and popularity of the school.

The only building added in 1900 was the Mother Society House, which became the Recitation House six years later. **(Figure 70)** The original use of the building was to provide meeting areas for the "mother sororities," of which the individual sorority chapters were a part. At this time, not all of the chapters had their own clubhouse so this building functioned as their meeting place. The Mother Society House was located directly east of Aloha, on the other side of one of the campus driveways. Like Aloha, it was designed like a dwelling house. The dark wooden shingles, exposed beams, and exterior spiral staircase gave it a more rustic feeling and Craftsmen-like appearance than the Cassedys' house.

The following year, 1901, a large gable-fronted addition with gambrel roof and windows with Gothic mullions and pent eaves was constructed onto Aloha. **(Figure 55)** The addition expanded the building to more than twice its original size. Its large front gable mimicked that of the new Mother Sorority house next door. The Aloha extension was used as a dormitory for juniors. Two hundred and twenty two students were enrolled at NPS in 1901 (compared to 48 just seven years earlier), making the creation of more living quarters imperative.²⁰² Aloha's new section had a reception hall, parlor, and beds for thirty-five to forty students.

The school did not have a library when they first opened, but, by 1897, one was created in Main. The library collection greatly expanded in 1901 when the Cassedys' friend, Jahu DeWitt Miller, who was a Chautauqua circuit speaker and part-time NPS lecturer, agreed to lend the school his archives and library of over 10,000 items. According to the 1902 catalog, they included "many autographs, letters and mementos of celebrities, rare prints, pamphlets and portraits, many rare

²⁰¹ There is no mention of the Senior House in the 1898 catalog, but Nelson stated that it was built in 1898. I think the best assumption is that it was built between 1899 and 1902 because it is not noted in the 1898 catalog, but it does appear in the 1902 catalog (the catalogs for 1899-1901 were not located).

²⁰² NPS catalog, 1901.

and choice volumes, of bibliographical and historical value; first editions, presentation copies, private publications, editions de luxe, antiques, rare bindings, literary curiosities, etc.”²⁰³

The Cassedys agreed to construct a building to store the valuable collection in exchange for Miller making it available for the school’s use. They selected a small lot at the confluence of Linden Lane and Woodstock Drive, across the street from the main campus. The collection was housed in a two-story shingle-style building with overhanging hip roof and walls that flared at the bottom. **(Figures 52 & 53)** Its dark shingles were offset by a light stuccoed belt course placed two-thirds of the way up the facade. A six-by-two bay loggia with protruding balcony was located along the north facade of the second top floor. The front portal was made of rough-hewn stones topped by a small pent roof. Small window frames, probably used to protect the collection from sunlight and to optimize shelf-space within it, made it appear a little less like a dwelling house than its character and size suggest.

The interior had a large stone fireplace with cozy inglenooks and a mezzanine lined with books. Set atop a knoll and surrounded by trees, the building was a charming, rustic addition of the campus. Two years after the library was built, on June 6, 1903, Cassedy conveyed the lot “together with buildings and improvements” to Miller for ten dollars, “upon condition that no malt or spirituous liquors shall be manufactured or sold on the said premises” and that no business operating from it will harm the health of the community.²⁰⁴

The same year that the Cassedys built the Miller Library, they also constructed the Odeon theater. **(Figure 71)** According to the school catalogs, the name is an ancient Greek term for “a building where Authors, Dramatists, Poets and Musicians first presented their work to the public.”²⁰⁵ Like the special collections library, the theater embodied the school’s commitment to exposing the girls to art and culture. The proprietors chose a completely different style for their performing arts center, however. They housed it in a Greek temple. The Odeon was the first of four classical-inspired Colonial Revival buildings on campus. The design has roots in eighteenth-century British and American garden follies and World’s Fair exhibition pavilions.²⁰⁶

The Odeon was placed at the far northeast corner of the campus, presumably to prevent rehearsal noises from interfering with more studious activities. It was a rectangular building with a semi-circular entrance bay and portico that faced toward the north campus lawn. A set of stairs led up to the portico. Four Ionic columns framed three entry doors. Each was topped by a large semi-

²⁰³ NPS catalog, 1902.

²⁰⁴ Liber 26, folio 263, Montgomery County Land Records Office.

²⁰⁵ NPS catalog, 1902.

²⁰⁶ See campus planning section.

circular transom. The center door was also surrounded by Ionic pilasters with a lintel cornice. The north and south sides had second floor balconies. The side doorways and windows was adorned with semi-circular molding or transoms and Ionic pilasters. The roof had a large three-bay dormer towards the rear and two eyebrow dormers in front.

Although the structure's facade made allusions to antiquity, its interior was equipped with state-of-the-art technology. A school catalog noted the following accouterments, "The stage, 25 x 50 feet, equipped with fly gallery, paint gallery, gridiron, footlights, tableau electric lights, plush drop curtain and sets of appropriate scenery...dressing-rooms, cloak rooms, bath rooms and a property room...."²⁰⁷ (Figure 72) Two music studios, each with a concert piano, were located behind the stage. The interior's rich wall treatments and furnishings were lavishly decorated with classical motifs. The Odeon was used as a general purpose auditorium, relieving other spaces on campus, such as Main's diningroom and the chapel, from such responsibilities. According to the *Biographical Dictionary of Philadelphia Architects*, the Philadelphia architect Emily Elizabeth Holman (1892-1915) contributed designs for the "alterations and additions" to the theater and library in 1901, the year it was supposedly constructed.²⁰⁸ No other document was found that supported this claim or specified which features were hers.

The construction project for the next year, 1902, was another clubhouse, the first to be added in three years. This one was designed in the form a Swiss chalet for the sorority Zeta Eta Theta. (Figure 47) Its front was banked into a slope in the southeast section of the campus, behind the Senior House and the Mother Sorority House. It abutted one of the campus drives but did not have a clear orientation towards any other structure. The one-and-a-half story bungalow had decorative cutout bargeboards, a large central dormer with a tripartite window, balconies with ornate rails, and a wrap-around porch. The windows had diamond-patterned lights. The Swiss chalet was a common form of bungalow design. The form appeared in A.J. Downing's *Architecture of Country Houses*, 1850, and it was reproduced in various guises at the Philadelphia and Chicago Expositions. The NPS model is not a replica of any of these historic structures but a derivation of the familiar style.

By the end of 1902, the Cassedys had constructed several service buildings and two dormitories for staff on the east side of campus. The service buildings included a storage house, a power house, and other "outbuildings." (Figure 65) Most faculty members were housed together with the students but the cooking, janitorial and other service staff, which included several African-Americans, were segregated away from them in the "help houses." All of the service buildings had stucco facades and Spanish Revival curvilinear parapets with contrasting green-painted metal

²⁰⁷ NPS catalog, 1902.

²⁰⁸ Sarah L. Tatman, *Biographical Dictionary of Philadelphia Architects, 1700-1930* (Boston: G.K. Hall, 1985).

caps. The design complimented the picturesque character of the other campus buildings, however, their matching facades and their location identified them as a distinct set of structures. A simple glass greenhouse for "cut flowers and decorative plants" was built, and then rebuilt several times, south of the staff residences.²⁰⁹

Another clubhouse inspired by native sources was constructed in 1903. The Theta Sigma Rho's sorority house emulated Jesuit Indian missions of the American Southwest. (Figures 37 & 45) The Spanish colonial or mission revival style became popular at the turn-of-the-century when there was an upsurge of interest in American customs and traditions. The Theta house was located on the south side of Linden Lane. It faced north, caddy-corner to the Miller Library and the Japanese bungalow. The stucco building had a three-bay stuccoed arcade on the front facade. This section of the building had a rooftop patio with prominent Spanish Revival curvilinear gables decorating it on four sides. The north-side parapet had an opening in the main gable where a bell was placed in a true mission building. The west end had a two-story tower topped with a tiled pyramidal roof. On the west facade, the tower's round-arched windows are stepped in order to light an interior stairway.

The campus underwent radical changes in 1904 with the construction of two new bridges across the ravine. The bridges were erected in a parallel line along the east side of campus. A small plateau of land joined them so a single bridge span from one side of the ravine was not needed. The bridges enabled vehicles to drive easily from the train station to campus without having to meander down through the bottom of the ravine. This older route was not only less convenient but more precarious because of the steep slopes and threats of washouts from the stream. As significant as the bridges' impact on campus transportation networks was their impact on campus land development. The bridges facilitated construction on the eastern portion of the site; an area that was inaccessible or inconvenient without them.

Unlike the simple, rustic pedestrian bridge, these vehicular bridges were very ornate structures. (Figures 73 & 74) Their elaborate design and massive size added a greater formality and stateliness to the picturesque grounds. The bridges were constructed of steel trestles with wooden decks and brick facades. Lighter stone voussoirs topped the six arches on each bridge. Each bridge was composed of alternate balustrades and panel railings. The southern-most bridge had three small semi-circular decks projecting from its west side and two from its east side.

The same year that they constructed the bridges, the Cassedys built two clubhouses near its southern terminus. A fairytale-like castle with crenelated tower and Gothic windows was erected adjacent to the bridge. (Figure 34) A faux drawbridge playfully connected the building to the main bridge. There was also an entrance on the east side. This fanciful, medieval fortress for

²⁰⁹ NPS catalog, 1898.

the Pi Beta Nu sorority counterbalanced the symmetrical architectural forms in this section of the campus. It helped fuse the area with the more informal styles placed on the main campus.

A Colonial Revival clubhouse that was more in keeping with the character of the bridges was located just southeast of the bridge. **(Figure 41)** The narrow rectangular building was crowded with many architectural elements. The flat-roofed building was crowned with a large cornice and balustrade. The east and west sides were divided by four two-story pilasters. Palladian window treatments and entryways were mixed with other rectangular and circular windows. The north and south facades had one-story porticos with balconies and balustrades above them.

According to Nelson, the Delta sorority house was originally intended to be oriented perpendicular to its presence stance. It was to be a gatehouse with traffic passing through a central arch. It might have been realigned because it would have blocked the view to campus from the bridge, it interfered with other construction projects to the north of it, or it was too prominently positioned compared to the other sororities.²¹⁰ The central arch was originally open. **(Figure 41)** It was filled in between 1908 and 1914. **(Figure 42)**

After this burst of construction activity, the Cassedys built only one new building in 1905. They put all of their creative energies into it. The Japanese pagoda is one of the hallmark buildings of the campus. **(Figure 37)** The Chi Psi U sorority was the last clubhouses constructed. It was placed in the cluster of buildings on the south end of campus, next to Linden Lane. Its neighbor to the east, the Japanese bungalow, looked austere compared to this ostentatious structure. **(Figure 76)**

According to the 1907 catalog, the temple was modeled after the Shrine of Toujovo, whose origins and design could not be traced. The building is three stories high with each story becoming successively smaller as it nears the top. Each level has broad overhanging, corbeled eaves that turn up at the corners. The structure is crowned with a hipped gable roof with a roof crest along its ridge. The exterior walls have shoji screens translated in wood in a stick style design. There is a temple-like entry portal. In the front yard, two stairways located on either side of the pavilion lead up to a terrace that is adorned with Japanese lanterns. The pagoda was arguably the most exotic buildings on campus, but it was not a rare form of garden and suburban architecture. The building type appeared in many estate gardens and in many suburban neighborhoods. Only one other girls school was located that had a Japanese-inspired building on campus. Traces of a Japanese design are barely legible in the Ransom Everglades School's meeting house.²¹¹ It was not nearly as provocative as the pagoda at NPS.

²¹⁰ Nelson, "A School for Girls," Part I.

²¹¹ The school is located in Coconut Grove, Florida. Gwen Headley, *Architectural Follies in America* (New York: Preservation Press, 1996), p. 19.

The following year, 1906, the Practice House for music instruction was constructed on the east side of Main.²¹² (Figure 64) The Practice House was located in the northwest corner of the boiler house. This location seems both dangerous and noisy for facilities where students' rehearse music lessons. There are no photographs or descriptions of the building before the portico was added to the north facade in the 1920s. A small, simple gable-roofed structure with central dormer is visible in a painting from 1919. (Figure 11) The only other change in 1906 was that the Mother Sorority House stopped serving as club headquarters and became a classroom facility known as the Recitation House.

In 1907, on the tenth anniversary of the purchase of the school, the Cassedys' had their last major building campaign. They added two very prominent buildings on campus, the villa dormitory and the gymnasium, established a recreational riding academy, and renovated Main's kitchen and dining area and its west wing. The projects reflected its expanding popularity and the growing emphasis on athletics at the school. The new Classical Revival two-story gymnasium replaced a smaller facility that was erected in the 1890s to the east of Main. (Figure 59) The new gym contained a swimming pool, a gymnasium with mezzanine for sporting events, a solarium for sunbathing, a bowling alley, a trophy room, administrative offices, and several bathing and dressing rooms. It had a hip roof, measured 52' by 126', and was covered in peddle-dash stucco. Its front facade, which faced the west towards the Recitation House, had a flat-roofed entrance pavilion with a balustraded roof deck. The center door of the pavilion has a neoclassical entablature with a pronounced lintel topped by a round-arched transom with a decorative urn above the keystone. The door is flanked by two matching windows.

At each of the building's corners, there are window surrounds that encompass two-and-a-half stories of windows joined by a single ornate neoclassical metal surround with floral motifs. Each window is capped by a pronounced lintel and linked to the neighboring window by a decorative spandrel. An architrave decorated with a festoon and garland motif wraps around the top of the building. On the north and south facades, rows of ten first and second-story windows are flanked by two-and-a-half-story entablature window units, as described above. A two-story solarium for therapeutic sunbathing is attached to the east end of the building. The riding academy was located across Linden Lane from the gymnasium. It had both an outdoor ring and indoor practice area measuring 12' x 600'.

In the place of the old gym, the Cassedys' added a new kitchen and expanded the dining room area. (Figure 14) Like the rest of Main, the addition has many projecting and asymmetrical forms. The north, or front, facade continues the Queen Anne motifs of Main with decorative timber framing, a continuation of the first-floor porch that follows the jagged contours of the wing, and a complex roof design. The east facade of the addition echoes the Mission-style

²¹² "National Park Seminary," *Sunday Star*, 1906. National Park Seminary clipping files, Washingtoniana Collection, DC Public Library.

motifs of the neighboring service buildings. It has a ground-floor stone arcade, a single story with stuccoed walls, and three Spanish Revival parapeted dormers in the Mission-style tiled roof. The addition elongated Main's dining room. Its massive Dutch fireplace became a centerpiece of the room and, according to the Cassedys, divided it into more intimate dining areas. The kitchen wing's interior walls were laid with tile and equipped with massive appliances. The students and faculty ate dinner together so the facility had to have the capacity to prepare food for nearly 300 people at one time. The ground floor had cold storage rooms and the second floor held reception halls and a sewing room.²¹³

On the other side of Main, at the south end of the west wing, the Cassedys added a two-and-a-half-story fifty-foot extension. **(Figure 15)** The extension has similar features as the original facades but is more symmetrical in design. A new library and offices for the school prefect were placed on the first floor. The second and third floors had student rooms and storage areas. The interior corridor aligned with the existing hallway and the exterior echoed the original building's shingle-style features.

The highlight of the 1907 building campaign was the construction of a four-story dormitory cast in the form of an Italianate villa on the east side of campus. The building possessed all the fashionable Italianate detailing, including red-tiled roofs, loggias, towers, Romanesque arched window and door treatments, and balconies with intricate woodwork. Like the many other architectural forms on campus, the design was meant to titillate and to educate. The school's flamboyant description of the dorm is quoted in full below:

This building has all the charm of a Florentine mansion. With its tiled roof, its columns, archways and plaza, its patio and pergola bridge (connecting it with the Seminary buildings) it stands as an exponent of the simplicity and beauty of Classic design. The architecture was chosen expressly for its subtle suggestion of Italy--the land of Story and Song. The entrance is a Venetian hallway, appropriately decorated and furnished, cheered by a great open fireplace of quaint Tuscan design. In this building reside teachers and students in all the close comradeship of common pursuits and aims. Here, too, are studios and practice rooms, properly isolated from living rooms. In fact, we have attempted to produce a physical environment that will suggest, and a fertile atmosphere that will germinate, the *artistic ideals* which we pursue."²¹⁴

Since the Cassedys' intention was to keep a watchful eye on their pupils, it seems incongruous to locate the living quarters so far away. On the other hand, the site offered convenient access to the train station for girls arriving and departing with heavy loads. The villa was likely to be the

²¹³ NPS catalogs, 1907 & 1913.

²¹⁴ NPS catalog, 1907.

first building that students and visitors saw on campus. Because of its prominent location, its grounds were embellished with elaborate Tuscan-inspired geometric gardens.

The last nine years of the Cassedys' tenure were better known for changes in the personal lives of its founders and staff than for physical alterations to the campus. Vesta Cassedy died on February 14, 1910 after a long fight with uterine cancer. She was buried in Rock Creek Cemetery. Later that spring, Jahu DeWitt Miller died. He left the contents of his library to Cassedy in his will. It was appraised (with the assistance of the local scholar Walter Fewkes) at \$12, 947.²¹⁵

There were a few other additions and alterations made on campus before Mr. Cassedy's departure in 1916. New stables were constructed on the site of the old ones near the eastern part of the campus and adjacent to Linden Lane in 1911. **(Figure 66)** The long rectangular building had a crossed gable roof and a tower with Spanish Revival parapets that mimicked the other service buildings on campus. The larger facility allowed students to board their own horses that they brought from home. At this date, the students' riding was more for pleasure than for transportation.

The Senior House Annex was also constructed in 1911. **(Figures 27 & 28)** It is located to the northwest and behind the first Senior House. The buildings were connected by an enclosed passageway. There was also an underground passageway, called the subway, leading to the Odeon.²¹⁶ The annex has four-and-a-half floors plus a raised basement. It is more institutional and less domestic in appearance than the other buildings on campus. Its design is simplified and has fewer of the picturesque features of its predecessors. The stuccoed building has a gabled roof that is pierced by multiple dormers. On the west facade, a four-and-a-half-story center gabled section rises between two three-story flat-roofed sections. The middle section has a three-by-one bay, two-story portico. The first-floor is enclosed, the second has a loggia with balustrade, and the third has a roof deck. The north facade has a cross-gable at the east end with a three-story semi-octagonal bay below it. Besides providing rooms for Seniors, the building also had classroom facilities. It was heated by steam and lighted by electricity.²¹⁷

By 1913, the front porch of the chapel was enclosed and the simple center stairway was replaced by a more ornate stone one that curved down to the right. **(Figure 50)** The stairway has a stepped coping. The building, except for the bell tower, was covered in stucco. The Senior House was also spruced up. **(Figure 22)** Between 1911 and 1914, a matching gable was constructed next to the existing one on the buildings north facade. The pent roof of the first floor porch was

²¹⁵ Irene S. Gordon, "Forest Glen Park: Looks Back: 1887-1987."

²¹⁶ NPS catalog, 1912.

²¹⁷ NPS catalog, 1912.

removed. A balcony was added to the second floor and a roof deck to the third floor. Shingled columns, like those on the first floor, divided the second floor balcony into three bays. Perhaps the last of Cassedy's adaptations to the campus was in 1913 and 1914, when he allowed the phone company to run poles and cables along Highland Avenue on the south side of the property. Presumably, his action signify the beginning of the operation of phone service on campus.²¹⁸

Landscape features and design

As with their architectural forms, the Cassedys' landscape design combined naturalistic features with more geometric elements. Formal planting arrangements and garden ornaments were located near many of the buildings and served to counterbalance the wilder character of the forested ravine. The NPS grounds resembled an urban public park or country estate. Contrasting natural and manmade elements were juxtaposed to form a didactic and attractive pleasure grounds. A quotation from the school catalog elucidated the Cassedys' vision of form and purpose of their campus landscape. "Art, in landscape gardening, has been employed to enhance (if poss) natural beauty," they attested, "A roadway sweeps around the grounds from hill to hill, over glade and brook and treetop, now plunging the wanderer into the wilderness of primeval nature, now charming his eye with the beauty and symmetry of the gardener's art. One of the most valuable things which girls gain here, is that true appreciation of Nature, which comes from living near to her heart. This was voiced by one of our girls when she said to her visiting mother, "I shall never be satisfied with bricks and mortar again."²¹⁹

Under the Cassedys' care, portions of the glen were a lot more manicured compared to their appearance in the 1990s. (Figures 76 & 77) Many tall trees shaded the area, but historic photographs reveal that they were more sparse than in the contemporary landscape. Most significantly, the underbrush in between them was almost completely trimmed back and replaced by a grassy lawn. Originally, the north side of the ravine near the train station was leveled of trees in order to create small "golf links." (Figure 78) The path leading from the station divided the putting greens. The 1907 campus plan indicated that a large swooping arch of evergreen trees were planted near the south side of the road that was at the bottom of the ravine. (Figure 10) The grove might have been planted to block the view of vehicles from positions on the main campus.

Several retaining walls buttressed the buildings that bordered the steep incline.²²⁰ A double-tiered wall was placed next to the Colonial House. A single wall curved around behind the Senior House to the Zeta House and then continued on in a long sweeping arch to the Japanese

²¹⁸ Liber JLB236 , folio 103, May 17, 1913 and Liber JBL246, folio 304, October 22, 1914 at the Montgomery County Land Records Office.

²¹⁹ NPS catalog, 1908.

²²⁰ Descriptions of walls based on 1907 campus plan.

bungalow. Another one was located to the west of this last one, on the opposite side of the campus drive.

The Cassedys supplemented the major pedestrian and road bridges with several other smaller ones around campus. A brick bridge with six arched openings was constructed over a small creek behind the Odeon (later realigned and named the dog bridge). **(Figure 79)** Unlike the Castle bridge, the arches did not have vousoirs and the railing did not have a balustrade. Instead, it was composed of a simple pipe railing separated by brick panels over the spandrels. A large stone culvert was added to the south side of the pedestrian bridge. **(Figure 80)**

Perhaps in emulation of Jefferson's design at the University of Virginia, the Cassedys' built elaborate wooden covered walkways between many buildings on campus. Students could walk undercover west from Main to the Science & Art building and then on to the Senior House. They could reach the chapel, Aloha, the Recitation House, the gymnasium, and the Practice House, under the protection of covered walkways. A long elevated walkway, known as the pergola bridge, stretched between Main and the villa. **(Figures 76 & 81)** It was supported by a round arched wooden bridge as it crossed over one of the ravine's tributaries. **(Figure 82)** The shape of the arches and their lighter colored vousoirs mimicked the design of the Castle bridge.

Large trees and smaller shrubs were planted around buildings but, with a few exceptions, the Cassedys' lawn embellishments were at a minimum. There was, as noted, a mixture of picturesque and formal arrangements. A naturalistic flower garden was placed in front of Aloha by 1902. An image of the southwestern part of campus dating from 1909 shows a boxwood hedge and a row of poplars planted along side of the chapel and a scattering of shrubs and trees interspersed throughout the rest of the area. **(Figure 73)** Low, one foot high, stone retaining walls flanked the roadways and the walkways were trimmed with a stone borders. Ivy was ceremonially planted around campus buildings on Class Day every June. The vines were allowed to climb buildings' exteriors, accentuating their picturesque appearance.

On the north side of campus, large shade trees were dispersed around a grassy knoll. **(Figure 84)** Some of the curvilinear walkways were bordered with hedges. The circular drive in front of Main was supported on the north side by a stone retaining wall that was cut by a set of steps leading down into the ravine. The inside border of the carriage sweep was lined with boxwoods. The site's centerpiece was a statute of a young maiden.

The most elaborate gardens on campus were located near the villa. **(Figures 10 & 63)** The Cassedys surrounded the Italianate structure with complimentary Tuscan-inspired formal gardens. The site was divided into three areas. The building itself was surrounded by a dense border of poplars and clipped shrubs. On its north side was an oval-shaped garden with six radiating paths evenly dissecting it. Shrubs formed the garden outlines and were planted in each of the enclosed sections of the design, including the center oval. A statue of the goddess Minerva

was erected at the terminus of the northeastern-most path. The southeastern-most radiating path led to a small teardrop-shaped garden with grotto on the west side of the villa. Stairs wound around down the sides of the curving stone wall that formed the grotto. **(Figure 85)** A circular stone well acted as the site's requisite water feature. To the west, across a walking bridge that spanned the campus drive, was a small garden that featured a statue of Blind Justice. She stood facing the ravine with a sword in one hand and a set of scales in the other. The small plateau on which the statue was erected was supported on the north and south side by two retaining walls. No historic images of the site during the Cassedys' tenure exists so the plantings there are unknown. Presumably, there was another formal arrangement of boxwoods and, perhaps, poplars.

Between 1907 and 1914, the Cassedys replaced the riding ring with a hockey field on the south side of campus. **(Figure 86)** It was located on the south side of Linden Lane, directly across the street from the gymnasium. The far western portion of campus leading down towards Rock Creek appears to have been maintained in a much wilder state than the rest of campus. The Lookout House was still a hiking destination. Catalogs show a group of students ascending towards it from a rugged and steep hiking trail surrounded by dense vegetation.²²¹

According to Nelson, Cassedy hired many grounds keepers to assist him in the creation and maintenance of the landscape. Cassedy's landscape work play off of the rugged character of the ravine. It was intended to enhance it, and in a few places, counterbalance it, but not overpower it. "Balance" and "overpower" were terms that his predecessor, James Ament, seemed to ignore when he elaborated on Cassedy's picturesque campus design with a plethora of ornamentation and building enlargements.

Close of the Cassedys' tenure

When Vesta Cassedy died in 1911, some life went out of her husband, too. It seems that without his partner, he lost some of his focus and enthusiasm for the school. A year after her death, he constructed an annex to the Senior House, but this was his last major alteration to the grounds. After Vesta's death, Cassedy took a sabbatical in New Mexico. This excursion turned into much more than a respite from his sorrow and responsibilities.

In 1912, Cassedy married Stephana Praeger, a daughter of one his acquaintances in New Mexico and a recent graduate of NPS (class of 1911) who was thirty-five years his junior. Despite her affiliation with the school, Praeger had little interest in taking over the role of proprietress. Her indifference led to Cassedy's withdrawal as well. The couple moved off-campus to a house in Washington in 1913. Three years later, after the school had suffered a slight drop in attendance, perhaps due in part to Cassedy's distractions, NPS was sold. Cassedy unleashed other properties that he owned in Forest Glen Park at the same time. The school was sold to a pair of men. One,

²²¹ NPS catalog, 1934 and earlier.

Joseph Clifton Trees, was a wealthy Pittsburgh oil baron who presumably saw the purchase as a wise and interesting investment. The other was James Ament, a school teacher and administrator, who probably viewed the acquisition as a great business and career opportunity. Ament utilized his skills as an academic and an amateur architect to transform the NPS campus from a quaint, picturesque village-like atmosphere into one that was more like a formal, high style country estate.

National Park Seminary: James Ament tenure, 1916-1937

Without having access to his archives, it is unclear why James Ament, who had extensive experience as a public school educator, decided to buy and operate one of the most affluent and exclusive private schools in the country. It seems even more paradoxical, considering his background, that he would transform it into arguably one of the most ostentatious institutions, instead of creating a more egalitarian one. It is certain, however, that Ament, like his predecessor, was as much an educator as a businessman. One of his obituaries referred to him as "widely known as an educator, architect, farmer and banker."²²² His wealth was lavishly spent on embellishing the NPS campus. The site served not only as a workplace but also a business investment and home.

James E. Ament (1863-1936) and his wife, Teresa Welch, were born in Illinois and were both graduated from Illinois Normal University.²²³ Ament was a teacher and school administrator for many years before taking over National Park Seminary. He was superintendent of schools in Carroll, Iowa and then Rock Island, Illinois before being appointed the first president of the Northwestern State Normal School in Alva, Oklahoma. From 1902 to 1904, he took a tour of secondary schools and colleges in Europe. Upon his return to the States, he continued his own education. While he served as president of the State Normal School in Missouri from 1904 to 1906, he earned an LLD from Transylvania University. He earned his PhD from Oskaloosa College in 1914. At the same time, he was also principal of the Pennsylvania State Normal School in Indiana, Pennsylvania. He held this position until he became co-owner and president of the National Park Seminary in 1916.

Like Cassedy, his activities and interests expanded beyond the school and reflected his high social standing in the Washington community. He was a director of the Columbia National Bank, and a member of the American Academy of Political and Social Science, the University Club, and the prestigious Congressional Country Club in Maryland. He and his business associate, Joseph Trees, were also members of the Americus Club of Pittsburgh where they

²²² "Dr. JE Ament, Seminary Head is Dead in New York," [newspaper unknown], July 22, 1936. NPS Clipping file, Washingtoniana, DC Public Library.

²²³ Biographical information is from The Washington Times Co., *Prominent Personages of the Nation's Capital: A Work for Newspaper and Library Reference* (Washington, DC: The Washington Times, Co., [date unknown]).

might have cemented their partnership in the National Park Seminary venture. No personal information about Joseph Trees, Ament's business partner, was uncovered. Teresa Catherine Ament held the title of Vice President at NPS. She seems to have played a very active role in school operations, though she sold the enterprise a year after his husband's death in 1936.

The school's advisory board was composed of an impressive mix of millionaire corporate executives, including Walter Teague, President of Standard Oil, J.L. Kraft, president of Kraft Food of Chicago, and cultural luminaries, including SS. McClure, founder and editor of McClure's Magazine, James Montgomery, chaplain of the House of Representatives, and Thomas Woody, one of the most prominent professors of education in the country and author of the most comprehensive history of women's education written to date.²²⁴ How Ament garnered the friendship and support of such prominent public figures is unknown, though they obviously supported National Park Seminary's style of education. Kraft, and perhaps some of the others, even sent their daughters to the school.

Business Transactions and Regional Developments

On August 28, 1916, the Cassedys conveyed the school, including forty acres, buildings, and improvements, and three other local lots to the National Park Seminary Company.²²⁵ A month later, on September 18, 1916, the company, in turn, sold the properties to Ament and Trees for \$350,000.²²⁶ Although National Park Seminary was a profitable institution, it appears from the numerous listings for Ament in the Montgomery County Land Office that NPS was only part of a larger business enterprise.

Like Cassidy, the partnership of Ament and Trees speculated in local real estate. Between 1917 and 1934, they, or Ament alone, bought and sold over one hundred properties in the Forest Glen and greater Silver Spring area.²²⁷ Two of the largest deals were the purchase of seventy-three lots (mostly in Forest Glen Park) in 1923 from the local realtor and NPS business teacher, Harriet Freebey, and the purchase of Edgewood, a 150.6 acre neighboring farm from the Keyes family in 1927.²²⁸ The partners probably used a portion of a \$600,000 loan from local banks to acquire the

²²⁴ Advisory board members' names and titles are from the NPS catalogs. Woody published *A History of Women's Education in the United States*, Vol. 1 and 2 (New York: Science Press, 1929). The work is still one of the most important publications on the history of women's education. It was used extensively for this report.

²²⁵ Liber 260, folio 38 in the Montgomery County Land Records Office.

²²⁶ Liber 260, folio 51 in the Montgomery County Land Records Office.

²²⁷ The statement is based on the number of deeds with their names on them at the Montgomery County Land Records Office.

²²⁸ Liber 302, folio 72 and Liber 444, folio 347 in the Montgomery County Land Records Office.

later property.²²⁹ Some of the real estate transactions were in Teresa Ament's name, ostensibly for tax purposes.²³⁰

Ament and Trees probably speculated that the school's reputation and campus improvements would not only expand enrollments but also increase local property values. The school was not the only catalyst for grander profit-making ventures. In 1927, during the early negotiations to extend Rock Creek Park beyond the D.C. border and into Maryland, Ament bought several lots along Rock Creek in Silver Spring.²³¹ He sold the land to the Maryland Park and Planning Commission in 1934.²³² The amount of profit from the sale is unknown.

Ament and Trees took advantage of the enormous regional growth in the Washington area between the wars. The size of the metropolitan workforce more than doubled during this time period.²³³ Many families looked beyond the city's borders for housing, which was more accessible and more affordable than in previous generations. This new wave of suburban development was different in many ways from its predecessors. In the 1890s, Silver Spring seemed perceptively farther away from the city because of the limited rail access and poor roads. Only upper class families could afford the luxury of out-of-town residences. Like Forest Glen Park, most houses were intended to be summer retreats, not full-time homes. In the 1920s, middle-class families, who could readily commute into town in their own automobile or local buses, sought modest year-round residences. The earlier suburban estates were surrounded by or supplanted by middle-class enclaves. Forest Glen Park became a permanent year-round neighborhood. It was joined by Capitol View and Forest Glen to the north (once the Ray's Highland estate), and Woodside to the east.

Unlike many elite boarding schools, such as Chestnut Hill Academy, which were immersed in very wealthy communities, the neighborhoods that developed around National Park Seminary were much more humble in character. Its extravagant campus, which was appraised at \$6,000,000 in 1929, stood out in contrast to the modest homes that sprang up outside its gates.²³⁴ During Ament's tenure, very few local girls attended NPS, presumably because it was far beyond their families' means.

²²⁹ See Liber 397, folio 384 in the Montgomery County Land Records Office.

²³⁰ See, for example, Liber 302, folio 73 in the Montgomery County Land Records Office.

²³¹ Liber 444, folio 441 in the Montgomery County Land Records Office.

²³² Liber 564, folio 207 in the Montgomery County Land Records Office.

²³³ See Sween, Green and other local histories previously cited for discussions of the Washington metropolitan area at the turn of the century.

²³⁴ Figure from NPS catalog, 1929.

The great financial promises that the school and the suburban developments offered Ament were short-lived. The principal was impeded by many factors that were beyond his control. Ament's financial risk doubled in 1928 when Joe Trees pulled out of their partnership and sold his half-interest in the businesses to Ament.²³⁵ The deed recording this transaction referred to Trees as a widower. The loss of his wife might have been a factor in his decision. As a result of Trees' withdrawal, just one year prior to the Great Stock Market Crash of October, 1929, Ament increased his financial risk by twofold. The Crash must have had a profound effect on Ament's holding, but the severity of his losses is unknown.

The school limped through the depression years. Its enrollment fell to one hundred students, a third of its capacity. Davis' daughter claimed that there were only ten students enrolled at NPS when Davis took over the school.²³⁶ Tuition rates dropped from a high of \$1800 in 1929 to \$1150 in 1935.²³⁷ Prices presumably were reduced in an effort to stave off closure and increase enrollment. The impact of all of these events (the loss of this partner, the crash of stock market, and lowered enrollment and tuition rates) was compounded when Ament fell sick in 1930. These financial reverses surely exacerbated, if they did not out and out cause, his health problems. The nature of his ailments are unknown. A year after Ament died in July 1936, his widow sold the school, which now comprised over 200 acres, to Roy Tasco Davis.²³⁸ Besides the land and buildings, Davis also acquired a debt of \$293,000, which was the remaining sum owed on the \$600,000 loan of 1927.²³⁹ Davis had a new vision for National Park Seminary that he hoped would overcome its financial duress. Unfortunately, Davis' vision was not strong enough to sustain the school for more than a few years.

