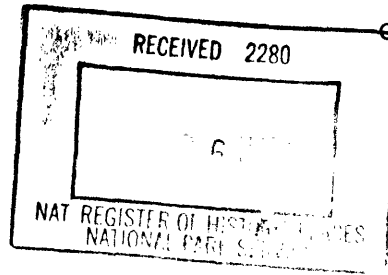


United States Department of the Interior
National Park Service

National Register of Historic Places
Registration Form



343

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in *How to Complete the National Register of Historic Places Registration Form* (National Register Bulletin 16A). Complete each item by marking "x" in the appropriate box or by entering the information requested. If an item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions. Place additional entries and narrative items on continuation sheets (NPS Form 10-900a). Use a typewriter, word processor, or computer, to complete all items.

1. Name of Property

historic name Berea College Forest

other names/site number MA-283

2. Location

street & number Ky 21, 2 miles east of Berea College campus. NA not for publication

city or town Berea, Ky vicinity

state Ky code KY county Madison/ code 203 zip code 40404
Rockcastle

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended, I hereby certify that this nomination request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60. In my opinion, the property meets does not meet the National Register criteria. I recommend that this property be considered significant nationally statewide locally. (See continuation sheet for additional comments.)
David L. Morgan, SHPO and
Executive Director, KHC 2-21-02
Signature of certifying official/Title _____ Date _____
Kentucky Heritage Council/State Historic Preservation Office
State of Federal agency and bureau _____

In my opinion, the property meets does not meet the National Register criteria. (See continuation sheet for additional comments.)
Signature of commenting official/Title _____ Date _____
State or Federal agency and bureau _____

4. National Park Service Certification

- I hereby certify that the property is:
- entered in the National Register.
 See continuation sheet.
- determined eligible for the National Register
 See continuation sheet.
- determined not eligible for the National Register.
- removed from the National Register.
- other, (explain): _____

for *Daniel J. Vivor* Signature of the Keeper _____ Date of Action 11/4/02

8. Statement of Significance: Applicable National Register Criteria

- X** **A** Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B** Property is associated with the lives of persons significant in our past.
- C** Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D** Property has yielded, or is likely to yield information important in prehistory or history.

Criteria Considerations

- A** owned by a religious institution or used for religious purposes.
- B** removed from its original location.
- C** a birthplace or a grave.
- D** a cemetery.
- E** a reconstructed building, object, or structure.
- F** a commemorative property.
- G** less than 50 years of age or achieved significance within the past 50 years.

Areas of Significance _____ **EDUCATION** _____
CONSERVATION
 Period of Significance _____ **1897-1951**
 Significant Dates _____ **1897** _____
 Significant Person _____ **N/A**
 Cultural Affiliation _____ **N/A**
 Architect/Builder _____ **Mason, Silas**

Narrative Statement of Significance (begins p. 8-1)

9. Major Bibliographical References

Previous documentation on file (NPS)

- preliminary determination of individual listing (36 CFR 67) has been requested.
- previously listed in the National Register
- previously determined eligible by the National Register
- designated a National Historic Landmark
- recorded by Historic American Buildings Survey # _____
- recorded by Historic American Engineering Record # _____

Primary Location of Additional Data

- x** State Historic Preservation Office
- Other State agency
- Federal agency
- Local government
- University
- Other

Name of repository: **See Bibliography** _____ Kentucky Heritage Council _____

10. Geographical Data

Acreage of Property **6,680 acres**

UTM References Zone Easting Northing

Coordinate 1: **16** **Berea and Big Hill USGS Quads**

UTM Coordinates:

All points are in Zone 16

Berea Quad		Big Hill Quad	
Easting	Northing	Easting	Northing
1: 739 280	4160 830	5: 746 140	4162 770
2: 739 180	4159 100	6: 746 280	4160 760
3: 739 895	4159 240	7: 746 000	4159 320
4: 739 880	4159 740	8: 747 640	4156 550
12: 742 820	4154 125	9: 747 080	4155 620
13: 741 760	4155 660	10: 744 440	4154 850
14: 741 090	4155 400	11: 743 540	4154 000
15: 747 300	4160 740	16: 743 370	4161 770
		17: 743 780	4163 260

Verbal Boundary Description and Boundary Justification (see p. 10-1)

11. Form Prepared By

name/title **John Perry, Berea College Forester** Organization **Berea College** date **8/5/03**

street & number **CPO 2133** telephone **(859) 985-3587**

city or town **Berea** state **KY** zip code **40404**

Property Owners

name **Berea College**

street & number **CPO 2133** telephone **(859) 985-3587**

city or town **Berea** state **KY** zip code **40404**

name **Richard Martin**

street & number **1632 Red Lick Road** telephone

city or town **Berea** state **KY** zip code **40403**

name **Judy Martin**

street & number **2004 Kingston Big Hill Road** telephone

city or town **Berea** state **KY** zip code **40403**

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 1 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Narrative Description

The Berea College Forest (hereafter, "Forest" or "Berea Forest") is located just south and east of Berea in Madison and Rockcastle Counties, Kentucky. The current Berea Forest holding is 8,100 acres in 4 blocks. The 6,680 acres encompassing the oldest holdings in two blocks of the Forest, called the "Fay/Mason" blocks, are part of a pioneering effort in the American forestry education movement and meet historic association criteria. The effort began in 1897 at the dawn of the forestry and conservation movement in America. This marks it as one of the oldest managed forests in the United States and the oldest in Kentucky. One block is a 6,530-acre unit located 2 miles east of the Berea College campus. This unit includes 6,400 acres of Berea ownership and the 130 acre "Martin inholding" included in the district for boundary integrity. The other is a 150-acre unit that borders the Berea campus at Silver Creek. These portions of the Berea Forest, acquired by the original Fay-Mason endowment, form the discontinuous district proposed for registration. That portion is historically significant. The remaining Berea Forest acreage does not meet eligibility criteria. Those non-eligible areas are not proposed for listing but are shown on the attached maps for reference. Brief descriptions of contributing and non-contributing resources located on the Forest follow in this section.

The "contributing" portion of the Forest is located in two blocks, each with a continuous boundary. Each block is contiguous with some portion of Berea College Forest. The entire Berea Forest ownership in the larger block lies north and south of KY Hwy. 21, at the eastern edge of the Berea City limits and 2 miles east of the Berea College campus. The block that joins campus lies just west of Hwy. 595 and joins the Berea College campus on the south side of Silver Creek. The boundaries proposed for listing attempt to exclude acreage that is not historically significant to the educational and conservation role of the forest. However, there is a 130 acre tract (by deed) that is an inholding completely surrounded by the larger block of the Berea Forest. This tract is referred to as the "Martin in-holding" and is located in Horse Cove. This tract is included within the historic district, for eliminating it would create a hole in the district.

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 2 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

All Berea Forest ownership, including areas that are evaluated as non-contributing are shown on attached maps for reference. See Table that follows this narrative for summary.

The historic blocks of the Forest lie at the edge, or just inside, of the Cumberland Plateau, at the escarpment where it joins the Bluegrass physiographic region of Kentucky. The wooded escarpment of the Forest, topped with cliffs and rising from the plain of the Bluegrass, dominates the view looking south and east from Berea. In the Berea Forest, three of Kentucky's physiographic regions, the Knobs, Mississippian and Cumberland Plateaus are concentrated together against the Bluegrass. This makes for geologic, forest vegetation and wildlife diversity. The combination of the sandstone cliff lines of the escarpment with rich soils of the stream bottoms has resulted in a long history of human habitation. The wooded hills of this area are locally called "mountains" because of their relative height and steep rise over the nearly level Bluegrass. The tops of these "mountains" offer expansive views of the surrounding Berea Forest, the Bluegrass Region to the west and the Cumberland Plateau to the south and east.

The Berea Forest is located on the edge of Braun's Mixed Mesophytic Forest Region (Braun 1950). Braun's system classified forest regions based on the dominant tree cover. This region is one of the world's most diverse temperate regions. As a result, it can support many possible dominant tree species--as many as 40 dominant tree species on a given acre! Total diversity is high and the Forest's flora contains over 400 species of plants. It is mostly deciduous forest but evergreens are present also. Oaks, yellow poplar, hickories, maples, walnuts, pines and many other tree species dominate the forest overstory.

When the College began land acquisition in 1897, the land had been affected by over 100 years of post-settlement subsistence agriculture. Native American fire use, agriculture and habitation stretched back many millennia prior to that and had influenced the plant species present on the land. At the time of acquisition, the lands of the forest were mostly abandoned and eroded hill farms with little or no large tree cover. Additionally, the land showed the signs of regular fire--dead, charred, or scarred trees; open and exposed soils—and indiscriminate logging of the woodland that existed—only

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 3 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

small, crooked or hollow trees remained. At present, most of the land is covered by forest and most of that forest is composed of large, straight and tall trees. Younger forest cover of smaller sizes is present from recent timber harvests and a wildfire in 1988. The current condition belies the fact that the Forest was mostly abandoned fields, eroded, burnt over and cut over land at acquisition.

