

United States Department of the Interior
National Park Service

NATIONAL REGISTER OF HISTORIC PLACES
REGISTRATION FORM

NATIONAL HISTORIC LANDMARK NOMINATION FORM

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1. Name of Property

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historic name: Pine Mountain Settlement School

other name/site number: N/A

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2. Location

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street & number: State Route 510, at junction of Route 221

not for publication: N/A

city/town: Bledsoe

vicinity: X

state: KY county: Harlan

code: 095

zip code: 40810

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3. Classification

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Ownership of Property: Private

Category of Property: Buildings

Number of Resources within Property:

Contributing	Noncontributing	
25	3	buildings
2	1	sites
3	1	structures
3	0	objects
33	5	Total

Number of contributing resources previously listed in the National Register: 23

Name of related multiple property listing: N/A

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4. State/Federal Agency Certification
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As the designated authority under the National Historic Preservation Act of 1986, 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. ____ See continuation sheet.

Signature of certifying official Date

State or Federal agency and bureau

In my opinion, the property ____ meets ____ does not meet the National Register criteria. ____ See continuation sheet.

Signature of commenting or other official Date

State or Federal agency and bureau

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5. National Park Service Certification
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I, hereby certify that this 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): _____

Signature of Keeper Date
of Action

6. Function or Use

Historic: education	Sub: school
education	education-related housing
_____	_____
Current: education	Sub: school
_____	_____
_____	_____

7. Description

Architectural Classification:

Other: rustic log buildings

Other Description: _____

Materials: foundation- rock/stone	roof- shingles
walls- logs	other- _____

Describe present and historic physical appearance. X See continuation sheet.

8. Statement of Significance

Certifying official has considered the significance of this property in relation to other properties: national

Applicable National Register Criteria: A, B

Applicable National Historic Landmark Criteria: 1, 2

Criteria Considerations (Exceptions): N/A

Areas of Significance: Education
 Social History
 Ethnic Heritage

NHL Theme: XXVII. Education
 B. Elementary, Intermediate, Secondary Education
 5) Development of Equal Educational Opportunity
 F. Vocational Training
 H. Special Populations
 2) Ethnic Populations

Period(s) of Significance: 1913 to 1930

Significant Dates: 1913

Significant Person(s): Katherine Pettit
Ethel de Long

Cultural Affiliation: N/A

Architect/Builder: Hook, Mary Rockwell
Zande, Luigi
unknown

State significance of property, and justify criteria, criteria considerations, and areas and periods of significance noted above.
 X See continuation sheet.

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9. Major Bibliographical References

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X See continuation sheet.

Previous documentation on file (NPS):

- preliminary determination of individual listing (36 CFR 67) has been requested.
- X 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
- X Other -- Specify Repository: Pine Mountain Settlement School

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10. Geographical Data

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Acreage of Property: 54 acres

UTM References: Zone Easting Northing Zone Easting Northing

A	17	305950	4091380	B	17	305600	4090830
C	17	305310	4091000	D	17	305405	4091340
E	17	305800	4091500				

See continuation sheet.

Verbal Boundary Description: ___ See continuation sheet.

Pine Mountain Settlement School is located in north-central Harlan County, Kentucky, near the confluence of Greasy Creek and Shell Branch. The southern boundary extends from the top of Pine Mountain one mile to the top of Cumberland Plateau. On the northeastern side, the campus adjoins the Creech-Leach property, from the top of Pine Mountain to Route 510.

Boundary Justification: ___ See continuation sheet.

The boundary includes the entire 54 acre campus historically associated with the Pine Mountain Settlement School.

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11. Form Prepared By
=====

Name/Title: Dr. Page Putnam Miller

Organization: National Coordinating Committee
for the Promotion of History

Date: June 27, 1991

Street & Number: 400 A Street, SE

Telephone: (202) 544-2422

City or Town: Washington

State: DC

Zip Code: 20003

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DESCRIPTION OF SITE:¹

The site of the Pine Mountain Settlement school lies in a narrow valley between the wall of Pine Mountain and the hills of the Cumberland plateau. Harlan, the county seat, is approximately 19 miles to the southwest of the school. The architect, Mary Rockwell Hook, and the land-owner, William Creech, Sr., decided that the open lower land should be used for the agriculture necessary to feed the school, and that the higher ground would be used for building, with public buildings in the center of the property and cottages on the outskirts.