Student Body

National Park Seminary's reputation for providing a protective and conservative home life in an opulent setting drew to the institution the daughters of the top members of America's corporate elite.²⁴⁰ Most of the pupils continued to hail from the Midwest, the West and western

²³⁵ Liber 464, folio 262 at the Montgomery County Land Records Office.

²³⁶ "Forest Glen: Three Incantations," A Nando Amabile Video (Frederick, MD, ca. 1990). Save Our Seminary Archives.

²³⁷ Rates from the NPS catalogs for the years noted.

²³⁸ The Montgomery County land records indicate the school never consisted of more than two hundred acres but the catalogs state that NPS encompassed 316 acres in 1933. Davis bought total of 216 acres from Teresa Ament in 1937. They include forty acres of the school lot, 151 of the Keyes farm (Amentdale), and forty acres on Jones Mill Road. Liber 671, folio 421 at the Montgomery County Land Records Office.

²³⁹ Liber 671, folio 418 at the Montgomery County Land Records Office.

²⁴⁰ Alumnae information from McBride, "National Park Seminary," p. 13.

Pennsylvania, the centers for American manufacturing. Only a negligible number of local women attended the school. Thelma Chrysler, daughter of Walter Chrysler, the automobile manufacturer, graduated in 1920. Minerva and Havel Kraft, daughters of James Kraft, the food manufacturing giant and NPS board member, graduated in 1925 and 1930, respectively. Catherine Heinz, daughter of HJ Heinz Corporation, graduated in 1930. Christine Cromwell, the granddaughter of James Buchanan Duke, founder of the American Tobacco Corporation, and daughter of the famous heiress, Doris Duke, graduated in 1939.

There were no entrance exams during Ament's tenure. Personal qualifications were as important as mental aptitude when reviewing applications. "The girls who come to National Park," the 1933 catalog noted, "represent homes in which culture, refinement, and the highest type of all-round womanliness are highly prized."²⁴¹ The school required three social and two financial references.²⁴² The applicants were selected carefully so that only the "best" girls were admitted. Rubbing elbows with other prominent daughters of the rich and famous was a pivotal part of the high style environment that NPS nurtured. "The intimate contact of boarding-school life is a constructive force for good, provided the members of the school have been well-chosen," explained the Aments.²⁴³ Students from a wide range of Christian denominations, including Catholics, attended NPS, but there were no Jewish women noted. In the 1930s, about a third of the students continued on to college.²⁴⁴ The 1933 catalog noted that at least one transferred to Stanford, Columbia, and Brown, but many more went on to Midwestern state universities. Most, of course, left the protective custody of NPS for the sanctuary of their family's fabulous fortunes.

Ament's Educational Program

During Ament's tenure, the school kept to its original purpose to accentuate cultural rather than intellectual pursuits. "Ordinary book learning is not of the greatest importance," noted a school publication.²⁴⁵ Training young women to be "worthy citizens, intelligent homemakers, and charming companions in the home, the club, and the community" took precedent over the acquisition of professional skills or expert knowledge.²⁴⁶ The students, many from family's with

²⁴¹ NPS catalog, 1933.

²⁴² National Park Seminary, "Facts about National Park Seminary in a Nutshell" (NPS brochure, ca. 1932) NPS Collection, Montgomery County Historical Society.

²⁴³ NPS catalog, 1928.

²⁴⁴ Based on lists of graduates in the NPS catalog, 1930s.

²⁴⁵ National Park Seminary, *The Influence of Art in the Education of Girls* (Baltimore: Thomsen-Ellis, 1935) in the NPS Collection, Montgomery County Historical Society.

²⁴⁶ National Park Seminary, *The Influence of Art in the Education of Girls*.

enormous fortunes but little pedigree, were trained to raise their social skills and cultural acuity to the level of the family's wealth.

Ament's educational program reflected Progressive pedagogical philosophy which had roots in Pestalozzi's ideas on how children learn. Like Cassedy, he believed in the power of learning through activities and through the environment. Because the school's educational objectives were oriented towards cultural enrichment, it emphasized social, recreational, physical fitness and religious activities instead of more studious ones. Advertisements for the school, including one on the back cover of the June 1923 issue of *National Geographic Magazine*, portray the students at leisure. They are not ardently working in classrooms but chatting on one of the campus' sculptured settees, horseback riding, and playacting. In essence, the advertisements for the school represented a camp-like aura rather than an academic one. It was not until 1933 that the school catalogs illustrated a student in a classroom setting. A view of a Recitation Hall classroom in the 1923 catalog showed not rows of hardback wooden chairs and desks, as one would suspect, but, rather, aisles of white wicker armchairs. The use of resort furniture may be seen as a reflection of the school's mellow attitude towards classwork and its emphasis on leisure and recreation.

Curriculum

Under Ament, the school was organized into a four-year preparatory school (the equivalent of high school) and a two-year junior college program. The prep school was limited to seventy-five students and was conducted out of the villa. There were still no examinations at either school, but letter grades were allocated. Before graduation, students had to submit a 2000-word essay. National Park Seminary still offered basic academic courses for those students who wanted to transfer to a four-year college or university, but the school's main focus was personal development not scholastic achievement. "Regarding the value of the usual branches, little need be said," explained Ament in the 1917 catalog, "English, the basis of all education, the source of all expression, the surest path to intelligent participation in our complex life; history, stimulating interest in all its problems; Latin, cultivating the powers of discrimination and judgment; math, clarifying the mind and giving precision; modern languages, broadening character and preparing one for cosmopolitan travel; science, developing the habit of close observation, and deepening sympathy with the progressive spirit of our age."²⁴⁷

The NPS curriculum was geared towards the needs of the lives of very wealthy women. It continued to include courses that provided some practical training so that they could be gainfully employed, if need be. Unless a student was planning to attend college, NPS did not have a required set of courses. Each student was encouraged to plan her own curriculum and tailor to her personal needs and desires. NPS offered majors in literature, music, fine arts (including classes in interior decoration and fashion design), dramatic arts, home economics, secretarial and

²⁴⁷ NPS catalog, 1917.

library training, and gardening. Journalism courses and the Press Club also were touted. NPS was not a member of the American Association of Junior Colleges because it did not wish to conform to the organization's standards.²⁴⁸ According to Ament, this factor didn't mean the school offered a poor quality education but, rather, that it preferred to maintain greater flexibility than the AAJC allowed.²⁴⁹

The home economics department was one of the largest in the school. The catalog recommended that "every girl does well to inform herself of the ways in which she can make her own home a place of health, happiness, and contentment."²⁵⁰ Like many girls schools at the time, NPS had a "practice house" (not to be confused with the music practice house) where girls had training in house management in an actual home setting. NPS used Braemar, one the largest and oldest homes in the neighborhood. Not surprisingly, NPS's home economics curriculum focused on home entertaining.

Besides perfecting their domestic skills, the students were expected to be proficient in one of the arts, either drama, music, or painting and sculpture. All were required to participate in athletic activities. School catalogs abounded with images of track and field competitions, equestrian events, and ball games. Every student had to go to the gym three days a week, be active in one of the team sports, and walk one hundred miles during the school year. Mrs. Robert Kline, Class of 1921, noted that she would frequently walk the three-miles to Kensington and back, and the ten miles round-trip to Chevy Chase.²⁵¹

Student Life

NPS students were encouraged to utilize the school grounds for their recreational and social activities, but their conduct and behavior was monitored strictly. In order to maintain greater control of their charges, Ament insisted that students attend the school for no less than two years. They were only rarely permitted to visit home. The new social freedoms found at many campuses in the Twenties were not available to the NPS students. They were not allowed to wear make-up or fine jewelry.²⁵² They were expelled immediately if caught smoking. The students still were required to wear the plain sailor-like uniforms, except at nightly dinners and special events when they could change into more formal, though not flashy, attire. One alum recalled a group of her friends sneaking a well-heeled co-ed out to meet a date, hidden in her

²⁴⁸ NPS catalog, 1933.

²⁴⁹ NPS catalog, 1933.

²⁵⁰ NPS catalog, 1934.

²⁵¹ Gordon, p. 46.

²⁵² NPS, "Facts about NPS in a Nutshell."

fashionable garb from the watchful eyes of the administration.²⁵³ Dinners were formal gatherings held in Main's diningroom. Eight girls sat to a table. No one in the room was permitted to leave before everyone was through eating. Several students remembered these meals as long, tedious daily affairs.²⁵⁴

The school's rather protective and domineering policies did not mean that they discouraged the students' sense of enjoyment and fun. "The girls must live in happy contentment if their minds are to grow and improve," noted the catalog.²⁵⁵ The campus lecture series continued as did attendance at key Washington social and cultural events. In 1921, before the construction of the campus ballroom, the graduation dance was held at the Willard Hotel.²⁵⁶ There were still the weekly shopping trips to D.C., though a school store opened in Main in the 1920s. The store was like a downtown retail center. Garfinkels, Jelliffes, and other local department stores sent goods out to Forest Glen so the students could shop on campus.²⁵⁷ The ballroom was open to students for thirty minutes after lunch and dinner so they could dance with each other.²⁵⁸ There were so many "pleasant home happenings," that is, teas, parties, plays, and other social events, scheduled (three to four per week), one wonders how they had any time to study.

Students could select their roommates themselves. The school year began with a three-to-four week probation period when students were permitted to switch roommates, if they desired. The catalogs claimed that there was little distinction between rooms but, in reality, they ranged from the simple shared two-bedrooms without a bathroom to a private suite with its own parlor and bathroom.²⁵⁹ The living quarters segregated students by financial means, whether it was the administrators' intentions or not.

The sororities continued to be the center of NPS students' social life. The clubs were celebrated for the domestic values they nurtured and camaraderie they encouraged. Through the clubs, the catalog explained, "each girl acquires graciousness in meeting people, readiness in entertaining

²⁵³ Helen Chewning, "Anecdotes of National Park College," in Chewning, *The History of National Park College*.

²⁵⁴ Chewning, "Anecdotes of National Park College."

²⁵⁵ National Park Seminary, *The Influence of Art in the Education of Girls*.

²⁵⁶ Gordon, p. 46.

²⁵⁷ Interview with Davis' grand daughter in the video "Forest Glen: Three Incarnations."

²⁵⁸ NPS catalog, 1927.

²⁵⁹ NPS, "Facts about NPS in a Nutshell."

them and ease in conversing with them.”²⁶⁰ Although Ament expanded the size of most of the clubhouses, they still were used only as social centers, not as dorms. “No other single factor in this institution goes further in making the NPS girl a *success* in life, and nothing else is more dearly beloved by the NPS girl than her sorority,” exclaimed the school catalogs. Enthusiastic remarks made by students in their literary magazines and alumnae publications strongly support Ament’s observations.

Campus Design and Intentions

School publications, including a special view book illustrated with nearly one hundred full-page photographs, highlighted the artistically-rich and naturally-lush campus - the school’s most unique characteristic.²⁶¹ Under the Aments, the environment still was considered one of the school’s main pedagogical tools. “It is an indisputable fact that a girl, at any time before maturity, will take on, both spiritually and physically, the beauty of her surroundings in large degree,” Ament professed.²⁶² He maintained Cassedy’s mission to inculcate a sense of character, grace, and erudition by immersing the students in a healthy, culturally-enriching home-like setting. One of the catalogs stated, “The school aims that her environment shall cause her to reflect the best that is in her, causing her to be gentle, thoughtful and appreciative. There must be no harsh contrast with her own home, producing real nostalgic illness. The school home of the girl of gentle breeding must be bright and cozy. She should daily come under the refining influence of a few really beautiful objects of art. Her school grounds should be such as will daily lure her out into the open to enjoy health-giving pure air and bright sunshine.”²⁶³

While Ament maintained Cassedy’s educational tenets, he transformed the mode of expression. He changed the scale and character of the school buildings and the landscape design. Under Ament, NPS looked less like an academic campus than a palatial country estate. It was similar to many that were constructed by fabulously-rich families at the time.²⁶⁴ There was literally “no harsh contrast with [the student’s] own home,” as the school proclaimed.²⁶⁵ Ament blended Cassedy’s haphazard arrangement of picturesque buildings with a more formal Beaux-Arts design scheme. He increased the size of the campus to over two hundred acres. Ament created a paradise of ornamental gardens, grandiose architecture, “pleasure woods,” pastoral farmland, and

²⁶⁰ NPS catalog, 1933.

²⁶¹ NPS, *National Park Seminary: Its Halls, Vistas, and Gardens* (Forest Glen, MD: NPS, [c. 1927]).

²⁶² NPS, *The Influence of Art in the Education of Girls*.

²⁶³ NPS, *National Park Seminary: Its Halls, Vistas, and Gardens*.

²⁶⁴ The sources and inspiration for this and other design decisions are discussed in the campus planning section.

²⁶⁵ NPS catalog, 1933.

sporting facilities. Almost no building was without a porch or balcony from which students could sit outside and view the spectacular landscape.

Believing that the arts are progenitors of culture and gracious living, Ament overloaded the site with a dazzling arrangement of ornaments, architectural embellishments, and garden features.²⁶⁶ Artifice, from balustrades to Grecian urns to massive porticos to whimsical sculptures, no longer congealed with but dominated the landscape. The glen was inundated with these decorative trimmings, too, but Ament used more rustic and Gothic elements to accentuate the area's wilder nature. "When they are viewing the products of these arts," explained Ament, "their minds are filled with beautiful thoughts which register themselves in their facial expression and weave themselves into their very souls, thus making character."²⁶⁷ The campus design did not reflect a particularly feminine orientation. It mimicked an opulent domestic life that both wealthy men and women enjoyed.

Ament, himself, was responsible for designing the new NPS campus. Like operating a farmstead, practicing architecture was considered a gentlemanly hobby. His amateur status as an architect is, arguably, evident in his designs. His alterations diminished the amount of open spaces on the main campus area and decreased the visual flow between the park grounds and the buildings. Ament interconnected Main, the Senior Houses, and the Odeon theater to create one massive structure. The junctures between the buildings were frequently abrupt and awkward.

Many facades were covered in stucco or elaborate colonial revival facades in order to create some visual unity. The great plethora of architectural forms seemed to overpower, rather than compliment the setting. The only major campus elements that he left relatively untouched were the clubhouses. They were enlarged to expand interior facilities, but their basic design and motifs were kept in tact. Within Ament's more grandiose setting, they appeared even more like playful garden follies than ever before. While the contemporary observer might find fault with some elements of Ament's work, his more lavish design definitely appealed to the sensibilities and tastes of many members of the nouveau riche, who sought status and prestige through similarly sculpted houses and gardens.

Construction²⁶⁸

Ament spent hundreds of thousands of dollars in about a ten year period at National Park Seminary. There were three major building campaigns. They occurred in 1919, 1924, and 1927.

²⁶⁶ The components of Ament's campus design are described in detail in the construction section and analyzed in the campus planning section.

²⁶⁷ NPS, *The Influence of Art in the Education of Girls*.

²⁶⁸ Like Cassedy's construction projects, Ament's are documented via the school catalogs unless otherwise noted.

The most substantial changes took place at these times, but adaptations and adjustments to the grounds and interiors continued during the intervening years. After the 1929 crash, the Aments simply tried to maintain and manage what was already in place. The creation of tennis courts in 1931 was probably the last campus renovation.

In 1919, three years after he acquired the school, Ament commenced his first major building project. He erected a large V-shaped addition that merged Main and the Senior Houses into one monolithic building. **(Figure 16)** Ament covered all of the walls with pebble-dash stucco, presumably to hide the differences between the buildings and to give the campus a more stately feel. Its orientation and size dramatically altered the character of the school grounds. The new stucco walls, accentuated by the contrasting decorative wood trim, made the building look more like an English manor house and less like a folksy inn.

One arm of the addition (referred to here as the Main extension) formed a parallel extension of Main's front facade from the turret east. **(Figure 19)** A carriage way was cut into the ground floor at the west end to allow continued vehicular access from the west rear driveway to the front of the building. This wing increased the scale of Main but visually merged well with it. It is three stories high with a ground floor stone foundation. The north, or front, facade's roof is cut by five overhanging gables, including one large central gable and two smaller ones on either side. There are three gables in the rear. Decorative wood trim was applied to the gables and to some of the spandrels, which heightened the vertical appearance of the building. The new wing contained dorm rooms on the second and third floors. Offices, a store, a post office and a bank were located in the first floor corridor.

The other arm of the addition (referred to as the President's House is much more jarring in appearance. **(Figure 20)** It juts out at approximately a forty-five degree angle from the front of Main in a northeast direction. It compromised the integrity of the Senior House by abruptly butting up against its east end. The buildings' disjuncture gives the impression that the addition was pushed into, not built out of, the Senior House. For example, a small third-floor balcony balustrade on the new addition awkwardly grazes the front of the Senior House. In order to create some semblance of symmetry, the Senior House shingled exterior walls were stuccoed, but the shingled porch columns were left in tack.

The east and west facades (or sides) of the President's House addition match the decorative window and wall treatments of the Main extension. The east side roof has a central gable with decorative brackets flanked by a smaller gable on either side. The west side has a three-story gabled pavilion. The front of the wing (its north-facing end) has an eclectic mix of architectural forms. Central first- and second-story three-bay porches with balustrades are divided by brick piers. The second-story porch is capped on its west end by a large pavilion with overhanging gable. A three-story square tower at the northeast corner of the wing is balanced by a three-story

round turret at the northwest corner. The turret is topped with a steep pyramidal ogee roof like the one on Main.

A large stone staircase winds down from the first floor porch to the southeast corner of the building. Large cylindrical pillars at the base of the stairs are capped with very intricate medieval metal lanterns with long prongs shooting up from the tops. This section of the addition contained the Aments' living quarters. They must have envisioned the grand staircase as a dramatic entryway into their home. The wing also contained expensive suites for students. Each was comprised of "a sitting room, a bedroom, a private bath, and ample wardrobe."²⁶⁹

In the 1921 catalog, Main was valued at \$335,000, a jump from \$185,000 just four years before.²⁷⁰ The \$160,000 increase could reflect the cost of the addition, interior improvements, and, perhaps the fabulous accumulation of furnishings and decorative arts. By 1920, a tea room and soda fountain were added to the ground floor.²⁷¹ Ament copied Cassedy's model of dividing the hallways into separate parlors, each decorated with different styles of decor, but he increased the level of ornamentation by tenfold. Paintings, pedestals, busts, vases, statues, prints, sideboards, cabinets, chairs and sofas lined the hallways and adorned reception rooms. In a corner of Main's front reception hall alone, there was a Japanese screen, a 400 year old Japanese lantern, a copy of Gainsborough's "The Blue Boy," and an Italian bust of a woman and child called "Motherhood."²⁷² Most works of art were representation, iconographic pieces. Most of the furnishings were exotic or high style, European antiques or reproductions. Ament is said to have purchased the artifacts while on European excursions and from local sources.²⁷³

Judging by the NPS catalog illustrations, the student rooms were more austere than in earlier years. Simple wood furniture and a few picture frames replaced the thick layering of decor that was popular in the late nineteenth century. The dining room appears to have remained relatively the same, though Ament might have added to the collection of reproduction Chippendale chairs. There were four hundred by the time the school was sold to the Army.²⁷⁴ The upper floors of Main's east wing continued to be used for home economics classes.

²⁶⁹ NPS catalog, 1919.

²⁷⁰ NPS catalogs, 1917 & 1921.

²⁷¹ NPS catalog, 1920.

²⁷² Description of hall based on photograph and accompanying caption, NPS catalog, 1935.

²⁷³ Susan Hartman and Marylane Snyder, "Treasures and Curios of National Park College," in Chewning, *The History of National Park College*.

²⁷⁴ "Adam A. Weschler and Son Auction Catalogue of the National Park College Furnishings," Washington, D.C., 1942. Reproduced in full in McBride, "National Park Seminary," pp. 178-190.

In order to construct the massive addition, Ament had to move the science and art building and the Swiss chalet clubhouse. The science and art building is absent from the 1919 and 1920 campus plans but reappears behind the Main extension in 1924, indicating that it might have taken a few years to reconstruct the structure. A thirty-foot wide enclosed corridor joined the building to Main. **(Figure 26)** The building's exterior was altered radically, nearly beyond recognition from its original form. The stone foundation was left intact but the second floor loggia was removed. Only two arched window openings of the original loggia remain. They are located at the north corners of the east and west walls. The building's shingle siding was covered with stucco. Decorative wood trim was added underneath some of the windows to match Main's facade. A gabled four-bay oriel was added to the south side of the building. Ament placed a large decorative winding staircase, similar to the one on the President's House, at the northwest corner. An arched opening in the stonework provided access to a ground floor entrance. Situating the building in this location created an awkwardly-narrow space between it and Main's south wing. During the Ament era, the building contained a bookstore and the "commercial department."²⁷⁵

Ament moved the Swiss chalet to its present location next to the Japanese pagoda in 1919. In its original location, the clubhouse was banked into a slope so the front entrance was on ground level. The new siting required the erection of a set of steps to reach the front door. As with almost all of the clubhouses during Ament's years, the Swiss chalet was expanded. A one-story stone-faced addition with a pent-roofed porch on top was built on the northeast corner by 1919.

The 1919 campus plan reveals Ament's intentions to move the American bungalow and the windmill farther to the east, on the other side of the pergola walkway. **(Figure 86)** He might have thought the quaint picturesque houses detracted from the more formal setting he was trying to establish at the center of campus. The plan was never executed. He did not alter the clubhouses in any significant way like so many of the other school buildings. A ground-level and first-floor porch were added to the rear of the American bungalow between 1919 and 1922. **(Figure 33)** According to WRAMC's facilities report, the porch was enclosed in the 1920s, but it still appears open in the 1934 catalog. During Ament's tenure, ivy was allowed to grow up the clubhouse's walls, adding to its rustic aura. A large one-story pavilion with porch was added on to the windmill's existing one-story attachment by 1927. **(Figure 46)**

A two-story attachment with stone facade was constructed on the east side of the castle by 1922. **(Figure 35)** The addition had a small crenulated tower on its south side and battlements along its roofline. Several stone steps led up to an arched entryway on the east facade. The Delta sorority house, the castle's neighbor to the south, was also modified considerably. By 1923, a large

²⁷⁵ NPS, *National Park Seminary: Its Halls, Vistas, and Gardens*.

awning was added to the second floor balcony on the north side.²⁷⁶ **(Figure 42)** Decorative finials were placed on the tops of the corner piers. By 1931, but probably in 1927, the awning and piers were removed and replaced by a two-story portico with full-height square columns. **(Figure 43)** On the south end, the first-floor porch was enclosed and a second story was added above it. According to a local historian, an arched window was removed from the original southern facade and placed in the new first floor addition.²⁷⁷

The Japanese bungalow was not altered significantly. The Japanese pagoda, on the other hand, had a one-story addition with raised basement erected on its west side between 1919 and 1923. The "tea room" has a stone foundation and ornamental wall-paneling like the main pagoda. The pavilion is capped by a steeply-pitched, flared gable roof with decorative roof ridge in imitation of the larger structure.

Beginning in 1922, the villa was used as a dormitory and classroom facility for the lower school. Judging by catalog illustrations, the villa's exterior was not changed, though images reveal maturation of surrounding Italianate gardens. **(Figure 87)** In the 1930s, the building was vacated because of the enormous drop in enrollment.²⁷⁸ Across the campus, a new front porch was placed on the chapel by 1923. **(Figure 51)** The original porch was removed by Cassedy in the 1910s. According to the school catalogs, a "two-manual organ with electric action [that gave] beauty and dignity to the chapel" was installed by 1927.²⁷⁹

The year 1924 was an extremely active one for Ament. Its hard to imagine how he had time to administer the school with all the physical changes he made to the campus. He didn't build any new structures but significantly altered many buildings and grounds. One of his first projects was Aloha. Ament completed his first renovations of the building between 1917 and 1923. **(Figure 57)** In this early transformation, he expanded the 1902 addition at the northeast corner eradicating the first-floor recessed entry porch and gambrel roof-line. A simple wooden rail was placed around the second- and third floor balconies. After these initial renovations, the building still closely resembled the structure that Cassedy constructed, but not for long.

In 1924, Ament radically altered the exterior design and materials. **(Figure 58)** He created a very different architectural form, especially when compared to the original 1890s bungalow design. Ament stuccoed the facade. A sculpture of a reclining lion sat atop short stone ledges on

²⁷⁶ I did not find historic views of the north facade so I don't know if the same changes were made there as well.

²⁷⁷ "Tour of Forest Glen," a typescript of a tour guide to the site by an unidentified author, ca. 1970.

²⁷⁸ Ruth Ann Hummer, "People Who Have Molded National Park College," Chewning, *History of NPC*.

²⁷⁹ NPS catalog, 1927.

either side of Aloha's entryway steps. He replaced the second-story porch rails with balustrades that were joined by piers topped with decorative urns. On the first floor, he constructed a brick arcaded porch embellished with caryatids. According the 1924 catalog, "the statues represented the college graduate holding a diploma in her right hand."²⁸⁰ The rows of caryatids, brick arcade and second floor balustrade formed a peristyle that arched around the west end of the building, past the chapel to Main.

A three-story pedimented portico with Corinthian columns was constructed on the end of Main's south wing. **(Figure 17)** A large stained-glass rose window was placed within the pediment. Stone staircases were built into either side of the portico. The portico was so close to the peristyle that the two actually overlapped each other, creating another one of Ament's architectural aberrations. The area formed by these new architectural features was known as the "Court of the Maidens." **(Figure 58)** Within the courtyard, walkways encircled a central garden that contained one of Ament's ubiquitous urns.

The brick arcade and caryatid design was extended east of Aloha, forming a T-shaped glass-roofed "statuary colonnade." **(Figure 88)** The colonnade was placed on the original site of the Recitation House, which was moved directly across Linden Lane. One length of the colonnade connected Aloha with the gymnasium. The other arm extended perpendicularly from the top of the T, south across Linden Lane to the Recitation House. **(Figure 89)** The only other change to the Recitation House was the creation of a long staircase with stone ledges at its southwest corner. To contemporary eyes, so many classical figurines juxtaposed against the brick facades amidst so many other design features is a rather jarring visual image. It epitomizes the eclectic and copious character of Ament's campus plan.

Ament made slight alterations to the Miller Library in 1924. He added short ledges in front of the portal piers outside the main entrance. A phoenix was placed on both of the ledges. A few bushes were planted around the front of the library, but little else changed. It was one of the least altered buildings on campus.

Ament had a hey-day with Cassedy's Colonial Revival gymnasium. By 1924, the gym was transformed into a neoclassical palace. **(Figure 67)** Instead of distorting the original form, as he did with many of Cassedy's picturesque buildings, such as the Senior House and Science and Art building, Ament greatly expounded on the existing motifs. Over the west facade, he built a large portico with Corinthian columns. A balustrade was added to the rooftop of the portico. Statues were placed on the corner piers and urns on the ones in between them. The existing decorations on the architrave and the window surrounds were painted a dark color in order to accentuate their features.

²⁸⁰ NPS catalog, 1924.

The school was appraised at \$3,000,000 in 1924, including \$689,000 for furnishings.²⁸¹ Ament was just in the midst of his improvements, however. He appears to have taken a break in construction between 1924 and 1927. It might have taken him several years to raise more money. With a \$600,000 loan, in 1927, he built two new buildings, purchased a 150 acre farm, and continued extensive landscaping and bridge work in the glen. By 1929, he had doubled the value of the property to \$6,000,000.²⁸²

His most spectacular new structure was Ament Hall. **(Figure 29)** The five-sided stuccoed building was attached to the rear of the 1919 Main addition, at the convex of the addition's two wings. It is a three story structure with a basement and sub-basement. It measures 96' by 120'.²⁸³ A carriage way runs through its west side. A segmentally-shaped balcony with balustraded porch is located on the first floor, over the carriage way at the south end of the building. The third floor has an exterior balcony that wraps partially around the structure. Ament Hall's roof is composed of a main gable broken by several smaller gables with stained glass windows that form a clerestory.

The building's main feature is a grand ballroom, which spanned its entire height. **(Figure 30)** An ambulatory measuring twenty-four feet across surrounds the wooden dance floor. An ornate fireplace was placed at its south end. Second- and third-floor balconies with balustrades are divided into ten bays by square brick columns topped with elliptical arches. Above each of the arches were three alcoves, each containing a classical urn, sculpture, or bust. The ballroom is crowned with a clerestory with large Gothic windows and an open-beamed roof. It was equipped with a victrola and enormous speakers. Large student suites were located on the second and third floors around the periphery of the ballroom. They were the largest accommodations at the school. The building also contained two art studios. According to the 1928 catalog, Ament Hall cost \$482,000. The ballroom was a great point of pride for the school. Numerous images of it appear in the school catalogs and view book. Formal balls and daily informal dances kept the ballroom in constant use. According to legend, a local builder rejected Ament's building design as unsound but Ament went ahead and had it constructed anyway.²⁸⁴

The other building added in 1927 was Teresa Hall, named for Ament's wife. **(Figure 31)** Teresa Hall connected the Odeon and the Senior House Annex. It filled in the final link between Main and the auditorium, creating one long continuous structure across the campus. The hall contained

²⁸¹ NPS catalog, 1924.

²⁸² NPS catalog, 1929.

²⁸³ NPS catalog, 1927.

²⁸⁴ "Dr. JE Ament, Seminary Head Dead in NY," [newspaper unknown], July 22, 1936.

music studios for voice and piano. Each studio in Teresa Hall had a grand piano.²⁸⁵ The Music Hall is a two-story stuccoed long rectangular building with gable roof. A colonnade made up of seven full-height Ionic columns and a second-story porch with balustrade grace the east facade. An acroterion in the form of classical female figurine, possibly signifying a muse, was located along roof's eaves, atop each of the columns. Tall, round arched double-sash windows with Gothic muntins adorned the second floor. The east facade of the building was stucco-covered without any embellishments. According to the 1928 catalog, the new music hall cost \$100,000. Like most of Ament's additions, Teresa Hall was plugged awkwardly onto the Senior House Annex, making both structures appear to be intruded upon.

Probably at the same time, though possibly as early as 1924, the Odeon theater was enlarged. **(Figure 90)** Ament added a two-story wing on the north side that had a full-height portico. A matching portico was added to the south side. The additions replicated the forms of Teresa Hall (or vice versa). Each of the porticos had Ionic columns, a second-story porch with balustrades, and tall, round-arched windows. The north wing had acroterions, but the south portico did not. The north wing was used for scenery storage, though there were also two scenery houses on the south side of Linden Lane.

Ament carried the neoclassical motif across the campus with the embellishment of the Practice House. He transformed the modest wooden structure into a Greek temple. **(Figure 64)** He constructed a large pedimented three-bay portico with half-fluted, full-height Doric columns on the front facade. The dentiled pediment has a decorative stained-glass fanlight. The six columns enclosed a two-tiered patio. The ground floor was adorned with two Greek statues, an ornate cast-concrete table, and a cast-concrete bench with griffin ends. A half-story above the patio was a porch with balustrade. Recessed against the original facade of the building was a second-story balcony with rail. The neo-classical edifice lost some of its grandeur by being crammed between the Dutch-style boilerhouse, to which it was attached, and the Queen Anne kitchen wing.

In 1927, Ament erected "Chateau causeways" on the west and east sides of Main that led to neighboring campus buildings.²⁸⁶ One runs from the northeast corner of Main's dining wing and over a driveway to the Practice House. It continues on the other side of the Practice House to the south side of the Colonial House. **(Figure 63)** A small branch extends off the east side where it used to connect to the rose pergola walkway that is no longer extant. The other causeway runs along Sacks Road from the northwest corner of the Senior House Annex to the northwest end of Ament Hall, with a short branch leading to the Swiss chalet. **(Figure 66 & 67)**

²⁸⁵ NPS catalog, 1938.

²⁸⁶ The causeways are delineated in the 1929 campus plan.

The enclosed passageways sit on stucco-faced arches that are supported by brick and terra cotta abutments. The causeways are stucco-sided with contrasting wood trim, circular or rectangular windows, and gable slate roofs. The circular windows are segmented into a star pattern. Three octagonal-shaped pavilions with tall hipped roofs were placed with the causeways. One is located in the section between the Practice House and the Colonial House and the other two are in the section between Ament Hall and the Music Hall. The pavilions had interior seating. The causeways' design echoed the forms of Main. The design is vaguely Gothic. It is another fantasyland-like feature on the campus. Its rather large girth and length made it a prominent part of the campus. Yet, as with other parts of Ament's design, it was not always congruous with adjacent buildings. By erecting still another architectural feature, Ament heightened the heavy-handed appearance of the campus grounds.

Landscape Design

Ament maintained Cassedy's landscape plan of incorporating formal and geometric gardens around the buildings and picturesque and rustic features in the glen. Cassedy's efforts paled in comparison to the astonishing rich array of plants and lawn ornaments used by Ament. Ament created a Shangri-la of gardens and recreational facilities. He encouraged the students to use almost all portions of the school property to improve their physical and mental well-being. He stated, "The enlarged campus amply provides for exhilarating walks and quiet strolls, jolly picnics and frolicsome parties, delightful canoeing and invigorating horseback riding, stimulating athletic competitions and intimate intercourse with birds and trees and stars."²⁸⁷ A garden historians description of 1920s estate grounds as "a collection of architectural and garden design daydreams" aptly portrays Ament's campus.²⁸⁸ There was an 151-acre farm, an athletic complex, Italianate gardens, a rose garden, and lawns and woodlands with a plethora of walkways, exotic plants, and ornaments in all shapes, sizes, and styles.

Ament's design scheme is difficult to categorize. He drew from many sources. Many were elaborations of Cassedy's existing designs. He included many popular revival styles. As in many estate gardens, walking around the NPS campus was like touring the world. English, Japanese, neo-classical, Italian, and Gothic features were all present. Ament included many common features of 1920s estate gardens, including shaped arborvitae, clipped-shrub gardens, a lawn studded with trees in the gardenesque style, a rose garden, a grotto, pergolas, and park-like woodlands.²⁸⁹ He used Beaux-Arts garden ornaments but did not incorporate the style's axial and geometric plan, except in the small Cassedy-created villa gardens. He divided the campus into individual garden areas that were like outdoor rooms where students could relax, socialize,

²⁸⁷ NPS catalog, 1933.

²⁸⁸ Mac Griswold and Eleanor Weller, *The Golden Age of American Gardens, Proud Owners, Private Estates, 1890-1940* (New York: Harry N. Abrams, Inc., 1991), p.268.

²⁸⁹ Griswold, p. 121.

and admire the scenery. Ament had to design gardens that were attractive in the fall, winter and spring, that is, the months that the students were on campus. He probably concentrated so much on evergreens because they held their color and shape throughout the year. He also used lots of plants, such as dogwood, rhododendron, lilac, and tulips, that bloomed in the spring.