One way to convey the physical evidence of the long history of forestry practice is to express it in financial value. When condemnation for a public road right-of-way forced the liquidation of 90 acres of timber in 1997, timber buyers were amazed at the price the timber brought—over \$1,500/acre for the standing trees by sealed bid (land value not included). This is a high price for a mixed stand of timber on steep ground where logging costs are high. Much of the timber was located on upper slopes where tree growth is normally slow, preventing trees from getting very tall. Grant Curry, a forester for Trust Joist McMillan Co. in Hazard, KY, remarked, “We just do not see trees of that size and quality in Eastern Kentucky.” That particular area was purchased as mostly abandoned farmland in 1906-1911 and many trees had been harvested since 1920 from it under College forest management demonstration. The large, straight trees that were at best 90 years old, were visual indicator of a long history of forest management.

The Forest includes scattered meadows that serve as open land wildlife habitat. Eight miles of hiking trails are present north of KY 21. Fire lanes, unimproved and gravel roads provide management access. KY 21, present as a dirt county road at acquisition, bisects the main block of the Forest east to west with the hills and cliff lines rising on either side. Indian Fort Theatre, the log Foresters House, Pigg House log cabin, the water treatment plant and a parking lot are located on or near KY 21. Four lakes, three water production and one flood control, are located in the major hollows. Additionally, the modern buildings of the USDA Forest Service Northeast Experiment Station research facility and Daniel Boone National Forest District Rangers office building on the north side of KY 21 mark the entrance into the Forest from the west. Behind those modern buildings lies the tree line of the first tract acquired for the Forest. The Martin in-holding is located in the Horse Cove just west of Hwy. 421.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 4 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Bear "Mountain", the highest point in Madison County, is also the highest point on the Forest at 1,640 feet above sea level. Stream bottoms average around 1,000 feet. The 500 plus feet of relief from streams to ridge tops is often steep. A modern, straight, gently sloping US 421 cuts through the eastern portion of the Forest at "Big Hill". The old road, replaced in 1997, was curvy and steep. The oldest "Big Hill" road, a trace that brought settlers from Cumberland Gap, is now just a rut in the woodland. The twin chimneys of the 1790's Jones Tavern/Grant House ruin and associated Confederate Cemetery are located on this historic route. The narrow Burnt Ridge, or locally, Bridge Road, cuts through the southern portion of the Forest. This county road forms the boundary of Madison and Rockcastle Counties and is the watershed divide between the Kentucky and Cumberland River basins.

The block located adjacent to campus contains "Twin Knobs" and 2 miles of hiking trails that are also used for cross country races and training. Formerly, a Cable-TV tower was located on one of the knobs, but was removed and the site reclaimed.

It is the practice of forestry since acquisition that has created the present appearance of the landscape. Tracts that were bare from hillside farming, fire and indiscriminate logging now support diverse forests that can be viewed from the hiking trails or roads. The condition of the forest stands is the principal physical evidence of the historic significance of forestry practice. Such forest conditions are the visual reminder of the educational purpose of the Forest: to study and demonstrate science based forest management and conservation.

The 6,680 acres of Forest described above is the principal site proposed for listing as a discontinuous district. The site contains several contributing and non-contributing resources. The assignment of "contributing" or "non-contributing" status is discussed in the Statement of Significance. The following is table summarizing the composition of the district, and following that is a brief description of each resource in the district.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 5 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Table: Summary of Lands Proposed for District

<u>Description</u> <u>(Acres)</u>	<u>Eligibility</u> <u>Area</u>	<u>Block</u> <u>on Sketch Map</u>	<u>Meet</u> <u>Designation</u> <u>Criteria?</u>	
Fay-Mason lands 2 miles east of campus		C1A	Yes	6,400
<u>Martin in-holding (not Berea ownership)</u>		C1A	No	<u>130</u>
Total within boundary of proposed block				6,530
Fay-Mason lands adjoining Campus		C1B	Yes	150
<hr/>				
Total area in both blocks proposed as discontinuous historic district				
6,680				

Contributing Resources

<u>Resource (Location)</u>	<u>Category</u>
C1) 6,680 acre "Fay/Mason" forestlands in 2 discontinuous blocks, "A & B", of the Berea College Forest, with encompassed 130 acre Martin in-holding included. (A located 2 miles east of Berea and B joins Campus)	site/district
C2) Forester's House and barn (KY 21)	buildings

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 6 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Non-Contributing Resources

<u>Resource (Location)</u>	<u>Category</u>
N1) Hopewell Indian walls (Indian Fort and Basin Mountain)	structure
N2) Rockshelters used as prehistoric shelter (throughout Forest)	site
N3) "Winding Blade" Path (Big Hill area)	site
N4) Boone Hut site (Basin Mountain)	site
N5) Jones Tavern/Grant House ruins (Big Hill)	site (previously listed building)
N6) Confederate Cemetery (Big Hill)	site
N7) Pigg House (KY 21)	building
N8) Kale Dam & lake (Upper Silver Creek)	structure
N9) B Dam & Lake (Upper Silver Creek)	structure

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 7 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

- | | | |
|------|---|-----------|
| N10) | Indian Fort Hiking Trails
(North of KY 21) | site |
| N11) | Cowbell Dam & Lake
(Upper Cowbell Creek) | structure |
| N12) | Indian Fort Theater & Parking Lot Complex
(KY 21) | structure |
| N13) | Forest Service District Ranger and
Research Station Complex (KY 21) | buildings |
| N14) | Berea College Utilities Water Treatment
Plant Complex (Silver Creek) | buildings |
| N15) | Cowbell Flood Dam
(Upper Cowbell Creek) | structure |
| N16) | Martin In-holding
(Horse Cove) | site |
| N17) | Cross country trails
(Joins Campus) | site |

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 8 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Contributing Resource Descriptions

≤ District/Site: 6,720 acre “Fay/Mason” forestlands, in 2 discontinuous site/district blocks, of the Berea College Forest- Listed as C1A and C1B on the sketch map. Both blocks are described in the Narrative Description text. The Martin in-holding is included for boundary integrity.

≤ Building: Forester’s House and Barn- Listed as C2 on the sketch map. The Forester’s House was begun in 1900 as a residence and office for the College Forester while working on the Forest. It served that purpose through the period of significance and until 1970. The two-story log building still stands just north of KY 21. The associated barn (unknown date) served as storage and shelter for riding and draft horses.

Non-Contributing Resource Descriptions

≤ Structure: Hopewell Indian Walls- Listed as N1 on the sketch map. These are walls were built by the Hopewell culture approximately 2,000 YBP. Their purpose is believed to mark a ceremonial site (Moore 1980, 1982). Berea professor Burroughs (1926) and others used them for education and research, but they did not contribute to the significance criteria. They are now linear mounds of rock.

≤ Site: Rockshelters- Listed as N2 on the sketch map. These rockshelters in the cliff lines were used as prehistoric shelter for humans. They are located throughout the Forest but are considered 1 site for this description. “Devils Kitchen” is the best known because it is located on the trails system. Burroughs (1926) and others have used them for research and study (Ison 1999).

≤ Site: “Winding Blade” path- Listed as N3 on the sketch map. This was originally a bison/Indian trace that was a route from Cumberland Gap to the Bluegrass. It became a route used by settlers. It later became a public road and was used by Confederate Gen. Kirby Smith as his route from Cumberland Gap during the Civil War (Dorris & Dorris 1955). It was abandoned in 1927 as public road and is now a linear depression in the soil

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 9 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

of the Forest in the Big Hill area. Until that time it provided important access in the Forest. It runs for about 1 mile through the Forest and is listed as one site.

≤ Site: Boone Hut site- Listed as N4 on the sketch map. This was the location of a hut built to store hides during the “long hunt” of Daniel and Squire Boone, 1769-73. Returning from North Carolina with supplies, Squire Boone carved his name in a large rock near the site to inform Daniel of his return (Dorris & Dorris 1955). It was located in a saddle between Basin and Robe Mountains. The rock was a popular destination for history classes. It has since been removed from the site for protection and is located in the Madison Co. Courthouse in Richmond. No sign of the hut is visible today. The rock formally marked the location and photograph in Dorris and Dorris (1955) illustrates the position on the landscape of the rock prior to removal.

≤ Site: Jones Tavern/Grant House ruins- Listed as N5 on the sketch map. The Merritt Jones Tavern was built along the “Winding Blade” Path in the 1790’s. It served as a Hospital during a Civil War skirmish in the area in 1862. Gen. U. S. Grant stayed there in 1864 on his way to take command of the Army of the Potomac (Dorris & Dorris 1955). It housed Forest workers during the period of significance and was used as a resource by history and wood technology classes. It is located in the Big Hill area. It burned in 1997 and two stone chimneys are all that remain. The National Register has previously listed the Jones Tavern.

≤ Site: Confederate Cemetery- Listed as N6 on the sketch map. A small plot where 13 Confederate soldiers are buried is located near the Jones Tavern. The soldiers, under the command of Gen. Kirby Smith, were killed during a skirmish as Big Hill in 1862 prior to the Battle of Richmond (Dorris & Dorris 1955). The site is used for history education.