The campus of Pine Mountain Settlement School encompasses some fifty-four acres, and includes thirty-eight structures, thirty-three of which are contributing resources. In 1978, twenty-three structures of the Pine Mountain Settlement School were placed on the National Register of Historic Places.

Building the main structures became a community effort, with the neighbors contributing what little cash they could afford, as well as labor and timber. The following is a list of the contributing and non-contributing resources.

1. **Old Log** (constructed 1914, remodeled 1987) contributing

Old Log is a 1.5-story hewn log dogtrot with full-dovetail notching and cement chinking. The gable roof extends into a full width porch. The two exterior chimneys, which sit off the ridge, consist of rubble stone bases and cut stone stacks. The home was constructed in 1914 from logs taken from the neighboring Adrian Metcalf house. Mary Rockwell Hook designed the new plan. The structure originally served as office space and sleeping rooms. In the 1920s it was the headquarters of the fireside industries. In 1937, the dogtrot was enclosed, and in 1987, when it was remodeled to serve as the director's residence, the back wall was reconstructed, and the windows and doors were replaced.

2. **Coal Shoot** (c. 1965) non-contributing

The long low shed roof of the coal shoot is supported by large round posts. Narrow vertical plank siding extends approximately 3/4 of the way up the sides leaving a small open area at the roof line. Coal company trucks unload from Route 510 into the shoot which extends down the bank to the campus drive where coal, to be dispersed around the campus, can be loaded into school trucks.

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3. **Tool House** (1951) non-contributing

One end of the long, one-story, rectangular shaped tool house is constructed of cut stone. The rest of the structure is frame with board and batten siding. The entire building is covered by a gable roof. The original stone tool house, which had been constructed in 1914, was removed in 1951 in order to make room for the current building which was constructed by a Quaker church workcamp.

4. **Office** (1919) contributing

The office is a one-story, rectangular shaped, natural faced, cut stone structure with hipped roof. The windows are 6/6 double hung with stone lintels and keystones. The stone chimney is located on the front roof slope and two small gabled dormers are placed on the side slopes. Entrances, located on three sides, are covered by bracketed shed hoods. Mary Rockwell Hook designed the structure but the Zande's reportedly made major modifications.

5. **Draper Industrial** (1936, addition 1940s) contributing

The Draper Industrial building is a rectangular shaped, three-story, natural faced cut stone structure with gable roof. A one-story gable roofed stone wing abuts the west end. A two-story stone and frame shed flanked by three-story stone and framed gabled ells project from the facade. Pedestrian entrance to the structure is made by way of stone steps located at the west end of the facade shed. The front of the shed is punctuated by three garage doors. There are a variety of window treatments including 6/6 double hung and casement with transoms. When originally built, the facade shed and wings were constructed entirely of stone with flat roofs and castellations. The frame additions with board and batten siding were made in the early 1940s. The Draper building replaced the original boys industrial building which burned in 1922. The new structure was the gift of Jessie Preston Draper and her daughter, Helen Draper Ayer. It originally housed the woodwork, print, and mechanics shops as well as the science lab.

6. **Gas Pump** (c. 1930) contributing

7. **Girls Industrial** (1924) contributing

The girls industrial is a two-story, rectangular shaped, gable roofed structure with projecting half-hipped ells at each end of the facade. The first floor is constructed of natural faced cut stone while the overhanging second floor is frame with board and batten siding. All of the windows are casement. Those in the facade gables are in a tripartite arrangement. The building originally housed the fireside industries and home economic classes.

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8. **Uncle Creech Memorial Drinking Fountain** (1925) contributing

The Uncle Creech Memorial Drinking Fountain is constructed of uncut, uncoursed stone. It reads: In memory of William Creech 1847-1918, Patriot*Soldier*Benefactor*Founder of the Pine Mountain Settlement School, April 1913.

9. **Boys House/Library** (1919, remodeled for library 1959) contributing

The Boys House is a two-story frame structure with a raised stone basement. It is rectangular shaped and eave oriented. It has a gable roof and simple drop horizontal board siding. The 6/6 double hung windows are arranged in a variety of patterns including: individually, paired, and banks. The off-center brick chimney is placed on the ridge. The asymmetrical facade is punctuated by an off-center double door flanked by plain pilasters. The one-story shed roofed porch is supported by simple square posts. The stone steps enter from the west end. Hipped roofed, frame wings with simple drop horizontal siding flank both sides of the main mass. The west wing is two stories and the east wing is one-story. The interior of the structure was remodeled in 1959 when it was converted into a library. A memorial plaque located near the steps reads: Sigma Phi Gamma Building named in recognition of the devotion to the Appalachian South of this international sorority.