Statues and many other garden ornaments seem to have been more the focus of the gardens than flowers and plants. Like the interior decor, Ament apparently purchased many items in Europe. Ament showed little restraint in displaying his vast collection of decorative arts. Almost no ledge, nook, or patch of lawn was left bare. Like contemporary estate gardens, the NPS campus evoked wealth, status, and leisure. They were themes that had always been at the heart of the school's program.

Amentdale Farm

On October 15, 1927, Ament purchased Edgewood, the neighboring farm.²⁹⁰ It had been owned and occupied by the Keyes family since the mid-nineteenth century. The property measured 151.6 acres and spanned from approximately the B&O railroad tracks west to Rock Creek. It comprised both agricultural land atop the plateau and forest land down towards Rock Creek. Ament proudly named the estate Amentdale. He maintained it as working farm, using the produce to supply the school. Amentdale also had great symbolic significance. It established Ament as a gentleman farmer, a revered social distinction since America's founding, and it preserved the bucolic setting around the campus. Ament's pride in the farm is reflected in the inclusion of a photograph of the Amentdale pasturelands in the school catalogs.

The main farmhouse was located at the current site of WRAMCA commissary, just southeast of the main NPS campus. It was a two and a half story five-bay wood-frame house with a basement banked into the hillside.²⁹¹ A six-bay portico graced the front facade. A covered piazza lined the back. Southwest of the house, along a deadend lane, were barns, sheds, and poultry houses. The school refurbished log cabins to create picturesque picnic sites for the students. Local historians have referred to them as slave cabins, but they might have been tenant houses, or both. Ament also created rustic follies for the students' pleasure. They included a stone cabin with large fireplace and oven for cook-outs and a massive stone well. **(Figure 91)** A canoe cabin was erected next to a half mile section of Rock Creek that was dredged by Ament in 1928 to create a navigable canoe course.²⁹²

Athletic Complex

²⁹⁰ Liber 444, folio 347 at the Montgomery County Land Records Office.

²⁹¹ This description is based on a photograph of the house from the 1934-35 school bulletin. This incarnation of the home might have included several alterations not present on the original structure.

²⁹² NPS catalog, 1928.

Back up on top of the plateau, along the south side of Linden Lane, Ament expanded and reconstructed Cassedy's sports facilities. **(Figure 92)** In place of the riding ring and tennis courts, Ament created a large athletic field with bleachers, a raised gazebo and observation stand, three tennis courts, and a set of boat swings that looked like a swing set with canoe-shaped seats for two. The entire athletic complex was encircled with a white-painted fence composed of finial-topped posts and a grid of rails that formed a central cross. To reach the fields, students passed through a round arch with the initials "NPS" painted on it.

Bridges

Ament constructed one new vehicular bridge, added three small footbridges, and spruced up some of the existing bridges. The new bridge was called the Sphinx bridge because of the bronze sphinxes that stood on at the southern end of it. **(Figure 93)** The balustraded bridge was placed to the west of the honeysuckle, or pedestrian, bridge. It created a shortcut on the western vehicular drive that ran from the train station, through the ravine, and up to the main campus. Instead of having to detour far to the west to get to the main campus, drivers could make a much tighter circuit by cutting across the Sphinx bridge. The south end of the bridge abutted the northwest corner of the Odeon and was closely linked to the dog bridge. The dog bridge connected with Linden Lane at the southwestern border of the campus. It was built by Cassedy. Ament added balustrades and bronze statues of dogs at the southern approach, hence, its name. **(Figure 94)**

The honeysuckle bridge was adorned with stone ledges and wrought-iron archways at either end. A pair of lion sculptures were placed at the northern approach. Ament does not appear to have altered the castle and villa bridges because their ornateness probably appealed to his aesthetic sensibilities. One stone footbridge was placed in the Chateau causeway garden on the main campus and two more were erected down in the ravine.²⁹³

Landscape Gardens

Linden Lane separated the prosaic sports facilities from the more ornamental designs of the main campus. The main campus was divided into a variety of garden experiences. They included the gardenesque north campus lawn, the south campus quad, the rose garden, the Chateau causeway garden on the southeast side of the Senior House, the villa garden, and the wooded pleasure grounds in the glen. The sites were connected by curvaceous walkways and decorative bridges.

The main entrance was still via the lane from the railroad station on the north side of campus. By 1922, Ament had erected stone pillars topped with lanterns on either side of the road several yards down from the depot. In 1927, an ornate wrought-iron gate was placed between the pillars. **(Figure 95)** Stone pillars capped with decorative urns or lanterns were also placed at other entryways, including at the head of the footpath leading from the train station to the pedestrian

²⁹³ They are described in detail below.

bridge, and at entrances along Linden Lane. The gateways did not provide security as much as they advertised the wealth and exclusiveness of the school.

From the entrance road, the villa grounds were still the first formal gardens that visitors would see on campus. **(Figure 87)** Ament did little to Cassedy's design except let the plants continue to grow. The oval garden on the north side of the building contained six conical-shaped conifers, each planted within a wedge-shaped hedge of miniature boxwoods. A birdbath was placed in the middle of the radial design. Allees of tall poplars and evergreens surrounded the east side of the building.

After passing over the wooded glen and by the ivy-covered castle, the terraced boxwood garden next to the Delta house came into view. This colonial revival garden was also a Cassedy design that was allowed to mature. The former owner's rose-covered pergola, located between the villa and Main and behind the castle and Colonial house, was also thriving. The rose vines formed a dense canopy over the long walkway.

On the south side of the ravine, the road veered east to the front of Main, instead of heading towards the back of the building, as it did in Cassedy's tenure. Ament made this road realignment in 1919. The view from Main encompassed a broad expanse of lawn shaded by towering specimen trees, crisscrossed with cement pathways, and adorned with decorative bushes, flowering shrubs, and lawn ornaments. **(Figure 96)** By 1929, Ament replaced the statue in the circle in front of Main with a extravagant three-tiered fountain. **(Figure 97)** According to the viewbook, the fountain was made "of Istrian marble [and] stood more than seven hundred years in the inner court of a Venetian palace."²⁹⁴ Dolphins, waterbabies, and seahorses decorated its surface. On the northeast side of the circle, a pair of marble lions perched upon stone ledges framed the stairway next to the American bungalow. A marble or cement bench with figures cast in the ends sat just to the east of the lions.

A network of interlacing walkways were constructed around the top of the glen in 1919. Cast-iron lampposts with round glass shades were placed intermittently along the walks. The sidewalk junctures frequently were marked by a decorative ornament, shrubs, and a fanciful bench where students could relax while on their daily strolls. Near the approach to the pedestrian bridge and at an intersection of three pathways was one of these garden spots. **(Figure 98)** An oval-shaped hedge of dwarf boxwoods surrounded a large marble bas-relief Grecian pot that sat atop a pedestal with griffin legs. A gazing ball with stand and a statue entitled, "The Grief of Actaeon," were placed on the north lawn along the edge of the ravine. The statue of a grieving man and wounded faun was renamed, "My God I Missed the Train," by the students because it was at the

²⁹⁴ NPS, *NPS: Its Halls, Vistas, and Gardens*.

foot of the pedestrian bridge where many ran desperately to catch a departing train.²⁹⁵ By 1924, a statue of Joan of Arc was placed in front of Senior House. Dwarf and large boxwoods were located at regular intervals along the walks and in front of most of the campus buildings. Many photographs depict students sitting on the lawn and on the marble furniture, but an image from the 1924 catalog revealed that they also brought out wicker lawn chairs.

Another idyllic garden spot was located behind the Senior House. The Chateau Garden, as it was called, was framed by the dog bridge to the north, the causeway to the east, the Swiss chalet to the south, and sloping hillsides to the west. (Figure 69) A meandering path cut through the center of the garden. The path ran from the dog bridge, crossed a small rustic stone bridge, widened out around a garden island, and then proceeded south under the causeway. The island and the length of the path that surrounded it were bordered with tiny boxwoods. A giant classical marble urn was the island's focal point. A crouching faux deer with large antlers was placed in the sloping hillside. This picturesque garden folly added a flair of whimsy to the site. Two benches, one at the island and the other under the causeway, were used by the students to sit and enjoy the area.

The pathway led past "The Nymph and Faun" statue into the sorority house area. Several large deciduous trees shaded the area in the spring and fall. Dwarf boxwoods bordered the drive leading past the chapel to the Ament Hall carriageway. (Figure 39) Decorative ornaments were scattered about the site, including an urn and a statue of a figure in the yard in front of the chalet and pagoda, and a large marble or concrete neo-classical barrel with elaborate carvings under the Ament Hall balcony. Two large vases were set in front of the Japanese pagoda. "Haiwatha," a statue of an Indian warrior, was placed on the east side of the Mission.²⁹⁶ Hothouse tropical exotics were planted in the front yard.

The area on the other side of Main's south wing was known as the quadrangle. (Figures 99 & 105) The pathways between Main, Aloha, and the gymnasium were shaded by large deciduous trees and bordered by conical-shaped arborvitae. Just behind the kitchen wing and catty-corner to the gym was another one of Ament's ornate garden benches. (Figure 100) The rounded bench had a tall back and griffin ends. The wings of the griffin swirled up to the top of the bench. A tall table with griffin legs sat in front of the bench. The sitting area was on a cement platform and was surrounded by small boxwoods.

The gardens also were created around the utility buildings on the east side of campus. A formal rose garden with several white wooden trellises was located between the gymnasium and the stables. It was screened from the adjacent greenhouse and other service buildings by a row of

²⁹⁵ "Tour of Forest Glen."

²⁹⁶ The sculpture's name was derived from the SOS! Survey questionnaire.

poplars. A lilac hedge bordered the southeast entrance drive. An area just south of the worker houses was turned into a majestic park. It had a grassy lawn, swaths of bedding plants, and hedge borders.

The picturesque forested ravine served as an antidote to these more geometric gardens around the buildings. Like Cassedy, Ament kept the ravine immaculate. **(Figures 101, 102 & 105)** Underbrush was painstakingly removed and replaced by ornamental shrubs and exotic plants. In 1919, he created several meandering pathways, long staircases, and rustic architectural features. On the south side of the ravine and just east of the pedestrian bridge, he constructed a windy staircase with three switchbacks that led up the side of the hill from the creek. **(Figure 103)** The stone steps were banked by rusticated stone walls. A neo-classical bench, chair, and statue were placed at the foot of the steps.

Near the top of the hill, one arm of the pathway branched off towards the east side of campus, terminating in the approach to the castle bridge. At least one bench was placed on its course. The western-most arm joined the path from the pedestrian bridge. Back down in the ravine, the walkway broke into two trails. The southern-most trail crisscrossed the creek over two rustic stone footbridges. A small Gothic stone grotto abutted the second bridge. **(Figure 104)** The trail continued east along the south side of the stream, under the castle bridge, beneath the pergola, and then on up the hillside. The northern branch led up to the "stairway of the cedars." **(Figures 103 & 105)** It terminated in the "Court of Justice," where the Cassedy-designed boxwood garden and allegorical statue were situated. By 1927, the windy stairway was lined with cedars and was used for many school ceremonies, including the May Day celebration. An alum reminisced about eery Halloween festivities also taking place in the glen.²⁹⁷ Besides the garden ornaments already mentioned, the catalogs depict a mermaid fountain, swings, a "colossal statue of Silva in the Grove," and several classical-inspired garden benches down in the glen.

Closer to Rock Creek, the woods were less manicured. This area was cut by numerous horse trails. The lookout house was still used by local residents and students. Souill Garner, a Forest Glen resident, remembered the hut as "a small roofed overlook had been built on the hillside, with wooden benches undercover, where one could sit and look out to the beautiful meadow in the distance and listen to the sound of rushing water rising up from Rock Creek which ran close below."²⁹⁸

The existence of garden designers and the number of groundskeepers is unknown. The well-clipped and sculpted gardens certainly required constant upkeep in order to maintain their orderly appearance. The students were encouraged to pursue coursework in horticulture and garden

²⁹⁷ Alum interview in "Forest Glen: Four Incarnations," video.

²⁹⁸ Gordon, p. 44.

design. They possibly assisted in some way in the garden management. Perusing books on both campus design and estate garden planning revealed the great extent to which NPS departed from the former and aligned with the latter. Ament's campus scheme, while deviating from the academic standard, nevertheless, expressed well his educational goals.

Close of Ament's Tenure, 1936-1937

In the 1930s, the school suffered not only through the hardships of the Depression, but through the illness of their principal. According to an alum report, Ament fell ill in 1930 and was never able to return to his school duties in a full-time capacity.²⁹⁹ He died on July 21, 1936. Mrs. Ament moved out of the President's house and into an apartment over the ballroom after her husband's death. Enrollment dropped to less than one hundred students, a third of its capacity.³⁰⁰ As previously noted, there were reportedly as few as ten girls enrolled in the school when Davis took control. The villa was closed because of a lack of pupils to occupy it.

Mrs. Ament stayed on as headmaster for the 1936-1937 academic year. A year after Ament's death, on July 20, 1937, the school and some subsidiary property were sold to Roy Tasco Davis, a long-time friend of the Aments.³⁰¹ Under the agreement, the National Park College, as it was now known, agreed to pay Mrs. Ament \$15,000 a year until her death.³⁰² Davis inherited a school that embodied the ideals and character of a bygone age. By 1937, with the country still in the midst of the Depression and near the brink of another world war, the schools' fabulous riches and luxurious life style were less affordable and less coveted as a means of education.

National Park College: Roy Tasco Davis tenure, 1937-1942

Roy Tasco Davis had distinguished careers in the fields of education and the foreign service before and after his five-year stint as National Park's president.³⁰³ He was born in 1889 in Ewing, Missouri. He received his bachelor's degree from Missouri's LaGrange College in 1908 and his PhD from Brown University two years later.³⁰⁴ He worked for the Missouri state government for three years before becoming the business manager and vice-president of Stephens College, an all-girls school in Columbia, Missouri from 1914 to 1921.

²⁹⁹ Hummer, "People Who Have Molded National Park College."

³⁰⁰ Hummer, "People Who Have Molded National Park College."

³⁰¹ Liber 671, folio 418 at the Montgomery County Land Records Office.

³⁰² Liber 671, folio 421 at the Montgomery County Land Records Office.

³⁰³ Biographical information was derived from the biographical note within the Roy Tasco Davis papers, Library of Congress, Manuscript Division.

³⁰⁴ Davis' academic credentials were not verified.

Davis left Stephens for the U.S. diplomatic corps in Central America in 1921. He served in the State Department for twelve years before returning to Stephens College in 1933. At Stephens, he was the assistant to the president and the director of public relations. One source stated that Davis was responsible for greatly increasing the enrollment at the school.³⁰⁵ In 1937, he left Stephens for National Park Seminary. Davis returned to the foreign service in 1942, the same year that the army took control of the National Park campus. He continued his affiliations with Latin American countries. From 1943 to 1953, he chaired a commission in charge of surveying Bolivian educational programs. From 1953 to 1957, he was the U.S. ambassador to Haiti. Davis was also a member of the Maryland Senate from 1946 to 1950. He died in Silver Spring, Maryland in 1975.

The headline in *The Washington Post* regarding Davis's acquisition of NPS was "Swanky Nearby Girls School Is Leased to Official of Stephen's 'Spouse Trap.'"³⁰⁶ Stephen's nickname was derived from the fact that eighty-seven percent of its students were married within five years of graduation.³⁰⁷ Like NPS, Stephens' educational agenda focused more on social and cultural training than on academic training. According to the *Post* article, the school offered courses in golf, horseback riding, speech, music, dance, and consumer issues, along with Greek and math.

Davis was not interested in reestablishing a finishing school at National Park, however. He strove to revamp the school into a stronger scholastic program without losing sight of, in his words, "the tradition of culture and graciousness." Soon after the purchase, Davis made the following remarks, "In assuming the presidency of National Park College, it is my purpose to maintain the splendid traditions of this interesting school. For several years, I have been interested in the development of a junior college in the vicinity of D.C. and I conferred with him [Ament] several times about the educational program and possibilities of what was then National Park Seminary. Having been connected for several years with a junior college for women, I am convinced that this type of school offers the best medium for the development of a program of individualized education. I shall shortly announce the appointment of a committee of outstanding educators who will serve actively as advisers in the development of our educational program. We plan to form a curriculum which will take advantage of the educational, cultural and social opportunities available in the world's greatest Capital."³⁰⁸

³⁰⁵ Hummer, "People Who Have Molded National Park College."

³⁰⁶ "Swanky Nearby Girls School Is Leased to Official of Stephen's 'Spouse Trap,'" *The Washington Post*, July 17, 1937. NPS Clipping File, Washingtoniana, DC Public Library.

³⁰⁷ "Swanky Nearby Girls School Is Leased to Official of Stephen's 'Spouse Trap,'" *The Washington Post*, July 17, 1937.

³⁰⁸ "Missouri Educator Appointed Head of NPC," [newspaper unidentified], July 17, 1937. NPS Clipping File, Washingtoniana, DC Public Library.

The differences between National Park Seminary and National Park College, as he renamed it, seem to be a matter of degrees. Under Davis, the curriculum was rigorous enough to be accepted into the American Association of Junior Colleges, but social and cultural indoctrination was emphasized still. The new membership of the Board of Trustees under Davis gives a good indication of the new direction that Davis wanted to lead the school. Gone were the millionaire businessmen. In their place were three men with PhDs along with two continuing members, Thomas Woody, the female education scholar, and James Montgomery, the Congressional chaplain.³⁰⁹ Enrollment rates soared under his leadership but, according to an alum, the school was broke when the Army confiscated the property.³¹⁰ At full capacity, tuition payments apparently still did not provide enough income to offset the high cost of property taxes and general maintenance, much less major improvements or alterations. For whatever reason, Davis made only modest physical changes to the campus. Whether or not Davis could have turned the school's financial situation around, like he did the admissions, is difficult to predict. His time at National Park was cut short by forces beyond his control.

Business Transactions

Unlike his predecessors, Davis was not a land magnate, but he needed superior business skills, as well as academic ones, in order to run the school. Purchasing and operating National Park seems to have been the limit of his entrepreneurial interests. According to the July 20, 1937 deed of title, Davis' purchase included the forty-acre school lot, the 151.6 Amentdale farm lot, and an additional twenty-seven acres on Jones Mill Road.³¹¹ He also inherited, as previously noted, the Ament's \$293,000 mortgage debt. Immediately after buying the school, he renamed it National Park College Company. Three years later, in August 1940, he incorporated NPC as a non-profit junior college.³¹²

The 1941 catalog stipulated that the grounds measured forty acres, indicating that Davis let go of the 151-acre Amentdale farm. No deed for this sale was found in the county land records so he might have simply leased the property, thereby separating it from the school proper. The taxes on the farm property were probably exorbitant in the dense suburban area. By selling or leasing the farm, Davis might have been attempting to tighten the reins on the school's finances. He was unloading what, for all intents and purposes, was a resort area so the move might also have reflected his desire to turn NPC into a more serious academic institution.

³⁰⁹ NPC catalog, 1941.

³¹⁰ Les Brindley, "Forest Glen," *The Bulletin* (NPC Alumnae Association, Summer 1985).

³¹¹ Liber 671, folio 414-417 at the Montgomery County Land Records Office.

³¹² Liber CKW3, Certificate of Incorporation ledger at the Montgomery County Land Records Office.

On November 14, 1942, two years after he incorporated the school, Davis signed a "deed of release" to the U.S. government for the NPC property.³¹³ Seven months later, on June 3, 1943, the actual deed of title conveying the land from Davis to the U.S.A. was signed.³¹⁴ According to a local newspaper, Davis was paid \$885,000 for the property.³¹⁵ Even after the school closed, the Davis family continued to live in the Forest Glen community. They purchased a neighboring Forest Glen Park house in which Davis resided in until his death in 1975.

Educational Program

"National Park College is not a finishing school," Davis stated emphatically.³¹⁶ Despite his protestations, it was not exactly a regular junior college either. In many ways, Davis did not stray far from the original National Park mission. The following "objectives" listed in the 1938 school catalog illustrate how closely aligned he was with some of the ideas of the previous NP presidents. They included the promotion of "high standards of scholarship," "spiritual values," "an appreciation of those cultural influences which are reflected in the life and interests of a gentlewoman," "an interest in the worthwhile social activities which result in friendly and helpful relations with individuals and groups," "cheerfulness, courtesy, consideration, and sympathy in human relationships, and "a spirit of self-reliance and of service."³¹⁷

Like his predecessors, Davis obviously viewed National Park as much more than a didactic institution. He hoped to foster in his students traditional feminine qualities and values, instead of just providing strident academic training. On the other hand, the school catalogs while Davis was in charge portray a different campus life compared to that under Cassedy and Ament. The publications are filled with pictures of young women working in science labs, participating in classroom activities, and studying in the library. They are not just portrayed passively relaxing or competing in sports, though these images are included, too. In sum, it appears that Davis improved the school's academic credentials but left many of the other programs, policies, and ideologies in place.

Davis shared Cassedy's and Ament's belief in the great merits of the school environment as an educational tool. He paraphrased them when he referred to the rarified National Park campus as "a cultured and refined home in which they unconsciously develop a desire for gracious and

³¹³ Liber 896, folio 106 at the Montgomery County Land Records Office.

³¹⁴ Liber 912, folio 65 at the Montgomery County Land Records Office.

³¹⁵ "Once Famous Girls School; Forest Glen Aids Amputees," *Sentinel*, September 29, 1955. NPS Clipping File, Washingtoniana, DC Public Library.

³¹⁶ NPC catalog, 1938.

³¹⁷ NPC catalog, 1938.

wholesome living."³¹⁸ Davis made strong connections between NPC and the city of Washington. He viewed the city as an extension of the campus. Washington, he noted, has "unparalleled facilities for education--education, not in the narrow sense of formal instruction, but education in the broadest interpretation of the term, the totality of experience that shapes the development of the individual."³¹⁹

Davis pared down Ament's program to a two-year preparatory school and a two-year junior college. Drama, music, art, journalism, social service, domestic science, and secretarial work, were still the core areas of study. A numerical comparison of the courses offered in each subject reflects the emphasis on cultural subjects over traditional academic courses. In the 1941 academic year, there were:

- 34 modern and classical language courses
- 32 music courses
- 22 art courses (including fine arts and commercial art)
- 17 secretarial classes
- 17 English courses (including 4 that overlapped with the drama department)
- 16 Dramatic arts classes
- 15 natural science courses
- 14 home economic classes
- 8 history classes
- 7 social science classes (including psychology, political science, economics, and sociology)
- 6 math courses

The ratio of academic core courses (English, languages, science, history, social science, and math) to the others was 87 to 101. In other words, a little more than half of the courses were outside the college prep curriculum. The statistics do not take into account the vast number of social and cultural activities that were also a prominent part of the student's daily schedules. They also do not acknowledge the content of the classes. For example, the chemistry class offered in 1938 had a particularly domestic orientation. According to the catalog, the class "emphasized the industrial and social value of recent chemical advances."³²⁰ There were class trips to filtration plants and dry cleaning establishments.

³¹⁸ NPC catalog, 1941.

³¹⁹ NPC catalog, 1938.

³²⁰ NPC catalog, 1938.

The school no longer used Miller Library. It is not known if the rare book collection was sold, stored, or just closed for use. On the other hand, the Charlotte Priest Memorial Library, as the library in Main was named, expanded to over 7000 volumes.³²¹ According to the *Washington Post*, the alumnae association raised \$5000 to improve the library collection.³²² It was open daily from 9am to-9:30pm. The library's increase in size and hours of operation reflected the school's new concentration on academic pursuits and the new mode of education that evolved since the school's inception. Recitation of a few classical texts was usurped by primary research in a wide variety of sources.

Davis required students to take exams, but he minimized the importance of finals, believing that they did not adequately reflect students' abilities. He placed greater value in the student evaluations. Davis hired about fifty teachers, including a few who worked for Ament. He also fueled the program with new blood, including his son who taught economics at the school from 1937 to its closing in 1942.³²³ Judging by statistics provided in the 1941 Sargent private school directory, a little more than half the NPC graduating class went on to a four-year college.³²⁴ This is about the same percentage as under Ament.

Student Life

National Park still attracted the daughters of the rich and famous.³²⁵ During Davis' tenure, the baseball great Ty Cobb sent his daughter there. Lynn Maytag, daughter of the owner of the washing machine company founder, two daughters of the president of General Motors, and Christine Gromwell, who inherited \$18 million while at school, were all in attendance. Most of the students still came from the Midwest and West.³²⁶ There were also a few from Europe and South America. To help insure the right kind of girls were in attendance, NPC representatives interviewed prospective students in their homes.

³²¹ According to the "Report on the Library," dated January 1942, there were 7251 volumes in the collection as of that date. Report located in the Forest Glen Archives, WRAMC.

³²² "\$5000 Raised So Far for College Library," *The Washington Post*, July 1, 1939. NPS Clipping File, Washingtoniana, DC Public Library.

³²³ His name was listed in the school catalogs.

³²⁴ This assertion is based on the data that there were 348 students divided (presumably equally) into four different grades. It means there were approximately 84 graduating seniors and lists 48 who attended college.

³²⁵ Names derived from "Once Famous Girls School," *Sentinel*, Sep 29, 1955. NPS Clipping File, Washingtoniana, DC Public Library.

³²⁶ Lists of enrollees from each state is from the NPC catalogs.

For the first time since the 1890s, NPC accepted day students. In 1941, there were four enrolled in the school at a cost of \$350 per academic year. Part-time boarders, that is, those that boarded at school during the week and at home on the weekends, were also accepted. Tuition for full-time boarders averaged between \$1000-\$1400 per year. Once again, the cost, while out of reach of most American families, was not exorbitant by private boarding school standards. In the D.C. area, Mount Vernon charged \$1500, Madeira \$1800, and Chevy Chase \$1400.³²⁷ Because the school reached its enrollment capacity, all five dormitory facilities, including the second and third floors of Main, the Senior Houses, Aloha, Ament Hall, and the villa, were occupied. As was customary, students were allowed to decorate their rooms as they wished but, as the 1938 catalog noted, "each student should be ever mindful of the fact that simplicity in room furnishings is an indication of good taste."³²⁸

The students were given more personal freedom and flexibility than under Ament and Cassedy. Uniforms were optional. Sweater sets along with a few more formal dresses were recommended.³²⁹ A 20x30 foot cedar chest was provided for the storage of fur coats, indicating that the young women were prepared to get dressed up in high style. National Park held biweekly, rather than twice daily, informal dances in the ballroom. More formal dances "with guests from Annapolis" and other local universities and colleges were also held. Students were permitted to have a date every other Saturday for dancing in the ballroom and to entertain a male guest on Sunday afternoons in one of the parlors or clubhouses, "provided the young man [was] on the approved calling list."³³⁰ They could also go with a date to an event downtown if they had permission from their parents. Davis established the "Pan-Hellenic Board," to "enforce campus regulations for dress and conduct."³³¹ It was composed of a member of each of the sororities, plus a junior college and a prep school representative. A Blue Book published by the Pan-Hellenic Board was issued to each student at the beginning of the school year to provide her with the rules of proper etiquette.

Chapel services in the newly-named Katherine Mumford Memorial Chapel were reduced to semi-weekly convocations and Sunday services. Students were encouraged to attend a local church of their choice. A small list of the cultural luminaries who were connected with NPC highlights the special character of the institution. The *Washington Post* reported that Senator

³²⁷ Sargent, *Private Schools*, 1941-42.

³²⁸ NPC catalog, 1938.

³²⁹ NPC catalog, 1941.

³³⁰ NPC catalog, 1938.

³³¹ NPC catalog, 1942.

Tom Connally (D -Texas) spoke at the last NPC commencement in 1942.³³² According to the article, several diplomats from South American countries received honorary certificates. The chaplain of the House of Representatives, James Montgomery, gave the invocation and benediction and Marion Claire, a "opera and radio star" performed. One hundred and ten girls received diplomas.

Davis maintained the strong sports tradition at National Park. Besides the wide variety of teams and athletic activities that were well-established at the school, Davis sponsored two horse shows.³³³ The school offered winter ski trips to the Adirondacks and other resorts. It also organized spring vacation trips to Cuba, Costa Rica, Bermuda, and other tropical destinations. Closer to home, three Saturdays a month were spent shopping in Washington. Access into the city was now by bus, not by train or trolley. Students could also hire a taxi, but they were not allowed to own or rent a car while at NPC.³³⁴

The sororities were revered for the companionship they offered and the social skills they honed. "The ability to meet people with ease and to mingle with them in a friendly manner is invaluable to the modern woman," explained the 1941 catalog in reference to the school's club life. Meetings were held every Wednesday night and teas were given every other Sunday. Davis also introduced a wide range of new clubs, which might indicate that the sororities were no longer the primary social outlet at the school. There were the Glee, Drama, Camera, and Dance clubs, the Social Service Club, the Athletic Association, and the Bit & Spur Riding Club. Davis also introduced two honor societies to the campus. They included the Phi Theta Kappa, the National Honor Society for Junior Colleges, that was established in the spring of 1940 and the Delta Psi Omega, the national dramatics honor society that was established in the fall of 1940. It is not known where the club's held their meetings. By loosening the social constraints, introducing national collegiate organizations, and updating the academic program, Davis created a campus environment that was more in keeping with mainstream college experiences. The richly-embellished campus and the prestigious student body still set the school apart from almost any other institution.

Renovations and Alterations

Davis' physical changes to the campus were much less dramatic than his policy and curriculum changes. Judging by the 1938 and 1942 campus plans and by catalog descriptions and illustrations, he performed no major changes to the physical plant. He did conduct a few remodeling projects, but the campus still resembled an estate or resort, more than a school. Davis

³³² "Sen. Connally Is Main Speaker at National Park Graduation," *Washington Post*, June 3, 1942, Forest Glen vertical file, MCHS.

³³³"Forest Glen," by Les Brindley, *The Bulletin*.

³³⁴ NPC catalog, 1938.

viewed the untraditional style of the school buildings and decor as an asset, not a liability. Regarding the Recitation House, he stated, "Its panelled [sic] walls, beamed ceilings, and casement windows offer a pleasant contrast to the bare formalism of the usual classroom."³³⁵ Likewise, he said of the main diningroom, "A fine old Dutch fireplace in the center of the room and a stone fireplace in one of the alcoves add cheer to the room, while the Chippendale chairs and the interesting sideboards and cupboards of antique design give it a distinction and charm not usually associated with the college dining hall."³³⁶ As of 1941, the room was carpeted.

Davis added a few new facilities to the great mix of existing establishments in Main. A hair salon was constructed by 1941. Science labs and accompanying lecture rooms were either added or updated. An infirmary was located in the southwest wing of Main.³³⁷ As previously noted, the library in Main's southwest wing was expanded and the Miller Library was no longer in use. An alum noted that Davis remodeled the villa, but it is unknown in what way.³³⁸ In deference to the war effort, the Japanese pagoda was renamed the Chinese pagoda after Pearl Harbor.³³⁹ No other modifications to the buildings or grounds were documented in the school publications. In his short tenure, Davis seemed more intent on reorganizing the philosophical, not the physical, features of the school.

Condemnation of National Park Seminary

"The Forest Glen Seminary is going into battle," announced a local Washington newspaper in September, 1942.³⁴⁰ Instead of preparing for a new semester that fall, the NPC campus was cleared out to make way for an annex to the Walter Reed Army Hospital, whose main facility was located three miles to the south. NPC was one of nearly five hundred properties across the country that were confiscated by the War Department for use in the domestic war efforts during World War II.³⁴¹ Arlington Hall Junior College, another local private girls school that was

³³⁵ NPC catalog, 1941.

³³⁶ NPC catalog, 1941.

³³⁷ NPC catalog, 1938. It might have been in this location under Ament but the this is the first time that the specific site is mentioned.

³³⁸ Hummer, "The People Who Have Molded National Park College."

³³⁹ "National Park College to Be Army Hospital," *The Washington Post*, August 27, 1942. NPS Clipping File, Washingtoniana, DC Public Library.

³⁴⁰ "Auction Ends Long Story of Noted School," *Washington Times-Herald*, September 24, 1942. NPS Clipping File, Washingtoniana, DC Public Library.

³⁴¹ "Girls Schools Cost Army \$1,500,000," *The Washington Post*, February 18, 1943. NPS Clipping File, Washingtoniana, DC Public Library.

located in northern Virginia, was condemned the previous June. Many of its students planned to transfer to National Park until it, too, was taken over two months later.

There are varying stories regarding how the disposition was instigated. Some sources say that Davis helped initiate the sale because he wanted to get rid of the financially-strapped school.³⁴² Others, including his granddaughter, stated that Davis resisted the sale. According to this version, a short time after Army officers visited the school, they asked to buy the property. When Davis refused, they forced the sale through the War Powers Act, which gave the federal government the right to appropriate private property for public use.³⁴³ This scenario seems more plausible. Davis had fully-registered students for class and had even purchased Arlington Hall's horses and riding equipment for use by NPC. Both were unlikely actions if he was planning to sell the school.

The sale was announced in *The Washington Post* on August 27, 1942.³⁴⁴ Davis telegraphed the faculty that they should not return to campus. On September 22, 1942, Davis officially informed NPC students and alumnae that the U.S. government was going to immediately take title of the school to use as a hospital annex for Walter Reed. He noted, "Under the circumstances there is nothing we can do but accept the Government's decision and make this sacrifice for the welfare of our country."³⁴⁵ Twenty-six years after the condemnation, Davis stated in a letter to a former student that he felt he was 'robbed' of the school.³⁴⁶

The Army paid Davis \$855,000 for the NPC campus, including the land and buildings.³⁴⁷ The school's vast collection of decorative arts was auctioned off on September 23 & 24, 1942 by the Washington auctioneer Adam A. Weschler & Son. More than eight hundred people attended the sale, which was held in the school gym. A few of the thousands of items sold included four

³⁴² These sources remain anonymous.

³⁴³ Latter version was Davis' granddaughter as told in "Forgotten Forest Glen," *The Washington Post Magazine*, August 1, 1982, and in the video, "Forest Glen: Four Incarnations."

³⁴⁴ "National Park College to Be Army Hospital," *The Washington Post*, August 27, 1942. NPS Clipping File, Washingtoniana, DC Public Library.

³⁴⁵ Roy T. Davis "To Alumnae and Former Students of National Park College," September 22, 1942. Forest Glen Archives, WRAMC.

³⁴⁶ Letter, Roy T. Davis to Nona Ward Eaton, March 16, 1968. Forest Glen Archives, WRAMC..

³⁴⁷ The Army paid \$650,000 for Arlington Hall. Prices printed in "Girls Schools Cost Army \$1,500,000," *The Washington Post*, February 18, 1943. NPS Clipping File, Washingtoniana, DC Public Library.

hundred Chippendale reproduction chairs, six grandfather clocks, and twenty-two pianos.³⁴⁸ The sorority house furnishings were sold separately at the Weschler Auction House in downtown Washington at 951 E Street, NW.