≤ Building: Pigg House- N7 on the sketch map. The Pigg House log cabin was built in the late 1800’s. It was used during the period of significance as lodging for female students on field visits to the forest. It was later used in wood technology classes as an example. It still stands near KY 21 and may be reserved for picnics, overnight stays, weddings, etc.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 10 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

≤ Structure: Kale Dam and Lake- N8 on the sketch map. Kale dam was built in 1920 to supply water to Berea College and city. It replaced gravity feed from springs on the Forest. It formed a 5-acre lake. It is an earth and stone dam that was reinforced with concrete in the 1980's. It was in operation in the significance period. It is still providing raw water and is located in upper Silver Creek watershed. Lakes have served the educational goal in forest hydrology, wildlife and aquatic biology classes.

≤ Structure: B Dam and lake- N9 on the sketch map. B Dam was built in 1939 and is located just below Kale dam on Silver Creek. It increased water production. The earth and stone dam was reinforced with concrete in the 1980's. The 19-acre lake has served water needs from 1939 until the present.

≤ Site: Indian Fort Hiking trails- N10 on the sketch map. Hiking trails today remain from paths and farm lanes that were present when the College Mountain Day celebration began in 1875. There are also logging roads and paths constructed just for hiking during the period of significance and after. At the end of the period, all logging roads were open to hiking and over 20 miles of trail were present. Presently, 8 miles of trails are located north of KY 21. The Indian Fort Theater parking lot serves the system. Trails lead to the many vista points in the area of the Forest.

≤ Structure: Cowbell Dam and Lake- N11 on the sketch map. The earth stone and concrete Cowbell dam was completed in 1954. It added a 16-acre lake for water production in upper Cowbell creek watershed.

≤ Buildings & Structures: Indian Fort Theater and Parking Lot Complex- N12 on the sketch map. The outdoor Indian Fort Theater was built for a summer theater production in the mid 1960's. The play was discontinued in the 1970's. The facility still hosts community events and the parking lot serves hikers. The theater seating is constructed of fieldstone (step seating) with wood accessory sheds. It includes the theater seating, theater pavilion, Dressing Shed, and 2 gravel parking areas. The theater and grounds are used for three large arts and crafts fairs, several concerts, and other events each year. The complex is located just north of KY 21.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 7 Page 11 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

≤ Buildings: Forest Service District Ranger and Research Station- N13 on the sketch map. This is actually a cluster of modern buildings completed over a series of years between 1965 and 1975. There are small equipment storage buildings and two larger buildings. They housed the Berea Ranger District Ranger office of Daniel Boone National Forest and the USDA National Forest Experiment Station of the Northeastern Region. The main building features a modern passive solar design. Additionally, there is a disconnected research building and 7 maintenance/storage buildings in the complex. They are located north of KY 21 at the eastern edge of the Berea city limits.

≤ Buildings: Berea College Utilities Water Treatment Plant Complex- N14 on the sketch map. The water treatment plant for Berea, Berea College and 2 rural water Districts is located on the Forest. This facility was completed in the 1980s. It includes a modern metal-sided water treatment building with a disconnected pump house located on Silver Creek below B Lake.

≤ Structure: Cowbell Flood Retarding Structure- N15 on the sketch map. This is a rock and earth dam built in 1987. After the break of Buffalo Creek Dam in West Virginia, Federal law mandated creation of this structure to secure the existing Cowbell Dam. It forms a 5-acre lake but is capable of holding all water from the Cowbell Lake above. It is located below the Cowbell Dam.

≤ Site: Martin In-holding- N16 on the sketch map. This is a 130-acre tract completely surrounded by Berea Forest. It is included to maintain boundary integrity of larger block of Berea Forest. The tract encompasses the lower to mid slopes of Horse Cove branch. It is all woodland and contains a small, dilapidated house. It is included in the district by consent of the owners. The tract lies just west of Hwy. 421.

≤ Site: Cross Country Trails- N17 on the sketch map. These are 2 miles hiking trails that are accessible from Berea College Campus athletic fields by a bridge over Silver Creek. They are used by Berea College and local public schools for cross country races and training. They run over much of the block that adjoins Campus.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 1 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Narrative Statement of Significance: The Berea College Forest's Contribution to Forest Conservation and Conservation Education

The Berea College Forest (hereafter, "Forest" or "Berea Forest") meets National Register of Historic Places Criterion A. The Forest has made a significant contribution within the historic context, "Dawn of the American Conservation and Forestry Movement". It has contributed to the science of forestry and conservation practices, and will be discussed within the National Register Areas of Significance of Conservation and Education. Only a handful of Forests in the United States have as long a history of forestry practice as Berea College does. The Forest's significance is defined by its distinctive combination of a commitment to education, along with its pioneering role in the development of American Forestry Science and conservation practice.

The Forest is a pioneering effort in the American **Conservation** movement, that also began at the close of the 19th century as Berea Forest was being established. Through research, practice, demonstration, and research, this outdoor laboratory has influenced practice of Conservation throughout the Appalachian and Eastern US hardwood forest ecoregion. As a research facility it has attracted and hosted some of the most prominent forest scientists in the United States, including Silas Mason, the man who started the Forestry effort at Berea. Forestry practitioners, students and laypersons have benefited from visits to and work conducted on the Forest. Given few forests with such a long history of scientific management, its value will only increase with the growing interest in sustainable forest management by the public.

The Berea Forest has contributed to the understanding of forest science and conservation **Education**. Berea College's national leadership in using the Forest for demonstration, and the outreach of published research, makes the Forest significant in the Area of Education. The purpose of the Berea College Forest is not conservation purely for conservation sake, as in the mission of the Nature Conservancy. Nor is it conservation science for science sake, as in abstract research. For the Forest, education and conservation are inexorably linked through class use, field instruction, practice, demonstration, and research. The unifying mission of the Forest is education and on-the-

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 2 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

ground conservation. That mission has advanced the science of Forestry elsewhere in America, ultimately returning those insights to practice in conservation activities.

Scientific conservation shares many aspects with both experimental and observational science. However, conservation is an applied science, applied within the great variability of the natural world. Because of that variability, its advancement is dependent on observation of particular study units, and then a generalizing of findings among the separate units. Conservation education is based on the influence of field visits, association with other professionals/practitioners and the accumulation of research. The significance of the Berea College Forest is that it served as an early, large, and stable example upon which emergent National conservation practices could be based. The research and demonstration in the Forest were disseminated during the formative years of the American conservation movement.

Berea College Forest's significance also results from its age. Conservation practices began on the Berea Forest when there were few such areas under scientific management, and few professionals in practice. The body of Forestry research was small, so that each contribution was highly visible to those few specialists. Scientific conservation could not have been forwarded without the few working examples that existed nationwide, such as in Berea. Forests and related ecosystems are also highly dynamic over time. For conservation scientists, the extended time of Berea Forest's practice increases its conservation and educational value (Botkin 1990, Smith. et al. 1997). Conservation professionals evaluate the importance of a forest according to these three variables: early date of baseline information; length of time under a scientific management regime; and length of time the place is open to observation. By American standards, the Berea College Forest is exceptional in all three as it is one of the oldest managed forest resources in the United States.

From a conservation and education perspective, Berea Forest has national level of significance in the history of conservation in the United States. Early professionals in the field, Shenck, Fernow, Roth, and Graves, reviewed the Forest's 1907 Management Plan, marking its national awareness in both education and conservation. These national

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 3 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

leaders in policy, research, and education in forest conservation gave Berea Forest their attention, confirming the Forest's claim for significance, while the Forest contributed to their knowledge in this burgeoning field. The work of researchers like Mason, Frothingham, and Buell occurred on the Berea Forest when the core of American knowledge was small, and was published in national journals. The comments of Frothingham (1923) give evidence how difficult it was to find a suitable resource for forestry research demonstration in those early days (see also Pezzoni 1992 for an example of the few experimental forests working with the Appalachian Forest Experiment Station in 1930). In those formative times, land resources under forest management were scarce as was the information generated from them. That early core of work formed the significant core of the profession's state of knowledge. Berea Forest contributed to that early core.

Basis for Contributing and Noncontributing evaluations of Berea Forest features

As a historic resource, a managed forest differs from most other properties listed in the National Register. As a landscape resource, it is more site than a building or a structure, though it obviously resulted from great amounts of human toil and conceptualization, as would, for example, a house or a bridge. Because this nomination defines the dual role of Education and Conservation as the basis for the Forest's significance, it is the Forest itself which resulted from, and stands as the focus of, the education and conservation efforts.

In consultation with National Register staff, this nomination defines the trees themselves as the most significant resource within the listed area, and so, give them "contributing" status. It was the trees that educators in Forestry Science wrote about. It was the trees that foresters intended to propagate and conserve. Two buildings, the Forester's House and Barn, directly served the Education and Conservation function as the on-site residence for the person most closely connected with developing the Forest, and so also are considered contributing.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 4 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Beyond the trees and these two buildings, Berea Forest contains numerous other features. The view of the National Register staff is that these features do not contribute to our understanding of Berea Forest's significance according to the terms of evaluation developed within this nomination. That is, those features do not contribute to our understanding and appreciation of the American Forestry and Conservation movement in the same way that the Forest's trees and Forester's House and Barn do.