10. **Wood Shed** (c. 1940) contributing

The wood shed is a small hewn log structure with dovetail and square notching and an overhanging shed roof with wood shingles. The front of the structure is open. There is no floor.

11. **Big Log House** (1913-1914) contributing

Big Log House, the first building of Pine Mountain Settlement School, is situated on the north side of the heavily forested Pine Mountain. Logs as long as 42 feet, cut with broad axes, were used in construction of the first level, with frame construction used for the levels above. Although it was necessary for the school to bring in its own sawmill to complete the work, Big Log was occupied by 1914, and finished in 1915, two years after it was begun. It is two-and-one-half stories high, with a gambrel roof, and a recessed porch spanning its width. On the second level of the front, there is a six-bay, pent-roofed dormer. Excepting those in the dormer, all the windows are casement, and there is a stone chimney at either end of the building.

Originally the residence of Katherine Pettit, Big Log also housed 25 children, small boys staying in the large attic, girls and staff members on the second floor, with a

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living room and kitchen on the first floor. When meals were moved to the newer Laurel House, the kitchen was converted to the housemother's room and the dining room accommodated more female students. The floors in Big Log were maple, and many of the interior furnishings, made by students themselves, were walnut and cherry.

Big Log House remained in use as the residence of the Director until March 1989. At that time it was vacated awaiting restoration. Due to termite damage and a sagging floor, much of the flooring on the first floor will have to be replaced. New plumbing, heating, and termapane glass for the windows will be installed. The floor plan will not be altered. Some of the wood on the porch will need to be replaced with treated wood but the design of the porch will remain the same.

12. Well House (c. 1940) contributing

Located just outside the back door of the Big Log house, the Well House is constructed of a round stone base sheltered by a gable roof supported by round wood posts.

13. Playground (c. 1940) contributing

14. Rest Room (1987) non-contributing

The rectangular shaped, one-story, shed roofed rest room is constructed of uncut stone.

15. Root Cellar (1937) contributing

The Root Cellar is placed into a bank so that the uncut stone facade and vents which punctuate the roof is all that is visible.

16. Swimming Pool (1923, remodeled 1960s) contributing

The stone lined swimming pool was originally constructed in 1923. In the 1960s filters and a concrete surround were added in order to meet state health standards.

17. Bath House (1979) non-contributing

The Bath House is a one-story, rectangular shaped, stone structure with a gable roof.

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18. **Laurel House** (1940) contributing

Laurel House, which consists of kitchen, dining room and meeting spaces, is a 2.5-story, multi-gabled structure. The first floor is constructed of natural faced cut stone while the floors above are frame with horizontal board siding. A large natural faced cut stone chimney is located at the primary front gable. A dinner bell sheltered by a small hipped roof is located on the back ell. While there are various window types, the majority are casement windows with transoms. Mary Rockwell Hook designed the structure to replace the original Laurel House, which she had designed in 1914, that was destroyed by fire in 1940.

19. **Storage Shed** (c. 1940) contributing

One of the long sides is open on this rectangular shaped frame structure with gable roof and board and batten siding.

20. **Reservoir** (1916) contributing

Italian stone mason Luigi Zande was brought to Pine Mountain to construct this stone reservoir which is still in use. After its completion Zande stayed at the school, teaching stone masonry to many local citizens and helping construct many of the campus buildings. He eventually married Ethel de Long, one of the school's founders. The reservoir was the gift of Mrs. Mary Emery of Cincinnati.

21. **Chapel** (1922-1924) contributing

The cruciform shaped chapel is constructed of natural faced cut stone. Small stone crosses accentuate the apex of each of the steeply pitched gables. Casement windows break the roof line. Small gabled porches shelter the two pointed arched doors. A bell is located under the roof of the side porch. The interior of the chapel contains a native stone altar and a historic Holtkamp pipe organ. Mary Rockwell Hook considered the chapel one of her best designs.

22. **Grave of Ethel de Long Zande** (1928) non-contributing

This native limestone tombstone marks the grave of Ethel de Long Zande, one of the school's founders.