Some NPC students transferred to Mount Vernon Seminary and Junior College, which was located in a residential area of northwest Washington.³⁴⁹ Many former students were deeply saddened by the school closure and fearful of the fate of its campus. The demise of NPC was, perhaps, not solely attributable to outside interventions. Although NPC's high enrollment reflected continued success, the popularity of schools like NPC was waning. Most universities readily accepted women. And, most women preferred the large, co-ed institutions because they offered more academic opportunities and greater social freedoms. The Washington-area finishing schools that survived were ones, like Madeira and Holton Arms, that developed a more serious scholarly agenda.

By the 1940s, the school's unusual campus might also have been a detriment, instead of an asset. One alum, who shall remain anonymous, said that she was at first hesitant to attend the school because she thought it looked like Coney Island! Tastes were changing, in part, because of the austerity programs brought on by the war and, in part, because of evolving artistic trends. Ostentation was less in vogue. Yet, the idyllic natural setting (the foundation of the resort and the school designs) was still as revered in the mid-twentieth century as it had been in the nineteenth century. The wooded glen, meandering streams, and hilltop accommodations were still viewed as balms to what ails humans' body and soul. It was most likely these features, not the high style buildings, that attracted the Army officers.

U.S. Army, Walter Reed Medical Center Annex, 1942 to present

Under the auspices of the U.S. Army, National Park College campus became the Forest Glen Section, Walter Reed Army Medical Center (WRAMC). It is also referred to as the Walter Reed Annex or simply Forest Glen. The Army used the site for a convalescent hospital, research facilities, and a variety of other services and functions, from archives storage to officers' family housing. The Army made only a few alterations to the campus proper to fit the needs of their new program. Exterior alterations involved make-shift methods and ad hoc changes to accommodate the site to their needs. The interiors, on the other hand, were radically altered. They were stripped of their decorative architectural elements and subdivided almost beyond recognition. Adaptations and additions to interiors and exteriors were almost exclusively

³⁴⁸"National Park College Furnishings Placed on Auction Block," *The Washington Post*, September 23, 1942, and "The Army Can't Use It: 800 Bid at Auction of School Fixtures," *The Washington Post*, September 24, 1942. NPS Clipping File, Washingtoniana, DC Public Library.

³⁴⁹ Per telephone interview with Winky Martin, class of 1942, on May 21, 1999.

utilitarian. For the most part, they blatantly ignored the aesthetic qualities and historic integrity of the site.

As long as the annex was fully-utilized, the maintenance program remained strong and the buildings and grounds were kept in a good state of repair. Once its usefulness ebbed in the early 1970s, the maintenance appropriations dropped and deterioration excelled rapidly. Now almost all the buildings are uninhabitable. The historic structures became an albatross to the Army. They were no longer functional, not easily gotten rid of, and created ever-deepening financial burden. Since the threat of demolition in the 1970s, community activists have stepped in to try to save the historic structures and reestablish the grandeur that once was. The Army is currently in the midst of transferring the site to G.S.A. where, with a lot of luck and a lot of revenue, some private or public enterprise will assume responsibility for its rehabilitation and revitalization.

World War II Era Activities

The National Park campus was not the most practical location to expand WRAMC operations, but it was convenient. The campus was located just three miles north of the main Walter Reed hospital.³⁵⁰ During the war, Walter Reed utilized NPC as a convalescent hospital for patients who no longer needed intensive care but were not ready to return to active duty or to be discharged. The annex freed up much-needed bed space at the overcrowded main hospital. During the war, the average stay was only about ten days, making Forest Glen a sort of way-station for recovering soldiers.

The first patients were admitted on January 20, 1943. Section 8, or psychiatric, patients were included among the recuperating soldiers. Initially, six doctors, three dentists, eight nurses, thirteen therapists, and thirty-two "wardman" (soldiers in charge of the hospital wards) served up to five hundred patients.³⁵¹ The Army retained most of National Park's non-faculty staff. According to an 1947 article, there were numerous gardeners, six painters, two plasterers, two plumbers, four carpenters, two sheet metalworkers, and one electrician among the sixty-eight men employed in the grounds and maintenance crews.³⁵² The patients also had maintenance duties.

The NPC campus was nicknamed "Holiday Inn" because of its "roomy and homelike" accommodations, its recreational facilities, and liberal regulations that allowed soldiers more

³⁵⁰ Walter Reed Hospital opened in 1909. It was later renamed the Walter Reed Army Medical Center (WRAMC).

³⁵¹ Statistics garnered from "Swank Girls School Home for Soldiers," *The Washington Post*, May 17, 1973, NPS Clipping File, Washingtoniana, DC Public Library, and "Forest Glen--Convalescent Section," [army publication, title unknown], 1947, WRAMC Archives.

³⁵² "Forest Glen--Convalescent Section," [army publication, title unknown], 1947. WRAMC Archives.

freedoms than usual.³⁵³ Several months after the annex opened, the *Washington Daily News* published an article about Forest Glen entitled, "Where Its Fun To Be a Casualty."³⁵⁴ An 1947 army publication noted that the recuperating soldiers had the "same sunny, easy living" as the wealthy boarding school students.³⁵⁵

The site was easily adaptable to the needs of a convalescent home. It had facilities to room and board large numbers of people in a tranquil, park-like environment. They were the same basic needs of the inn and the school. In its new incarnation, the dorms became hospital wards. Most of the NPC bedroom furnishings were retained, though the rooms boarded five to six patients, instead of one to two students. The diningroom became the "mess hall." The Odeon became the home of the post band. The large ballroom was transformed into the main recreational center. Pool tables, ping pong tables, and shuffle board courts lined the ambulatory. The dance floor was only utilized occasionally. Most of the time, "Keep Off" signs protected the wooden dance floor from daily wear and tear.³⁵⁶ The use and function of other campus buildings during the war years was not well-documented. There was a rumor that the castle was used as a bordello!³⁵⁷

Forest Glen Functions and Activities from Post-World War II to 1972

At the end of the war, the need for hospital beds decreased so the Forest Glen site was utilized for other purposes and activities. The school buildings were used for administrative offices, research labs, clinics, and staff housing. One of the most important new facilities was the Army Prosthetic Research Lab that was created in 1946. The lab was devoted to the research, development, and testing of prosthetics. Amputees from World War II, the Korean War, and Vietnam were sent to Forest Glen for rehabilitation and to be fitted with newly-designed artificial appendages. An Audiology and Speech Center was also established soon after the war. According to the *Sentinel*, the aural research center served nine hundred walk-in patients in 1946 and twenty-five hundred in 1969.³⁵⁸ Other significant operations at Forest Glen included the Army's first school for the training of practical nurses, a bio-mechanical research lab (est.1963), a psychiatry department, (MP Division), and the WRA Institute of Research (est.1962). In 1953

³⁵³ "Girls School Now 'Holiday Inn' for 450 Convalescing Soldiers," *Evening Star*, May 17, 1943. NPS Clipping File, Washingtoniana, DC Public Library.

³⁵⁴ "Where Its Fun To Be a Casualty," *Washington Daily News*, May 17, 1943. NPS Clipping File, Washingtoniana, DC Public Library.

³⁵⁵ "Forest Glen--Convalescent Section," [army publication, title unknown], 1947, WRAMC Archives.

³⁵⁶ Zene Colt, "Down in Forest Glen," *The Washington Post*, May 21, 1967.

³⁵⁷ Brindley, "Forest Glen."

³⁵⁸ "Picturesque Forest Glen is Site of Unique Army Post in Montgomery County," *Montgomery County Sentinel*, August 25, 1969. WRAMC Archives.

and 1954, a veterinary clinic was constructed in the Edgewood barns at the southern end of the property.³⁵⁹

By the 1960s, Forest Glen was the home to approximately two hundred people, included patients, nurses, officers working at Walter Reed, and other support personnel. The average patient stay was three to four weeks. Patients' reception to the historic campus was mixed. Those interviewed for a recent video about the site's history spoke of its beauty and charm. In contrast, an article written in 1967 by a patient claimed that "Forest Glen, in the opinion of many, is distinctly displeasing to look at."³⁶⁰ Its style was classified as "early nothing to late Halloween."³⁶¹

The annex was always closely connected to WRAMC but sustained itself as a separate unit. It had its own police force, fire department, post office, and barber shop. This period marked the last time that the NPC campus was still considered a viability part of WRAMC. At the end of the Vietnam War, the Army began to divest itself of the site and to seek alternative uses for the land. Their plans were hampered by community activists who strove to protect the historic campus.

Campus Adaptations and Additions

In 1963, an Army publication described Forest Glen as "retain[ing] the charm of the old with the serviceability of the new."³⁶² Most building interiors were gutted to suit the new functions but the exteriors and the campus plan were left relatively in tact. The decision to maintain the existing designs reflected apathy more than an forthright design scheme. Army additions, including, most glaringly, the one-story laboratory buildings and the brick exterior stairwell additions, made no attempt to conform to the campus setting. In most cases, the existing ornate, decorative architectural components were painted over or replacement with more clinical, utilitarian Army-issue designs. Another expression of the Army's pragmatic approach to the site was the renaming of campus buildings with numerical designations. For example, Main became building 101. As long as the campus served WRAMC's needs, it was kept in a good state of repair. As its usefulness declined, its condition fell precipitously.

Between 1945 and 1948, the Army erected five one-story concrete block buildings between the gymnasium and the stables. Building 186 was built in 1945 and buildings 185, 187, and 188

³⁵⁹ KFS Historical Preservation Group, "Forest Glen Section, Walter Reed Army Medical Center, Cultural Resource Management Report," August 14, 1992. WRAMC Archives.

³⁶⁰ Zene Colt, "Down in Forest Glen."

³⁶¹ Zene Colt, "Down in Forest Glen."

³⁶² *Service Stripe*, [month unknown], 1963. WRAMC Archives.

were built in 1948.³⁶³ The Recitation House was razed to make way for a F-shaped one-story laboratory on the south side of Linden Lane. It was the only building deliberately destroyed by the Army. The new buildings were pragmatically placed on flat, open areas. Another major construction project was the erection of exterior two-story brick fireproof stairwells on several large campus buildings. One was attached to the villa, the Senior House, the north end of Teresa Hall, and the ballroom, to name a few. The additions greatly increased the safety of the edifices, especially the mammoth Main building. They also greatly detracted from the aesthetic character of the buildings. The design and placement of the brick towers make them obtrusive eyesores.

Main, including the Senior House extensions, became the site of administrative offices, a few hospital wards, dentist offices, research labs, and a branch of the main WRAMC section library (presumably in NPC's library site located at the rear of the southwest wing). Little was done to alter Main's exterior, but the interior was transformed beyond recognition. The large entrance wooden stairway in Main was replaced with fireproof metal risers. Throughout the building, partitions were added, walls painted, and plain metal doors inserted. In the 1960s, the belltower in the front of Main collapsed and was removed. The changes eradicated the old inn's domestic character and replaced it with a much more institutional form.

The villa became the women's barracks. The wrap-around terrace was removed. Aloha was used for offices. A weight room, lockers, and a basketball were added to the gym.³⁶⁴ In 1961, portions of the gym became administrative offices. A Records Management office was placed in the basement after a floor was constructed over the swimming pool.³⁶⁵ The chapel and the Odeon still served their original functions, but their interiors were renovated several times. In the Sixties, first-run movies were shown five days a week in the theater.³⁶⁶ The stables were transformed into military police barracks.

The eight sorority houses and the Miller Library served as single-family residences. In order to turn the clubhouses and library into homes, the Army added bathrooms, kitchens, and partitions to make private bedrooms. The renovations often created awkward and cumbersome interior spaces. The porches and balconies were enclosed on Alpha, the windmill, the Colonial House, and the Japanese pagoda in order to increase the interior living space. The windmill's blade was removed. The Mission was altered more than any of the others. The graceful, curvilinear parapet

³⁶³ Memorandum to Montgomery County Planning Board from Staff, Community Planning East, Environmental & Transportation Divisions, WRAMC, Feb 11, 1977. WRAMC Archives.

³⁶⁴ EDAW, Inc, "Forest Glen Adaptive Reuse Study: Summary Report" (Prepared by EDAW, Inc. for the Montgomery County Government, 1995).

³⁶⁵ Forest Glen Section, WRAMC, Annual Report, 1961. Forest Glen Archives, WRAMC.

³⁶⁶ Colt, "Down in Forest Glen."

over the one-story wing was removed from the front and east facades. The arched stucco arcade on the front porch was replaced with plain wooden posts. The upturned eaves were removed from the Japanese bungalow so that the building looked more like an American bungalow.³⁶⁷ The second and third floor galleries of the Japanese pagoda were enclosed. The brilliant red and black paint on the exterior was covered over by more subtle beige hues. The faux drawbridge was removed from the Castle. According to a 1954 edition of the *Washington Post*, the castle was used as a nurses recreation center.³⁶⁸

While the campus was still a vital part of Army operations, the landscape was well-maintained, but not all open green spaces were preserved. The glen and lawns around the main campus were closely-tended. Most of the quad's trees, lawns, and flower beds disappeared under an asphalt parking area. Parking lots and expansive driveways were also added to the north side of the villa, and around the service buildings and new laboratories. As automobiles became more intrusive on the campus grounds, interior drives were designated by Army officer names, including DeWitt, Hume, Smith, Sacks, and Beach.

Only a few, if any, of NPC's garden furniture and ornamentation were sold at the Weschler auction. Many dotted the campus grounds, though Army personnel indiscriminately rearranged them. For example, the griffins in front of Miller Library were placed on Main's front steps and a pair of lions was set in front of one of the new labs. The caryatid peristyle remained in place after the school closed, but the T-shaped walkway between the gym and Aloha was removed by the Army. A few caryatids now stand in the backyard of some Forest Glen Park residences. Vandals took a toll on the collection in recent years.

The greatest change to the site occurred in the early 1960s when the Washington beltway (I-495) was cut through the northern border of the property. The beltway is a six-lane highway that makes a sixty mile loop around the nation's capitol within a ten-mile radius of the White House.³⁶⁹ It was completed in 1964. The road cut a swath through the northern part of the campus, just below the B&O train station. The villa bridge, the Sphinx bridge, and the pedestrian bridge were razed. Obviously, the removal of these northern approaches radically altered the transportation network, the landscape composition, and the pedestrian use of the site. Access was now only possible via Linden Lane. Some utilitarian structures were added to the far eastern and the southern sectors of the 180-acre lot. They detracted from the picturesque character of the area but did not deface the old main campus.

³⁶⁷ This transformation might have occurred under Ament's tenure.

³⁶⁸ "Most Luxurious Army Post Dedicated to Healing Sick," *The Washington Post*, August 9, 1954. NPS Clipping File, Washingtoniana, DC Public Library.

³⁶⁹ Jaffeson, *Silver Spring*, p. 234.

Forest Glen Annex Decline and Preservation of NPS campus, 1970s to Present³⁷⁰

In hindsight, the destruction of the bridges was a bad omen for the Forest Glen campus. Soon after they came down, the Army began plans to completely alter the form and function of the site. By the late-Sixties, the antiquated buildings did not meet the needs of the Army. The repairs to the older, wooden and stone structures were chronic and expensive. In the view of Army Engineer Daniel Bumb, the buildings were 'quaint and unique, but from my side of business, they're a helluva headache and either they should be removed or restored at some great cost.'³⁷¹ In the 1967 Master Plan, the Army proposed the demolition of the NPC buildings. The 180-acre Forest Glen Annex lot was to become the site of an incinerator, a community center, and expanded research, housing, and storage facilities.³⁷² The community center complex was the only feature of this plan that was realized. It was erected on the site of the old Edgewood homestead in 1972. It included a commissary, child daycare center, and other services.

A revised Master Plan was developed in 1972. The Army proposed to close the Forest Glen Annex and move all operations to a new hospital facility to be constructed on the main WRAMC facility by 1977. The Master Plan called for the razing of the historic school buildings and the construction of one hundred and twenty-five garden apartments and townhouses for officers and their families.³⁷³ The Master Plan also included the incinerator proposal.

The threat of demolition caused quite a stir in the local community. Many residents used the glen and campus as a public park. Their compassion for the site inspired great interest in its preservation. Support for its protection and restoration came from newspapers, politicians, activists, and private citizens. In a letter to the Secretary of the Army, local Congressman Gilbert Gude suggested a land exchange with the Army so it could build a housing development elsewhere and the National Park campus could be preserved.³⁷⁴ The *Washington Post* published editorials advocating the site's preservation and suggesting alternative uses for it.³⁷⁵ In a letter to the editor entitled, "Little Oasis of Wonder," a reader recalled growing up next to the campus and

³⁷⁰ I relied heavily on Army and Maryland Park and Planning Commission documentation and an interview with Bonnie Rosenthal, President of Save Our Seminary, for the chronology of events during the Army's recent tenure. Interview conducted by telephone in June, 1999.

³⁷¹ William Taaffe, "Forest Glen Battle," *Evening Star*, May 24, 1972. Forest Glen vertical file, MCHS.

³⁷² Memorandum to Montgomery County Planning Board from Staff, Community Planning East, Environmental & Transportation Divisions, WRAMC, Feb 11, 1977. WRAMC Archives.

³⁷³ Memorandum to Montgomery County Planning Board from Staff, Community Planning East, Environmental & Transportation Divisions, WRAMC, Feb 11, 1977. WRAMC Archives.

³⁷⁴ Letter, from Gilbert Gude to Robert Froehle, Sec of Army, June 30, 1972. WRAMC Archives.

³⁷⁵ "Preserving FG," *The Washington Post*, March 7, 1973. WRAMC Archives.

pleaded with authorities to preserve it for future generations.³⁷⁶ Not everyone agreed. One reader wrote into the *Montgomery County Sentinel* that she thought it was a waste of time and money to restore the buildings.³⁷⁷

Before WRAMC took any action, it was required to consult with local preservation groups about the historic structures. Under Section 106 of the National Historic Preservation Act of 1966, all federal agencies must determine how their operations affect historic properties. These include both structures built for a government agency as well as those that predated the agency's occupation of the site. State Historic Preservation Officers (SHPO) and other local historical organizations must be consulted before any alteration or demolition takes place. In June 1972, the Montgomery County Planning Board of the Maryland-National Capitol Park and Planning Commission (M-NCPPC) established the Forest Glen Task Force (later renamed the National Park Seminary Task Force) to review the plans and the significance of the historic structures.³⁷⁸ The Task Force included representatives from the Army, local government, the Montgomery County Historical Society, Maryland Park and Planning Commission, and the Forest Glen Park Commission, among others.

At the same time, local historians and planners joined efforts to preserve the historic NPS campus. With the support of the Maryland Historic Trust, in September, 1972, the National Park Seminary Historic District was listed on the Department of Interior's National Register of Historic Places. The district encompassed approximately twenty-five acres. It included the main NPS campus buildings and the glen, but not the adjoining Edgewood property. Like the Section 106 clause, the designation prohibits any alterations or demolitions to a site that uses federal funds without prior review and approval by the Advisory Council for Historic Preservation, a government-appointed committee. Being listed on the National Register did not provide anymore protection to the site than it already received under the Section 106 clause, however, it was important because it officially recognized the site as nationally significant.

In January 1973, the NPS Task Force published the *Feasibility Study: National Park Seminary Site Preservation, Forest Glen, Maryland*. The study highlighted the historic importance of the school buildings and the environmental significance of the glen and creek tributaries. According to the report, the site was one of the few remaining natural woodlands habitats in Montgomery County. The Task Force recommended the removal of all WRAMC activities from the NPS campus, the establishment of an alternative (preferably cultural) use for the twenty-five acre

³⁷⁶ "Letters to the Editor," *The Washington Post*, June 6, 1972. WRAMC Archives.

³⁷⁷ Catherine DeMattia, "Forest Glen Plan," *Montgomery County Sentinel*, July 20, 1972 .

³⁷⁸ Memorandum, To Montgomery County Planning Board, From Staff, Community Planning East, Environmental & Transportation Divisions, WRAMC, February 11, 1977.

historic district, the maintenance of the open space in the glen, and the development of WRAMC activities at the southern portion of the annex lot.

Because of the pressure from preservation groups and neighbors, the Army revised its 1977 Master Plan. WRAMC officials abandoned its scheme to demolish the school buildings and to construct the incinerator. It decided to "excess" the historic district and build staff housing on the open land south of Linden Lane.³⁷⁹ The National Park Seminary Task Force, along with many other organizations and private citizens, suggested feasible alternative uses for the historic site. Planners wanted an owner that would protect the integrity of the natural and cultural landscape and could afford the millions of dollars necessary for repairs. Some of the uses suggested were a conference center with lodging; offices for a non-profit organization; a school, such as the Maryland School of Art and Design or an arts annex for Montgomery College, a local community college; a senior citizens residence; Forest Glen National Park House, a housing complex for families with seriously ill relatives (especially children) at Walter Reed Hospital; the headquarters of the Smithsonian Institution Woodrow Wilson Center, or a county art and cultural center.³⁸⁰

Despite the wellspring of community support, nothing came of the disposition plans over the next ten years. The historic district sat in limbo. The Army moved the patients out of the facility in 1977, but all other operations remained on the campus. The only property transaction was the creation of a county homeless shelter in the stables in 1984.³⁸¹ The building was used as a dormitory by the Army so it was easily renovated for temporary public housing. The shelter holds fifteen to twenty occupants and is open daily from 4pm to 8am. Main continued to be used for administrative offices, the villa as a men's dormitory, the clubhouses as family housing, and the gym as a fitness center. There was probably so little effort to dispose of the buildings because some of them were still occupied. The Army's ambivalence about the site had dire repercussions, however. WRAMC reduced the maintenance program, causing severe deterioration to the historic structures. Minimal upkeep made the annex operable, but the nineteenth-century buildings and landscape features fell into deep disrepair. Major renovation projects were delayed or ignored, exacerbating the deterioration problems.

³⁷⁹ The term "excess" was coined by GSA to describe the process of getting rid of property, real or otherwise, in its possession.

³⁸⁰ Sources for possible re-uses include William Taafee, "Forest Glen Battle," "Army Retreats on House Demolition Plan," *Preservation News*, October 1977, and letter from Kenneth Kremenak, Major, Assistant Chief of Staff, Forest Glen Annex, to CJ Seitz, July 23, 1982, regarding the Forest Glen National Park House Plan, WRAMC Archives.

³⁸¹ Angela Tillman, "Forest Glen to house the homeless," [journal unknown], Oct 12, 1984. WRAMC Archives.

Save Our Seminary (SOS) was founded by concerned citizens in 1988 to help preserve the deteriorating campus. Starting with just two members, the organization grew into a large citizens-action group composed of persons from around the Maryland-Capitol region and NPS alumnae. Its mission is to protect and restore the campus, to educate the public about its history and significance, to help establish its future use, and to ensure continued public access to it.³⁸²

Soon after SOS formed, the Army announced its plan to retain the site instead of getting rid of it. The 1989 Master Plan stipulated that the property stay in Army hands because WRAMC needed room for expansion. As in the Master Plans from the 1970s, the site was valued less for the built environment than for the real estate. The idea of razing the school buildings for staff housing resurfaced. This new Plan called for the erection of six hundred units, as opposed to the one hundred and twenty-five units proposed earlier. The Army's demolition plans spurred SOS and other groups into action. They feared for the survival of the architectural and landscape features not only because of the threat of demolition but also because of the dire condition of the structures from vandals and, they argued, from the Army's systematic neglect of the property.

In 1991, the Army reversed its decision again and pledged to "excess" the historic district. It also proposed the construction of a new research center south of Linden Lane, where it had earlier suggested new housing be built. The only building threatened by the new construction was a log cabin built in ca. 1870s by the Keyes and renovated by Ament. The building was not salvaged because it was in very poor condition. Even though the Army planned to dispose of the NPS property, it still had to maintain it until new owners were found. Beginning in 1992, the Army spent \$400,000 annually on maintenance in the district. Unfortunately, this considerable sum simply covered basic maintenance needs, such as lawn mowing and utility operations, but not major repairs. Congress had authorized a \$4,000,000 appropriation for renovation work, but the money was never appropriated. The campus sunk into a ruinous remnant of its once grand condition. The devastation culminated in an arson fire that razed the Odeon theater in 1993.

In order to prevent further destruction and to help rehabilitate the campus buildings and grounds, SOS and the National Trust for Historic Preservation sued the Army in the spring, 1994. SOS charged that the Army violated the National Historic Preservation Act because it did not provide proper care and maintenance of the historic property under its control. The Army argued that its mission was to provide medical care, not to preserve historic property.

At the same time that the legal case developed, the Army proceeded on with its plans to excess the property. Before it could relinquish the district, the Army had to complete an Adaptive Re-use Report, which outlined the best possible uses for the site, and an Environment Assessment, which analyzed the impact of demolition and its transformation into an institutional facility, senior housing, or private residential development. The Army, working in cooperation with the

³⁸² "SOS Mission statement," Final for FY 96. SOS Archives.

county, completed the Adaptive Re-use Report in 1995. In July 1996, before the Environment Assessment really got underway, the Army reversed its decision again and decided to hold on to the NPS historic district.

Two months later, it won the law suit. The Court agreed that the Army caused "demolition by neglect," to the site. It also ruled, however, that the Army had made an effort to stabilize the district and it was not required to do anymore. SOS appealed the case and then put a hold on the appeal process when it tried to negotiate a settlement with the Army. After the Army declined to settle the case, SOS began the appeal process again. SOS members professed that they were not adverse to the Army's ownership of the site. They stated that all they wanted was for the buildings and grounds to be well taken care of. They believed, however, that if the Army couldn't manage it properly, then it should transfer the property to an owner that could.

In 1998, the Army reversed its decision one more time. Once again, it determined that it was in everyone's best interest to excess the lot to a new owner. Several sources concurred that the Army's mercurial policies towards the site reflected the personal biases and attitudes of ever-changing commanding officers. Unfortunately, through all these legal and proprietary dealings, the site continued to suffer from neglect. In 1998, Maryland's Senator Paul Sarbanes cajoled the Army into increasing its annual allocation for the district's maintenance to one million dollars.

The Army complied with Sarbanes request and used the money to replace the roofs on the chapel and the power plant, to patch building 101's roof, to install copper gutters on the three structures, and to paint and re-stucco parts of building 101, especially the south facade of the original section. Other improvements included fixing water leaks in the ballroom, painting the Senior House, the Senior House Annex, and the Music Hall, and repairing the floor of the gym. The year 1998 was also important because it marked the start of a cooperative agreement under the DOD Volunteer Partnership Program between Walter Reed and SOS. SOS was given permission to perform restoration work on the historic site. The group is currently renovating the Japanese pagoda. The structure was chosen because it is one of the most conspicuous buildings on campus and so will, hopefully, draw more public support to its cause.

Current Status and Condition

The Army's legacy at Forest Glen is hotly-contested. Many view their stewardship as negligent and irresponsible. Others admit that the buildings and the open green space in the glen might not have survived at all if the site had been left in private hands. After the burst of stabilization funding in 1998, the annual maintenance budget returned to \$400,000 in 1999. The sum allows for basic care but few renovations. The sad shape of the old buildings stand in great contrast to the just-completed research facilities located south of the historic district between Brookville Road and Steven Stiller Lane.

The National Park Seminary campus' future is still unknown. The Army is currently completing documentation, including the Environmental Assessment, that is required by law when a federal agency disposes of an historic property. In consultation with the Maryland Historical Trust, the Army must establish construction covenants or easements that safeguard it in the future. The Army is expected to officially excess the district at the end of 1999 or beginning of 2000. At that time, GSA will begin the process of marketing the historic lot. Public organizations and agencies will be given the first opportunity to obtain it before it is placed on the open market. The sale price is expected to be minimal because the cost of repairs is so astronomical. Despite the hardships that are in store for prospective buyers, many are waiting in the wings for a chance to redevelop the site.

Whoever takes on the district has a major task at hand. Renovating the campus to its earlier splendor will require a tremendous commitment. One question that still needs to be answered is to which period in the school's history should the campus be restored. Many people now prefer the quaint, picturesque character of the Cassedy design over the more elaborate and grandiose style of Arment's scheme. Picking and choosing what aspects of the lot are historically significant will be a major task of the preservation work.

Present Physical Condition

In its current condition, the National Park Seminary campus is a dilapidated remnant of what it once was. Nearly all the buildings were vacated, except for a few departments left in the labs which are waiting to move to the new facility. The 1998 repairs improved the stability and exterior appearance of some historic structures, but severe water problems continue to threaten many buildings. The Power Plant is still in use and is probably in the best condition of all the structures. It is freshly painted with white stucco walls and green trim. The fire station (originally a garage) next door is occupied but in need of repair. The ornate facade of the Practice House, which is attached to the Power Plant, is crumbling. Shingles are falling off the roof and windows are broken.

The gymnasium is one of the most dilapidated buildings on campus. The fancy portico is encased in plywood and supported by scaffolding. Peeling paint sheds from the facades. Several of the clubhouses are boarded-up. The Odeon theater, which once stood to the north of the Music Hall, is now a grassy knoll. The steps leading up to the chapel are missing and the balcony is nearly gone. The stained-glass windows are covered with Lucite to protect them from vandals. The villa is boarded-up. On its north side, the statue of Minerva stands next to overgrown boxwoods that once formed a geometric garden. On the south side of the villa, an alley of pine trees surround a crumbling stone grotto. The rose pergola leading to the villa is gone, but the Chateau causeways are precariously standing.

The north lawn is routinely mowed but almost all other landscape features were removed or have become a tangle of weeds and vines. The once-open parkland of the ravine is now encased in a

dense underbrush. Most of the rustic stone stairways, walkways, and bridges in the ravine are twisted and tilted ruins. A few well-preserved exceptions are located at and around the small gully east of the Colonial House. The remaining cement walks are hidden under layers of vegetation. Others are disintegrating. The stairs leading up to the Justice statue survive, but the garden at the top of the steps has turned into a barren plateau. The statue's sword and scales are long gone. Most of the other statuary around the campus was stolen. Several of the remaining pieces, such as Hiawatha and Joan of Arc, were spray-painted yellow. The fountain in front of Main is no longer functional. Its upper tier was removed.

There are also glimmers of hope visible on the campus. The stained-glass window in Main's front pediment inscribed with "Ye Forest Inn" miraculously survives. The Army's 1998 renovation work improved the physical appearance of the district. The most prominent symbol of hope is the Japanese pagoda. Layers of Army paint were recently removed by SOS volunteers. The structure is being repainted to return it to its original black siding and red trim. The renovation work begins to reestablish the dramatic character of NPS campus of the past. It provides a flicker of the grandeur that National Park Seminary once was, and what it can be.

Luckily, National Park did not "pass into oblivion" as *The Washington Post* predicted in 1942.³⁸³ Even in its somewhat ruinous form, it has its own aesthetic appeal. The site continues to inspire those who dream about the possibilities that the site offers. The landscape and architectural features record the site's evolution from a family resort, to a fashionable girls school, and to a convalescent hospital. They offer great opportunity for future development, which, hopefully, will respect and celebrate the past as it designs for the future.

PART II: HISTORICAL CONTEXT

History of Women's Education in the United States

The definitions and functions of education vary over time and across cultures.³⁸⁴ Most educational programs offer instruction in cognitive skills and indoctrination in cultural mores,

³⁸³ "Auction Ends Long Story of Noted School," *Washington Times-Herald*, September 24, 1942. NPS Clipping File, Washingtoniana, DC Public Library

³⁸⁴ Histories of education in America referred to for this essay include Lawrence A. Cremin, *American Education: The Metropolitan Experience, 1876-1980* (New York: Harper & Row, Publishers, 1988), S.J. Curtis and M.E.A. Boulton, *A Short History of Education Ideas* (London: University of Tutorial Press Ltd, 1953, Reprint 1966), Charles Leslie Glenn, Jr., *The Myth of the Common School* (Amherst: The University of Massachusetts Press, 1988), Andrew Gulliford, *America's Country Schools* (Washington: The Preservation Press, 1984), Gerald Gutek, *Education in the United States: An Historical Survey* (Englewood Cliffs, NJ: Prentice-Hall, 1986), Otto F. Kraushaar, *American Nonpublic Schools: Patterns of Diversity* (Baltimore: The Johns Hopkins University Press, 1972), and James McLachlan, *American Boarding Schools: A Historical Study* (New York: Charles Scribner's Sons, 1970).

social dogma, and community ethics. In *American Education*, Lawrence Cremin defined education as "the deliberate, systematic, and sustained effort to transmit, evoke, or acquire knowledge, values, attitudes, skills and sensibilities, as well as any learning that results from that effort, direct or indirect, intended or unintended."³⁸⁵ Differing social expectations of men and women have long shaped the form and content of education available to each gender. These expectations obviously have evolved over time. They were altered to fit changing cultural needs and desires.

Until the twentieth century, American educational agendas for the two sexes widely differed. While careers outside the home were promoted for men, calls for the advancement of women's education usually were framed in terms of women's domestic duties as wives and mothers. Men, of course, also had many more educational opportunities than women. The educational gap between the sexes began to close in the 1800s, when women gained greater access to academic training due to the efforts of educational reformers and the effects of the American Revolution and, later, industrialization. It took almost another hundred years, however, before women were admitted on an equal basis to American colleges and universities.

Levels of education also ranged broadly according to social class. Historically, children from poorer families were less likely to receive academic training. More often, they were apprenticed in a trade or, in the case of girls, in domestic skills. The wide-spread construction of public schools in the late nineteenth century increased the likelihood that lower- and middle- class children received a formal education. While the overall enrollment of private schools declined during this time period, many, like National Park Seminary, continued to serve wealthy families that were dubious about the character and quality of public education. Unlike most private boys schools, which offered rigorous academic programs, NPS' original purpose was to provide a non-competitive, culturally rich milieu for daughters of America's leisure class. The school was short-lived, lasting only fifty years from 1894 to 1942, reflecting, perhaps, its inability to adapt to the constantly evolving demands, expectations, and desires of American women.

National Park Seminary's historical roots, its contemporary social, cultural, and economic influences, its relationship to other private educational institutions, and the catalysts for its creation and demise, are the focus of this essay.

Colonial Roots

Public education in the United States had roots in seventeenth century New England, but it was not wide-spread until the mid-nineteenth century. In the colonial period, the wealthy often hired tutors to teach basic lessons in reading and writing to their children in the home. Through the early nineteenth century, primary education was also available through dame schools. Dame

³⁸⁵ Cremin, p. x.

schools were an extension of the private home tutor system.³⁸⁶ They were schools run by women from their homes that provided very basic academic lessons. The instructors themselves were frequently not educated beyond the level of their rudimentary lesson plans. Entrance required tuition so they were usually only available to wealthier classes. Dame schools were open to girls, but their main function was to teach boys.