While these features were not *integral* to the Forest's education and conservation mission, but they *functioned* well within that mission. Many of the features undoubtedly supported general education and/or conservation functions. For instance, trails led students and researchers from the College Campus into the forest; the Pigg House provided overnight accommodations for field workers. Educators surely took advantage of those cultural resources predating the Forest, such as prehistoric mounds and rock shelters, to comment on the interactions between humans and their natural environment. Conservation efforts led to the construction of water impoundment structures such as Kale Dam and Lake, and B Dam and Lake, starting in the 1920s.

While these features occupy a different place in the evaluation of significance than the more obvious trees and Forester's House and Barn, their assignment of "non-contributing" status comes from being viewed from within a very narrow conception of significance, the historic context which follows. *Their ultimate eligibility to the National Register, either individually or collectively, must be considered within additional relevant historic contexts if they are to be impacted by Federal agency projects. It is conceivable that they could be eligible within other historic contexts than the one chosen for this nomination.*

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 5 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Historic Context: Dawn of the American Conservation and Forestry Movement

I believe that there is no body of men who have it in their power today to do a greater service to the country than those engaged in the scientific study of, and practical application of, approved methods of forestry for the preservation of woods for the United States.

-Theodore Roosevelt, 1903

In order to understand the historic significance of the Berea College Forest, it is necessary to understand the history of the conservation movement in the United States, especially as it relates to forest conservation. Forest conservation was the core interest of that larger movement. Forests were the interest of the first American conservation organization—the American Forestry Association, a lay person’s organization founded in 1875 by Dr. Franklin Hough, a medical doctor. Hough and others became concerned over the extensive loss of forest acreage. The period was marked by rapid conversion of forests to agricultural land, the loss of forests to fire and unrestrained logging that supported the rapid industrial growth. The possibility of a future “timber famine” and the effects of land clearing and logging on water supply were at the center of the period conservation concerns. For example, George Grinnell, a founder of both the Boone and Crockett Club and Audubon Society remarked in 1882, “No woods, no game; no woods, no water; no water, no fish.” Stewardship and the knowledge to foster it were absent.

Though receiving less National interest, wildlife loss due to deforestation was also a concern. The American Association for the Advancement of the Science (AAAS) was behind a policy that would slow the sale of public forestland to the private sector. However, the government bureau in charge of those sales was unprepared to administer such a policy. Forestry, the science of protection and management of forests, was not well known outside a small group of scientists or wealthy Americans such as, Hough, Theodore Roosevelt, George Vanderbilt, Gifford Pinchot. Further, there were no college forestry degree programs and few courses offered in the US or Canada until the late 1890’s.

By the late 1800’s, the most prominent figures involved in conservation centered their interest on forests and would be involved in forest policy well into the next century. Those figures most recognized were soon to be President Theodore Roosevelt, Conservationist John Muir, Horticulturist Charles Sprague Sergeant, and Foresters Gifford Pinchot, Carl Shenck and Bernhard Fernow.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 6 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

It is evident that American understanding of forests was undeveloped in comparison to European foresters. Shenck, director of Biltmore Forest School on the North Carolina estate of George Vanderbilt in 1898, and Fernow, first true forester to head the USDA Division of Forestry—now Forest Service—1886-1898, were German born and educated. Pinchot, educated in France, was the first American-born professional forester. He was hired by George Vanderbilt to manage his Biltmore Estate in 1892, the first such employment of a “native” forester.

At the end of the century, American interest and scholarship in forestry began to increase. The volumes of Sergeant’s landmark publication, *Silva of North America*, describing the continent’s trees, were published between 1890 and 1902. Two other prominent professional foresters were Henry S. Graves, University trained in Europe, the 1st Dean of Yale University Forestry School in 1900 and second Chief of the US Forest Service, 1909, and Filbert Roth, the first Dean of Univ. of Michigan Forestry School.

The involvement of college-trained foresters enabled the early conservation movement to begin science-based conservation. Up until that time, the only conservation efforts that were actually applied to the land had been led by lay-activists, such as, Muir, or politicians, like Roosevelt, and were aimed at preserving scenic or recreational values, usually sport hunting or hiking. These efforts came from a small population of the wealthy that could afford pleasure travel and eventually led to the National Park Service in 1916.

The application of science to forest management and protection was a novel approach for America, forest researchers examined both the biological and social functions of forests in order to achieve a wide variety of values: ecologic, economic, scenery, recreation, etc. Though the combination “scientific forestry” is sometimes used, it is redundant, as forestry refers to an applied science. Forestry applies aspects of a wide variety of sciences in the management and study of forests. Forestry is often incorrectly thought to apply to any activity dealing with forests. For example, logging, in and of itself, is not forestry. However, a logging job based in forest science, that is concerned with the future health of the forest, is forestry.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 7 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

In the 1890's, ecology, now so central to forestry, was an obscure area of the biological sciences, observational but lacking application. With concern of forests so prominent in the conservation movement in general, forestry became the first step in the American scientific conservation movement. In an intertwined progression, ecology grew to be an important component of forestry just as forestry research advanced ecology knowledge. The fields of soil conservation, wildlife management, conservation biology, restoration ecology, etc. would follow the lead of forestry over the next century.

The developing scientific study of forestry offered help for three principal concerns of early American conservation: 1) Retention of forests and forest health while continuing to enable forests to supply wood and other products and amenities. 2) Restoration of forests: American forest science had almost no plan of how to regenerate burnt-over or cut-over forestlands and worn-out agricultural land. 3) Protecting forests from damaging human, fire and biological effects (insects, disease, etc).

A series of events began in 1897 would move forestry forward in America. The pivotal Forest Reserve Organic Act, based on the recommendation of the AAAS, established forestry as the basis of management of the National Forest Reserves. This marked the first official recognition of science-based forest management as a solution to forest problems by the United States government. In 1898, the first college forestry degree program in the United States began at Cornell under Fernow, and a professional forestry school under Shenk was established at the Biltmore Estate in North Carolina. By 1900, the Society of American Foresters, the professional society of foresters and the first for a conservation profession in America, was founded.

It was in 1897 that the Berea College forestry effort began. There were no college degree programs offered in forestry in the United States. Sergeant had been cataloging and describing the native trees, but little research had been conducted in "the behavior" of American forests. A European forestry model served as the only example. There was no land that had a significant history of forestry practice and observation to answer the many questions about American forests. There was a large gap between the conservation goals of the nation and the knowledge required to reach those goals. There were few

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 8 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

places where the application, research, monitoring, and demonstration of the emerging science were being practiced. Therefore, the importance of those that existed was great for a science like forestry where long-term results were important. The year 1897 was an important year for launching a national effort to close that gap and Berea College would play a significant role. Through advancement of forest science, the purpose of the Berea College Forest was to advance the application and education needed to foster the young conservation movement.

Forestry and Natural Resource Sciences at Berea College

Very few forests in the entire Western Hemisphere have the long history of forest management that Berea has. For some historic resources, the fact that they were involved in a pioneering effort does not necessarily translate to significance. In forestry, where forest cover may persist on a landscape for millennia and individual trees or tree stands for centuries, the conservation and education value of having and observing a long history of practice cannot be understated. Any American forest scientist would agree that, because so few examples exist in this country, a relatively long length of practice is significant in itself. That feature is still drawing forest researchers, practicing foresters and students to Berea today.

The practice, research and demonstration that began on the Berea Forest over a century ago may seem basic to modern forestry practice and obscure in its value to laypersons. But those early trials formed the basis for the many new observations and applications that the professional forester is familiar with today. Significant contributions by many scientists to forestry began in 1899, with Mason's *Studies of Old Field Forest Growth Near Berea Kentucky* (USDA Forest Service Central States Forest Experiment Station Archives) and progressed through his widely reviewed Berea Forest management plan in 1907 (Mason 1907). They continued through the important research on responses of cutover forests of E. H. Frothingham, J. H. Buell and others concluded in 1934 (Frothingham, et al. 1924, Buell 1934, Frothingham 1943) to observations on oak regeneration still being mentioned by forester F. Bryan Clark in 1992. Most of this research was in silviculture. Silviculture, a central component of forestry, is an applied

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 9 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

ecology field that involves the science--and art, according to formal definitions--of establishing, managing and protecting forests.

The entire Forest served as an outdoor laboratory. The experiments ranged from site-specific research areas to the application of forest management to the total unit. The terms used in this statement to describe the application of forestry or natural resource science—(forest, watershed or wildlife) management, practice, demonstration and research—are synonymous with “conservation” and “education” in the mission of the Forest.

Berea College Forest: Important Contributions to Forest Science, Conservation and Education in the Pioneering Stage of American Conservation, 1897-1951

“...how different American forest problems are from those of the Old World and how great is our need of the study of the different tree species under conditions most likely to be those of the future.”

—Silas Mason, 1899

“The adaptation of this work to the general needs of the Appalachian region as an object lesson and basis for instruction has been commended to come of the best students and experts in forestry matters in the United States.”