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23. **Far House** (1914-1916, remodeled 1989) contributing

Far House is a 1.5-story, rectangular shaped, side-gabled, frame structure with horizontal board siding. The foundation and chimneys are constructed of cut stone. There are shed dormers, and casement windows. The structure originally served as the home of twenty-five people. The interior was remodeled in 1989.

24. **Zande House** (1917-1918, remodeled 1983) contributing

The first level of the 1.5-story irregular shaped Zande house is constructed of uncut stone. The upper level is frame with wood shingle covering. There is a stone water table, casement windows, shed dormers, and a bracketed door hood. Luigi Zande, the school's stone mason, constructed the home when he married Ethel de Long, one of the school's founders. The interior was remodeled in 1983.

25. **West Wind** (1941) contributing

West Wind is a three-story, multi-gabled structure. The first floor is constructed of cut stone. The upper levels are frame with aluminum siding. The original windows have been replaced. Those on the first floor are capped by stone lintels and keystones. The structure was originally constructed as a dormitory.

26. **Power House** (1930, pottery added 1950s) contributing

The Power House is a rectangular shaped stone structure with a gable roof. The entrance, located in one gable end, is topped by a stone lintel and keystone. A stone chimney and kiln were added to the structure in the 1950s when it was converted to a pottery shop.

27. **Dancing Green** (1936) contributing

The Dancing Green is a ring of grass demarcated by stones and overlooked by stone amphitheater seating. It was used by the school as an area for teaching and demonstrating folk dancing.

28. **Creech Cabin** (1926, remodeled 1990) contributing

The Creech Cabin is a single-pen hewn log structure with full dovetail notching and cement chinking. It was the home of William Creech, a local man who persuaded Pettit and deLong to start the school and who donated the land for the campus. The cabin was moved to the school in 1926. It was recently moved a short distance to higher ground at which time it received a new foundation, roof, porch, door, chimney, and chinking.

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29. **Infirmary** (1921, wings 1929) contributing

The infirmary is a two-story, rectangular shaped side-gabled structure with simple drop horizontal board siding. The single off-center brick chimney is placed on the ridge. The two facade entrances are also asymmetrical. There is a two-story rear shed and two wings. The east wing is one-story with a shed roof and has the same siding as the main structure. The west wing is two stories, has a gable roof, and like siding. Both wings are placed at an angle to the main mass. All windows and doors are replacements.

30. **Little Log Cabin** (1927) contributing

Little Log is a gable oriented one-story round log structure that was constructed as the residence of the farm manager.

31. **Farm House** (1916-1917, enlarged 1918) contributing

Farm house is a two-story cross-gabled frame structure with simple dropped horizontal board siding. The roof of the front facing gable extends into a one-story recessed porch with a room above. The foundation is constructed of natural faced cut stone. There are casement as well as double hung sash windows.

32. **Milkhouse** (1936) contributing

The Milkhouse is a square structure with pyramidal roof. The lower half of the structure is constructed of uncut stone while the top portion is built of vertical planks. A brick chimney flue pierces the apex of the roof. There are two entrances on the facade and casement windows on three sides. The floor is poured concrete. The building was constructed by students.

33. **Corn Crib** (1917) contributing

The corn crib is a 1.5-story, gable oriented, rectangular shaped structure constructed of small horizontal boards placed with narrow spaces between each plank. There is a single primary entrance, a loft door, and a wood floor. The structure was built by students.

34. **Barn** (1915) contributing

The barn is a 1.5-story transverse crib constructed of flush vertical planks and poured concrete foundation and floor. The structure was designed by Ethel de Long "on the suggestions of three architects."

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35. **Dairy House** (1938) contributing

The Dairy House is attached to the barn. It is a long low structure with flush vertical board siding. There is a poured concrete foundation and floor with trough. Ample ventilation is provided through numerous windows and two gabled vents which pierce the roof ridge.

36. **Picket Fence** (c. 1940) contributing

A small section of split rail picket fence.

37. **Jubilee Cottage** (1941) contributing

Jubilee Cottage is a one-story, eave oriented, square shaped, frame structure with board and batten siding. The shed roof of the corner recessed porch projects beyond the roof eave. There is a small shed wing addition. Two brick chimney flues are placed on the roof slope. The foundation is stone and windows are casement. The building was constructed with money collected at the school's silver jubilee. It originally served as the doctor's residence.

