



ALBUM [DISPLACEMENT AND IDENTITY IN AMERICA'S NATIONAL PARKS](#)

Album Description

The National Parks are symbols of America as a nation: protected ranges of our many natural resources preserved for all Americans to visit and enjoy. But the image of "untouched" natural beauty in the Parks is inaccurate. These lands were not always empty when Parks were established.

This album will offer sources related to America's collective definition of a National Park, and two displacement events: the removal of Native Americans from Yellowstone, and the resettlement of families in Shenandoah. The sources will help answer the guiding questions:

- Who lived on the lands that became our National Parks?
- What happened to those people and communities?
- What role do these displaced communities play in creating the identity and image of National Parks?

[Social Studies/History](#) [6 - 8](#) [9 - 12](#) [National Parks](#) [Native American history](#)

CHAP. 408.—An Act to establish a National Park Service, and for other purposes.

August 25, 1916.
(H. R. 13322.)

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby created in the Department of the Interior a service to be called the National Park Service, which shall be under the charge of a director, who shall be appointed by the Secretary and who shall receive a salary of \$4,500 per annum. There shall also be appointed by the Secretary the following assistants and other employees at the salaries designated: One assistant director, at \$2,500 per annum; one chief clerk, at \$2,000 per annum; one draftsman, at \$1,800 per annum; one messenger, at \$600 per annum; and, in addition thereto, such other employees as the Secretary of the Interior shall deem necessary: *Provided*, That not more than \$8,100 annually shall be expended for salaries of experts, assistants, and employees within the District of Columbia not herein specifically enumerated unless previously authorized by law. The service thus established shall promote and regulate the use of the Federal areas known as national parks, monuments, and reservations hereinafter specified by such means and measures as conform to the fundamental purpose of the said parks, monuments, and reservations, which purpose is to conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.

[Public No. 233]
National Park Serv
to be established.
Director, etc., to be
appointed.

Proton.
Limit for experts,
etc.
Purpose defined.

Sec. 2. That the director shall, under the direction of the Secretary of the Interior, have the supervision, management, and control of the several national parks and national monuments which are now under the jurisdiction of the Department of the Interior, and of the Hot Springs Reservation in the State of Arkansas, and of such other national parks and reservations of like character as may be hereafter created by Congress: *Provided*, That in the supervision, management, and control of national monuments contiguous to national forests the Secretary of Agriculture may cooperate with said National Park Service to such extent as may be requested by the Secretary of the Interior.

Director.
Control of national
parks, monuments,
etc.
Act, pp. 21, 24.

Proton.
National monuments
contiguous to national
forests.

Sec. 3. That the Secretary of the Interior shall make and publish such rules and regulations as he may deem necessary or proper for the use and management of the parks, monuments, and reservations under the jurisdiction of the National Park Service, and any violations of any of the rules and regulations authorized by this Act shall be punished as provided for in section fifty of the Act entitled "An Act to codify and amend the penal laws of the United States," approved March fourth, nineteen hundred and nine, as amended by section six of the Act of June twenty-fifth, nineteen hundred and ten (Thirty-sixth United States Statutes at Large, page eight hundred and fifty-seven). He may also, upon terms and conditions to be fixed by him, sell or dispose of timber in those cases where in his judgment the cutting of such timber is required in order to control the attacks of insects or diseases or otherwise conserve the scenery or the natural or historic objects in any such park, monument, or reservation. He may also provide in his discretion for the destruction of such animals and of such plant life as may be detrimental to the use of any of said parks, monuments, or reservations. He may also grant privileges, leases, and permits for the use of land for the accommodation of visitors in the various parks, monuments, or other reservations herein provided for, but for periods not exceeding twenty years; and no natural curiosities, wonders, or objects of interest shall be leased, rented, or granted to anyone on such terms as to interfere with free access to them by the public: *Provided, however*, That the Secretary of the Interior may, under such rules and regulations and on such terms as he may prescribe, grant the privilege to graze live stock within any

Regulations for man-
agement, etc., to be
made.

Punishment for vio-
lations.
Vol. 26, p. 87.

Disposal of timber.

Leases, etc., for ac-
commodating visitors.