After completing elementary courses, sons might continue on to Latin Grammar schools (sometimes called town schools or academies) that provided training in Greek and Latin in preparation for college. Classrooms usually were managed with very strict discipline because of the popular belief in children's natural deviance. Rote memorization and recitation of assigned readings were the most common teaching methods. There was no play time or vocational training. These institutions were supported by private or town subscription. Instead of living on campus, as was common at academies in the nineteenth century, students usually boarded in private homes. College studies followed the same practices as the academies, except that they accepted boarders. They were primarily for vocational training in the ministry, law or medicine; all professions initially closed to women. Both Latin Grammar schools and colleges were elite institutions accessible to only the wealthiest families.

Options for girls were much more limited than for boys.³⁸⁷ Most girls received no formal education. For the few that did, the scope of their academic training was reading, basic arithmetic and, less frequently, writing. A rudimentary education was considered necessary in order for women to be able to read the Bible and to manage basic domestic accounting, but further intellectual development was often viewed as unimportant and even detrimental. One reason for the limitations in females' education was that they were believed to be physically and mentally weak and less intellectually capable than males.³⁸⁸ Furthermore, since women were precluded

³⁸⁶ The tutorial system continued longer in the South due to the demographics of the plantation system. See Christie Ann Farnham, *The Education of the Southern Belle: Higher Education and Student Socialization in the Antebellum South* (New York: New York University Press, 1994).

³⁸⁷ Histories of women's education referred to for this essay include John Mack Faragher and Florence Howe, *Essays from the Mount Holyoke College Sesquicentennial Symposia on Women and Higher Education in America* (New York: W.W. Norton & Company, 1988), Elene Wilson Farello, *A History of the Education of Women in the United States* (New York: Vantage Press, 1970), Barbara Miller Solomon, *In the Company of Educated Women: A History of Women and Higher Education in America* (New Haven: Yale University Press, 1985), Phyllis Stock, *Better than Rubies: A History of Women's Education* (New York: G.P. Putnam's Sons, 1978), and Thomas Woody, *A History of Women's Education in the United States*, volumes 1 & 2 (New York: Octagon Books, 1990, Reprint of Science Press, 1929).

³⁸⁸ See Christine Ann Farnham, *The Education of the Southern Belle: Higher Education and Student Socialization in the Antebellum South* (New York: New York University Press, 1994, p. 33. Thomas Woody, *A History of Women's Education in the United States*, vol 1 (New York: Octagon Books, 1980, reprint of Science Press, 1929), pp. 106-107.

from the professions for which college training was designed, secondary education for them was deemed unnecessary.³⁸⁹

Although they never had wide-spread appeal, a few reformers in the late seventeenth century challenged these prejudices. In "An Essay to Revive the Antient [sic] Education of Gentlewomen, in Religion, Manners, Arts and Tongues, with an Answer to the Objections Against this Way of Education," published in London in 1677, Mary Makin argued for advanced female education, not, she noted, for "Female Preeminence" but for competency as helpmates to husbands.³⁹⁰ Regarding opponents of female education, Daniel Defoe asked in 1697, "What [can] they see in ignorance, that they should think it a necessary ornament to a woman? Or how much worse is a wise woman than a fool? Or what had the woman done to forfeit the privilege of being taught?"³⁹¹

A few girls schools were established in the eighteenth century that combined lessons in religious studies, basic literacy, and practical domestic skills. They included the Ursuline Convent for Girls in New Orleans established in 1727, the Bethlehem Female Seminary established in 1742, and the town school for girls established in Portsmouth, New Hampshire in 1773.³⁹² Some of these establishments were charitable institutions that assisted poor or orphaned girls. Wealthy girls, who were not expected to work outside the home (or even inside the home for the richest ones), might attend a finishing school, commonly known in this period as adventure or French schools.³⁹³ Instead of providing lessons in Greek and Latin in preparation for careers like at boy's schools, they focused on training girls to be genteel women of leisure. They offered lessons in proper decorum, the French language, and the ornamental arts, such as drawing, painting, needlework, music, dancing, and other fashionable "accomplishments." With little financial backing and tenuous public support, most of these schools led a sporadic existence.

Republican Motherhood, 1770s - 1820

The Enlightenment philosophers of the eighteenth century aroused great enthusiasm for self-education. Unlike seventeenth-century Calvinists, they saw humans as innately good, not bad. Instead of harshly disciplining pupils, Enlightenment educators believed in instruction through benevolent nurturing and the development of a sense of trust between students and faculty. They

³⁸⁹ Louise Schutz Boas, *Woman's Education Begins: The Rise of the Women's Colleges* (Norton, MA: Wheaton College Press, 1935, Reprint New York: Amo Press, 1971), p. 9.

³⁹⁰ Quoted in Woody, vol. 1, p. 26.

³⁹¹ Quoted in Woody, vol. 1, p. 28.

³⁹² Woody, vol. 1, pp. 106-107.

³⁹³ Woody, vol. 1, p. 149.

broadened curriculums from earlier standards that focused on ancient history to a more practical education that focused on a wide range of topics dealing with the modern world. English, instead of Latin and Greek, became the primary language of discourse. Scientific and vocational classes became part of the curriculum.

For some social critics, such as the influential Jean-Jacques Rousseau (1712-1778), this enthusiasm for expanding education did not apply to the “fairer” sex. Rousseau viewed the idea of women’s education as almost an anathema. In his famous novel *Emile*, Rousseau stated, “The whole education of women ought to be relative to men. To please them, to be useful to them, to make themselves loved and honored by them, to educate them when young, to care for them when grown, to counsel them, to make life sweet and agreeable for them.”³⁹⁴ John Gregory (1724-1773), a popular English writer, published many novels that promoted the ideas of feminine passivity and limited intellectual capacities.³⁹⁵ He discouraged any form of education that detracted from their idealized weak and timid nature.

The English writer and early feminist Mary Wollstonecraft, challenged their assumptions of women’s innate inferiority and their arguments for limiting women’s access to formal education. In *Vindication of the Rights of Women*, published in 1791, Wollstonecraft stated, “I believe that all the writers who have written on the subject of female education and manners, from Rousseau to McGregory, have contributed to render women more artificial, weak characters, than they would otherwise have been; and consequently, more useless members of society.”³⁹⁶ Wollstonecraft believed that women should be encouraged to use the full strength of their talents instead of being confined to only “acquiring a smattering of accomplishments.”³⁹⁷ She contended that women were rational, capable human beings and so should be availed the same educational opportunities as men. Although her views were widely rejected in England during her lifetime, she became an inspiration to American feminists and female educational reformers of preceding generations.

In America, unlike in England, the political and philosophical transformations of the late eighteenth century had a profound impact on women’s educational opportunities. Many historians credit the American Revolution as providing the impetus for advancements in women’s academic training.³⁹⁸ Because the new democratic government was predicated on the

³⁹⁴ Quoted in Kraushaar, p. 68.

³⁹⁵ Eschbach, p. 6.

³⁹⁶ Mary Wollstonecraft, *Vindication for the Rights of Women* (London, 1792). Text retrieved from website.

³⁹⁷ Wollstonecraft, 1792.

³⁹⁸ See Farello, Farnham, Solomon, et al.

participation of enlightened voters, great emphasis was placed on the moral and intellectual development of its citizenry. Although women could not vote, they were viewed as vital to the new republic as instructors and moral guardians of the nation's children and as confidantes to their husband. "Republican motherhood" demanded wisdom and erudition, proponents believed, not meekness and genteel charms, which were cultivated in many of the existing girls schools.³⁹⁹ Enlightened educational reformers sought to upgrade curriculums to include more serious studies, though courses in the ornamental arts never completely lost their appeal.

The Young Ladies Academy of Philadelphia, which opened in 1791, was one of the first women's schools in the country to focus on serious academic subjects instead of the lighter, more frivolous curriculums. Courses included history, geography, rhetoric, writing, and math.⁴⁰⁰ Benjamin Rush, a trustee of the school, noted, "such academical improvements tend to mollify the temper, refine the manners, amuse the fancy, improve the understanding, strengthen virtue...[and] to lay a foundation for a life of usefulness and happiness here, and if rightly improved, for a blessed immortality hereafter."⁴⁰¹ Rush's comments reflected reformers' ambitions, in the words of another renown educator Joseph Emerson, to "lead the female mind to the love and practice of moral goodness," not to encourage a career outside the home.⁴⁰² The Young Ladies Academy's course of study was shaped by Enlightenment principles that promoted the acquisition of knowledge beyond the Classics to include empirical investigations of the modern world. Although many Americans intellectuals, such as Benjamin Franklin, suggested that the Classics be removed from boy's schools curriculum, the tradition persisted. For years, it was one of the most distinguishing characteristics between boys' and girls' education.

The Rush's Academy provided a very rare opportunity for young women to receive a serious education in the late eighteenth century. A few town grammar schools gradually admitted girls at times when boys were not in attendance, such as, after normal school hours and during the summer months. Some historians have argued that this arrangement related, in part, to parents desire to keep paid school teachers working at all times rather than to a high priority they set on educating their daughters.⁴⁰³ In this time period, women's education was essentially only the prerogative of the richest families and almost always limited to instruction in the social refinements. Most girls were denied any form of formal education because their parents did not think it was necessary or proper, or they could not afford the tuition.

³⁹⁹ See Farello, Farnham, Solomon, et al.

⁴⁰⁰ Eschbach, p. 7.

⁴⁰¹ Woody, vol. 1, p. 335.

⁴⁰² Quoted in Boas, p. 7.

⁴⁰³ Farello, p. 70.

Sketches of the History, Genius and Disposition of the Fair Sex, anonymously written in 1812, expressed the common fears of women's higher education and the attitudes towards women that reformers at the turn of the century had to confront.⁴⁰⁴ The author stated, "Were it your power to give them genius, it would be almost always a useless and very often a dangerous present. It would, in general, make them regret the station which Providence has assigned them, or have recourse to unjustifiable ways to get from it. The best taste for science only contributes to make them particular. It takes them away from the simplicity of their domestic duties, from general society, of which they are the loveliest ornament."⁴⁰⁵

Framing women's educational advances in terms of service to others and traditional female roles of wife and mother mollified many, but obviously not all, who felt threatened by them. Yet, even those reformers who embraced the belief of women's intellectual capacities remained skeptical of the idea of women's equality. In the early nineteenth century, there were few opportunities for women in public life. The purpose of women's instruction, even for someone like Rush, was still mainly to improve the lot of others, not for women's own personal improvement and growth.

The American Education in the Nineteenth Century

Rapid industrialization in the nineteenth century led to sweeping transformations in almost all aspects of American life. The pre-industrial family-work unit, as epitomized by the rural family farm, was disturbed when many people moved to the city for greater economic and cultural opportunities. Most middle- and upper-class men set off for day jobs in factories and offices in town, leaving women to manage household affairs. With so many new manufactured goods and processed foods available in the markets, women's responsibilities changed from producer to consumer. This realignment or widening gap in the sexual division of labor intensified the historic perception that men and women functioned in "separate spheres."⁴⁰⁶

According to the ideology of separate spheres, men's supposed innate competitiveness and aggressiveness were best suited to the "clutter, corruption, and hectic pace of urban life," while women's supposed natural altruism, gentility, and piousness were tailored for domestic duties,

⁴⁰⁴ Anonymous, *Sketches of the History, Genius and Disposition of the Fair Sex*, 1812, quoted in Woody, vol. 1., p. 107.

⁴⁰⁵ Anonymous, *Sketches of the History, Genius and Disposition of the Fair Sex*, 1812, quoted in Woody, vol 1, p. 107.

⁴⁰⁶ For works regarding separate spheres and the cult of domesticity, see Joan Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91 (December 1986), pp. 1053-75, and Linda Kerber, "Separate Spheres, Female Worlds, Woman's Place: The Rhetoric of Women's History," *Journal of American History* 75 (June 1988), pp. 9-39.

including, most importantly, the children's upbringing.⁴⁰⁷ In *Letters and Advice to Young Girls and Ladies*, John Ruskin explained, "Now their separate characters are briefly these. The man's power is active, progressive, the defensive. He is eminently the doer, the creator, the discoverer, the defender....But the women's power is for rule, not for battle, -and her intelligence is not for invention or creation, but for sweet ordering, arrangement, and decision."⁴⁰⁸

The home took on great significance in the nineteenth century as a refuge and a moral sanctuary from the mental and physical hardships of the modern, industrial world.⁴⁰⁹ Since women were envisioned as purveyors of culture and virtue, they were ideal guardians of all that the home represented. They were considered the family's and, by extension, society's moral arbiters and spiritual caretakers.

Women's activities gradually expanded beyond the confines of the home into sectors of public life, such as social reform and education, that were believed to be suitable to women's natural abilities and, perhaps, less threatening to prescribed gender divisions. Campaigns to advance female education typically used the conservative rhetoric of the "Cult of True Womanhood" to advance their cause.⁴¹⁰ The first seminary founders crusaded for greater educational opportunities to better prepare women for service to their families and the world beyond. Most were not aligned with the more radically feminist women's suffrage movement.

Historians differed on whether their rhetoric was simply a guise to ease the acceptance of women's higher education or a true expression of their beliefs.⁴¹¹ In any case, great gains in women's education helped expand women's sphere of influence and vocational opportunities beyond the traditional mold. National Park Seminary illustrates, however, the continued

⁴⁰⁷ David Shi, *The Simple Life: Plain Living and High Thinking in American Culture* (New York: Oxford University Press, 1985), p. 101.

⁴⁰⁸ Quoted in Woody, vol. 1., p. 100.

⁴⁰⁹ For works regarding the idea of the home, see Gwendolyn Wright, *Moralism and The Model Home: Domestic Architecture and Cultural Conflict in Chicago, 1873-1913* (Chicago: The University of Chicago Press, 1980), Gwendolyn Wright, *Building the Dream: A Social History of Housing in America* (Cambridge: The MIT Press, 1983), Clifford Edward Clark, Jr., *The American Family Home, 1800-1860* (Chapel Hill: The University of North Carolina Press, 1986), Alan Gowans, *The Comfortable House: North American Suburban Architecture, 1890-1930* (Cambridge: The MIT Press, 1986), and Harvey Green, *The Light of the Home: An Intimate View of the Lives of Women in Victorian America* (New York: Pantheon Books, 1983).

⁴¹⁰ For a discussion of the term "cult of true womanhood," see Scott.

⁴¹¹ See Keith Melder, "Mask of Oppression: The Female Seminary Movement in the United States," *New York History* 55 (1974).

popularity of training the daughters of America's wealthiest families to be cultivated ladies, rather than accomplished professionals.

Expansion of American Education, 1820s

The influence of American Enlightenment ideologies and democratic principles combined with the effects of industrialization led to huge developments in education in the nineteenth century. Increases in national and personal wealth provided more time and money for education. The numbers of Americans attending school and the types of educational opportunities expanded enormously. Privately-run academies and seminaries proliferated in the early part of the century, but they were gradually outnumbered by public elementary and high schools, and by universities and colleges. By the end of the century, most educated Americans received instruction in public school systems, however, the insular and personal nature of small private academies remained popular and affordable to a small clientele of wealthy Americans.

Federal subsidies spurred the growth of public elementary schools, or common schools, in the 1820s. Reformers, such as Horace Mann (1796-1859), fought to develop public institutions to educate the lower- and middle-classes, most of whom couldn't afford the tuition-based private academies. While common schools opened their doors to all economic classes, most originally excluded girls. Many parents and educators protested girls' entrance on the grounds that their presence in the classroom subverted the boys' learning experience, that girls' education was a waste of resources since most occupations were closed to them, and that education geared towards males might physically and mentally harm females. Most communities could not afford to build separate female schools, however, so, because of economic necessity, public schools quickly became coeducational.

The increase in common schools escalated the demand for secondary schools and teachers. A few public high schools and normal schools (state-funded teacher training schools) were founded in the 1820s, such as Boston English Classical High School for boys (f.1821) and the first public high school for girls founded in Worcester, Massachusetts in 1828 (which only lasted a few months), but privately-run schools were the main form of secondary education until the 1870s.⁴¹² Unlike public schools, most private schools were segregated by gender. They shared public school proprietors' vision of separate educational programs for females, but they also had the financial backing to maintain their segregated institutions.

The Female Seminary Movement, 1820s-1870s

Although the seeds of serious academic institutions for females were planted in the eighteenth century, it was female reformers of the early nineteenth century who really brought them to fruition. Their vehicle for change was the seminary. The term seminary was historically defined

⁴¹² See Gutez, Solomon, Woody and Willystine Goodsell, *The Education of Women: Its Social Background and Its Problems* (New York: The Macmillian Co., 1923).

as a school for professional training.⁴¹³ A seminary education emphasized character development in preparation for life, not just lesson plans. With the spread of women's seminaries in the nineteenth century, the term took on a gender bias, but it is still used to define men's divinity schools.⁴¹⁴ The first female seminaries were founded in the northeast by women in the 1820s and 1830s. They were created to provide advanced academic training for females when almost none was available to them. While their standards of scholarship were similar to boys academies, their goals were quite different. A seminary education originally was intended to make its graduates better prepared to fulfill their traditional female roles, not to overturn them. School principals were very cautious to maintain proper feminine decorum while conducting revolutionary educational programs behind their doors.⁴¹⁵

As the number of seminaries increased, the term eventually covered a wide variety of women's private educational programs and agendas that were more and less academic in focus. In the mid- to late century, when many of the early seminaries evolved into colleges and when public high schools became the most common mode of women's secondary schooling, the term began to represent a more elite and ornamental form of women's education, like that offered at National Park Seminary.

Emma Willard, Mary Lyons, and Catherine Beecher usually are recognized as the leaders of women seminary movement. Individually, they fought to establish schools for women that concentrated on strong moral and intellectual training, in contrast with the more superficial offerings available at most girls schools at the time. They did not abandon the refinements, however. Their curriculums spanned the spectrum from advanced mathematics to domestic chores. They shared a deep religious and social commitment to make women better wives, mothers, and, by extension, teachers. Their intention was not for women to neglect their womanly duties for other careers. As Catherine Beecher explained, "Our Creator designed women to be the chief educator of our race and the prime minister of our family state, and our aim is to train her to this holy calling and give her every possible advantage for the performance of its many and difficult duties."⁴¹⁶

Emma Willard founded the first women's seminary. In 1819, she stood before the New York Legislature and requested funds to establish "a grade of schools for women, higher than any

⁴¹³ See Woody.

⁴¹⁴ See, for example, the definition for seminary in William Morris, ed., *The American Heritage Dictionary of the English Language* (Boston: Houghton Mifflin Company, 1976).

⁴¹⁵ Sara Delamont, *Knowledgeable Women: Structuralism and the Reproduction of Elites* (London: Routledge, 1989), pp. 70-74.

⁴¹⁶ Catherine Beecher, *Reminiscences*, quoted in Woody, p. 323.

heretofore known."⁴¹⁷ Although the Legislature approved of her plan, they did not allocate funds to support its completion. Undaunted, Willard began a privately-funded school in Waterford, New York. Two years later, the town of Troy, New York offered her a parcel of land and a building for her to establish the Troy Female Seminary.

Catherine Beecher (1800-1878), the eldest daughter of the prominent Congregationalist minister Lyman Beecher, founded the Hartford Female Seminary in Hartford, Connecticut in 1828. Within the first year, attendance at the school leaped from 15 to 150 pupils.⁴¹⁸ Like Willard, she assured the institution's success by securing strong endowments from the local community, particularly, according to one source, the wives of wealthy businessmen.⁴¹⁹

Mary Lyon founded Mount Holyoke Seminary in South Hadley, Connecticut in 1836. She was intent from the beginning on making the school affordable to women from modest backgrounds. The student bodies at most early seminaries were a mixture of affluent and middle-class students, though mostly affluent. Unlike the other two schools, Lyon required her students to perform weekly domestic work as a means of practical training in home management and of reducing expenses.

The curriculums were a combination of secondary and collegiate level courses. They were usually organized into three-year programs. Some granted diplomas to departing students, while others did not. Mount Holyoke required students to take review exams upon entrance to the school. All of them required students to pass challenging public oral examinations before graduation. Willard's statement that her seminary would "be as different from those appropriated to the other sex, as the female character and duties are for the male..." reflected philosophical differences more than styles of instruction.⁴²⁰ Academic standards were modeled on boys academies and colleges. Seminaries offered courses in English grammar, math, geography, history, and science, including botany, chemistry and anatomy. Some also offered courses in the romance languages, music, and the arts. They did not abandon the ornamental subjects. Courses in singing, dancing, and piano playing, which supposedly enriched the feminine character, were offered at even the most serious seminaries. Physical fitness was not a top priority at most girls

⁴¹⁷ Quoted in Alma Lutz, *Emma Willard, Daughter of Democracy* (Boston, 1929) and in Arthur C. Cole, *A Hundred Years of Mount Holyoke College: The Evolution of an Educational Ideal* (New Haven: Yale University Press, 1940).

⁴¹⁸ Solomon, p. 18.

⁴¹⁹ Solomon, p. 19.

⁴²⁰ In *An Address to the Public: Particularly to the Members of the Legislation of New York, Proposing a Plan for Improving Female Education* (Middleburg, VT: JW Copeland, 1819). Quoted in Solomon, p. 14.

schools until the late nineteenth century. To the consternation of the more prudish critics, Mount Holyoke had courses in calisthenics from its inception.⁴²¹

Most of the early seminaries in the north developed into strong teacher-training programs. The graduates filled a demand for cheap, well-educated labor for the rapidly expanding public education system. Some students went on to found schools of their own. Nearly all, however, abandoned their professional lives once they married.

Teacher preparation was less important in southern seminaries.⁴²² In the antebellum period, the wide distribution of the populace in the southern plantation culture inhibited the development of public school systems. Private seminaries were extremely popular, however, among wealthy planters' daughters. According to Christie Ann Farnham, in *The Education of the Southern Belle*, higher education for women was readily accepted in the South because it did not disrupt the status quo. There were very few economic opportunities for middle or upper class women so, with or without an advanced education, they continued to rely on men for financial support. As a result, a woman's education was perceived more as a sign of gentility and class, than of independence. Farnham argued that since one of the main purposes of an education was to enhance one's marriage potential (the usual limit of southern women's economic opportunity), southern seminaries generally focused on "style over substance."⁴²³ Like seminaries in the north, they concentrated on building character and refining social attributes, not just on expanding minds.

Although the high level of enrollment at many seminaries was a testament to their popularity and success, the percentage of young women in the United States attending secondary school remained relatively small throughout the nineteenth century. The cost and the lack of institutions precluded many women from enrolling in secondary school. These were not the only drawbacks. Despite the successes of many seminaries and their graduates, many people still protested the idea of women's higher education. Many worried that it detracted from rather than enhanced women's high moral purpose of being a wife and parent. Some critics feared that if women were taught to reason, they would lose their sense of intuition and that if they were placed in a competitive academic environment, they would lose their femininity.⁴²⁴

⁴²¹ Cole, pp. 57-58.

⁴²² For an overview of women's education in the South, see Farnham, *Education of the Southern Belle*.

⁴²³ Farnham, p. 43.

⁴²⁴ See Joan N. Burstyn, *Victorian Education and the Ideal of Womanhood* (New Brunswick: Rutgers University Press, 1984).

In 1873, the publication of Harvard professor Edward Clarke's *Sex in Education* fueled opposition to women's higher education by introducing a biological justification for limiting its scope.⁴²⁵ Based on a rather weak medical study of a few high school and college students, Clarke concluded that concentrated academic work was physically harmful to teenaged girls. He argued that prolonged studying weakened women at a key age of reproductive development and so threatened their fertility. Since Clarke's arguments touched on the most sensitive of women's attributes, their ability to bear children. His work incited long and protracted debates over the appropriateness of women's higher education. *Sex in Education* had seventeen printings.⁴²⁶ For years, schools, including National Park Seminary, published lengthy disclaimers regarding the health of their programs and settings that stemmed, in part, from Clarke's provocative, though scientifically weak, study. Despite the opposition from Clarke and others, by the late nineteenth century, women's higher education was broadly accepted as a woman's right and a social asset.

Increase in Women's Educational Alternatives, 1870s-1890s

After the Civil War, academic opportunities in the United States steadily expanded. The surge in development of common schools in the early part of the century led to a greater demand for public secondary schools. Public high schools, which were cheaper and more numerous than private academies, took over the main role of educating the middle class. They were much more vocationally-based and less college preparatory or liberal arts oriented than public high schools today. With more female students attending coeducational public schools, many seminaries collapsed for lack of funding. Others, such as Mount Holyoke in the 1880s, developed into women's colleges.

The spread of secondary schools facilitated the expansion of colleges and universities. Many of the first women's colleges, such as Georgia Female College founded in Macon 1836 and Mary Sharpe College found in Winchester, Tennessee in 1853, were collegiate in name only. They remained equivalent to a secondary school or a finishing school education. The first women's colleges that had curriculums on par with men's colleges were Vassar College (f.1865), Wellesley College (f.1875), Smith College (f.1875), and Bryn Mawr College (f.1884). While they offered a high caliber of academic courses, most of these first female colleges were still bound to the "Cult of True Womanhood." As Smith College President L. Clark Seelye remarked, "The College is not intended to fit women for any particular sphere or profession but to develop by the most carefully devised means all her intellectual capacities, so that she may be a more perfect women in any position."⁴²⁷

⁴²⁵ For a discussion of Clark, see Solomon and Roberta Frankfort, *Collegiate Women: Domesticity and Career in Turn-of-the-Century America* (New York: New York University Press, 1977).

⁴²⁶ Solomon, p. 56.

⁴²⁷ Solomon, p. 49.

Opportunities for women also were created at coed universities and men's colleges. Oberlin College (founded in Ohio in 1833) was the first coeducational college. Although the campus was open to both genders, men and women usually were taught in separate classes until the turn of the century. The passage of the Morrill Act in 1862, which helped establish state universities, also provided women with greater access to a college education. Later in the century, some of the most prestigious men's colleges created adjunct campuses for women, such as Harvard's Radcliffe College (1894) and Columbia's Barnard College (1889). The great success of women college students and the high number of enrollees caused tension on some campuses.⁴²⁸ There was some backlash, such as periodic bans on female attendance, as academic communities adjusted to the idea of women's participation and success in a traditionally male domain. For women, a college education not only opened doors to new professional opportunities, it also offered a rich social environment and a rare opportunity for independence outside the home.

The expansion and democratization of American educational system was not the death knell for private boarding schools. In fact, some historians would argue that it spurred their rebirth. For America's wealthiest families, the small, isolated, and traditional character of boarding schools was a fashionable, and extremely expensive, alternative to the populist and vocational character of public high schools, and the competitive environment of colleges and universities. In the late nineteenth century, most seminaries and academies either reconfigured themselves into public high schools or into highly elitist private institutions.

Rise of the Private Boarding School, 1890s- 1910s

Industrial growth in the late nineteenth century created tremendous wealth for a small segment of American society.⁴²⁹ While many Americans benefitted from gainful employment, a standardized work week, and more leisure time, the leaders of the giant corporations wallowed in fabulous riches. They built enormous estates, filled their homes with the finest antiques, and toured the world with their newfound wealth. In "The Social Defenses of the Rich," E. Digby Baltzell, described how they built an insular world for themselves and their families that, ironically, isolated them from the urban, industrialized society that they helped to create.⁴³⁰ The nouveau riche established private clubs, organizations, and schools in order to ingratiate themselves in the customs and traditions of America's old-moneyed families and to distinguish themselves from mainstream American culture.

⁴²⁸ Solomon, p. 58.

⁴²⁹ In the 1840s, there were less than twenty millionaires and by 1892 there were over four thousand. McLachlan, p. 209.

⁴³⁰ E. Digby Baltzell, "The Social Defenses of the Rich," in Gary B. Nash and Thomas R. Frazier, eds., *The Private Side of American History: Readings in Everyday Life*, vol. 2 (New York: Harcourt Brace Jovanovich, 1975).

Sending their children to the isolated havens of private boarding schools was, for many, another means of inculcating their families in the proper cultural and social milieu. Most elite families rejected a public education because of its institutional character, its social heterogeneity, and its focus on preparing students for lives in manual or white-collar jobs. Unlike poorer families, of course, they also had the financial means to do so. Instead of ensconcing their children in private boarding schools, some wealthy parents hired private tutors or sent their children abroad on a "Grand Tour" to visit the famous landmarks of western art and culture.

The increasing number of boarding schools was part of a large scale proliferation of cultural institutions in the late nineteenth century.⁴³¹ Before the Progressive era, when strong public support of the arts began, many of America's industrial giants help found museums, libraries, universities and other intellectual endeavors. Besides genuine generosity, the philanthropy was usually an effort to "boost" the reputation of municipalities in which the donors had a serious monetary investment and to push the level of their own personal and social prestige to that of their financial status. Just like a museum collection might reflect the character and wishes of its founders, boarding schools educational programs and designs can be seen as reflections of the individuals that backed them.

Although almost any educational program is a combination of intellectual pursuits and social dogma, private boarding schools stressed more directly moral and social indoctrination. They not only promised academic excellence, they also strove to transform their young students into proper gentlemen and -women. Instruction entailed, therefore, not simply vocational or cognitive training but social and cultural enrichment. Boarding schools sought to shape and mold their pupils' character, values, and sense of aesthetic taste. National Park Seminary's first bulletin, published in 1894, explained, "The laws of right living, of right thinking and right judging should be inculcated as carefully as the laws of physics and astronomy. The student who, at the close of the year, cannot clearly see progress made in soul development and character building, has lost her year.... We wish to emphasize that we consider text-book training only a part of our work as educators. We shall be satisfied with nothing less than the development of the whole being."⁴³²

The guiding influences behind the boarding school-type education were the pedagogical theories and techniques developed by the Swiss educator Johann Heinrich Pestalozzi (1746-1827) around the turn of the nineteenth century.⁴³³ His ideas filtered through to all types of educational systems, including public schools, but the expense of replicating their model programs precluded

⁴³¹ Lachlin, *American Boarding Schools* and Baltzell, "The Social Defenses of the Rich."

⁴³² National Park Seminary, *National Park Seminary for Young Women* (Washington, D.C.: Kensington Publishing Company, c. 1894), pp. 18-19. National Park catalogs heretofore cited as NPS catalog, [date].

⁴³³ For discussions of Pestalozzi, see Curtis, Farello, Gutek, and Kraushaar.

their use in all but the most well-endowed institutions. Although National Park Seminary and many other boarding schools developed nearly a hundred years after Pestalozzi's ideas were first put into practice, their curriculums strongly echoed the reformer's pedagogical tenets and design.

Most boarding school proprietors' fundamental attitude towards education as the enrichment of the entire human being was a direct translation of Pestalozzi's own precepts. Related to this idea was his conviction that learning is experienced through all the senses, not just the intellect. He advocated augmenting classroom lessons with activities, such as gardening and physical exercise, that aroused all facets of an individual. Hofwyl, one of the first schools designed under Pestalozzi's philosophy opened near Berne, Switzerland in 1799. Phillip Emmanuel von Fellenberg (1771-1844), its founder, described the curriculum, as the "harmonious development of the physical, intellectual, and moral faculties by means of a rigorous, detailed schedule covering a liberal curriculum of studies both classical and modern, as well as exercise and play."⁴³⁴ A sample of a NPS daily student plan exemplifies the extremely regulated yet varied schedule promoted by the early Enlightenment reformers.⁴³⁵ Their days were organized in half hour intervals from morning to night. Activities ranged from French lessons, to science classes, to walks in the woods. Each was an important component for building a student's "sensitivity" and constitution.

Another important precept of Pestalozzi's pedagogy that was adopted by American boarding school principals was the belief in the power of the environment to teach and mold individuals. Students don't just learn from cerebral lessons in books, the philosopher maintained, but from the sites, sounds, and smells of their surroundings. Pestalozzi believed that the best atmosphere for learning was a homelike environment protected from the corrupting influences of modern society. He recommended boarding students on a secluded, rural campus. His ideas, of course, had great appeal in the late nineteenth century when the American physical and economic landscape was undergoing rapid changes and nature was popularly romanticized as a solace to urban woes.

A rural campus was valuable not only because of its physical and psychological attributes. It also facilitated the isolation of students in a controlled environment where their intellectual, moral, and physical development could be more easily molded. Joseph Green Cogswell and George Bancroft, two early followers of Pestalozzi who founded the Round Hill School outside of Northampton, Massachusetts in 1823, explained, "If we could attempt to form the characters as well as to cultivate the minds of the young, we must be able to control all their occupations. For this reason, we intend to have them under the same roof with ourselves, and we become

⁴³⁴ William Woodbridge, "Sketches of Hofwyl and the Institutes of M. de Fellenberg," printed as appendix to *Letters from Hofwyl*, quoted in McLachlan, p. 60.

⁴³⁵ Daily schedule was published in the 1914 NPS catalog and several other later editions.

responsible for their manners, habits and morals, no less than for their progress in useful knowledge."⁴³⁶ Because they were living together, a parent-like relationship between faculty and students was usually nurtured. Teachers became living role models for their pupils.

Emphasizing the sheltered and home-like atmosphere of their schools was a philosophical statement and a way for school founders to placate parents' fears of sending their children, especially their daughters, away from home. Boarding schools offered the cultural exposure of the Grand Tour within the protective confines of a cloistered environment. Assuring parents' happiness also insured tuition payments. Most private schools struggled for financial support. Some, like the National Park Seminary, formed corporations and organized board of trustees to secure their financial base. Yet, even these organizations relied on paying customers and so had a more precarious existence than public schools.

Perhaps because of private schools' cloistered living arrangements and their emphasis on personal development, they remained divided into separate male and female institutions longer than public schools. Both girls and boys schools stressed the development of social skills and personal honor and virtue, but, in keeping with traditional views of gender roles, these qualities (and so the pedagogies) were defined differently for men and women. While many boys schools focused on strong academic programs that enhanced their students' competitive spirit and leadership abilities, many girls schools stressed cultural refinements over academic credos. In flowery Victorian rhetoric, the NPS founders professed, "A daughter needs, above all, that the windows of her soul should be thrown wide open to the universe of beauty, her sentient being must be thrilled with exquisite emotions, she must be lost in the thought-life of others, her heart must pulsate with the heart-life of humanity as expressed in divinest forms. In a word, she must have Artistic Culture."⁴³⁷

Female seminaries not only differed from boys schools but also from other contemporary forms of women's education. By the 1890s, when many women's colleges were providing challenging degree-programs and a few graduate schools were admitting women in their doctoral programs, schools like Sarah Porter's Academy in Connecticut, and National Park Seminary adhered to the conservative tenets and curriculums of the early seminaries or, arguably, eighteenth-century finishing schools. They usually focused on social charms, cultural accouterments and home management in combination with academic subjects and professional training. They were geared more towards sustaining traditional female roles, than breaking beyond them. The ideas expressed in the following statement by NPS's principal John Cassedy, might well have been uttered in the 1790s, instead of the 1890s. He asserted, "Nothing, we believe, has retarded the

⁴³⁶ Joseph Green Cogswell and George Bancroft, *Prospectus of a School to be Established at Round Hill, Northampton, Massachusetts* (Cambridge, 1823), quoted in McLachlan, p. 79.