38. **Country Cottage** (1922, remodeled 1927) contributing

Country Cottage is a 1.5 story frame structure with board and batten siding and a raised stone foundation. It is eave oriented and rectangular shaped. The shed porch has been enclosed and has a rear shed dormer. The house was also known as "Model Home" and "Practice Cottage." It was donated by the New York auxiliary of the Southern Industrial Education Association. Each session a group of girls would live in the home and learn the skills of homemaking.

In addition to these resources, there are also numerous stone steps and retaining walls scattered throughout the campus which were not individually described.

¹This site description was prepared by Karen E. Hudson, Historic Preservation Specialist, Kentucky Heritage Council, June 1991.

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HISTORICAL SIGNIFICANCE:

The building of Big Log House in 1913, the first building of the Pine Mountain Settlement School, launched one of the most important efforts to adopt the urban settlement house to a rural community. Within the context of the National Historic Landmarks program thematic framework, Big Log House has national significance under theme: XXVII. Education (B) Elementary, Intermediate, and Secondary. (F) Vocational Training (H) Special Populations. From the 1890s until the United States entered World War I, the country was immersed in Progressivism, a major domestic reform impulse that produced myriad political, social, economic, and scientific campaigns. Katherine Pettit and Ethel de Long, the founders of the Pine Mountain Settlement School, exemplified the "new American woman" of this generation who embraced many of these crusades with enthusiasm and subscribed to a type of social activism that historian Paula Baker has described as "domestic politics."¹

Women's clubs, which proliferated and became a prominent feature on the American social scene during this era, often worked to eradicate particular social problems. In this manner, they afforded activist females an avenue into public life; and it was not unusual for the "new American woman" to be a zealous member of such organizations. Likewise, she benefited from the expansion of educational opportunities for females that occurred in the late nineteenth century, especially the ever-so-slowly opening doors of higher education. Hull House's own Jane Addams wrote in 1892 that "cultivated young people...hear constantly of the great social maladjustment, but no way is provided for them to change it, and their uselessness hangs about them heavily."² Historian Allen F. Davis notes that "this sense of uselessness rested most heavily upon the growing numbers of college-educated women--the first generation of college women--who felt they had to prove their right to a higher education by doing something important."³

Katherine Pettit and Ethel De Long [Miss de Long married Luigi Zande in 1918.], the founders of Pine Mountain Settlement School, fit the profile of the "new American woman." Pettit, in particular, a Bluegrass native privileged by birth, was out of the club mold; and much of the impetus for the Pine Mountain Settlement School derived from the women's club effort in Kentucky, specifically the Kentucky Federation of Women's Clubs.⁴ Ethel de Long, a 1901 Smith College graduate who spent most of her youth in Montclair, New Jersey, and who had worked her way through college while carrying the additional burden of dependent relatives, "went out into to world with a keen sense of loyalty to her alma mater." She also possessed an "equally keen awareness of the responsibility that she had to be true to the ideals that she had absorbed there and to make her education count for something."⁵ While some young women of the Progressive generation found outlets for their energies and talents in the settlement projects of northern cities, the mountains of eastern Kentucky, a section of the Appalachian region that was in the process of being re-discovered by local colorists and capitalists, became the milieu for rural adaptation

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of the urban social settlement.⁶

Although chronologically second in its origins to Hindman Settlement School in Knott County, the settlement school at Pine Mountain, launched in 1913, was the largest such institution to be established in a rural setting; and many of its early buildings remain intact. By virtue of its longevity, its size, and the scope and flexibility of its approach, it is unique in the Bluegrass State and in the South. Furthermore, it represents a project that was basically originated, developed, and managed by women in its founding stages and during its early years. Historian Nancy K. Forderhase has written that these "modern pioneers...represented, in many instances, the best ideals of a generation of women who dedicated their lives to mountain work." Believing that they had a duty to improve the world although sometimes possessing a "view of the mountains that might have been tinged with a romantic haze," still "they possessed a sophisticated view of the plight of the region." "Using the technique of uplift and social engineering," Forderhase adds, "they were confident the area could be redeemed, and they believed they could provide the leadership and guidance to ameliorate the inadequacies of life in Appalachia. At the same time, they earnestly sought to retain the essential values of that remote land."⁷