Proton.
Grazing permits.

Teaching Notes:

In 1916, Congress passed the Organic Act, officially establishing the National Parks Service. Read through Section 1 and Section 3, and identify some purposes and characteristics of national parks as described in this act.

Native Americans who had inhabited present and future park lands for generations received no concessions or acknowledgement in the legislation establishing the NPS. Instead, how does this act envision human activities within the parks?

Reference Link: http://www.loc.gov/resource/l1salvol.l1sal_039/?sp=556&st=image&r=-1.46,-0.019,3.921,1.532,0

Created / Published

- United States, 1915 - 1916

Genre

- Periodical

Repository

- Law Library Of Congress



GEORGE CATLIN'S CONCEPTION OF WHAT A NATIONAL PARK WOULD BE

Teaching Notes:

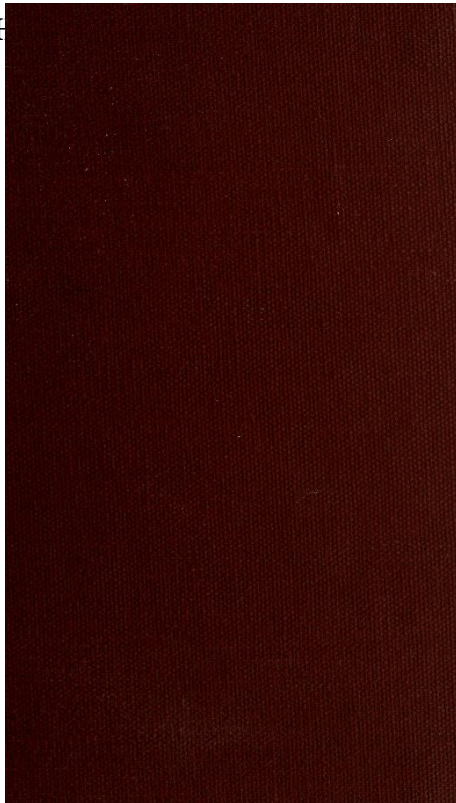
This book is in the Library's collections, but available digitally through the [HathiTrust](#).

George Catlin is considered to be the first person to propose the concept of a "national park." Critically, his concept *did* provide a space for humans within permanent park grounds. Catlin traveled extensively throughout the West, producing hundreds of paintings of Native Americans and their communities, culture, and land. See these two quotes from his work talking about the characteristics and purpose of a national park:

"...as they might in future be seen, (by some great protecting policy of government) preserved in their pristine beauty and wildness, in a magnificent park; where the world could see for ages to come, the native Indian in his classic attire, galloping his wild horse with sinewy bow, and shield and lance, amid the fleeting herds of elks and buffaloes." (p.397)

"A nation's; Park;, containing man and beast, in all the wildness and freshness of their nature's beauty!" (p.397)

JOHN MUIR'S



Teaching Notes:

John Muir's vision for the National Parks informed their development much more than Catlin's did. Muir was a preservationist, and usually did not look fondly on any major human influence on nature.

Take a look at these quotes from page 30. What does Muir consider to be the purpose and characteristics of a National Park? Consider the fact that Mount Rainer National Park contains ancestral territories of [seven Native American tribes](#).

- "The Mount Rainer Forest Reserve should made a national park and guarded while yet its bloom is on; for if in the making of the West Nature had what we call parks in mind, — places for rest, inspiration, and prayers, — this Rainier region must surely be one of them."
- "There is a lonely mountain capped with ice ; from the ice-cap glaciers radiate in every direction, and young rivers from the glaciers ; while its flanks, sweeping down in beautiful curves, are clad with forests and gardens, and filled with birds and animals. Specimens of the best of Nature's treasures have been lovingly gathered here and arranged in simple symmetrical beauty."

Reference Link: <http://www.loc.gov/resource/gdcmassbookdig.ournationalparks00mu/?st=pdf&pdfPage=24>

Summary

- This collection of essays went through a dozen printings and established Muir's national reputation as the great philosopher-defender of wilderness, the man who did as much as anyone to influence and



articulate the wilderness-preservation movement, the climate of sentiment which led to the creation of the national park system. The book's opening chapter includes an eloquent summary of the psychological value of the wilderness experience for contemporary Americans, while the final chapter's exhortations on the need to protect America's forests include some of the best-known passages in Muir's writings. *American Memory*.