—Silas Mason. 1907

The Berea College Forest was the idea of Silas Mason, Professor in Agriculture and Forestry at Berea College. His role at Berea established him as a pioneer in the American conservation movement. Mason did not have a college degree in forestry, because no program existed in the United States when he went to college. He had a Masters degree in horticulture from Kansas Agricultural College, now Kansas State University. Mason had traveled in Europe, visiting France, Germany, Switzerland and Prussia, to observe and study forestry. Back in the United States, he consulted with Charles Sergeant on forests, and had even been offered the position of Assistant Chief of the USDA Bureau of Forestry by Chief Bernhard Fernow in 1895. Though the latter

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 10 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

would have made Mason the second highest-ranking forestry official in the nation, he turned down the offer so that he could pursue teaching and forest management research at Berea College. Berea College students had been using the general area of the College Forest for hiking on the annual "Mountain Day" celebration since 1875. In 1897, with his personal funds, Mason began purchasing land east of Berea for the forestry effort. Research and management began upon acquisition.

By the time that Mason initiated forest acquisition, only a handful of forests in the US were used for research, teaching and demonstration of management. Mason was a true pioneer in the fledgling conservation movement in this country. He understood that the American forest situation offered a unique challenge. Native to and/or educated in Europe, Pinchot, Fernow, Schenk and Graves began their careers by applying the European model of Forestry. This was dominated by plantation forestry. i.e. planting tree seedlings or seed on abandoned agricultural or cut over land. Mason recognized early the limitations of this "from scratch" approach in America. Instead he emphasized "natural regeneration", which began a new forest from existing seeds from adjacent trees, "soil seed banks" or young trees. This regeneration, and its subsequent protection and management, was poorly understood in the forest science of this period. Mason's research on "old field" forest growth (Mason 1899) was new research for the region, and became a foundation of research in silviculture. Modern practitioners take for granted the knowledge of old field succession researched by Mason. However, in 1899, the few American Foresters were not assured of getting healthy, productive native forests from old fields left to grow up. The European perspective that planting was necessary prevailed (e.g. visit the "Cradle of Forestry" in North Carolina for Shenck's and Pinchot's work). Mason's work was some of the sparse early work that helped change that perspective for Eastern forests. Well-stocked stands of native trees could be produced without planting. As comparison, artificial regeneration methods like planting or direct seeding were also tried on the Berea Forest. One of the first USDA Forest Service cooperative tree nurseries in the United States and the first in Kentucky was established on the Berea Forest on abandoned farmland on Indian Fort "Mountain". However, the practice of encouraging and managing naturally regenerated forests continued throughout the period of significance at Berea.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 11 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

By 1900, Berea College's acquisition, research, teaching use and management were well underway. However, the Forest consisted of only a few hundred acres purchased by Mason himself. A generous endowment from Ms. Sara Fay of Boston, beginning in 1900, would fund forestland acquisition, and by 1905, the forest grew to 4,000 acres. Fay's endowment covered the cost of acquisition and Mason's salary, as he was to guide the forest management, instruction and acquisition. Mason identified the tracts to be purchased. By his retirement in 1918, the Fay-funded Forest was 5,400 acres.

The Fay endowment continued to acquire land and options on land based on Mason's visual survey on horseback of adjoining tracts. The condition of the land was poor: mostly abandoned, eroded hillside farms with the remainder burnt and/or exploited woodlands. The services of a land agent were secured to purchase tracts and options under the endowment, which also furnished Mason's salary.

Though identification of desired tracts and purchase options was completed in the 1930's, fee simple ownership of all tracts under option and identification of ownership via deeds and/or survey were not complete for over a decade. Surveys were not complete until 1964. Often former owners were allowed to live on the tracts, with life residence estates, until they moved or died but Berea College managed the land. Additionally, there were tenants, some occupying as "squatters", on some of the tracts. In most cases, forest management by the College on the tracts preceded full title ownership. For example, though the College had been managing the tract for over 40 years, the grantor of the "Shearer" tract, the last of such residents, lived on that parcel until 1990. The 6,550 acres in two discontinuous blocks of the Forest proposed for National Register Recognition represent the total of the Fay/Mason endowment acquisitions managed by Berea College by 1951.

The purpose for acquisition expressed by Mason to Fay was to acquire land to manage for timber as a source of income and lumber for the College and to serve as an educational resource in forestry (Peck & Smith 1982). The latter directly expresses that the education and the conservation missions are inherent in practice. The achievement of economic and other goals expressed by the former also directly serve both missions. The

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 12 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

demonstration of the fiscal benefits of forestry was important, especially in that early period with so few examples. All practice was open for educational use, thus the link between education and conservation practice. Goals for management mirrored the concerns over forest resources of the period. Goals of timber production were followed by concern over Berea College's water supply. Fire protection by student, faculty and staff began upon acquisition to protect these resources. Timber management and production also began upon acquisition and gravity fed water from the Forest's springs began serving the College and town of Berea in 1905. Mason once managed the Berea College Water Utilities as a branch of the Forest. The dam forming "Kale Lake" was completed in 1920 as water use out grew the gravity feed spring collector system. The log "Forester's House" (contributing resource C2) was built in 1900 as a residence and served as an office for Mason and forest workers. Recreation and wildlife were also management goals. The management goals of wood, water, wildlife and recreation would become the standard "multiple-use" goals that would define American forestry by mid century. While multiple-use forest is a common term today, it was a radical concept in the early 1900s. The Berea Forest is one of the few long running examples of the practice, a "living library" in a field where the length of practice translates to accrued value.

By 1905, there was enough land for Mason to justify publishing a written Forest Management Plan. It was completed in 1907 and asserted the purpose of ownership and management goals mentioned above. It was reviewed by the likes of Fernow, Roth, Graves and Shenck. The very participation of these conservation pioneers in the management process is a mark that the effort was considered significant in that period. Pinchot is the only prominent American forester of that time residing in the eastern US not listed as a reviewer. Pinchot and Mason were aquatinted, but Pinchot was busy with the fledgling US Forest Service at this time. Also in 1907, the National Forest Reserves became the National Forests, a year prior to Roosevelt's important White House conference on conservation. This was the first such plan in Kentucky and one of a few in the United States at that time.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 13 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

The early support for the Berea effort by the US Forest Service (Bureau, then Division of Forestry prior to 1905) came because the importance the agency placed on establishing actual sites for forestry research, practice and education. The Forest contained the first reforestation seedling nursery in Kentucky, a cooperative effort with the USDA Bureau of Forestry in 1900. Mason's research on forest growth on abandoned agricultural land published in 1899 was an important contribution to early forest research and the first forestry research conducted in Kentucky. Mason retired in 1918. The influence of the Berea College Forest on American forestry continued in education, demonstration and research.

The Forest was the site of important research conducted by the USDA Forest Service's Appalachian Forest Experiment Station in Asheville, NC. The Forest became a branch research site of the Appalachian Station. National Forests and regional Experiment Stations east of the Great Plains resulted from the Weeks Act of 1911 and were becoming more prominent by the early 1920's. The work at Berea beginning in 1923 is among the earliest such forestry research under the Experiment Stations, which attained important emphasis under the McSweeney-McNary Research Act of 1928. This body of research at Berea, which concluded in 1934, attracted the most prominent forest scientists working in the Southern Appalachian region to Berea to work with Berea College foresters on the Forest. Prominent forest scientists E.H. Frothingham, J. H. Buell, E. F. McCarthy, R. D. Garver, and W. C. Bramble all worked at the branch Research Station on the Berea College Forest.

The nature of advancement in a science like forestry and related applied natural resources is contained was described earlier in this section. The influence and importance of that small core of early work cannot be overstated. The body of research accomplished by Mason and these later scientists was important in the recovery of forest productivity in the hardwood ecosystems of the East. Like the Berea Forest, these lands had been abused and abandoned. Early research on the Berea Forest was important in developing the silvicultural techniques used to restore and manage forests throughout eastern and Appalachian forests. It became a primary setting to explore silviculture in the nature and use of natural regeneration as the method to restore forests in the Region and

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 14 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

thinning of forest stands resulting from natural regeneration to improve health, growth and composition (Frothingham et. al 1924, Buell 1924, Frothingham 1943). The presence of USDA Forest Service personnel with the Research Station helped pave the way for the establishment of a National Forest in Kentucky. In the southern region, only the University of the South shares as old a relationship with USDA Forest Research branch, each dating to 1898. Of six experimental forests considered important to be mentioned in the Bent Creek, NC Experiment Station's National Register application, only two of were cooperative Experimental Forests. The Berea Forest is the one that has been under management the longest (24 years older than Bent Creek itself) and the only private facility (Pezzoni 1992). See pages 7-13, Section 8 of Pezzone's National Register Registration Form for further affirmation of the importance of early forestry work, including specific mention of some who worked on the Berea Forest and acknowledgement of the significance of the Forest itself within the early research effort.

Throughout this period, Berea College students received forestry and other conservation instruction based on the Forest. Classes in forestry used the practice and research sites for instruction and student labor positions gave hands-on experience long before internships were common in higher education. In this pioneering period, College instruction in this area was rare in America. Berea College was founded with a mission of sending its graduates out to where they were most needed to work. In 1899, Berea College began its own extension program by sending speakers and instructors to isolated areas of Appalachia on horseback. In 1912, when the USDA began funding Agricultural Extension Agents, the first in Kentucky was stationed at Berea College. Berea College has never offered Bachelors degree in Forestry. However, at a time when there were few people in the United States with any education in Forestry, Berea College sent professors, graduates and others who had instruction based in the Forest out into rural areas to extend that knowledge.