⁴³⁷ NPS catalog, 1898, p. 40.

true progress of women more than the inattention of many so-called finely educated women to those details of person which should be exponent of their culture and to those requirements of social life, which are, as Emerson says, 'our only protection against the vulgarity of the streets'....If the higher culture does not render our daughters more charming personally and more attractive socially, as well as more companionable intellectually, then it has failed in attaining its ends."⁴³⁸

Many seminaries did not grade or rank their students because they wanted them to be judged by their character, not their academic accomplishments. Courses were frequently geared toward domestic interests. For example, science courses might include domestic sanitation, hygiene, and the chemistry of household products. Physical education was an integral part of most programs because of the health benefits it provided but also because it promoted "grace, ease, and [the] perfect command of the body as an instrument of expression...."⁴³⁹ In order to assuage parents' and the community's fears of the effects of higher education on women's femininity, most girls schools were highly guarded and very strict about their students' behavior, dress, and conduct on and off campus. Social life was directed towards promoting the sense of community at the school. Dances were usually all-girl affairs. Outside visitors and visits were strictly chaperoned events.

Although popular with members of America's aristocracy, many educators and social critics, lambasted girls boarding schools as elitist, anachronistic institutions. Andrew Dixon White, the president of Cornell University, contrasted his coeds with the "flippant and worthless 'boarding school misses.'"⁴⁴⁰ Their high-society character and rather lax academic standards alienated many education reformers. In 1902, one critic writing for *Educational Review* exclaimed, "The boarding school is an attachment to the family of those who have wealth, and it tends to turn from a nobler work the power of men's hearts and brains by the simple expedient of buying them, here with money, there with social prestige. The worst of boarding schools are ineffectual reformatories, and the best of them are scrupulously cultivated hotbeds of snobbishness and un-American class superiority."⁴⁴¹

By the end of the nineteenth century, even the most humble secondary education was the prerogative of only a tiny segment of society. In 1870, less than two percent of Americans

⁴³⁸ NPS catalog, 1898, p. 47.

⁴³⁹ NPS catalog, 1898, p. 65.

⁴⁴⁰ Andrew Dixon White quoted in Solomon, p. 52

⁴⁴¹ George C. Edwards, *Educational Review*, 1902, as quoted in McLachlan, *American Boarding Schools*, p. 3.

attended secondary school and, by 1900, it had increased to only five percent.⁴⁴² Although the poorest segment of society was the least likely to send their children to school, attendance was not based solely on a family's income level. Some of the wealthiest families shunned any form of education for their daughters, believing that it was an unseemly or unnecessary adornment to their lives of leisure and privilege.

Women's Education, 1920s-1940s

Many of the anxieties about women's higher education diminished after World War I when secondary and collegiate education became more widely-accepted and even expected for most middle and upper class women. In the 1920s, young people flocked to colleges and at least half of those enrolled were women.⁴⁴³ Many factors explain the growing popularity of higher education. First, overall attendance in school, especially in public schools, increased because of the passage of child labor laws and mandatory education laws.⁴⁴⁴ The great prosperity of the 1920s boosted financial support for educational institutions and made tuition payments more affordable to a larger segment of society. Even if your job was running a household, secondary school and college were seen as necessities for success in the increasingly complex modern world.

Employment of women during the war expanded their economic opportunities and level of independence after its conclusion in 1919. The idea of a married woman who worked outside the home, at least until children arrived, was more socially accepted. The feminist movement also increased opportunities for women. The ratification of the 19th Amendment, which gave women the right to vote, in 1919 further solidified the importance of women's education and their role in American public life. These trends, of course, did not banish the traditional view of women as guardians of the home and paragons of virtue and polite culture.

Besides these economic and political transformations, there was a new social climate in the 1920s. Strict Victorian rules of etiquette and social mores loosened up. Greater social freedoms, regarding everything from dress to dating, spurred the formation of a youth culture. College began to be identified with a flourishing social life as much as academic pursuits.⁴⁴⁵ Unlike in the nineteenth century, college for young women was seen less as a political statement than as a right of passage.

⁴⁴² McLachlan, pp. 192-193.

⁴⁴³ Solomon, p. 142.

⁴⁴⁴ See Gutek, *Education in the United States*.

⁴⁴⁵ See Horowitz, pp. 279-294.

The 1920s also were noted for the proliferation of new educational philosophies and approaches. Debates regarding what an education should entail and to what purposes it should serve were widely published in a growing body of educational journals and in the popular press. Theorists ranged from the essentialists to the Progressives. The essentialists believed that curriculums should keep to fundamental academic lesson plans and not be redirected or tailored towards more pragmatic needs or social issues. On the other hand, the Progressives, in all their various guises, supported an education that was directed towards the individual character of a student and the needs of society. These programs usually included more practical, vocational-type courses, such as journalism and secretarial training, along with the more esoteric scholarly subjects, such as Latin or philosophy. Despite these developments, most women's higher educational programs were geared towards traditional gender roles, such as nursing, teaching, and, most profoundly, homemaking.

Most of the Seven Sister colleges maintained serious scholastic aims. They still strove to imitate the curriculums at men's colleges.⁴⁴⁶ Vassar, on the other hand, took a more Progressive stance (though some viewed it as retrograde) by adding a home economics department, complete with its own separate building. Other institutions, such as Sarah Lawrence College, founded as a junior college in 1926 in Bronxville, New York, emulated the more conservative traditions established and perpetuated by schools like National Park Seminary. Its founder William Lawrence's aim to train the "best" girls to "appreciate the value of leisure," clearly echoed the intentions of NPS's proprietors.⁴⁴⁷ The schools tuition fee of \$1600, higher than most other educational institutions, ensured that only young women from the wealthiest families would apply. Its success, like NPS's in the 1920s, reflected the continued desire among America's economic elites to train their daughters to be purveyors of high culture and social graces, rather than intellectuals or professionals.

Lawrence and James Ament, the NPS principal from 1916 to 1937, viewed their schools as an alternative to the more competitive and less restrictive environment found at many college campuses. In keeping with traditional boarding school doctrine, the educators accentuated character development over scholastic achievements. Isolated on the grounds of his country estate, Lawrence's students received the "cultivation of grace and manners, of diplomacy and the fine arts and the creation of character....not necessarily acquired in school or college."⁴⁴⁸ The NPS 1935 catalog reiterated these conservative tenets about womanhood and women's education. It stated, "National Park Seminary exists for girls who place present-day living about

⁴⁴⁶ See Horowitz.

⁴⁴⁷ William Lawrence, Letter of Instruction, p. 6., copy in "Early College Documents" notebook, Archives of Sarah Lawrence College, quoted in Horowitz, p. 321.

⁴⁴⁸ William Lawrence, autobiographical fragment, Archives of Sarah Lawrence College, as quoted in Horowitz, p. 321.

traditional courses of study, all-round womanhood above narrow specialization, robust health above high marks, clear thinking above mere memorization, and warm, vibrant, cheerful personality above cold, matter-of-fact intellectuality."⁴⁴⁹

By the time that Ament took over control of National Park Seminary, the American education landscape was much broader and more diverse than during the era of the school's founding. According to the historian Thomas Woody, in 1890 there were 2526 public schools compared to 1632 private schools, but, by 1920, the gap had leaped to 14,326 to 2093. Many educators attacked boarding schools as undemocratic institutions and called for their eradication. They survived, of course, because their exclusiveness and elitism were exactly what appealed to a small cliche of wealthy families.

Porter Sargent's directory of private schools for the 1920s through 1940s document the changing character of girls boarding school education.⁴⁵⁰ While many institutions continued to stress the homelike qualities of their campuses, their curriculums reflected an increased emphasis on college preparation. National Park Seminary remained relatively consistent in its focus on the arts, music, social sciences (history and geography), physical education, and home economics. Even though NPS offered a four-year college prep program (the equivalent of eighth to twelfth grades) and a two-year junior college course of study, by 1924, it described itself as a finishing school.⁴⁵¹ While many schools noted the high standards of their course work in Sargent's directory, the NPS entry promoted "a varied and entertaining school life with the greatest variety of educational diversissements."⁴⁵² The students at Mount Vernon Seminary, another local Washington girls school also were "expected to have good carriage, manners, savoir-faire."⁴⁵³

With tuition costing \$1500 plus additional class fees in the mid-1920s, NPS remained one of the most expensive but not the highest priced, schools in the country.⁴⁵⁴ Many schools charged between \$1600 and \$1900 per year. Miss Weaver's Andrebok School cost a whopping \$2500 per year. Tuition at NPS climbed to \$1800 in the 1930s but declined by the middle of the decade, perhaps in an effort to sustain admissions. In 1936, NPS charged between \$850-1200, while

⁴⁴⁹ NPS catalog, 1935.

⁴⁵⁰ See Porter Sargent, *A Handbook of Private Schools of the United States and Canada* (Boston, Porter Sargent, 1915 [also for 1917, 1924-25, 1936-37 and 1941-42]).

⁴⁵¹ Sargent, 1924-1925, p. 249.

⁴⁵² Sargent, 1924-1925, p. 249.

⁴⁵³ Sargent, 1936-1937, p. 467.

⁴⁵⁴ Sargent, 1924-1925. Based on a comparison of school fees listed in the annual directory.

Mount Vernon charged \$1500, Madeira \$1800, Holton-Arms \$1200-1600, and Chevy Chase School \$1400.

In 1924, there were eighteen other private girls school in the D.C. area. By 1936, the number had decreased to fourteen and several, such as Mount Vernon Seminary and the Madeira School, had moved to suburban locations. Like NPS, most Washington area schools highlighted the advantages of being near the nation's capitol, less because of its political environment than because of its cultural institutions and supposedly laissez-faire work ethic. A NPS publication reiterated its own dogma and agenda when it quoted the author William Wellman's view of the city, "Other American cities were built for labor," stated Wellman, "but Washington for play; others for business, making money, Washington for spending it....Add to the physical and temperamental settings of the scene--to this atmosphere of polite placidity--the soft and even climate of the seaboard midway between North and South, the sunlit winter days which are cool enough not to be enervating, the glorious springs and autumns, and it is not difficult to realize the peculiar charm of Washington."⁴⁵⁵

Although public school professionals were equally as concerned as boarding school proprietors with the character and quality of school architecture and environments, the latter had greater freedom and funds to fulfill their goals. In Sargent, the benefits of a campus' domestic, sheltered, and rural character were highlighted frequently as a boarding school's attributes, though less so than previous years. While NPS seemed to share common education methods and goals with many other boarding schools, what set it apart from all the others was its fantastic and fanciful campus. The tremendous amount and wide diversity of exterior embellishments and interior decor was unrivaled by any other institution.

Perhaps the whimsical character of the campus and the pedagogy it embodied were its downfall in the end. Although NPS survived the Great Depression of the 1930s, the flamboyant life style it fostered and represented was no longer viable and its mode of architectural expression no longer popular. Its last president, Roy Tasco Davis, attempted to revamp the program into a more competitive and academically strenuous curriculum, but his efforts could not revive or save the institution. By 1942, when the U.S. Army took control of the campus via the War Powers Act, the school represented an antiquated mode of women's education and outdated form of campus design and architecture. The local private girls boarding schools that survived into the 1990s, such as Madeira and Holton-Arms, were those that encouraged women to excel in scholastic pursuits. These schools continued to stress the traditional boarding school themes of personal care and attention, and healthy, attractive, and didactic settings, but, unlike National Park Seminary, their campuses and pedagogies were more flexible and adaptable to changing conceptions of women and education.

⁴⁵⁵ William Wellman, *Success*, quoted in National Park Seminary, *National Park Seminary: Its Halls, Vistas and Gardens* (Baltimore: Thomsen-Ellis Company, c.1930).

Campus Design: Influences and Meanings

Clusters of small eclectic domestic houses in a park-like setting. A geometric arrangement of large Greek Revival brick buildings amidst formal gardens. Queen Anne resort architecture in picturesque grounds. A mixture of all three styles. And more. Boarding school architecture and campus designs of the late nineteenth and early twentieth century are as varied as their stylistic sources and historic antecedents. Although some school's hired professional architects and landscape designers, most campuses are idiosyncratic. Many reflect the personality and tastes of presiding principals rather than adhering to contemporary standards or patterns of campus design. Unlike public secondary school and college architecture, whose design standards were repeated throughout the country, private nondenominational boarding schools are much more whimsical and diverse. Some adopted Beaux-Arts designs made popular at Chicago's World's Fair and others simply remodeled abandoned vernacular buildings.

The National Park Seminary campus had two major phases of construction. They include the Cassedy period from 1894 to 1916 and the Ament period from 1917 to 1936. Since few written records of either of National Park Seminary proprietors' design intentions survive, the main means of documenting their origins is by tracing the social, cultural and artistic factors that might have contributed to the design selections. Although professional architects are documented as having contributed to a few of the features, most of the buildings and the campus plan were the concoction of the school's owners. Obviously, they were not designing in a vacuum. Their efforts were linked to many pedagogical and extraneous sources. This essay traces the artistic, social, and cultural influences that shaped the material world of the National Park Seminary. It is divided into separate sections which compare and contrast Cassedy's and Ament's campus plans with other landscape and architectural design trends and influences. The sections include: American campus prototypes, Jefferson's academic village, women's collegiate designs, suburban architecture, landscape gardens, Chautauquas, World's Fairs, and Beaux-Arts country estates.

American Campus Prototypes⁴⁵⁶

NPS fit the historic model of American campus design by being located in a suburb, by establishing separate buildings in an open green space, and by providing a variety of functions and services that reached beyond the basic academic curriculum.⁴⁵⁷ Beginning with Harvard College in 1642, which was located in Cambridge on the outskirts of Boston, Americans have commonly built colleges in suburban locations. Eighteenth-century secondary schools modeled

⁴⁵⁶ For histories of collegiate architecture and campus planning, see Paul Venable Turner, *Campus: An American Planning Tradition* (Cambridge: The MIT Press, 1984), Richard Dober, *Campus Planning* (New York: Reinholdt Publishing Corporation, 1963), and Albert Bush-Brown, "Image of a University: A Study of Architecture as an Expression of Education at Colleges and Universities in the United States between 1800 and 1900" (PhD diss., Princeton University, 1958).

⁴⁵⁷ Turner, pp. 3-6.

after the teachings of Pestalozzi were often located in rural settings in order, as one historian noted, "to exert benign moral influence" on the students.⁴⁵⁸ The preference relates to the belief in the psychological and physical benefits of nature and the concomitant anxiety about urban and industrialized society. A comparison of Sargent's private school directories reveal boarding schools' movements further and further into urban hinterlands as metropolis' expanded in the late nineteenth century.⁴⁵⁹

NPS's suburban campus was considered ideally located because it offered convenient access to the "liberal education" of Washington but was safely removed from the constant lure of these urban enticements. The 1894 catalog noted, "The motive that led to selecting a suburb, rather than the city itself as the site of our school, was our conviction that the student life is happier and freer pursued away from the distractions and attractions of the social whirl of a great city and where no artificial restrictions are rendered necessary by the proximity of temptation; where the character, as the physical being, is free to expand and develop, without the system of espionage that so often irritates and represses the moral nature and renders it suspicious, secretive and resentful.... We are convinced, therefore, that the ideal situation for a boarding school is to be out of, and yet near, a great city-near enough to take advantage of all its educating influences."⁴⁶⁰

Another indigenous American campus tradition maintained at NPS was the arrangement of individual buildings around a campus green. This American landscape form was a departure from the English prototype that joined large buildings together to create a single square-shaped structure with an interior courtyard, or quad. Most American campus planners mimicked the general quadrangular arrangement but maintained open spaces between the buildings. In *Campus: An American Planning Tradition*, Paul Turner suggested that the adaptation was originally due, in part, to the plethora of available land in the colonies.⁴⁶¹

NPS also followed the American practice of creating an autonomous campus community. Unlike early English colleges that simply had classroom and reading facilities, American college campuses were like small towns in themselves. They had their own living quarters, dining facilities, chapels, and social halls. NPS was typical in that it too formed its own separate community and provided for all the needs of its student body. While the form and content of

⁴⁵⁸ Otto F. Kraushaar, *American Nonpublic Schools: Patterns of Diversity* (Baltimore: The Johns Hopkins Press, 1972), p. 60.

⁴⁵⁹ See Porter Sargent, *A Handbook of Private Schools of the United States and Canada* (Boston, Porter Sargent, 1915 [also for 1917, 1924-25, 1936-37 and 1941-42]).

⁴⁶⁰ National Park Seminary, *National Park Seminary: For Young Women* (Washington, DC: Kensington Publishing Company, ca. 1894), p. 23. School catalogs heretofore cited as NPS, [date].

⁴⁶¹ Turner, p. 4.

NPS's educational program and physical design reflected the values of a particular social class at a specific period in history, its overall campus design concept was linked to a much larger legacy.

Jefferson's "Academic Village"⁴⁶²

Many people have referred to the NPS campus as a village. The term "village" has antecedents to Thomas Jefferson's famous "academic village" at the University of Virginia, which became the American campus ideal. Jefferson's "village" was constructed in 1825 as a planned entity. It consists of two rows of small classical brick pavilions, connected by covered colonnades, that face each other across a quadrangular-shaped lawn. The rectangular space was capped at the north end by an imposing rotunda. The south end was originally left open to provide scenic vistas of the surrounding countryside. The buildings were designed together and were arranged to form one cohesive unit. They are united into a single overall design. If one was removed, its absence would appear like a missing tooth.

While National Park Seminary shares UVa's original intimate scale, it lacks the university's overall unity. Rather than embodying geometry, the NPS campus is organic. The site mimics a small European village, more than Jefferson's grand design scheme. NPS buildings appear haphazardly placed around the periphery of the ravine and the main hotel structure. There seems to have been little thought to devising an overall design scheme or to organizing buildings in a logical plan. The only cohesive grouping of buildings are the bunching of service buildings on the east side of campus. The clubhouses, on the other hand, were erected alternately on one side of the campus and then the other, without clear visual or spatial connections between them.

Despite the obvious visual disparities, Jefferson's work could have been an inspiration to Cassedy, as it was to so many other campus designers. Cassedy, like Jefferson, viewed his buildings as didactic instruments for learning. Jefferson chose a variety of classical forms for his pavilions in order to teach students about architecture and to inspire them in the classical philosophical ideals. Cassedy constructed a much more eclectic selection of building types, including Classical Revival, Italianate, and Japanese, to name a few, but the intentions were nearly the same. Cassedy used the buildings to promote an awareness of artistic forms, to provide "visual delight," and to provide a guiding moral influence. More pragmatically, NPS's plethora of covered walkways also have antecedents in Jefferson's historic work. They were created to protect the students from inclement weather when walking between campus buildings.

⁴⁶² See Turner, Dober, and, especially, Richard Guy Wilson, ed., *Thomas Jefferson's Academical Village: The Creation of an Architectural Masterpiece* (Charlottesville: University Press of Virginia, 1993).

Women's Collegiate Designs⁴⁶³

The tradition of the open campus was late in coming to female educational institutions. Until the 1870s, women's institutions of higher learning were housed in single multipurpose structures rather than dispersed into separate buildings as at men's schools. Teaching, lodging, dining, and administrative functions were all under one roof. This tradition led to the erection of some massive academic buildings, such as Vassar College (f. 1865), which at one time was considered the largest building in the United States.⁴⁶⁴ Historians contend that the architectural differences between the male and female schools related to divergent views of men and women.⁴⁶⁵ Women were seen as weaker and meeker than men and so were believed to be in need of greater social controls and protection. Independence and adventurousness, qualities that the more open campus fostered, were traits that were celebrated in young men but condoned in young woman. Keeping women within the confines of a single building was considered the appropriate physical and symbolic shelter.

The first women's college to move away from the seminary-based single building design was Smith College in Northampton, Massachusetts. Its campus, which was completed in 1875, consisted of one main school building and several small cottages irregularly placed around the grounds. The cottages were living quarters. Their diminutive size and picturesque qualities were intended to provide a domestic and feminine influence on the collegiate women. Smith planned to "educate women at college but keep them symbolically at home," explained an historian of college campus design.⁴⁶⁶

National Park Seminary adapted a similar campus pattern with its large main building, and smaller school buildings and clubhouses. Although more exotic and ornate than the vernacular-style Smith cottages, the clubhouses served the same purpose of introducing a domestic scale and style of architecture to the institutional setting. There was one major difference. Unlike the Smith cottages, NPS's clubhouses were not intended as living quarters. They were tiny playhouses for acting out the rituals of home entertaining. While the NPS students were allowed to venture into clubhouses and grounds to play during the day, just like children, they had to return to the protective den of the main house at night.

⁴⁶³ Most of the information was derived from Helen Lefkowitz Horowitz, *Alma Mater: Design and Experience in the Women's Colleges from their Nineteenth-Century Beginnings to the 1930s* (New York: Alfred A. Knopf, 1984) and Turner, pp. 133-140.

⁴⁶⁴ Turner, p. 133.

⁴⁶⁵ Turner, pp. 133, and Horowitz, *Alma Mater*.

⁴⁶⁶ Horowitz, p. 75.

In the 1890s, when Cassedy erected small shingle-style school buildings, most women's colleges were remodeled into Gothic Revival academic designs. Since Andrew Jackson Davis designed NYU in the 1830s, the Gothic Revival style was the standard motif for men's college buildings. The style harkened back to medieval Europe and evoked a sense of tradition, erudition, and moral virtue. The style was originally avoided on women's campuses because it was considered to be inappropriate for the "fairer" sex. Women's school founders originally preferred to cloak their scholarly academies in simple, nonthreatening institutional or domestic designs so as not to incite greater resistance to their cause.

Bynr Mawr, located outside Philadelphia, was the first women's college to adopt the Gothic Revival form. It was erected in 1885. Its campus was composed of massive Gothic stone buildings arranged in the open quadrangle form. For the first time, a women's college campus showed no gender bias. The style was adopted by other women's colleges, such as Mount Holyoke and Vassar, in the 1920s. Bynr Mawr's scholarly focus and elite campus buildings represented the opposite end of the spectrum of women's college design in comparison to NPS.

Some other women's colleges, such as Scripps and Sarah Lawrence in New York, rejected the Gothic Revival style. They retained the domestic styles like NPS. Not surprisingly, their educational programs were much more in line with those at NPS, too. They accentuated social graces and cultural refinements, not strenuous academics. They were very traditional in their outlook towards women's education and their buildings reflected it. The schools were established in the 1920s, the same period when Ament transformed NPS into a palatial Beaux-Arts estate. Ament's new campus design scheme embodied domestic ideals, just on a much grander scale than Cassedy's.

Suburban Architecture

By equating their establishment with the home, NPS proprietors aligned the school with an ideology as much as a place. Home was not just a shelter but a site laden with moral overtones and gender biases. As many historians have noted, in the nineteenth century, the home took on enormous significance as a haven from the new and sometimes bewildering conditions of the modern industrial world.⁴⁶⁷ Many contemporary popular journals echoed the ideas of reformers who imbued the home with a sense of virtue, health, and tranquility that they contrasted with the commercial and industrial world's inherent corruption and immorality.

⁴⁶⁷ For works regarding the idea of the home, see Gwendolyn Wright, *Moralism and The Model Home: Domestic Architecture and Cultural Conflict in Chicago, 1873-1913* (Chicago: The University of Chicago Press, 1980), Gwendolyn Wright, *Building the Dream: A Social History of Housing in America* (Cambridge: The MIT Press, 1983), Clifford Edward Clark, Jr., *The American Family Home, 1800-1860* (Chapel Hill: The University of North Carolina Press, 1986), Alan Gowans, *The Comfortable House: North American Suburban Architecture, 1890-1930* (Cambridge: The MIT Press, 1986), and Harvey Green, *The Light of the Home: An Intimate View of the Lives of Women in Victorian America* (New York: Pantheon Books, 1983).

Concomitantly, women were viewed as the best custodians of the home because of their supposed natural proclivities for high morality, refined culture, and tenderheartedness.⁴⁶⁸ Their most important role in society was to create peaceful, charming, and morally-uplifting sanctuaries for their husbands and children. A suburban residence, removed from the evil influences of the modern city and close to the soothing influences of nature, was celebrated as the perfect setting for domestic bliss. Since the idea of the home was charged with such heavy symbolism, women's selection of domestic architecture, furnishings, and garden designs was not only a matter of taste but of moral responsibility.

Like the resort hotel before it, National Park Seminary envisioned itself as an idyllic home away from home. "We call attention with pleasure to our comfortable and beautiful school home," stated the Cassedys in their catalog, "No pains have been spared to make it a fit dwelling for culture and refinement. Each room is prettily and daintily furnished, carpeted, and decorated...It is our desire to provide a happy, cheery home, where girlhood may expand into womanhood under the most wholesome and healthful influences. The tenderest and kindest home will be given at all times. Our girls are our daughters, who claim our affections and in whose whole future we are interested."⁴⁶⁹ The rich young women who attended NPS were trained in the art of home entertaining and management. They were ingratiated in the values that a beautiful home embodied. The campus functioned as a laboratory for their domestic pursuits on a fabulously lavish scale. NPS also fostered the image of the home in order to assuage parents' fears about subjecting their daughters to a cold, impersonal institution.

The idea of providing a domestic influence on a campus was not the sole domain of women's schools. The renowned landscape architect, Frederick Law Olmsted, incorporated domestic designs in many of his plans for land-grant universities, which were constructed in profusion after the passage of the Morrill Act in 1862. Olmsted considered domestic architecture to be a great moral influence on all students, not just women. He stated, "it is desirable that scholars, at least during the period of life in which character is most easily moulded, should be surrounded by manifestations of refined domestic life, these being unquestionably the ripest and best fruits of civilization."⁴⁷⁰ He designed cottage style dormitories, like those adopted at Smith, but they were

⁴⁶⁸ For works regarding the cult of domesticity, see Joan Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91 (December 1986), pp. 1053-75, and Linda Kerber, "Separate Spheres, Female Worlds, Woman's Place: The Rhetoric of Women's History," *Journal of American History* 75 (June 1988), pp. 9-39.

⁴⁶⁹ NPS catalog, 1897-98.

⁴⁷⁰ Frederick Law Olmsted, "The Project for the Improvement of the College Property," *Report Upon a Projected Improvement of the Estate of the College of California* (New York: William C. Bryant & Co., 1866), as quoted in Philip Pregill and Nancy Volkman, *Landscape in History: Design and Planning in the Western Tradition* (New York: Van Nostrand Reinhold, 1994), p. 454.

not readily accepted at the land-grant universities. Most schools erected the larger, more institutional (and cheaper) buildings. Olmsted's plan for small, less imposing houses appeared in the form of Greek Society houses that became popular in the early twentieth century. Wellesley developed a system of sororities house in the 1890s, but theirs were fashioned after elegant homes, instead of the whimsical folly-like structures like at NPS.

The Cassedys used an eclectic, yet interrelated, variety of architectural styles to evoke their domestic ideals. The NPS campus was like a theme park of suburban design. The campus reflected late-nineteenth century popular tastes for naturalistic designs that blended with the outdoor scenery and for architectural forms that derived from distant countries and historical periods. Queen Anne, shingle-style, Romanesque, Gothic Revival, Italianate, Japanese, Dutch, and Colonial Revival were all represented. The buildings were set in a picturesque landscape, whose origins and significance is discussed in a separate section below.

The architectural forms they selected and the rhetoric used to describe them reverberated with the social and aesthetic theories of John Ruskin (1819-1900).⁴⁷¹ Ruskin believed that certain styles of architecture had the power to shape behavior and to act as a guiding moral influence. Architectural designs and elements that mimicked natural forms and that emulated early medieval designs, according to Ruskin, evoked the most powerful responses. He equated these architectural details with domestic virtues. Specific elements, such as overhanging roofs, dramatic chimneys and fireplaces, and eclectic ornamentation, which are present all around Cassedy's campus, were considered not only objects of beauty but purveyors of domestic bliss and moral living.

The architectural styles at NPS also had historic roots in picturesque design schemes.⁴⁷² The picturesque aesthetic originated in England in the eighteenth century as a reaction against symmetrical and geometric house and garden designs. Uvedale Price, Humphrey Repton, and others, rejected the clipped formalism of Italian and French gardens and, instead, sought to emulate the irregular and organic forms of rural landscape paintings. Adaptations in architecture lagged behind the changes in landscape plans. Through the early nineteenth century, country villas, including those across the Atlantic in America, usually had Georgian or Classical Revival houses with balanced facades and symmetrical plans. Due to the influence of the Romantics, they were replaced asymmetrical and informal country houses. These new styles were perceived to better suited to the naturalistic scenery.

⁴⁷¹ See Michael Brooks, *John Ruskin and Victorian Architecture* (Brunswick: Rutgers University Press, 1987).

⁴⁷² See Gowans, pp. 192-208, and William H. Pierson, Jr., *American Buildings and their Architects: Technology and the Picturesque, the Corporate and the Early Gothic Styles* (Garden City, NY: Doubleday and Company, Inc., 1978).

One of the most important and influential proponents of the picturesque style in United States was Andrew Jackson Downing.⁴⁷³ His *Treatise on the Theory and Practice of Landscape Gardening*, 1841, *Cottage Residences*, 1842, and *The Architecture of Country Houses*, 1850, shaped the character of American suburban designs for generations. Downing, Andrew Jackson Davis, and other practitioners designed houses inspired by nature and by a variety of historic forms, especially Gothic (both castles and cottage) and the Italian villa, which they transformed into their own unique styles. The house designs abounded with gables, brackets, porches, and balconies.

The picturesque style proliferated in the nineteenth century because of the sweeping social, cultural, and technological changes brought about by industrialization. The organic, irregular, and historic forms connoted a simpler and more virtuous life that mythologically existed before the dawn of the modern age. House plans were duplicated easily via pattern books that were widely dispersed due to innovations in printing and communication technologies. The pattern books made it possible for amateur builders to construct the popular designs. In all likelihood, NPS's school buildings were based on these published design books. Innovations in construction technology, such as the invention of the jig-saw, encouraged the use of ornate and stylish architectural elements. These variegated forms were valued as objects of beauty, and beauty, in the nineteenth century, was equated with moralism and good taste.

The ornate Queen Anne style of architecture, as represented in the Forest Inn, derived from these artistic, ideological, and technological trends.⁴⁷⁴ The hotel was a conglomerate of turrets, porches, dormers, chimneys, and gables of all shapes and sizes. Overhanging eaves, stone foundations, and intricate wood trim added to the playful mixing of forms. Because of its shingle-siding, the hotel is considered a later derivation of the fancy wood-painted Queen Anne style. The shingle-style was a simplified, rustic, and naturalistic adaptation of the earlier style. It also had connotations of early American New England architecture. It commonly was used in resort and domestic architecture because of the naturalistic aesthetics and historic associations. Besides the hotel, or Main as it was known under NPS, other campus buildings that were designed in the shingle-style include the Senior House, the Science and Art Building, the Recitation House, the Miller library, and the chapel.

⁴⁷³ See Ann Leighton, *American Gardens of the Nineteenth Century: "For Comfort and Affluence"* (Amherst: The University of Massachusetts Press, 1987) and David Schuyler, *Apostle of Taste: Andrew Jackson Downing, 1815-1852 (Creating the North American Landscape)* (Baltimore: The Johns Hopkins University Press, 1996)

⁴⁷⁴ Sources used for the Queen Anne style include Gowans, pp. 192-195, Clark, *The American Family Home*, Richard W. Longstreth, "Academic Eclecticism in American Architecture," *Winterthur Portfolio* (1982), and Richard Guy Wilson, "The Early Works of Charles F. McKim: Country House Commissions," *Winterthur Portfolio* (1979).

Along side the larger school buildings, the Cassedys constructed nine bungalows cloaked in a wide range of architectural styles. The bungalow was a popular suburban house type from the 1890s to the 1920s.⁴⁷⁵ Its antecedents were huts used east India and Downing's picturesque cottage designs. The basic form of the bungalow is a small-scale one- to two-story house with large front verandah.⁴⁷⁶ The front door commonly opens into a large living room with a massive fireplace. The ubiquitous presence of the bungalow in American suburbia made it an emblem of the middle-class home. Judging by the great wealth of the NPS students, these modest dwellings were probably not going to be their future housing types. They were simply idyllic representations of home in which the young women perfected their domestic skills.

Many ornamental styles were applied to the basic bungalow design. Those at NPS document the most extreme ones. While other colleges and boarding schools incorporated small domestic buildings in their campus designs, none were found by this historian that possessed the exotic and eclectic range of styles like at NPS.⁴⁷⁷ Before Aloha was remodeled into a larger shingle-style dormitory, it was a standard mail-order-issue bungalow. Alpha, the first clubhouse, represents a Craftsmen style model. There was also a Japanese-inspired design, a Mission Revival house, a Swiss chalet, and a Classical Revival model.

The Classical Revival style was repeated in the school theater and gymnasium.⁴⁷⁸ They were constructed in 1907, during the Cassedys' last building campaign. Their symmetry, elegance, and white-stucco facades marked a clear departure from the earlier picturesque buildings on campus. They were precursors to Ament's Beaux-Arts renovations in the 1920s. These temple-like buildings were composed of a symmetrical arrangement of classical elements. They included columned porticos, peristyles, domed-roofs, pediments, and finer classical-inspired detailing.

Revivals of classical architecture occurred repeatedly in western cultures. Adaptations of ancient designs were intended to symbolize the republican virtues that Greek and Roman civilizations were believed to epitomize. The style was resurrected after the American Revolution because of its political connotations and because of its embodiment of rational intellectualism that was highly valued during the Age of Enlightenment. The revival of the style at the turn of the

⁴⁷⁵ Sources used for the bungalow include Clay Lancaster, *The American Bungalow, 1880-1930* (New York: Dover Publications, Inc., 1995; Reprint, New York: Abbeville Press, 1985) and Paul Duchscherer, *The Bungalow: America's Arts and Crafts Home* (New York: Penguin Studio, 1995).

⁴⁷⁶ The author realizes that one needs to be cautious about making a declarative statement regarding the essential characteristics of a bungalow because the housing type is so varied.

⁴⁷⁷ The different styles are discussed more in depth in the individual building reports.

⁴⁷⁸ Gowans, pp. 139-180.

twentieth century was precipitated by the Centennial of America's independence and the search for a national identity that was ignited by massive foreign immigration. The style is often referred to as Colonial Revival because of the earlier precedent for its use in the United States.

For their largest dormitory, the Cassedys chose the Italianate style, another very popular form of suburban and resort architecture.⁴⁷⁹ The style was inspired by the rural villas of the Tuscany region of Italy. It was first introduced in the U.S. by Downing and A.J. Davis in the mid-nineteenth century. Each facade of the NPS dormitory was cut by protruding porches, balconies, a loggia, round-arched windows, or a terrace. It had two four-story towers crowned by large overhanging eaves. The openness of the house design encouraged the interplay between interior and exterior spaces. The form used at NPS was more like the austere designs found on country estates and less like the intricately-ornate styles common in summer resort hotels. Housing their students in such an icon of luxurious living and good taste reified the school's mission to train young women in the art of high living and cultural erudition.