Created / Published

- Boston, New York, Houghton Mifflin and company, 1901.

Notes

- - "Sketches first published in the Atlantic monthly."--Pref.
- - Also available in digital form.

CHILDREN WHOSE FAMILY WILL BE RESETTLED ON NEW LAND. SHENANDOAH



Teaching Notes:

In the 1930s, the state of Virginia condemned and purchased over 3,000 tracts of land in the Blue Ridge Mountains, which it presented to the federal government to create Shenandoah National Park. In the process, at least 500 families were displaced. To some people, this was considered a humanitarian act: the removal would bring isolated people back into the fold of the nation.

Ask your students to analyze this picture, or compare it to others in [this Library collection showing communities in the park about to be resettled](#).

What can we learn about these families and communities' lives, culture, and history from these photos? What will change for them when they are removed from Shenandoah?

Reference Link: <http://www.loc.gov/item/2017758864/>

Created / Published

- 1935 Oct.

Genre

- Nitrate negatives

Notes



- - Title and other information from caption card.
- - Transfer; United States. Office of War Information. Overseas Picture Division.
- - More information about the FSA/OWI Collection is available at <http://hdl.loc.gov/loc.pnp/pp.fsaowi>
- - Temp. note: usf34batch1

Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA
<http://hdl.loc.gov/loc.pnp/pp.print>

Digital Id

- fsa 8b26632 //hdl.loc.gov/loc.pnp/fsa.8b26632

[UNTITLED PHOTO, POSSIBLY RELATED TO: CORBIN HOLLOW. SHENANDOAH NATIONAL PARK]



Teaching Notes:

In the 1930s, the state of Virginia condemned and purchased over 3,000 tracts of land in the Blue Ridge Mountains, which it presented to the federal government to create Shenandoah National Park. In the process, at least 500 families were displaced. To some people, this was considered a humanitarian act: the removal would bring isolated people back into the fold of the nation.

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Reference Link: <http://www.loc.gov/item/2017721461/>

Created / Published

- [1935 Oct.]

Genre

- Nitrate negatives

Notes



- - Title and other information from a possibly related negative. Image came to Library of Congress untitled. (There was no caption for this image in the FSA/OWI shelflist.)
- - Negative has a hole punch made by FSA staff to indicate that the negative should not be printed.
- - Appears to be related to negative LC-USF33-002180-M2
<https://www.loc.gov/pictures/item/fsa1997007632/PP/>
- - Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.
- - More information about the FSA/OWI Collection is available at <http://hdl.loc.gov/loc.pnp/pp.fsaowi>

Repository

- Library of Congress Prints and Photographs Division Washington, DC 20540 USA
<http://hdl.loc.gov/loc.pnp/pp.print>

Digital Id

- fsa 8a07656 //hdl.loc.gov/loc.pnp/fsa.8a07656

VIRGIE CORBIN, BLUE RIDGE MOUNTAIN GIRL. THIS GIRL WHO IS ABOUT SIXTEEN HAS THE MENTALITY OF A CHILD OF SEVEN. SHE HAS NEVER ADVANCED BEYOND THE



Teaching Notes:

Read the title of this photograph: *"Virgie Corbin, Blue Ridge Mountain Girl. This girl who is about sixteen has the mentality of a child of seven. She has never advanced beyond the second grade. Shenandoah National Park, Virginia."*

Here are some other photos with their captions:

- [Mrs. Eddie Nicholson, who frequently goes to the nearby resort to beg, Shenandoah National Park, Virginia](#)
- [Baskets made and sold by mountain folk to tourists, Shenandoah National Park, Virginia, Nicholson Hollow](#)
- [Drying apples, one of the few sources of income for the mountain folk, Shenandoah National Park, Virginia](#)
- [\[Untitled photo, possibly related to: Half-wit Corbin Hollow boy, Shenandoah National Park, Virginia\]](#)
- [Eddie Nicholson's supply of cornstalks and apples for the winter. Shenandoah National Park, Virginia](#)

What could these photos and their caption reveal about the lives of the people they portray? Consider also the photographer's perspective. Arthur Rothstein was a photojournalist on his first professional assignment; he was from New York City.