In addition, the Forest was important as a forestry demonstration site beyond Berea College students, attracting foresters, other conservation professionals and college students from throughout the US in visits and field trips. Rural public water providers

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 15 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

visited the system of gravity feed springs, dams and treatment facilities during this period to gain knowledge.

The Depression and War years slowed the research efforts on the Forest. Under the influence of the Weeks Act, Cumberland National Forest (now Daniel Boone) was established in Kentucky in the 1930s. At this point, the Berea Forest was no longer unique in Kentucky as a managed forest. Because of its forestry history, Berea was chosen as a District Ranger Headquarters for the new National Forest. The partnership between Berea College and the USDA Forest Service that developed from this led to other important work on the Berea Forest. Though new research slowed during this period, the year-to-year demonstration and field education continued. The practice of allowing tenant farmers to use portions of the forests was drawing to a close.

By 1951, the Fay/Mason block of the Forest was complete. The decades of forestry were showing in the accumulated tree growth of the forest. Harvest volumes were increasing, therefore increasing revenues that could be reinvested in the Forest. A nationwide housing shortage created greater interest in Forestry and the Berea Forest drew visitors to view the results of one of the Nations oldest demonstrations. The GI bill and economic activity of the post war period increased the student enrollment at Berea. Additional classes that used the forest were added. The number of Universities that started forestry programs began to increase dramatically. Students at these schools would be taught based on research based in Berea.

National interest and funding in forestry would increase dramatically with each decade following 1950. Over a half-century of demonstration, research and practice on the Berea College Forest helped provide a foundation for that growth. The early Berea research was cited in research published until the 1970's. In 1992, in addressing the problem of the failure of oaks to replace themselves in eastern American forests, veteran silviculture researcher F. Bryan Clark mentioned that his early awareness of the problem arose while re-measuring, in the "mid 1950's", the 1923 research plots on the Berea College Forest (Clark 1993). Clark had dedicated a career to the problems of oak regeneration prompted by work began on the Berea Forest during the pioneering period.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 16 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Clark became a pioneer in addressing oak regeneration problems, an area that is one of the most prominent concerns throughout the range of Central and Eastern oaks (Abrams 1992, Loftis and Mcgee 1992). That effort began because Clark had the long-term data on research plots in the Berea Forest that originated in the period of significance when so little of that baseline data was being collected. The early research and demonstration sites were still drawing the attention of important forest scientists at mid century and cited as having influence at its close. The culmination of the early, pivotal forest research serves as the ending of the pioneering period of forest conservation for the Berea College Forest.

1951- 2001: Continuing as a Dynamic Influence on American Forestry

With the foundation built in the pioneering period of forestry, the conservation and education value of the Berea Forest continued to grow after 1951. The only USDA Forest Experiment Station located in Kentucky was established in a Berea College building in the 1950's because of the research relationship with the Berea College Forest. Normally, such cooperative relationships were reserved for institutions that offered a forestry degree program and most were with land grant universities. The Forest Experiment Station and District Rangers office were located on the forest in the late 1990's. Important and influential forest research had continued uninterrupted, except by World War II, on the forest since the initial phase that ended in 1934.

Concerns over wood supply that developed out of World War II and concerns over rural communities that came out of the Great Depression would guide forestry concerns until the late 1960's. Work on the Berea Forest would support the research, demonstration and education in these areas. The concepts of "Sustained-Yield" and "Multiple-use" management to ensure future wood supply and rural economic health were at the forefront of the American forestry mission. Berea forestry had been involved in the early evolution of these concepts and continued its contribution through this period. Increased emphasis on forestry funding for land-grant Universities and the USDA Forest Service and new agencies like Tennessee Valley Authority, US Fish & Wildlife Service

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 17 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

and Soil Conservation Service made the work on Berea Forest less novel this period than in the pioneering period.

The Berea Forest and USDA Forest Experiment Station drew such influential silvicultural researchers as Rufus Allen, Jr., Ben Roach, Martin Dale, F. Bryan Clark, G. R. Trimble and Ivan Sander to Kentucky. Their work on the Berea Forest and the nearby Daniel Boone National Forest influenced hardwood silviculture practice throughout the eastern US (Smith, 1962). Their research is still cited in current forest science literature, as they built upon work conducted on the Berea Forest in the period of significance (Watt, Brinkman & Roach 1973, Trimble 1973, Clark 1993). By this time, Berea was in the USDA Forest Service's Northeastern Research Region. Of the 13 stations present in this period, the Berea Forest site boasted the oldest relationship and was only one of two (Yale University) University/College sites not associated with a "land grant" institution (Dyer 1982).

The culture of high value black walnut trees drew interest as a potential source of income for economically depressed "hill farm" regions in the 1960's and one of the largest progeny studies of a walnut planting in the US was conducted on the Berea Forest (Allen & Dale 1965). Research budgets began to tighten with the inflation of the late 1960's and new silviculture research at Berea slowed. Ironically, a new facility to house the Forest Service Researchers and the Berea Ranger District of Daniel Boone National Forest was begun in 1965 based on earlier funding. Both recent and older demonstration sites continued to be visited by students, practitioners and researchers. Berea College continued to give experiential education via student labor positions. During this period, a "co-op" Bachelor's degree in Forestry was offered with Duke University involving five years of study, two at Berea and three at Duke. This program lasted until the 1980's.

From its beginning as abused and abandoned farmland, the Forest has produced over 16 million board feet of timber (and many other wood products), including providing for a College sawmill built in 1960 and the nationally famous Berea College crafts program. A 1959 sustained-yield forest management plan was featured in the Journal of Forestry (Rock 1961). This publication in a national refereed journal,

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 18 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

mentioned the pioneering role of the Forest. The 1960s were marked by an increased interest in the natural environment. This gave greater emphasis on the educational value of the Forest in this period.

The 1970s marked a beginning in downsizing both the Berea College Forestry Department and associated Forest Service Research personnel. Though educational use of the Forest continued, initiation of new initiatives slowed. Lands acquired after this time no longer were exclusively purchased with Fay endowment funds. With University of Kentucky beginning a Forestry degree program in 1969, college-level research funding in the region shifted. UK became a new research partner conducting work on the Forest. The Forest would continue to draw interest because of the value of the long history of management and research. But specialized forestry programs of larger universities now overshadowed the importance of the historic work at Berea.

Financial problems with the sawmill forced a downsizing of the Berea College Forestry Department by 1970. Educational emphasis based in instruction increased but new research was less frequent. The Research Station and new Ranger District buildings were completed during the early part of this decade. Before closing in 1993 due to budget cuts, the Berea USDA Forest Research Station was a leading influence in strip mine reclamation and acid rain research (Dyer 1982). Test plots for this were located on the Forest.

Water production gained in influence during this period. Water from the Forest now serves three water districts. A new water treatment plant was built during the 1980's. Two flood retarding structures, mandated by law, created small lakes in Cowbell hollow and Blue Lick Creek on the Forest's north boundary. The outdoor play, "Wilderness Road" held at Indian Fort Theater closed in 1978 and the structure was used for community events afterwards. Three arts and crafts fairs (KY Guild of Artists and Craftsmen) are currently held there each year, drawing thousands each event. The quality of water from a managed forest became a selling point of the community. Wildlife habitat improvements continue. The trails system was hosting some 10,000 hikers per year by 1970 and double that figure today.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 19 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

The additional lands of the Berea Forest were acquired in this period. The 1,200-acre Owsley block was the largest of these. This additional forestland was acquired for a new lake with funds received from the sawmill and equipment sale. This and other recently acquired acreage are not included for listing. Increased water demand was just one aspect of pressure for development that marked the population growth of the Berea area in the 1980s & 90s. Housing and other development began to push against Forest boundaries. A re-construction of US 421 condemned 101 acres of the Forest in the Big Hill area in 1997. Apart from being an important educational resource, the Forest has become a remnant of green space and wildlife habitat in a fragmented landscape. The development of the entire region has also increased the number of those who benefit from its educational and recreational resources of the Forest.