Many boarding schools renovated an old hotel but few, if any, developed the romantic and fanciful environment of the NPS campus. Judging by the illustrations in Sargent's directories, most schools established large scale institutional buildings that served the pragmatic needs of their students.⁴⁸⁰ Several that propagated the same educational ideals, such as Scripps and Sarah Lawrence, did not produce a similarly elaborate architectural tableau.⁴⁸¹ The only other school with an exotic school building that this author discovered was the Ransom Everglades School in Coconut Grove, Florida, that had a vaguely-Japanese inspired meeting hall.⁴⁸² National Park's mixture of domestic, naturalistic, recreational, exotic, and nationalistic forms made it a truly remarkable campus assemblage. It aligned itself more with World's Fair grounds, Chautauquas and urban parks, more than academic campuses. The site was changed considerably under Ament, its second owner. The major artistic influence on his design, the Beaux-Arts, is discussed in a separate section.

Romantic Landscape Gardens

⁴⁷⁹ See Amelia Peck, ed., *Alexander Jackson Davis: American Architect: 1803-1892* (New York: Rizzoli International Publications, Inc., 1992).

⁴⁸⁰ See Sargent, *Private Schools*, for the years 1915-1942.

⁴⁸¹ Horowitz, pp. 319-350.

⁴⁸² Gwyn Headley, *Architectural Follies in America* (New York: Preservation Press, 1996), p. 19.

The physical attributes and ideological underpinnings of NPS's landscape plan exemplify the form and philosophy of the landscape garden.⁴⁸³ The style first appeared in this country at eighteenth-century gentlemen's estates. It developed in response to the growing congestion of urban centers and in emulation of British aristocratic tastes. Suburban villas were sculpted into pleasure grounds that accentuated the natural qualities of the site and offered a variety of garden forms and experiences. Symmetrical plantings and finely-manicured gardens of an earlier generation were replaced with more naturalistic designs. Clumps of shade trees, meandering paths, dense woodlands, irregular water features, and undulating lawns or fields were combined to form an idealized version of a rustic bucolic setting. It supposedly blended the best of primitive wilderness and cultured civilization, creating a perfect "middle landscape."⁴⁸⁴ The picturesque landscape was extolled for more than simply its aesthetic appeal. Thomas Jefferson, and later intellectuals and landscape architects, celebrated its power to shape human behavior and provide a benevolent moral influence.

In the mid-nineteenth century, the picturesque design aesthetic was adopted in public parks, in suburban yards, and on institutional grounds. *Outing* magazine, a nineteenth-century journal of sports and recreation, stated, "there exists, no doubt, a correlation between the processes by which the body and soul are kept healthy and vigorous by draughts of the great reserves of Nature."⁴⁸⁵ Inspired by the Romantic view of nature as a source of spiritual inspiration and solace, landscape designers, such as Andrew Jackson Downing and Frederick Law Olmsted, two of the most influential park designers, saw their work as a vehicle for social reform. Idyllic "healing" nature, as described by poets to politicians, as pictured in fine arts and popular journals, and as represented in the NPS campus, was a place of plentitude and a paradise of lush vegetation.

A 1906 *Sunday Star* article noted that the main reason for NPS's success was its great "natural advantages."⁴⁸⁶ The Cassedys' viewed their school environment as one of their most fundamental pedagogical tools. National Park publications and advertisements illustrated how the landscape was valued for its impact on students' moral and physical health, pleasure, and

⁴⁸³ For works on picturesque landscape gardens, see Pregill, *Landscapes in America*, Leighton, *American Gardens of the Nineteenth Century*, Michael Bunce, *The Countryside Ideal: Anglo-American Images of Landscape* (New York: Routledge, 1994), and Geoffrey and Susan Jellicoe, *The Landscape of Man: Shaping the Environment from Prehistory to the Present Day* (London: Thames and Hudson, 1975, Reprint, 1991).

⁴⁸⁴ The term is from Leo Marx, *The Machine in the Garden: Technology and the Pastoral Ideal in America* (New York: Oxford University Press, 1964).

⁴⁸⁵ "Outdoor Influences in Literature," *Outing: An Illustrated Monthly Magazine of Sport, Travel, and Recreation*, November 1883, pp. 101-105.

⁴⁸⁶ "National Park Seminary," *Sunday Star*, Washington, D.C., [day unknown], 1906. National Park Seminary clipping file, Washingtoniana Collection, Martin Luther King Library, D.C. Public Library, main branch.

education. Besides its prosaic influences, the site's high altitude (compared to the lowland swamps of the city) and clean and safe water supply were pragmatic concerns that were also carefully noted in each annual catalog. The first edition boasted, "This whole region is marvelously beautiful and picturesque with its combination of forest, stream, hill and dale....It is difficult to convey a just idea of the beauty of the situation without incurring the criticism of romanticism. Forty acres of sunny slopes and wild ravines, towering trees and winding paths, babbling brooks and tangled dells, combine to form a site seldom rivaled in varied and inspiring scenery. The concept of Bacon's 'New Atlantis,' a perfect college, where park, gardens, statues, fountains and streams all contain suggestions for scientific experiments, and *the beautiful* is utilized to develop character, can here be largely realized."⁴⁸⁷

Like other park landscapes, at NPS, nature and artifice were combined to create a didactic natural environment. The proprietors exploited the natural attributes of the site to create a place of amusement, invigoration, and educational opportunity. Rustic and exotic buildings were scattered amongst grassy lawns, groves of shade trees, shimmering streams, meandering paths, and a forested ravine to create the feeling of being in an Arcadian oasis secluded from the filth and complexity of the city. The trails through the thickly forested glen simulated the exhilaration of a wilderness hike. They were also a means of introducing the young women to the world of horticulture, a socially-acceptable female past-time in the late nineteenth century.⁴⁸⁸ The north campus lawn, with its clusters of boxwoods, oaks and maples and its scattering of allegorical sculptures, was not just a pleasant diversion but a hallmark of gentility and good taste. The fanciful clubhouses were reminiscent of garden follies.⁴⁸⁹ Follies were playful additions to garden estates since the eighteenth century. They were designed to tease the eye and call forth allusions to exotic places and cultures.

The design scheme utilized at NPS was common to many institutional settings. Many hospitals, beginning with the Philadelphia Hospital for the Insane in the 1830s, were located on the outskirts of town in order to lay out picturesque park grounds for their patients' physical and mental therapy. The pattern of scattering exotic structures in a picturesque grounds resembles another form of didactic urban park, the zoological and botanical garden. The school is also closely tied to the form and function of its predecessor, the summer resort. One parent wrote to the school that her daughter's "general good health ought to be a good advertisement for

⁴⁸⁷ National Park Seminary catalog, ca. 1894, p. 21.

⁴⁸⁸ See Vera Norwood, *Made From this Earth: American Women and Nature* (Chapel Hill: University of North Carolina Press, 1993).

⁴⁸⁹ See Headley, Clay Lancaster, *Architectural Follies in America (of Hammer, Saw, Tooth and Nail)* (Rutland, VT: Charles E. Tuttle Company, 1960), and Marc Griswold and Eleanor Weller, *The Golden Age of American Gardens: Proud Owners, Private Estates, 1890-1940* (New York: Harry N. Abrams, Inc., 1991).

National Park as a health resort."⁴⁹⁰ Illustrations in the first few catalogs portray girls relaxing in picturesque outdoor settings rather than studiously working in classrooms.

The parents' and the school's attitudes reflect the seamless connections made between resorts and girls boarding schools at the time. Selecting a resort hotel for the site of a boarding school was common in the late nineteenth century. Since many inns were only open in the summer months, they sometimes rented out their facilities to schools during the winter months in order to increase their income base. In other cases, faltering hotels were simply bought up by eager school organizers. In suburban Philadelphia, the Chestnut Hill Academy refurbished the Wissahickon Inn and the Baldwin School moved into the Byrn Mawr Hotel in the 1890s. Lasell Seminary's establishment of a grammar school in the Woodland Park Hotel is another example. Closer to home, the Chevy Chase Inn, a summer resort located approximately five miles south of Forest Glen on Connecticut Avenue, rented their building to the Young Ladies Seminary when they closed operations for the winter.⁴⁹¹ In 1903, the hotel permanently closed and was taken over by the Chevy Chase College for Young Ladies.⁴⁹²

The transformation was based on practical and philosophical considerations. Obviously, the accommodations were well-suited to a boarding school's needs. Hotels could house large numbers of people. They contained facilities for preparing and serving meals, separate sleeping quarters, and large public spaces that could be transformed into classrooms. Most hotels were isolated from the congestion of the city but were conveniently located near transportation corridors. Furthermore, their cost was often quite cheap since, as resorts, they were losing financial propositions. Suburban hotels and boarding schools also had ideological connections. Resorts' natural settings and domestic architecture appealed to boarding school proprietors who strove to establish homelike and inspiring environments in which to nurture their students. Because the hotels and girls boarding schools served similar clientele, that is, predominately wealthy females of leisure, the picturesque grounds and architecture were easily envisioned and easily adaptable for their use. This is not to imply that boys schools did not utilize old resort hotels, only that their transformation as girls schools was more in-keeping with the site's previous agenda.

⁴⁹⁰ National Park Seminary catalog, 1898, p.77.

⁴⁹¹Information about the Chevy Chase Inn and girls school from Offutt, *Bethesda: A Social History of the Area Through World War Two* (Bethesda: The Innovation Game, 1995), p. 161 and Stevens, "Suburban Summer Resorts, 1870-1910," *Montgomery County Story*, 24, no.3, Aug 1981, Part II, pp. 8-9.

⁴⁹² The college survived until 1950 when the property was purchased by 4-H. It is still the 4-H national headquarters.

Frederick Law Olmsted was one of the first designers to introduce the picturesque landscape plan to college and university campuses.⁴⁹³ Many of the land-grant universities, such as Iowa State and Kansas State, were laid out under the rules of landscape gardening.⁴⁹⁴ Buildings were clustered in irregular arrangements within a naturalistic park-like setting. Walkways meandered across open lawns, groves of shade trees, and around ponds. Immersing the students in the naturalistic landscape garden was intended to promote healthy recreation and encourage intellectual and moral development. The nationalistic design was infused with republican virtues. Many private, elite institutions also incorporated picturesque designs into their campuses. Yet, as the author of *Campus: An American Planning Tradition* pointed out, in this setting, they probably had pretensions to Old World aristocracy, instead of democratic ideals. Like everything else regarding the design of the NPS campus, it was an incarnation of several overlapping meanings and aspirations. Whether or not, they related uniquely to women is debatable. The landscape design, as explicated, was common at institutions created for the physical, mental, and moral benefit of all Americans. It cut across social class and gender lines.

Chautauquas

The entrance sign to the Chautauqua colony in southwestern New York, that read "The Place Where Religion, Education and Recreation Meet," could have easily been placed outside the gates of NPS.⁴⁹⁵ The Chautauqua in New York established a cultural and physical environment similar to NPS.⁴⁹⁶ Both institutions sought to provide moral, intellectual, and spiritual enrichment in idyllic sylvan surroundings. One of the major differences between them was the social class and gender of the participants. Chautauquas were geared toward the middle-class, rather than elites as at NPS. More women than men attended Chautauquas but, unlike NPS, men made up a significant proportion of the gatherings. National Park and Chautauqua's had similar modes of operation and expression, despite these disparities.

The first Chautauqua meeting was held over a fifteen-day period at a lakeside tent camp in the summer of 1874. It was designed as a Sunday school teacher training program. Chautauquas evolved out of the religious camp meeting tradition. During the religious revivals of the nineteenth century, itinerant ministers preached to congregations gathered in temporary tent

⁴⁹³ Pregill, p. 454.

⁴⁹⁴ Besides Pregill, see also Turner, pp. 140-150, and Thomas J. Schlereth, "Chautauqua: A Middle Landscape of the Middle Class," *Cultural History and Material Culture: Everyday Life, Landscapes, Museums* (Charlottesville: University Press of Virginia, 1992).

⁴⁹⁵ Pauline Fancher, *Chautauqua: Its Architecture and Its People* (Miami: Banyan Books, Inc., 1978), p. 1.

⁴⁹⁶ For works on Chautauquas, see Fancher, Schlereth, Joseph E. Gould, *The Chautauqua Movement: An Episode in the Continuing American Revolution* (Fredonia: State University of New York, 1961), and Theodore Morrison, *Chautauqua: A Center for Education, Religion, and the Arts in America* (Chicago: The University of Chicago Press, 1974)

cities usually located in the countryside. The Chautauquas were more secular than the camp meetings. Along with the sermons, they included lectures devoted to science, social science, the arts, and other historic and contemporary issues. Musical entertainment and outdoor recreation were also important components of the events. According to one historian, the shift towards more secular topics was due, in part, to the need to attract more people.⁴⁹⁷

The great success of the early New York gatherings encouraged the formation of other Chautauqua retreats throughout the country. A summer lecture circuit developed between them. Jahu DeWitt Miller, who was a guest lecturer at NPS and whose collection formed NPS's Miller Library, was one of these roving summer lecturers. Because women were such a strong presence at the Chautauquas, many lectures and classes centered around moral reform issues. Some women speakers were given the platform, but lecturers were mostly men.

The original Chautauqua expanded precipitously after its first summer gathering. By 1895, the colony had spread from a forty to an 185 acre lot. A permanent village of cottages replaced the temporary camp of tents. The mix of suburban building types constructed reads like a description of the NPS campus buildings. There were representative examples of Queen Anne, Classical Revival, Gothic Revival, Swiss cottage, Craftsman, and Italianate. Like NPS, the buildings were adorned with a plethora of porches and balconies to provide easy access to the out-of-doors. This design scheme was manifested in another popular nineteenth-century institution, the summer camp. Boarding schools, Chautauqua, and summer camps were all designed as Arcadian garden in response to anxieties wrought by industrialization. Their physical environment was as least as important as their activities for shaping participants' moral and physical health.

World's Fair Models

Another important nineteenth-century institution with ties to the NPS campus designs was the World's Fair.⁴⁹⁸ The international expositions held in the United States between 1876 and 1916 were celebrations of art and technology. The fairs were platforms for displaying new technological innovations, from Juicy Fruit gum to Otis elevators, and for awakening a rising consumer culture. The buildings and grounds in which the goods were displayed were pivotal parts of the fair experience and message. They shaped popular tastes in landscape and architectural design, including the NPS campus.

⁴⁹⁷ Morrison, *Chautauqua*.

⁴⁹⁸ See Pregill, pp. 521-539, Turner, pp. 163-214, Schlereth, "The Material Universe of American World Expositions, 1876-1915," *Cultural History and Material Culture*, Robert Muccigrosso, *Celebrating the New World: Chicago's Columbian Exposition of 1893* (Chicago: Ivan R. Dee, 1993).

The Centennial was located within Philadelphia's Fairmount Park. Its landscape plan and buildings were designed by H.J. Schwartzman, the same architect who laid out Fairmount Park and the Philadelphia Zoo. The Centennial was the first to introduce the multiple building scheme at a World's Fair. Exhibitions were housed previously in a single building. The fair grounds were organized around several broad axes with picturesque sections, including a wooded ravine, in between. Besides the major Renaissance-style exhibition halls, there were smaller foreign and state pavilions. They were grouped along meandering roadways off the main avenues. The international buildings were designed in a range of exotic styles, including a Japanese house. The state buildings were composed of domestic Queen Anne-style architecture.

The 1893 Chicago World's Fair was a much larger affair and had a much grander design scheme than the Centennial. Frederick Law Olmsted, who was famous for designing many American public spaces, was the architect. Chicago's White City, as it was known, was composed of monumental neoclassical buildings arranged along broad axial boulevards with pockets of more picturesque pavilions and landscape plans in outlying areas. The design was famous for its immense scale and design. The Classical Revival buildings were intended to evoke the best attributes of classical civilizations and the early American republic. Their columned porticos, balustrades, and classical statuary were replicated in public and private sites throughout the country.

The Philadelphia Centennial Exposition in 1876 and, especially, Chicago's World's Columbian Exposition in 1893 were the inspiration for new design schemes for urban areas, public and private institutions, and residences in the early twentieth century. The Chicago Fair's Beaux-Art design became a model for urban planning, known as the City Beautiful movement. Many college campuses emulated the White City.⁴⁹⁹ The Romantic design of many older campuses were replaced with a more formal and symmetrical arrangement of buildings. New construction usually consisted of Classical Revival structures, but the design of individual buildings was considered less important than the overall axial plan. On many campuses, extant medieval-style buildings were incorporated into the Beaux-Arts landscape scheme.

The NPS campus adopted the Exposition architectural forms but not the axial plan. John and Vesta Cassedy supposedly attended the Columbian Exposition and purchased a pattern book of architectural designs.⁵⁰⁰ These events could not be verified. None of the NPS campus buildings replicated any of the Chicago pavilions directly. Yet, Cassedy's eclectic collection of exotic buildings arranged in irregular clusters was a direct derivation of World's Fair designs. NPS

⁴⁹⁹ See, especially, Turner, pp. 163-214.

⁵⁰⁰ See Ric Nelson, "A School for Girls," Part Two, *The Bulletin*, National Park College Alumnae Association, Summer 1991.

never developed the geometric, formal arrangement of buildings like so many other collegiate campuses.

Ament's Beaux-Art additions made the campus look more like a high style country estate than a college campus. The scale of the buildings and the garden-like quality of the site fostered a domestic, rather than a collegiate, ambiance. The differences reflects the amateur status of the designers and the nature of the educational program.

Country Estate Prototype

The period between 1900 and 1930, when the majority of the NPS campus was constructed, has been referred to as the "Country Place Era" of American landscape architecture.⁵⁰¹ The accumulation of vast personal fortunes and the romanticization of rural life by urbanites spurred the construction of large country estates during these decades. The Vanderbilts, Rockefellers, and many lesser known financiers erected colossal homes in the country with ornate mansions and gardens. The villas were vehicles for displaying the owner's fabulous wealth, a means of partaking in virtuous rural pursuits, and a way for owners to tie themselves to the traditions of Old World aristocracy.

Ament's NPS campus design had many things in common with this country villa prototype, from the site's design to its meanings and functions. The style of the campus and the sentiments it represented echoed the aesthetic preferences and values of the wealthy student body. The school design probably replicated many of the students' own homes. Like many country estates of this period, Ament used Beaux-Arts motifs and design schemes to enhance the campus setting. The style was popularized at the 1893 Columbian Exposition, as noted, and proliferated via the training of many American architects at the Ecole de Beaux-Arts in Paris. Another significant influence was the rise of tourism. Many wealthy Americans' partook in "Grand Tours" of Europe, especially Italy, and aspired to replicate the grandeur of the historic villa culture in their own homes.

Using historic models and design elements imbued the nouveau-riche estates with a sense of tradition when none really existed. NPS's efforts to inculcate their establishment with an aura of historic lineage and pedigree was expressed not only in its use of historically-inspired architectural elements but also in its catalogs.⁵⁰² Ament touted important historical figures associated with the site, most especially the famous Carroll family. The deluge of ornamentation on the buildings and grounds can also be seen as testaments to a rising consumer culture. The

⁵⁰¹ See Pregill, pp. 567-587, Griswold, *The Golden Age of American Gardens*, William M. Klein, Jr., *Gardens of Philadelphia and the Delaware Valley* (Philadelphia: Temple University Press, 1995), George Plumptre, *The Garden Makers: The Great Tradition of Garden Design from 1600 to the Present Day* (New York: Random House, 1993).

⁵⁰² See NPS catalog, 1934-35, p. 111.

estates were showcases of the proprietor's wealth and sense of taste. As an NPS historian noted, the material world of National Park had the added function of acquainting its students with the finest artistic artifacts and training them to be discerning consumers.⁵⁰³

Most estate owners hired professional architects to design their residences, but Cassedy and Ament considered themselves qualified to design the NPS campus on their own. A plethora of home, garden, and country life magazines published illustrations of well-known contemporary and historic estates that were used as guides or pattern books for amateur architects, like Ament.⁵⁰⁴ Ament was hampered by the limitations of the hilly site and the existing buildings but he did his best to transform the campus into a model Beaux-Arts design. Ament made more changes to the architecture than the landscape. He could have extended the campus to the relatively flat plateau to the south (where the athletic fields were), but he did not. No meandering footpaths or road were straightened, as was common in many campus renovations. He added a lot of classical architectonic details within the picturesque grounds. The resulting eclectic mix of historical and more Romantic architectural and landscape elements that characterized his design were common to many private estates.

By adding stucco to the facades of many of the shingle-style buildings, Ament attempted to bring greater unity to the campus design. The new facades made the structures a little less rustic and a bit more formal. He brought more order to the irregular clusters of school buildings by joining many of them together to form one giant structure. The erection of more Classical Revival buildings, such as the Music Hall, and of neoclassical detailing, including porticos, balustrades, and statuary, on existing structures increased the Beaux-Arts character of the site. Typical of many such Beaux-Arts renovations, Ament covered several buildings with ivy to hide the desperate architectural styles.⁵⁰⁵

Ament added many neoclassical architectural elements to the campus grounds, yet, the campus did not conform to a typical Beaux-Art design. The gardens had components to an Italian Revival gardens but it lacked its overall symmetric and geometry. He refined the picturesque landscape by adding a vast array of classical statuary and urns but did not eradicate it all together. Ament divided the campus into a variety of garden "rooms" but they were arranged in rather haphazard, irregular patterns, instead of along straight axial lines as in most Beaux-Arts designs. There was a formal rose garden by the stables, the chateau garden behind the Senior House annex, the quad area behind Main, and the Italianate terrace gardens and parterre around the villa.

⁵⁰³ Sarah Pulford Davis McBride, "National Park Seminary: A Study of the Twentieth-Century Finishing School," (MA thesis, George Washington University, 1991).

⁵⁰⁴ Pregill, p. 568.

⁵⁰⁵ Turner, p. 204.

With the addition of so many garden furnishings and architectural details, the lines between interior and exterior spaces were blurred. In Beaux-Arts gardens, the grounds were seen as an extension of the house. Like at NPS, they formed important social spaces for leisure and entertaining. From this historian's perspective, Ament's attempt at establishing a grandiose Beaux-Arts campus embodied the pitfalls of many amateur's efforts. His excessive ornamentation seemed to lack cohesiveness. A landscape historian described similar attempts at Beaux-Arts designs. He stated, "Showiness is substituted for spatial design [and] buildings are too close together in relation to size and ostentatiousness... Thus, the overall effect, rather than of grandeur, was of excessive display-Victorian clutter in neo-classical garb."⁵⁰⁶

Conclusion

A campus is an instrument of instruction. Its overall design and its component parts are intended to inspire students and to facilitate learning. A campus can be an important attraction that draws patrons to the school. The site selection and architectural and landscape designs embody educational programs, endowment sources, clientele's desires, contemporary tastes, pragmatic concerns and limitations (such as the physical limitations of the site and the available finances), and, arguably, ideas about gender. A campus is often an integral part of the community in which it is located. Its design and character can be adopted as the community's own and, concomitantly, used by developers to enhance the image of a place. A campus doesn't always conform to their creators' intentions, however. Students, faculty, and the community can reshape or re-envision it to fit their own needs and ideas.

Architects

Holman, Emily Elizabeth (1892-1915):

Holman was a Philadelphia-based architect who was active between 1893 and 1914.⁵⁰⁷ She specialized in romantic residential architecture. She published seven volumes on picturesque architecture, including *A Book of Bungalows*, 1906, *Picturesque Suburban Homes*, 1907, and *Picturesque Camps, Cabins and Shacks*, 1908. According to the *Biographical Dictionary of Philadelphia Architects*, she completed the alterations and additions to the Odeon Theater and the Miller Library on the National Park Seminary campus in 1901. This assertion could not be verified by primary documentation.

Schneider, Thomas Franklin (1859-1938):

⁵⁰⁶ Pregill, p. 528.

⁵⁰⁷ Information regarding Holman was derived from Sandra L. Tatman, *Biographical Dictionary of Philadelphia Architects, 1700-1930* (Boston: G.K. Hall, 1985), p.393.

Schneider was one of Washington's most prolific designers and builders at the turn of the century.⁵⁰⁸ He was a native Washingtonian, the son of a German printer who emigrated to Washington in 1830. He apprenticed with Adolph Cluss, one of the most prominent local architects at the time, from 1875 until 1883 when he opened his own office at 9th and F Streets, N.W. Most of Schneider's projects were residential units, including rowhouses, single-family houses, apartment buildings, and hotels. He was frequently both the owner and builder. An article in the November 5, 1889 addition of the *Evening Star* referred to him as a "young Napoleon" and proclaimed, "Good judgment in buying lots, taste and ingenuity in planning, the architectural features of the residences and business ability to keep his money moving, gathering profit as it rolled, have made him one of the solid men of the city."⁵⁰⁹ Besides being elected to the American Institute of Architects, he was also a member of the Washington Board of Trade.

Schneider was responsible for more than 2000 houses and 26 apartment buildings and hotels, including many located around Dupont Circle and lower Northwest.⁵¹⁰ The Forest Inn and the Cairo Hotel at 1615 Q Street, N.W. are two of his largest surviving works. Unlike many of his other projects, Schneider was only the designer of the Forest Glen Inn. E.P. Lipcomb was the builder. Besides the Forest Inn, he designed at least two other romantic resort hotels, including the Hotel Cullen in Three Tops, Virginia, and the Waverly in Waverly, New Jersey. He also designed several large picturesque suburban residences. He was reported to have designed some of the houses and other school buildings in Forest Glen, but these assertions have never been documented. He retired in 1915 and died twenty-three years later.

Sculpture⁵¹¹

1. Five stone Japanese lanterns. One is missing its top. At original location in front of the Japanese pagoda.

⁵⁰⁸ Sources for Schneider's biography include Thomas Franklin Schneider, *Selections from Work of Thomas Franklin Schneider, Architect, Washington, D.C.* (St. Louis: The Chemigraph Co., 1894), Sue A. Kohler, *Sixteenth Street Architecture*, vol. 2 (Washington: The Commission of Fine Arts, 1978), James M. Goode, *Capital Losses: A Cultural History of Washington's Destroyed Buildings* (Washington: Smithsonian Institution Press, 1979), and Francis D. Lethbridge, et al, *Feasibility Study, National Park Seminary Site Preservation, Forest Glen, Maryland* (Washington: Montgomery County Planning Board of the Maryland-Capital Park and Planning Commission, 1973), p.10-13.

⁵⁰⁹ *Evening Star*, November 5, 1889, quoted in *Feasibility Study*, p. 13.

⁵¹⁰ *Evening Star*, June 10, 1938, obituary quoted in Kohler, p. 377.

⁵¹¹ Information regarding the sculptures was garnered from on-site investigations, and gleaned from Save Our Sculpture!, National Institute for the Conservation of Cultural Property, survey questionnaire, 1993, and from Save Our Seminary's list of sculpture, undated.

2. "Hiawatha." Sculpture of an Indian male with bow in hand. Missing bowstring. Painted yellow. At original location on the east side of the Mission.
3. Cast concrete classical urn. At original location on the south side of the ballroom, next to the carriage way.
4. Two Gothic Revival metal lanterns. One missing decorative prongs. At original location on ledges at foot of steps leading to the President's House.
5. "Grief of Acteon." Classical marble statue of a male crouching over a fallen stag sitting atop a pedestal. At original location near the edge of the ravine by where the pedestrian bridge was located.
6. "Joan of Arc." Bronze statue of a sitting woman. Painted yellow. At original location at the northeast entrance to the Senior Houe.
7. Italian fountain. Classical marble tiered fountain. Missing top tier and no longer functional. At original location at DeWitt Circle in front of Main.
8. "Minerva." Stone allegorical statue of a robed woman. At original location on the north side of the villa.
9. "Blind Justice" or "Justice." Stone statue of a seated woman with blindfold. She had scales in one hand and a sword in the other. Both are now missing. Inscribed on base, "1867." At original location in garden on west side of the villa.
10. Standing lion. Concrete. Not at original location. Located on south side of Army building no. 188.
11. Two seated lions. Metal, painted yellow. At original location on either side of stairs leading down to the glen from the north side of the American bungalow on DeWitt Circle.
12. "Court of Maidens." Ten concrete caryatids at original locations under brick arcade in front of Aloha.
13. One solitary caryatid. Concrete. Not at original location. Located behind Main, next to the south wing.
14. Classical urn on ornate pedestal. Concrete. At original location on the north side of the gym's portico.

PART III. SOURCES OF INFORMATION

A. Architectural drawings:

Higginbotham/Briggs & Associates. "Facility Condition Assessment: Forest Glen Annex - Walter Reed Army Medical Center." Vol 1 & 2. Prepared for Walter Reed Army Medical Center, Washington, D.C. and U.S. Army Corps of Engineers, Baltimore District, 1996. Contains plans for each of the buildings on the compound.

B. Early views:

Evelyn Rossman Morgan Scrapbook, William B. Becker Collection, Huntington Woods, Michigan.

National Park Seminary/Forest Glen Collection and Vertical File, Montgomery County Historical Society, Rockville, Maryland.

National Park Seminary catalogs and view books (see bibliography below for citations).

C. Interviews:

Ric Nelson, private historian, Silver Spring, Maryland.

Bonnie Rosenthal, Save Our Seminary, Silver Spring, Maryland.

Rich Schaefer, Save Our Seminary, Silver Spring, Maryland.

Winkie Martin, NPS alumnae, Class of 1940, St. Michaels, Maryland.

D. Films:

NPS promotional films and raw footage. SOS Archives.

"Forest Glen: Three Incarnations," A Nando Amabile Video. Frederick, MD: ca.1990. Save Our Seminary Archives.

E. Bibliography:

Unpublished Sources:

EDAW, Inc. "Forest Glen Adaptive Reuse Study: Summary Report." Prepared by EDAW, Inc. for the Montgomery County Government, 1995.

Gay, Gwendolyn. "School Ties Never Die." Manuscript. NPS Collection, Montgomery County Historical Society, Rockville, Maryland.

KFS Historic Preservation Group, Kise Franks & Straw Inc. "Forest Glen Section, Walter Reed Army Medical Center (WRAMC), Cultural Resource Management Plan." August 14, 1992. WRAMC Archives.

National Park Seminary. "Facts about National Park Seminary in a Nutshell." NPS brochure, ca. 1932. NPS Collection, Montgomery County Historical Society, Rockville, Maryland.

Richardson, Steven. J. "The Land History of a Subdivision: Rock Creek Highlands-Byeforde Kensington, Maryland." July, 1983. Kensington Historical Society, Kensington, Maryland.

"Tour of Forest Glen." A typescript of a tour guide to the site by an unidentified author, ca. 1970. Montgomery County Historical Society, Rockville, Maryland.

Archival Sources:

Edith Saul Archives at the Kensington Historical Society, Kensington, Maryland.

Certificates of incorporation and land deeds, Land Records Office, Montgomery County Courthouse, Rockville, Maryland.

Roy Tasco Davis papers, Library of Congress.

Maryland Historical Society, Baltimore, Maryland. Contains a few NPS publications.

Elizabeth Rossman Morgan scrapbook of photographs and ephemera regarding the National Park Seminary, William B. Becker Collection, Huntington Woods, Michigan.

National Park Seminary/Forest Glen files and slides, Maryland Park and Planning Commission, Silver Spring, Maryland.

National Park Seminary collection and general vertical files, Montgomery County Historical Society, Rockville, Maryland.

National Park Seminary catalogs and other published works, Washingtonina Collection, Martin Luther King Library, Washington, D.C.

National Register of Historic Places nomination form, 1972.

Edith Saul papers, private collection of Elizabeth Talbott, Barnesville, Maryland and Tony Bullard, Westminster, Maryland.

Save Our Seminary Archives, Forest Glen, Maryland.

Forest Glen Archives, Walter Reed Medical Center Annex, Forest Glen, Maryland. Contains some publications and documents from the school era but it mostly has clippings and memoranda from the Army's tenure.

Washingtoniana Collection, Martin Luther King Library, Washington, D.C. National Park Seminary clipping file. Collections from other local private girls schools including Mount Vernon Seminary and Madeira School.

Thesis or Dissertation:

Bush-Brown, Albert. "Image of a University: A Study of Architecture as An Expression of Education at Colleges and Universities in the United States between 1800 and 1900." PhD. diss., Princeton University, 1958.

McBride, Sarah Pulford Davis. "National Park Seminary: A Study of the Twentieth-Century Finishing School." MA thesis, George Washington University, 1991.

Stevens, Andrea Price. "Suburban Summer Resorts in Montgomery County, Maryland, 1870-1910." MA thesis, George Washington University, 1980.

Published Sources:

American Biographical Dictionaries: District of Columbia: Concise Biographies of Its Prominent and Representative Contemporary Citizens and Valuable Statistical Data, 1908-9. Washington: The Potomac Press, 1908.

Baltzell, E. Digby. "The Social Defenses of the Rich." Gary B. Nash and Thomas R. Frazier, eds. *The Private Side of American History: Readings in Everyday Life.* Vol. 2. New York: Harcourt Brace Jovanovich, 1975.

Blackmar, Betsy and Elizabeth Cromley. "On the Verandah: Resorts of the Catskills." *Nineteenth Century* 8. No.1-2. (1982).

Blair, Karen J. *The Clubwoman as Feminist: True Womanhood Redefined, 1868-1914.* New York: Holmes and Meier, 1980.

Boas, Louise, Schutz. *Woman's Education Begins: The Rise of the Women's Colleges.* Norton, MA: Wheaton College Press, 1935. Reprint, New York: Arno Press, 1971.

Boyd, T.H.S. *The History of Montgomery County, Maryland, From Its Earliest Settlement in 1650 to 1879.* Baltimore: Regional Publishing Company, 1972.

- Briggs, Warren Richard. *Modern American School Buildings*. New York: John Wiley & Sons, 1902.
- Brindley, Les. "Forest Glen." *The Bulletin*. National Park College Alumnae Association (Summer 1985).
- Bronner, Simon J. "Manner Books and Suburban Houses: The Structure of Tradition and Aesthetics." *Winterthur Portfolio* (1983).
- Brooks, Michael. *John Ruskin and Victorian Architecture*. Brunswick: Rutgers University Press, 1987.
- Bunce, Michael. *The Countryside Ideal: Anglo-American Images of Landscape*. New York: Routledge, 1994.
- Burstyn, Joan N. *Victorian Education and the Ideal of Womanhood*. New Brunswick: Rutgers University Press, 1984.
- Chewning, Helen, et al. *The History of National Park College*. [Publisher unknown], c.1941.
- Clark, Clifford Edward, Jr. *The American Family Home, 1800-1960*. Chapel Hill: The University of North Carolina Press, 1986.
- Cole, Arthur C. *A Hundred Years of Mount Holyoke College: The Evolution of an Educational Ideal*. New Haven: Yale University Press, 1940.
- Coleman, Margaret Marshall. *Montgomery County: A Pictorial History*. Norfolk: The Donning Company Publishers, 1990.
- Cook, Eleanor M.V. "Land Speculators: James Butler and John Bradford." *The Montgomery County Story*. Vol 36. No. 4. (November 1993).
- Cremin, Lawrence A. *American Education: The Metropolitan Experience, 1876-1980*. New York: Harper & Row, Publishers, 1988.
- Curtis, S.J. and M.E.A. Boulwood. *A Short History of Educational Ideas*. London: University Tutorial Press Ltd., 1953. Reprint, 1966.
- Delamont, Sara. *Knowledgeable Women: Structuralism and the Reproduction of Elites*. London: Routledge, 1989.
- Dober, Richard P. *Campus Design*. New York: J. Wiley, 1992.