Pine Mountain Settlement School had its genesis with Katherine Pettit's childhood interest in the people of the Cumberland Plateau of eastern Kentucky, an interest intensified when a family friend, the Reverend Edward O. Guerrant, described them as an independent, high-spirited folk whose poverty and location have isolated them from the advantages of education and religion."⁸ At the age of twenty-seven, she made her first trip into Harlan and Perry counties during the summer of 1895. She was especially moved by the limitations of the one-room schools, the primitive dwellings, and the harsh lives of the women. These exploratory trips continued for five years. Then, in 1899, the Kentucky Federation of Women's Clubs, at the suggestion of the Reverend J.T. Mitchell of Hazard, Kentucky, agreed to send someone into the mountains to engage in uplift work among the women. Pettit assumed responsibility for a homemakers' "camp meeting" near Hazard. May Stone, a native of Louisville and a graduate of Wellesley College, accompanied her. During the next two years, the two conducted "Industrials," running ten weeks and fourteen weeks respectively, at Hindman, on Troublesome Creek, in Knott County.⁹

The idea for a permanent institution, similar to Hull House established by Jane Addams and Ellen Gates Starr in Chicago, began to take shape. During the winter of 1901-1902, Stone and Pettit undertook to raise funds in the East. With this money and support from the Kentucky Federation of Women's Clubs as well as the Women's Christian Temperance Union, they acquired land for their "rural settlement"; and during August 1902, they opened the Hindman Settlement School. Hindman School was plagued with bad luck, particularly fires which ravaged the new wooden buildings in

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1905, 1906, and 1910. Nonetheless, by 1911, with support from the local people, the school had about two-hundred students and a resident staff of thirteen.¹⁰ Pettit remained there until 1913, but as early as 1910, she had proposed moving the school to the Pine Mountain area.¹¹

Several factors directly influenced the establishment of a new settlement school at Pine Mountain. In the forefront stood William Creech, Sr., a native Appalachian. Around 1883, Creech encountered a visitor from outside the mountains who had predicted a large city and a "fine college" for Greasy Valley. Creech took the prediction seriously, and it became his personal dream. In his own mind, he worked out a curriculum and a set of objectives. He was particularly concerned that the mountain people seemed to be losing their self-sufficiency.¹² Creech met Pettit during 1911 and decided during the ensuing months to deed his land to the Pine Mountain Settlement School "to be used for school purposes as long as the Constitution of the United States stands."¹³ In the meantime, Pettit had concluded that the Hindman Settlement School possessed three major weaknesses: "its location in a town and near a railroad, its affiliation with the WCTU, and its role as a public school six months out of each year." To be "foot loose, to accomplish the greatest good," her new school would remain unaffiliated with other groups but cooperate with public authorities. Before leaving Hindman, however, Pettit helped May Stone raise an endowment of \$100,000 to place that institution on a sound financial footing.¹⁴

With Ethel de Long, who had been principal at Hindman, Katherine Pettit joined forces with William Creech, Sr., to launch the Pine Mountain Settlement School in 1913. For a year and a half, this trio supervised the clearing of land, planting of fruit trees, and construction of buildings.

The first building to be constructed was Big Log which served as the residence for boarding students and the teachers. The school began in a neighbors house while the students and neighbors began hauling logs for Big Log. By 1914 Big Log was ready to be occupied. As other buildings were soon added, Big Long was no longer needed for the center for food preparation and dinning room accommodations. However as the first building and the central focus for the history of Pine Mountain, Big Log remains the center piece of the campus.

In planning for Pine Mountain Ethel de Long and Katherine Pettit reshaped the Hindman model to accommodate the local needs. While offering instruction in traditional subjects to resident students, such classes as furniture making, home nursing, weaving, and stockraising were added. Preservation of ballads, folk songs, and folk dances served to instill a knowledge and appreciation of mountain heritage. What began as an elementary boarding school became an incorporated high school during the

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1920s. With the next decade, the elementary program came to an end as local officials established more one-room schools in the vicinity. At the same time, the high-school curriculum expanded to include a full-scale work program. Along with the day-to-day operation of Pine Mountain, the staff established extension programs to enrich offerings at isolated one-room schools and founded health centers at Big Laurel and Line Fork; they pressed for the construction of a road over the mountain to link the school to the nearest railroad and therefore to the outside world; and they also set up special clinics to treat trachoma and hookworm and to provide dental care.¹⁵

Ethel de Long Zande died in 1928, and Pettit resigned in 1930 to perform what she called "free lance work" in Harlan County; cancer ended her life in 1936.¹⁶ Gradually, the program at Pine Mountain Settlement School was altered to meet changing circumstances. From 1949 to 1972, it cooperated with Harlan County to house a public elementary school created by the consolidation of seven local one-room schools. Currently, it serves as an environmental education center.