The Forest continues as a regular “outdoor classroom” for Berea College, two other public Universities nearby and several local public schools. Visits from colleges and other schools outside the region are common. During a 1997 field trip to a 1923 research plot for a Society of American Forester’s meeting, retired US Forest Service silviculturalist, Peter Kovalic noted that it was his third visit to the site since 1970. Field days for foresters, woodland owners and other interested groups are regular. It is the long history of applied forest science and research that attracts students, educators, researchers, public water providers and practitioners. In that unique way of land where conservation science is applied, the value of the Forest is multiplied through time. The Forest is currently one of a few sites where research on the restoration of the American chestnut is being conducted. This promises to be some of the most influential research for eastern forests for the 21st century. The core of significance that still defines the Berea College Forest is the result of the oldest forestry effort in Kentucky and one of a small number with such a long history of forest management in North America.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 20 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

“Peer” Forest Resources

Because forest landscapes and management structures are highly variable, it is difficult to find a forest resource that is similar to the Berea College Forest. The significant pioneering efforts in American forestry fit at least one of the following categories: Governmental (e.g. Early National Forests, USDA Forest Experiment Stations), Associated with the wealthy (e.g. Biltmore, Pinchot family lands), or associated with a forestry degree program at a college or university (e.g. Cornell, Yale, “Sewanee”). Berea does not fit any of those. The Bent Creek NC Experiment Station is a National Register site. It has a relationship with Berea Forest (Pezzoni 1992), but its governmental management and mission of research only differ considerably with Berea, which combines research with education and practical application. Berea Forest began its effort 24 years before Bent Creek (almost 25% of the period of forestry practice in the US). The lack of a Forestry Degree program and Berea’s dedication to the economically and socially disadvantaged is a difference with the other mentioned peers.

The University of the South (“Sewanee”) Forest is perhaps the closest peer to Berea’s. Sewanee is a small private college and it began its forestry practice at the same time as Berea, both 1897. Both have been the site of significant conservation research, education, and practice. Sewanee does offer a forestry degree and it is an expensive school. Sewanee lands make no distinction between forest and campus and did not originate in a conscious effort to practice forestry like Berea’s. Unlike Sewanee and any other colleges that have a long history of forestry practice, Berea combines a “real world” economic aspect to its educational and conservation role. Its forest is to demonstrate the sustainable economic benefits of forest conservation. Besides having made a significant contribution to forestry and conservation in its own right, the Berea Forest has historic value based in the unique combination of management structures: Pioneering and sustained forest management; business like management combined with research, demonstration, and educational conservation goals; and egalitarian enrolment and tuition policies at a private College. More so than any of the listed peers, the Berea Forest is the best example of long-term sustainable forestry as possible for practice on most ownerships in the United States.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 21 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Cultural Resources

The most significant historic cultural aspect of the Forest is that of humans with the land via the application of forestry. The condition of the land and forest when forestry practice began had been influenced by thousands of years of human habitation. That is evidenced by important cultural resources. Throughout the history of Berea ownership, these resources have been used in the educational mission of the College itself. They have benefited both the students of Berea and some outside the immediate College community (Burroughs 1926, Tinchner 1973, Moore 1980 & 1982). Many of them are significant historic resources in of themselves. Though they contribute to the educational value of the Forest, their significance within the conservation application and education criteria is limited. The Forester's House (Contributing resource C2), is the only historic resource that has made a direct contribution to the significance criteria. However, all of the historic cultural resources are important components protected by the Berea Forest landscape.

The most important and novel contribution of the Forest is to the practice and education in forestry and Natural Resource science. The cultural resources contribute here, but their importance is far less than the Fay-Mason Forest landscape. They are described in the Narrative Description and will receive no more attention here. The contributing and non-contributing cultural resources are listed and described at the end of the Narrative Description.

Integrity

As a dynamic, living entity, evaluating the "integrity" of a forest landscape requires a firm grasp of its significance. Given the dynamic nature of forest ecosystems, ecologists no longer use the term "intact forests". The many laypersons that visit the Forest each year for recreation do not recognize the effects of over a century of forestry practice and conservation.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 8 Page 22 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

The Forest was characterized by Mason in the 1907 management plan with such descriptions as, "A number of deep washes ...through the soil..."; "...so much grazed that it has not been seeded up at all."; "...many years of cropping."; "...cut over so severely..."; and "...has suffered severely from fires..." But he also noted that the results of such abuse: "...will be of value in future study...as an index of the nature and rapidity of the growth which may follow." And "...improvement cuttings..." would result "...leaving a fine stand for future growth."

By the end of the period of significance, the "fine stands" of trees that resulted from management and protection obscured the Forest's past condition. That management effort also obscures the fact that the Forest has also produced considerable timber for the benefit of the College without compromising its ecologic health and productivity. Students and others that visit the forest for instruction/observation are reminded of that past with photographs and descriptions.

For a forest resource to be eligible, it must retain an originality of location, internal setting, materials, feeling and location. The Berea Forest is judged to retain these essential integrity factors. Changes in the integrity of setting and materials are visible, but those qualities have not been destroyed. A strong sense of the Forest's historic feeling remains in the acreage proposed for listing. Visitors can experience important historic associations for which the Forest stands. Today, a time-transported visitor from 1897 would recognize the rugged topography of the Forest, but the healthy forest cover and varied wild fauna would be new. A visitor from 1951 would see a familiar, if more mature, forest.

The forest that now shelters wildlife, produces timber and water and hosts numerous visitors, has been through many changes since periglacial conditions ended some 9,000 years BP. Climate change has greatly affected the natural communities. Such human influences as Native American fire use and agriculture, pre-industrial agricultural and fire abuse and early industrial logging exploitation determined the condition of the land purchased by Berea College. A century of science based on forest management has had its intended effects. The area chosen for designation is that land purchased with the "Fay/Mason" endowment. The boundaries are described by deeds and/or survey. The major loss of land that has occurred was for the improvement construction of US 421 in 1998. That operation did alter the topography in the area affected. As a living landscape unit, the portion of the Berea College Forest that has contributed to the history of conservation education and science is "intact."

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 9 Page 1 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

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United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

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Name of property
Madison/Rockcastle, KY _____
County and State

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United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 9 Page 3 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

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United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

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Name of property
Madison/Rockcastle, KY _____
County and State

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United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section 10 Page 1 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Verbal Boundary Description

The boundaries of those lands chosen are those purchased with the Fay/Mason endowment described in the Narrative Description and Statement of Significance. This block, of continuous boundary, includes the lands where forest management and research have been conducted since the beginnings of forestry in America. The attached topographic quad maps, with boundaries, serve as the verbal boundary description. Contributing and non-contributing resources are located on the maps.

Boundary Justification

The boundaries chosen for this nomination are for those lands purchased with the "Fay/Mason" endowment and under College management during the period of significance. Encompassed within this boundary of the Fay-Mason acquisitions of the Forest is an in-holding that does not belong to the College, but is completely surrounded by Berea Forest that meets significance criteria. The "Martin" in-holding (N16 on the sketch map) is included to meet Register criteria of no gaps within districts. The Fay-Mason endowment funded the original land resources that came under forest management during the period of significance and is explained in depth in the Narrative Statement of Significance. By including all lands that meet significance criteria, a discontinuous district containing two blocks is created. That results from the criteria for inclusion, i.e., all original Fay-Mason endowment Forest.

To further justify chosen boundaries, note that some of the current boundary of Berea Forest is not included. Portions of Berea College Forest, whether continuous or discontinuous to the nominated acreage, that do not meet significance criteria are not included. These areas are illustrated on included maps for reference:

- 1) 10 acres bordered by Sliver Creek on the north and on the east side of the block that joins Campus (block "C1B" on the sketch map).
- 2) A discontinuous 35-acre block just west of block C1B.
- 3) 30 acres that is continuous with the east side of the block located east of campus (block "C1A" on the sketch map) along Hwy 421.
- 4) A large 1,200 acre block of land just east of but not contiguous with C1A around Owsley Lake.
- 5) A 20 acre parcel that is continuous to block C1A near Morrill.

The management history of areas 1 and 5 is outside the significance criteria of this nomination. Tracts 2, 3, and 4 were acquired after the period of significance. With the exception of the Martin in-holding, all lands outside the ownership of the Berea Forest are excluded. Further, the Martin tract is all in forest cover, the same land use as the nominated acreage. Land not belonging to

United States Department of the Interior
National Park Service


NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET


Section 10 Page 2 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Berea College in Davis Hollow is excluded, even though adjacent and almost surrounded by nominated Forest; unlike the nominated forest, its land use is agricultural and residential.

The long history of forestry research and practice has enhanced the educational and conservation value of the nominated blocks. The two discontinuous blocks have been selected for recognition not only for their exceptional history of contributing to forestry knowledge, but also for the value that each additional decade of practice adds to their educational and conservation value. Because of their history, the nominated portions of Berea College Forest have become a unique resource for addressing long-term questions of sustainable forestry.