- _____. *Campus Planning*. New York: Reinhold Publishing Corporation, 1963.
- Duchscherer, Paul. *The Bungalow: America's Arts and Crafts Home*. New York: Penguin Studio, 1995.
- Early, James. *Romanticism and American Architecture*. New York: A.S. Barnes and Co., Inc., 1965.
- Ellenberger, William J. "History of the Street Car Lines of Montgomery County." *Montgomery County Story* 17, no. 2 (May 1974). Rockville: Montgomery County Historical Society.
- Eschbach, Elizabeth Seymour. *The Higher Education of the Women in England and America, 1865-1920*. New York: Garland Publishing Co., 1993.
- Evening Star* (Washington). April 9, 1887; July 27, 1889; July 6, 1947.
- Fancher, Paul. *Chautauqua: Its Architecture and Its People*. Miami: Banyan Books, Inc., 1978.
- Faragher, John Mack and Florence Howe, editors. *Women and Higher Education in American History: Essays from the Mount Holyoke Sesquicentennial Symposia*. New York: W.W. Norton, 1988.
- Farello, Elene Wilson. *A History of the Education of Women in the United States*. New York: Vantage Press, 1970.
- Farnham, Christie Ann. *The Education of the Southern Belle: Higher Education and Student Socialization in the Antebellum South*. New York: New York University Press, 1994.
- Farquhar, Roger Brooke. *Historic Montgomery County, Maryland: Old Homes and History*. Silver Spring, Md: Roger Brooke Farquhar, 1985.
- Frankfort, Roberta. *Collegiate Women: Domesticity and Career in Turn-of-the-Century America*. New York: New York University Press, 1977.
- Gaines, Thomas A. *The Campus as a Work of Art*. Westport, CT: Praeger, 1991.
- Geiger, M. Virginia. *Daniel Carroll II: One Man and His Descendants*. Baltimore: College of Notre Dame of Maryland, 1979.
- Getty, Mildred Newbold. "The Home Interest Club." *The Montgomery County Story* 4, no. 1 (Nov 1960). Rockville: Montgomery County Historical Society.
- _____. "National Park Seminary," *The Montgomery County Story* 8 (Feb 1970). Rockville: Montgomery County Historical Society.
- Gill, Brendan and Dudley Witney. *Summer Places*. New York: Methuen, 1978.

- Good, James M. *Capitol Losses: A Cultural History of Washington's Destroyed Buildings*. Washington: Smithsonian Institution Press, 1979.
- Goodsell, Willystine. *The Education of Women: Its Social Background and Its Problems*. New York: The Macmillan Co., 1923.
- Gordon, Irene S. "Forest Glen Park: Looks Back: 1887-1987." Forest Glen: Forest Glen Park Citizens Association, 1988.
- Gordon, Linda. *Gender and Higher Education in the Progressive Era*. New Haven: Yale University Press, 1990.
- Gould, Joseph E. *The Chautauqua Movement: An Episode in the Continuing American Revolution*. Fredonia: State University of New York, 1961.
- Gowans, Alan. *The Comfortable House: North American Suburban Architecture, 1890-1930*. Cambridge: The MIT Press, 1986.
- Green, Constance McLaughlin. *Washington: Capital City, 1879-1950*. Princeton: Princeton University Press, 1963.
- Green, Harvey. *The Light of the Home: An Intimate View of the Lives of Women in Victorian America*. New York: Pantheon Books, 1983.
- _____. *Fit for America: Health, Fitness, Sport and American Society*. Baltimore: The Johns Hopkins University Press, 1986.
- Griswold, Mac and Eleanor Weller. *The Golden Age of American Gardens, Proud Owners, Private Estates, 1890-1940*. New York: Harry N. Abrams, 1991.
- Gulliford, Andrew. *American Country Schools*. Washington: The Preservation Press, 1984.
- Gutek, Gerald. *Education in the United States: An Historical Survey*. Englewood Cliffs, NJ: Prentice Hall, 1986.
- Gutheim, Frederick. *Worthy of a Nation: The History of Planning for the National Capital*. Washington, D.C.: Smithsonian Institution, 1977.
- Headley, Gwen. *Architectural Follies in America*. New York: Preservation Press, 1996.
- Hiebert, Ray Eldon and Richard K. MacMaster. *A Grateful Remembrance: The Story of Montgomery County, Maryland*. Rockville: Montgomery County Government and Montgomery County Historical Society, 1976.

- Hienton, Louise Joyner. *Prince George's Heritage: Sidelights on the Early History of Prince George's County, Maryland from 1696 to 1800*. Baltimore: The Maryland Historical Society, 1972.
- Hopkins, G.M. *Atlas of 15 Miles Around Washington including the County of Montgomery, Maryland*. Philadelphia: G.M. Hopkins, 1879.
- Horowitz, Helen. *Alma Mater: Design and Experience in the Women's Colleges from Their Nineteenth-Century Beginnings to the 1930s*. New York: Alfred A. Knopf, 1984.
- Jaffeson, Richard C. *Silver Spring Success: An Interactive History of Silver Spring, Maryland*. Richard C. Jaffeson, 1995.
- Jellicoe, Geoffrey and Susan. *The Landscape of Man: Shaping the Environment from Prehistory to the Present Day*. London: Thames and Hudson, 1975. Reprint, 1991.
- Kerber, Linda. "Separate Spheres, Female Worlds, Woman's Place: The Rhetoric of Women's History." *Journal of American History* 75 (June 1988).
- Klein, William M., Jr. *Gardens of Philadelphia and the Delaware Valley*. Philadelphia: Temple University Press, 1995.
- Kraushaar, Otto F. *American Nonpublic Schools: Patterns of Diversity*. Baltimore: The Johns Hopkins University Press, 1972.
- Lancaster, Clay. *Architectural Follies in American Or Hammer, Sawtooth and Nail*. Rutland, VT: Charles E. Tuttle Company, 1960.
- _____. *The American Bungalow, 1880-1930*. New York: Dover Publications, Inc., 1995.
- _____. Reprint, New York: Abbeville Press, 1985.
- _____. *The Japanese Influence in America*. New York: Walton H. Rawls, 1963.
- Leighton, Ann. *American Gardens of the Nineteenth Century: "For Comfort and Affluence"*. Amherst: The University of Massachusetts Press, 1987.
- Lethbridge, Francis D. et al. *Feasibility Study: National Park Seminary Site Preservation, Forest Glen, Maryland*. Washington, D.C.: Montgomery County Planning Board of the Maryland-National Capital Park and Planning Commission, 1975.

Longstreth, Richard W. "Academic Eclecticism in American Architecture." *Winterthur Portfolio* (1982).

Markwood, Louis N. *The Forest Glen Trolley and the Early Development of Silver Spring*. Arlington: National Capital Historical Museum of Transportation, 1975.

Matthews, Harry B. *Alma Mater Days*. New York: G.W. Dillingham Co., 1907.

Maury, William M. *Kensington: A Picture History*. Kensington: Kensington Business District Association, 1994.

Mayre, William B. "The Great Maryland Barrens: II." *The Maryland Historical Magazine*. Vol 50. No. 2. (June 1955).

McLachlan, James. *American Boarding Schools: A Historical Study*. New York: Charles Scribner's Sons, 1970.

Melder, Keith. "Mask of Oppression: The Female Seminary Movement in the United States." *New York History* 55 1974.

Montgomery Sentinel (Silver Spring, Maryland).

Morrison, Theodore. *Chautauqua: A Center for Education, Religion, and the Arts in America*. Chicago: The University of Chicago Press, 1974.

Morse, Edward S. *Japanese Homes and Their Surroundings*. New York: Dover Publications, Inc., 1961. Reprint of Ticknor and Company, 1886.

Muccigrosso, Robert. *Celebrating the New World: Chicago's Columbian Exposition of 1893*. Chicago: Ivan R. Dee, 1993.

National Park Seminary. *National Park Seminary for Young Women*. Washington, D.C.: Kensington Publishing Company, c. 1894. Also editions for the years 1895, 1896, 1899, 1900-1901, 1903-1906, 1912, 1915, 1917, 1919-1931, 1933-1938, 1941, 1942.

_____. *Forest Echoes*. Forest Glen: National Park Seminary, 1909.

_____. *Influence of Art in the Education of Girls*. Baltimore: Thomsen-Ellis, 1935.

_____. *National Park Seminary: Its Halls, Vistas and Gardens*. Forest Glen, MD: National Park Seminary, c.1927.

- Nelson, Ric. "A School for Girls," Part 1 and 2. *The Bulletin*. National Park College Alumnae Association. (Winter 1990 and Summer 1991).
- Norwood, Vera. *Made From This Earth: Women and Nature*. Chapel Hill: University of North Carolina Press, 1993.
- Offut, William. *Bethesda: A Social History of the Area Through World War Two*. Bethesda: The Innovation Game, 1995.
- Peck, Amelia, editor. *Alexander Jackson Davis: American Architect, 1803-1892*. New York: Rizzoli International Publications, Inc., 1992.
- Pierson, William H. Jr. *American Buildings and their Architects: Technology and the Picturesque, the Corporate and the Early Gothic Styles*. Garden City, NY: Doubleday and Company, Inc., 1978.
- Plumptre, George. *The Garden Makers: The Great Tradition of Garden Design from 1600 to the Present Day*. New York: Random House, 1993.
- Poole, Martha Sprigg. "Daniel Carroll of Rock Creek," *The Montgomery County Story*, VII, No. 3, (May, 1964).
- Pregill, Philip and Nancy Volkman. *Landscapes in History: Design and Planning in the Western Tradition*. New York: Van Nostrand Reinhold, 1992.
- Rury, John L. *Education and Women's Work: Female Schooling and the Division of Labor in Urban America, 1870-1930*. Albany: State University of New York Press, 1991.
- Sargent, Porter. *A Handbook of Private Schools of the United States and Canada*. Boston: Porter Sargent. For the years 1915, 1917, 1924-25, 1936-37, and 1941-42.
- Scharf, John Thomas. *History of Western Maryland*. Philadelphia, 1882. Reprint, Baltimore: Regional Publishing Co., 1968.
- Schlereth, Thomas J. *Cultural History and Material Culture: Everyday Life, Landscapes, Museums*. Charlottesville: University of Virginia, 1992.
- Schmidt, Martin F., Jr. *Maryland's Geology*. Centreville, MD: Tidewater Publishers, 1993.
- Schmitt, Peter J. *Back to Nature: The Arcadian Myth in Urban America*. New York: Oxford University Press, 1969.
- Schneider, Thomas. *Selections from Work of T.F. Schneider, Architect*. Washington, D.C., 1894.

- Schuyler, David. *Apostle of Taste: Andrew Jackson Downing, 1815-1852 (Creating the North American Landscape)*. Baltimore: The Johns Hopkins University Press, 1996.
- Scott, Ann Frior. *Natural Allies: Women's Associations in American History*. Urbana: University of Illinois Press, 1991.
- Scott, Joan. "Gender: A Useful Category of Historical Analysis." *American Historical Review* 91 (December 1986).
- Sears, John T. *Sacred Places: American Tourist Attractions in the Nineteenth Century*. New York: Oxford University Press, 1989.
- Shi, David. *The Simple Life: Plain Living and High Thinking in American Culture*. New York: Oxford University Press, 1985.
- Slauson, Allan B. *A History of the City of Washington: Its Men and Institutions*. Washington: The Washington Post Company, 1903.
- Smith-Rosenberg, Carroll. *Disorderly Conduct: Visions of Gender in Victorian America*. New York: Alfred A. Knopf, 1985.
- Solomon, Barbara Miller. *In the Company of Educated Women: A History of Women and Higher Education in America*. New Haven: Yale University Press, 1980.
- Stevens, Andrea Price. "Suburban Summer Resorts, 1870-1910, Part 1." *Montgomery County Story* 24, no. 3 (Aug 1981). Rockville: Montgomery County Historical Society.
- Stevens, Andrea Price. "Suburban Summer Resorts, 1870-1910, Part II." *Montgomery County Story* 24, no. 4 (Nov 1981). Rockville: Montgomery County Historical Society.
- Stock, Phyllis. *Better than Rubies: A History of Women's Education*. New York: G.P. Putnam's Sons, 1978.
- Sween, Jane C. *Montgomery County: Two Centuries of Change*. Woodland Hills, CA: Windsor Publications, Inc., 1984.
- Turner, Paul Venable. *Campus: An American Planning Tradition*. Cambridge: MIT Press, 1984.

Walker, Robert H. *Everyday Life in Victorian America, 1865-1900*. Malabar, FL: Krieger Publishing Co., 1994.

Washington Post (Washington). June 23, 1893; June 25 1893

Weschler, Adam. *Adam Weschler and Son Auction Catalogue of the National Park College Furnishings*. Washington, D.C., 1942.

Wilson, Richard Guy. "The Early Work of Charles F. McKim: Country House Commissions." *Winterthur Portfolio* (1979).

Wilson, Richard Guy, ed. *Thomas Jefferson's Academical Village: The Creation of an Architectural Masterpiece*. Charlottesville: University Press of Virginia, 1993.

Winslow, Donald J. *Lasell: A History of the First Junior College for Women*. Boston: Nimrod Press, 1987.

Woody, Thomas. *A History of Women's Education in the United States*. Vol. 1 and 2. New York: Science Press, 1929. Reprint, New York: Octagon Books, 1980.

Wheelwright, Edmund March. *School Architecture: A General Treatise for the Use of Architects and Others*. Boston: Rogers & Manson, 1901.

Wright, Gwendolyn. *Moralism and the Model Home: Domestic Architecture and Cultural Conflict in Chicago, 1873-1913*. Chicago: The University of Chicago Press, 1980.

_____. *Building the Dream: A Social History of Housing in America*. Cambridge: The MIT Press, 1983.

F. Supplemental Information:

Chronology

1688: First title to the land that encompasses the school grounds issued to William Joseph. 4500 acres patented under the name, "Joseph's Park."

1748: Daniel Carroll I purchased 3182 acres of Joseph's Park. His wife and two sons moved there after his death in 1751.

- 1862: Edgewood farm, an 185-acre section of the original tract located adjacent to the future school lot was sold to Charles Keyes.
- 1863: Arthur Ray purchased Highlands farm, a 417-acre tract, that includes the future school lot. The glen is known as "Highland Park" and is a popular local recreation area.
- 1873: Metropolitan branch of the B&O Railroad completed.
- 1878: Forest Glen station built.
- 1883: Civil Service Act passed.
- 1886: Representatives of the Forest Glen Improvement Company (FGIC) purchase 82 acres in the Highlands from Alfred Ray for \$9487.
- 1887: Forest Glen Investment Company incorporated on January 17.
- 1887: Forest Glen property conveyed to FGIC from three representatives for \$9487 on March 14. Forest Inn opens for business.
- 1891: Forest Inn goes out of business.
- 1894: FGIC leases Forest Inn and adjoining 40 acres to John and Vesta Cassedy on April 4.
- 1894: National Park Seminary opens on September 27.
- 1895: Washington, Woodside & Forest Glen Railway & Power Company of Montgomery County, Maryland incorporated.
- 1896: National Park Seminary incorporated.
- 1897: John Cassedy purchases the National Park Seminary property for \$25,500. Electric railway constructed.
- 1898: Chapel, Science and Art building, Aloha cottage, and American bungalow constructed. Japanese bungalow under construction.
- 1899: Japanese bungalow completed. Senior House probably built this year.
- 1900: Mother Sorority House (later renamed the Recitation House) constructed.
- 1901: Large addition constructed on to Aloha. Odeon theater and Miller Library built.

- 1902: Swiss chalet and several service buildings constructed by this date.
- 1903: National Park Seminary reincorporated as the "National Park Seminary Company of Montgomery County." Mission clubhouse built.
- 1904: Castle and villa bridges and small bridge behind the Odeon (later renamed the dog bridge) built. Castle and Colonial House built.
- 1905: Japanese pagoda constructed.
- 1906: Practice House constructed. Mother Sorority House became the Recitation House.
- 1907: Gymnasium and villa dormitory built. Kitchen and dining wing added to the east side of Main and a fifty-foot extension added to the end of Main's south wing.
- 1910: Vesta Cassedy died.
- 1911: Senior House Annex and new stables constructed.
- 1912: NPS designated a junior college.
- 1916: James Ament and Joseph Trees purchased National Park Seminary.
- 1919: Main extension and President's House additions erected onto Main. Swiss chalet moved to present location. Extensions added on to clubhouses between 1919 and 1922.
- 1920: Added tea and soda fountain room to Main.
- 1924: Science and Art building relocated behind Main by this date. Aloha expanded again. Court of Maidens (caryatid arcade) and "statuary colonnade" constructed. Classical Revival portico added on to rear of Main's south wing. Classical Revival portico added on to the front of the gymnasium.
- 1927: Ament Hall (ballroom) and Teresa Hall (music hall) built. Odeon theater enlarged. Classical Revival portico added onto the Practice House. Chateau causeways built. Ament purchased Edgewood, the neighboring 151 acre farm, renamed Amentdale. Athletic complex built on south side of Linden Lane. Sphinx bridge built.
- 1929: Italian fountain added by this date.
- 1936: James Ament died.

1937: Roy Tasco Davis takes control of school July, 1937. School incorporated as National Park College.

1940: School reincorporated school as a non-profit junior college.

1942: Army takes control of property under War Powers Act on November 14. Auction of school property on September 23-24 by Adam Weschler Auction House.

1943: January 20, 1943 first patient admitted.

1945: Between 1945 and 1948 erect five one-story concrete-clock buildings on east side of campus. Recitation House around this time.

1946: Prosthetics Research Lab and Audio and Speech Center opened.

1964: Washington beltway constructed thru property. Villa, castle, and pedestrian bridges razed.

1972: Army proposed demolition of school buildings and the construction of garden apartments and townhouses for staff. Forest Glen Task Force established by Maryland-National Capital Park and Planning Commission. National Park Seminary placed on the National Register of Historic Places.

1984: Homeless shelter opened in stables building.

1988: Save Our Seminary founded.

1989: Army sued for malicious neglect by SOS and National Trust for Historic Preservation.

1993: Odeon Theater gutted by [arson?] fire.

1996: Army won the law suit.

1999: Army plans to "excess" property to public or private bidder.

PART IV. PROJECT INFORMATION

The Historic American Buildings Survey/Historic American Engineering Record division of the National Park Service and the Walter Reed Army Medical Center jointly sponsored the recording project of the historic structures and landscapes associated with the National Park Seminary (Walter Reed Medical Center Annex). The principles involved were E. Blaine Cliver, Chief, HABS/HAER, David J. Phillips, Installation Master Planners/Cultural Resources Manager,

Walter Reed Army Medical Center, and Major General Leslie M. Burger, Commander of the North Atlantic Regional Medical Command and Walter Reed Army Medical Center. The documentation was undertaken by the Historic American Buildings Survey (HABS) under the direction of Paul D. Dolinsky, Chief, HABS, and Catherine C. Lavoie, Senior Historian, HABS. The written historical report was completed in 1998-1999 by the project historian, Cynthia Ott (University of Pennsylvania). Large format photography was produced by Jack E. Boucher, HABS Photographer, and James Rosenthal, HABS Photographic Assistant.

PART V. FIGURE PAGES

Due to copyright restrictions, the figure pages for this report have been pulled; they are located in the field notes accompanying the HABS record (HABS No. MD-1109) and are available for reference in the HABS/HAER Collection, Prints and Photographs Division, Library of Congress, Washington, D.C. A list of the figures included is as follows:

Figure 1: Annotated contemporary Montgomery County street map showing outline of seventeenth-century Joseph Park land patent. Edith Saul Archives, Kensington Historical Society, Kensington, Maryland.

Figure 2: Land grant map made by William Grady, 1864. Kensington Historical Society, Kensington, Maryland.

Figure 3: Map of the "Highlands (Montgomery Co., Md) with its subdivisions." (Liber LGH, no. 9, folio 827, Land Records Office, Montgomery County Court House, Rockville, Maryland. Map of 1863 based on 1778 original with annotations by local historian Edith Saul. Kensington Historical Society, Kensington, Maryland.

Figure 4: "Map of Forest Glen Park," March 1887, that accompanies Liber JA4, folio 481, Montgomery County Land Records Office.

Figure 5: [Pedestrian bridge over the ravine at Forest Glen Inn], cat 1894. National Park Seminary, *National Park Seminary for Young Women* (Washington, D.C.: Kensington Publishing Co., c.1894).

Figure 6: Forest Inn, *American Architect and Building News*, 1887. Montgomery County Historical Society, Rockville, Maryland.

Figure 7: Interior plans of Forest Inn, c. 1887. Forest Glen Improvement Company, *Forest Glen Park and the Forest Inn* (Forest Glen Improvement Company, c.1887).

Figure 8: View of entry parlor, Forest Inn, c.1887. Forest Glen Improvement Company, *Forest Glen Park and the Forest Inn* (Forest Glen Improvement Company, c.1887).

Figure 9: "An Average Students Daily Schedule," NPS catalog, 1914 (and others).

Figure 10: Campus plan, 1907. NPS catalogs.

Figure 11: H. D. Nichols, [Painting of the NPS campus from the north side of the ravine, looking south], 1909. Reprinted in NPS catalogs.

Figure 12: "The Main Building," NPS catalog, 1902.

Figure 13: "Front of Main," NPS catalog, 1920. The north facade of the 1907 kitchen and dining wing is at the far left.

Figure 14: "Rectory Court and Cloister," NPS, *Its Halls, Vistas and Gardens* (NPS, c.1930). View of east facade of Main's 1907 kitchen and dining wing.

Figure 15: "In Chapel Court," NPS catalog, 1919. View of west facade of Main's south wing with 1907 extension at right end.

Figure 16: "The Main Building," NPS catalog, 1919.

Figure 17: [Portico at end of south wing of Main], NPS catalog, 1924.

Figure 18: "Reception Hall--Main Building," NPS catalog, 1910. View of front entry parlor during the Cassedys' tenure.

Figure 19: [View of Main's 1919 west extension], NPS catalog 1930.

Figure 20: "Entrance to the President's Residence," NPS catalog, 1930.

Figure 21: "The Senior Residence," NPS catalog, 1909.

Figure 22: "A View of the Senior Class Ivies," NPS catalog, 1919. Northwest facade of the Senior House.

Figure 23: "Corner in Senior Court," NPS catalog, 1928. View of the south facade of the Senior House and the south facade of the Senior House Annex.

Figure 24: "Science and Art Building," NPS catalog, 1902.

Figure 25: "The Approach," NPS catalog, 1902. View of catalog looking south from the ravine with the Science and Art Building located between Main and the Senior House.

Figure 26: "The 'ram's horn stairway' leading up to the book store and the commercial department," NPS, *Its Halls, Vistas and Gardens* (:NPS, c. 1930). View of west facade of the Science and Art Building.

Figure 27: "Looking Past Odeon Portico to Senior Annex," NPS catalog, 1919. View of North facade of the Senior House Annex.

Figure 28: "New Senior House Annex--Showing also Subway to Odeon," NPS catalog, 1912. View of the west facade of the Senior House Annex.

Figure 29: "Approach to Ament Hall," NPS catalog, 1931. View of the southern facade of Main's ballroom extension.

Figure 30: "View of the East End of the Grand Ballroom," NPS catalog, 1927. Interior view of the ballroom.

Figure 31: "The Music Hall--One of the institution's most beautiful buildings," NPS, *Its Halls Vistas and Gardens* (NPS, c. 1930). View of east facade.

Figure 32: "Alpha Epsilon Pi Club House," NPS catalog, 1898. View of the American bungalow in its original form.

Figure 33: "The Bungalow Club (*Alpha*), NPS catalog, 1922. View of the east, or rear, facade of the American bungalow showing the two-level porch that was added on to it.

Figure 34: [Castle clubhouse], Matthews, Harry B., *Alma Mater Days* (New York: GW Dillington Co., [c.1910]).

Figure 35: "The Castle Club (Beta)," NPS catalog, 1923. View of 1920s castle addition with main structure visible behind it.

Figure 36: "A Japanese temple as poetic as any in Nikko," NPS, *National Park Seminary: Its Halls, Vistas and Gardens* (NPS, c.1930). View of north facade of the pagoda.

Figure 37: "Chi Psi Upsilon--Japanese Temple modeled after the shrine of Toujovo" and "Theta-Mission Architecture," NPS catalog, 1907. View of Japanese pagoda's north and east facades and the Mission's north and west facades.

Figure 38: "Chi Psi U. The Japanese Club," NPS catalog, 1923. View of pagoda's north facade with addition.

Figure 39: "Miller Library, Chiopi, Chi Psi U. and Zeta," NPS, *National Park Seminary: Its Halls, Vistas and Gardens*, c. 1930. The Japanese bungalow is front left.

Figure 40: [Japanese bungalow], NPS catalog, 1902. Top image on page: view of east and south facades.

Figure 41: [Colonial House, west and north facades, c. 1909, showing open arch], NPS, *Forest Echoes: Class of 1909* (NPS, c. 1909).

Figure 42: [Colonial House, west and north facades, showing closed arch and first-floor north patios], NPS catalog, 1914.

Figure 43: [Colonial House, north facade, showing full height portico], NPS, *Acorn* (NPS, 1927).

Figure 44: "Delta Colonial architecture," NPS catalog, 1913. View of east facade.

Figure 45: "The Windmill" and "The Mission," NPS catalog, 1914. View of Windmill with single attachment and north facade of the Mission.

Figure 46: "Kappa--The Dutch Windmill Club," NPS, *National Park Seminary: Its Halls, Vistas and Gardens*, c. 1930. View with double attachment.

Figure 47: [Swiss chalet in original location], Matthews, Harry B., *Alma Mater Days* (New York: GW Dillington Co., [c.1910]).

Figure 48: "The Swiss Club in its new location," NPS catalog, 1919.

Figure 49: "The Chapel," NPS catalog, 1898. View shows original form with front porch, center stairway, and gable ends.

Figure 50: "The Chapel," NPS catalog, 1913. View shows new enclosed porch, pent ends, and stone stairway.

Figure 51: "The Chapel," NPS catalog, 1923. View shows railed porch on the east side of the front facade. The stairway in the foreground leads up to the south wing of Main.

Figure 52: "The Miller Library," NPS catalog, 1902. Exterior and interior views.

Figure 53: "Miller Library, Containing 20,000 volumes; where the Library Science Classes Meet," NPS catalog, 1922. View of north and east facades.

Figure 54: "Aloha Cottage," NPS catalog, 1898. View shows Aloha in original bungalow form.

Figure 55: "Aloha--Junior House," NPS catalog, 1913. View shows Aloha in second incarnation with large eastern addition.

Figure 56: "Aloha--A Student Residence," NPS catalog, 1917. View shows Aloha in third incarnation with another eastern addition.

Figure 57: "Aloha: A Dormitory," NPS catalog, 1923. View shows Aloha with new northeast extension and second-floor balcony.

Figure 58: "The 'Court of Maidens,'" NPS catalog, 1924. West end of front facade of Aloha with second-story balustrade and first-floor brick arcade with caryatids.

Figure 59: "The Gymnasium," NPS catalog, 1909.

Figure 60: [Views of the gymnasium facilities, including the main gym, the bowling alley, and the swimming pool], NPS catalog, 1919.

Figure 61: "View Showing about three-fourths of Gymnasium," NPS catalog, 1924.

Figure 62: "The Villa," NPS catalog, 1908. View shows building in original incarnation.

Figure 63: "The Villa," NPS catalog, 1912. View shows villa with later addition.

Figure 64: "Full View of the Doric Greek porch of the Practice House," NPS, *National Park Seminary: Its Halls, Vistas and Gardens*, c. 1930.

Figure 65: "Maids' Dormitory, Central Power Plant and Garage," NPS catalog, 1924.

Figure 66: "Stables for Saddle Houses," NPS catalog, 1914.

Figure 67: "Villa Causeway, showing castelet, connecting Delta and Practice House, and leading to the Villa," NPS, *National Park Seminary: Its Halls, Vistas and Gardens*, c. 1930.

Figure 68: "Close view of the Chateau causeway on Senior Court side. Ament Hall at rear," NPS, *National Park Seminary: Its Halls, Vistas and Gardens*, c. 1930.

Figure 69: "In the gardens of the Chateau causeway," NPS, *National Park Seminary: Its Halls, Vistas and Gardens*, c. 1930.

Figure 70: "A Chapter House for Sororities," NPS catalog, 1902. The Mother Sorority House that later became the Recitation House.

Figure 71: "The Odeon --Auditorium for Lectures, Concerts and Plays," NPS catalog, 1919.

Figure 72: "The Auditorium of the Odeon as seen from the stage," NPS catalog, 1931.

Figure 73: "On the Castle Bridge; Crossing the Villa Bridge," NPS catalog, 1919. Two views of the double-bridge on the eastern side of the ravine.

Figure 74: "Corner of Castle and Castle Bridge viewed from the Villa Gardens," NPS catalog, 1927.

Figure 75: "The Chapel, The Library, and other Buildings," NPS catalog, 1909. View shows southwest area of campus with cluster of clubhouses and other campus buildings.

Figure 76: [View of the campus ravine looking east showing the castle bridge, the villa, the castle, the Colonial House, the windmill, and (in the background) the pergola walkway], NPS catalog, 1908.

Figure 77: [View of campus ravine looking southwest from the Justice Garden near the villa], source unknown, pre-1919. National Park Seminary slide collection, Maryland-Capitol Park and Planning Commission.

Figure 78: "On the Golf Links, Railway Station in the distance," NPS catalog, 1902.

Figure 79: "A page of bridges," NPS, 1907. Views of campus bridges, clockwise from the top, including the bridge near the Odeon theater (the predecessor to the 1920s "dog" bridge), the rose pergola bridge between the Practice House and the villa, the castle bridge, and the villa bridge to which the later was attached.

Figure 80: [View of new stone culvert at the south end of the pedestrian bridge], NPS catalog, 1914.

Figure 81: "When the Dorothy Perkins Roses are in bloom in the Pergola," NPS catalog, 1926. View of the pergola looking north as it crosses to the villa.

Figure 82: "The Pergola," [bottom image], NPS catalog, 1919. View of pergola where it crosses a stream.

Figure 83: [View of north campus lawn looking southeast from the Odeon], pre-1919. National Park Seminary collection, Montgomery County Historical Society.

Figure 84: "Part of Italian Gardens in Front of Villa," NPS catalog, 1922. View shows grotto on the east side of the villa.

Figure 85: Campus plan, NPS catalog, 1914.

Figure 86: Campus plan, NPS catalog, 1919.

Figure 87: "The Villa, a dormitory, showing a part of its formal gardens," NPS catalog, 1931.

Figure 88: "The Glass-roofed 'statuary colonnade' that connects three buildings," NPS, *National Park Seminary: Its Halls, Vistas and Gardens*, c. 1930.

Figure 89: "A Recitation House, The glass-covered way leads to other buildings," NPS catalog, 1928. View of the colonnade where it spanned Linden Lane.

Figure 90: "The Odeon Theater Building," NPS catalog, 1927. View of the Odeon with its new additions on the south and north sides.

Figure 91: "The Old Oaken Bucket on the Amentdale Estate." and "The fireplace and roasting oven for little picnics on the Amentdale estate." NPS catalog, 1929. Two images.

Figure 92: "The boat swings, gazebo on left." and "A fast game of hockey on the Athletic field." NPS catalog, 1930.

Figure 93: "The 'Sphinx bridge,' so called because of the great bronze sphinxes that ornament each end." NPS, *National Park Seminary: Its Halls, Vistas and Gardens*, c. 1930.

Figure 94: "The 'Dog' bridge, so named because of the great bronze Danes that guard the approach," NPS catalog, 1927.

Figure 95: "Main Entrance Gate to the Campus," NPS catalog, 1927.

Figure 96: "Winding walks among great oaks," NPS, *National Park Seminary: Its Halls, Vistas and Gardens*, c. 1930. View of the north lawn of the campus, looking northwest.

Figure 97: "The Italian Fountain in Front of Main is reputed to be about seven hundred years old," NPS catalog, 1933.

Figure 98: "Approach to Honeysuckle Bridge with spans the Glen," NPS catalog, 1931. View of garden spot near foot of bridge at south rim of the glen.

Figure 99: "In the quadrangle," NPS catalog, 1923. View of Main's south side courtyard.

Figure 100: "This Siena Marble Seat lay in ruins in Italy for centuries before it was sent to National Park. The gymnasium in background," NPS, *National Park Seminary: Its Halls, Vistas and Gardens*, c. 1930.

Figure 101: "The Hillside walk connecting the Odeon to the east side," NPS catalog, 1927. View of ravine looking east.

Figure 102: [Views of the ravine], NPS catalog, 1922.

Figure 103: [Views of the ravine], NPS catalog, 1919.

Figure 104: [The grotto and footbridge in the glen], NPS catalog, 1923.

Figure 105: "Steps leading up from the Glen to the Villa," NPS catalog, 1922. Also view of steps on north side of glen.

ADDENDUM TO:
NATIONAL PARK SEMINARY
(Forest Glen)
(Walter Reed Army Medical Center Annex)
(National Park College)
(Ye Forest Inne)
Bounded by Capitol Beltway (I-495), Linden Lane, Woodstove
Avenue, & Smith Drive
Silver Spring
Montgomery County
Maryland

HABS MD-1109
MD,16-SILSPR,2-

PHOTOGRAPHS

HISTORIC AMERICAN BUILDINGS SURVEY
National Park Service
U.S. Department of the Interior
1849 C Street NW
Washington, DC 20240-0001

ADDENDUM TO:
NATIONAL PARK SEMINARY
(Forest Glen)
(Walter Reed Army Medical Center Annex)
(National Park College)
(Ye Forest Inne)
Bounded by Capitol Beltway (I-495), Linden Lane, Woodstove
Avenue, & Smith Drive
Silver Spring
Montgomery County
Maryland

HABS MD-1109
MD, 16-SILSPR, 2-

PAPER COPIES OF COLOR TRANSPARENCIES

HISTORIC AMERICAN BUILDINGS SURVEY
National Park Service
U.S. Department of the Interior
1849 C Street NW
Washington, DC 20240-0001