Social conditions of the late nineteenth and early twentieth centuries coalesced to produce Pine Mountain Settlement School, a rural adaptation of the urban settlement that was unique in the national, southern, and Appalachian experience by virtue of the flexibility of its program, its longevity, and the scope of its work. The spirit of the Progressive generation, the obvious needs of the mountain people, and the advent of the "new American woman" personified by the likes of Katherine Pettit and Ethel de Long figured significantly in the history of this institution. As time passed, realism tempered their youthful idealism and the founders recognized "that many of the problems in Appalachia would not disappear in a few short years"; but, as historian Nancy K. Forderhase observes, "they nevertheless were determined to devote their lives and careers to helping their mountain neighbors."¹⁷

¹ Baker, Paula. The Domestication of Politics: Women and the American Political Society, 1780-1920, American Historical Review 89 (June 1984): 625. See also Lois W. Banner, Women in Modern America: A Brief History 2nd ed. (San Diego and elsewhere, 1984), 92-137; William H. Chafe, The American Woman: Her Changing Social, Economic, and Political Roles, 1920-1970, paperback ed. (London, Oxford, and New York, 1972), 15-18; Eleanor Flexner, Century of Struggle: The Woman's Rights Movement in the United States (Cambridge, MA, and London, England, 1975), 208-221; Nancy Woloch, Women and the American Experience (New York, 1984), 269-306; Jill Conway, "Women Reformers and American Culture, 1870-1930," in Our American Sisters: Women in American Life and Thought, eds. Jean E. Friedman, William G. Shade, and Mary Jane Capozzoli, 4th ed. (Lexington, MA, and Toronto, Canada, 1987), 399-413; and Sara M. Evans, Born for Liberty: A History of Women in America (New York and London, 1989), 145-173.

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² Quoted in Allen F. Davis, Spearheads for Reform: The Social Settlements and the Progressive Movement, 1890-1914, The Urban Life in America Series, ed. Richard C. Wade, paperback ed. (New York, London, and Toronto, 1967), 36-37.

³ Davis, 37; see also Barbara Miller Solomon, In the Company of Educated Women: A History of Women and Higher Education in America (New Haven, CT, and London, England, 1985), 78-114.

⁴ James, Edward T. and Janet Wilson James, eds. Notable American Women 1607-1950: A Biographical Dictionary, Vol. 3, (Cambridge, MA, 1971), 51-58. Lucy Furman, "Katherine Pettit: Pioneer Mountain Worker," Notes from the Pine Mountain Settlement School 8 (November 1936): n.p. [four pages of unnumbered print]; this publication was set up and printed by students of Pine Mountain Settlement School. See also Helen Deiss Irvin, Women in Kentucky (Lexington, 1979), 115-116.

⁵ Greene, James S. III, "Progressives in the Kentucky Mountains: The Formative Years of the Pine Mountain Settlement School, 1913-1930" (Ph.D. diss. The Ohio State University, 1982), 33.

⁶ Shapiro, Henry D. Appalachia On Our Mind: The Southern Mountains and Mountaineers in the American Consciousness, 1870-1920 (Chapel Hill: 1978), 157-185; David E. Whisnant, All That Is Native & Fine: The Politics of Culture in an American Region (Chapel Hill, 1983), 5-16 et passim; and James C. Klotter, "The Black South and White Appalachia," Journal of American History 66 (March 1980): 832-849.

⁷ Forderhase, Nancy K. "Eve Returns to the Garden: Women Reformers in Appalachian Kentucky in the early Twentieth Century," The Register of the Kentucky Historical Society 85 (Summer 1987): 261.

⁸ James, 56.

⁹ Ibid., 56-57.

¹⁰ Ibid., 57.

¹¹ Greene, 32-33.

¹² Ibid., 43 and 45.

¹³ The History of the Pine Mountain Settlement School (n.p.: n.p., January 1918), 1 [from the private library of Willard Rouse Jillson, director & state geologist, Kentucky Geological Survey, Frankfort, KY, 1929].

¹⁴ Greene, 37, 51, and 52.

¹⁵ James, 57.

¹⁶ Ibid., 57 and 58.

¹⁷ Forderhase, 259.

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