Legend of Berea College Sketch Map

 = Boundaries of "Fay-Mason" blocks proposed for Ntl. Reg. Historic District "C1A and C1B"

 = Other Berea Forest not proposed for listing

 = Contiguous Berea College Ownership not proposed for listing

Resources in the Application

Contributing Resources

C1A= 6,400 acre "Fay/Mason" block
of the Berea College Forest east of campus

C1B= 150 acre portion of "Fay-Mason Block that joins
Campus

C2= Forester's House and barn

Non-Contributing Resources

N1= Hopewell Indian walls

N2= Rockshelters

N3= "Winding Blade" Path

N4= Boone Hut site

N5= Jones Tavern/Grant House ruins

N6= Confederate Cemetery

N7= Pigg House

N8= Kale Dam & lake

N9= B Dam & Lake

N10= Indian Fort Hiking Trails

N11= Cowbell Dam & Lake

N12= Indian Fort Theater & parking lot Complex

N13= Forest Service District Ranger and
Research Station Complex

N14= Berea College Utilities Water Treatment
Plant Complex

N15= Cowbell Flood Dam & Lake

N16= Martin In-holding- 130 acres

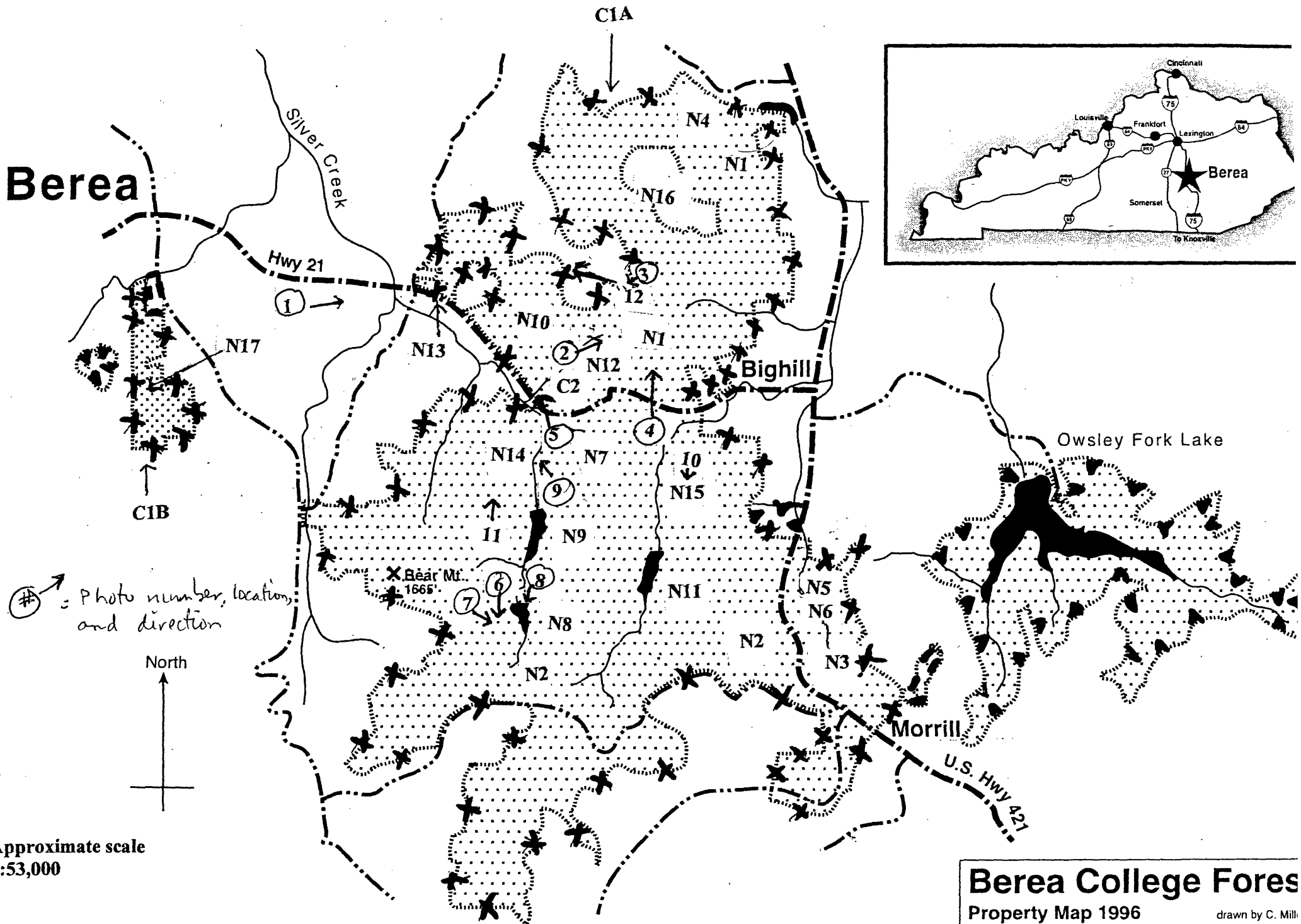
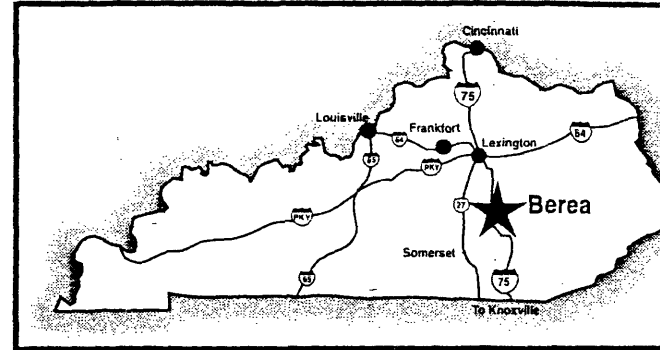
N17= Cross country trails

Pictures

(Location of shot and arrow pointing the direction of the shot.)

- 1 View of Indian Fort "mountain" and escarpment from Hwy 12.
(Looks back at picture 12 location)
- 2 Indian Fort trailhead near the heater
- 3 Devils Kitchen rock shelter
- 4 East Pinnacle and clifflines
- 5 Forester's House and Hwy 21
- 6 Timber harvest near Kale lake
- 7 Shelterwood research harvest for American Chestnut restoration
- 8 Kale lake
- 9 Pine savanna restoration
- 10 Cowbell flood retarding lake
- 11 Beech "den tree" retained for wildlife in chestnut research area
- 12 View from Indian Fort lookout (Looks back at picture 1 location)

Berea



① → Photo number, location, and direction



Approximate scale
1:53,000

Berea College Forests
Property Map 1996
drawn by C. Mill

**United States Department of the Interior
National Park Service**

**National Register of Historic Places
Continuation Sheet**

Section number _____ Page _____

SUPPLEMENTARY LISTING RECORD

NRIS Reference Number: 02000343

Date of Listing: November 4, 2003

Property Name: Berea College Forest

Counties: Madison and Rockcastle

State: Kentucky

none
Multiple Name

This property is listed in the National Register of Historic Places in accordance with the attached nomination documentation subject to the following exceptions, exclusions, or amendments, notwithstanding the National Park Service certification included in the nomination documentation.

for Daniel J. Vivia

Signature of the Keeper

November 4, 2003
Date of Action

Amended Items in Nomination:

Section 3. Certification

The recommended level of significance for the property is hereby changed to statewide.

The Kentucky State Historic Preservation Office was notified of this amendment.

DISTRIBUTION:

**National Register property file
Nominating Authority (without nomination attachment)**

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section Photo ID__ Page 1 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

Photographic Identification Sheet

Same information for all photos:

Name: Berea College Forest

Location: Madison and Rockcastle Counties, KY

Photographer: John Perry

Date: January, 2002

Location of Negatives: John Perry, CPO 2133, Berea, KY 40404

Photograph-specific information:

Photo # Photo Direction and Content:

- Photo 1: to east (at Hwy 21): The Fay-Mason block of the Berea College Forest (contributing resource #1) as viewed from Berea. The entire line of hills is Berea Forest. The hills are the edge of the Cumberland escarpment.
- Photo 2: to northeast: Trailhead for the Indian Fort Trails system (non-contributing resource #10).
- Photo 3: to west: The "Devil's Kitchen" rockshelter as seen from the trails. It is typical of many such rockshelters (non-contributing resource #2) on the Forest that have evidence of prehistoric inhabitation.
- Photo 4: to north: East Pinnacle as seen from Cowbell Hollow. It is one of several overlooks on the trails system. Clifflines are typical of the Cumberland Escarpment.
- Photo 5: to northwest: Forester's Log House (contributing resource #2) and KY 21 with old-growth shortleaf pine savannah remnant. College Forest is on both sides of the road. Shortleaf pine savannah is a rare habitat structure once common at European settlement and foreground is managed as openland wildlife habitat.
- Photo 6: to south: Whitetail deer (center) browse in a young regeneration harvest made for neo-tropical songbird nesting and ruffed grouse habitat. Extirpated from this area of Kentucky at the time of establishment of the Forest, the successful restoration of deer are now a management problem due to high populations. Silver Creek watershed.
- Photo 7: to southeast: A recent shelterwood harvest put in for American Chestnut restoration. Silver Creek watershed.

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
CONTINUATION SHEET

Section Photo ID Page 2 **Berea College Forest** _____
Name of property
Madison/Rockcastle, KY _____
County and State

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- Photo 8: to south: Kale lake (non-contributing resource # 8) is the oldest water production reservoir on the Forest.
- Photo 9: to north: Shortleaf pine regeneration allows for savannah restoration in Silver Creek. The Water Treatment Plant (non-contributing resource #14) is in the background.
- Photo 10: to south: Cowbell Hollow as seen from the flood dam (non-contributing resource #11).
- Photo 11: to west: Old beech forest in Cowbell hollow. The stand was thinned in the 1960's.
- Photo 12: to west: A recent cultural artifact at the end of the Indian Fort lookout trail. This picture looks directly back at location of photo #1. The City of Berea is in the background and forest shown is Berea College ownership.