How do these sources give us insight into how society thought of the families removed from Shenandoah?



Created / Published

- 1935 Oct.

Genre

- Nitrate negatives

Notes

- - Title and other information from caption card.
- - Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944.
- - More information about the FSA/OWI Collection is available at <http://hdl.loc.gov/loc.pnp/pp.fsaowi>

Repository

- Library of Congress Prints and Photographs Division Washington, DC 20540 USA
<http://hdl.loc.gov/loc.pnp/pp.print>

Digital Id

- fsa 8a07650 //hdl.loc.gov/loc.pnp/fsa.8a07650

EVENING STAR



GE A-2, IMAGE 2

Teaching Notes:

This Evening Star article talks about the logistics of resettlement in Shenandoah.

With your students, discuss the perspective and limitations of this article.

- Who is the author? Who is the audience?
- How is the Resettlement project framed/presented here?
- Who are the other people involved in this story? Are their perspectives included in this source?

Reference Link: <https://chroniclingamerica.loc.gov/lccn/sn83045462/1935-11-03/ed-1/seq-2/#date1=1770&index=5&rows=20&words=Resettlement+Shenandoah&searchType=basic&sequence=0&state=&d>

Newspaper: Evening star. [volume] (Washington, D.C.) 1854-1972

Newspaper Link: <https://chroniclingamerica.loc.gov/lccn/sn83045462/1935-11-03/ed-1/seq-2/#date1=1770&index=5&rows=20...>

Image provided by: Library of Congress, Washington, DC

PDF Link: <https://chroniclingamerica.loc.gov/lccn/sn83045462/1935-11-03/ed-1/seq-2.pdf>



INTERVIEW WITH GEORGE CORBIN

Teaching Notes:

George Corbin lived in Shenandoah when the land was cleared to become a park. He was interviewed in 1969 about his memories of his old home.

Below is the transcript for the section between 18.37 and 19.44:

PL: Yeah, what did people think about the park moving 'em out, at first?

GC: Well, just like I think, it was a low-down dirty trick. They lied so, said they wanted to move you out, you'd sign up and wouldn't give 'em no trouble. And if any man in it would have knowed what he knows now, he'd have been in it [unintelligible]. They'd have thundered the Commonwealth would have ever put it back (??) but they come aroundwith all this fancy stuff. See, if you signed up, they'll build roads in here and make a ranger of you, you'll have work, everything until they got a deed to it.

PL: Did they pay you for any of these houses?

GC: Stoled it.

PL: They didn't pay you anything?

GC: What you reckon they paid for the house, and a whole lot of land here, I could get how many acres, and I borrowed \$500 of Lee Judd to finish this house and when they paid off, I got \$500 for everything I had and I went and give that to Mr. Judd. Well he said, "You've had such terrible luck, it doesn't seem right, I won't charge you no interest."



NICHOLSON HOLLOW, SHENANDOAH NATIONAL PARK

Teaching Notes:

When the Shenandoah families were removed, the National Parks Service was faced with a landscape that did not line up with the "untouched" natural landscape, so they set about making it.

An NPS presentation about Shenandoah [reported](#), "To restore, or rather create, a 'natural' landscape out of the patchwork of recently abandoned settlements, Civilian Conservation Corps volunteers dismantled buildings and obscured the detritus of human habitation with the purity of imported vegetation."

The only place where any visible remnant of the communities remain is in Nicholson Hollow. Today, 14 wooden structures still remain. **Compare the house in this photo with other historic buildings in National Parks (like [Washington's Headquarters](#) or [Mesa Verde dwellings](#)). What is different in how each is preserved, presented, and remembered?**

HIS HUNTING GROUND

IS / DOROTHY WAUGH.



Teaching Notes:

This poster was created in the 1930s as part of a push to get Americans to visit their National Parks. Ask your students to examine this image, keeping in mind its purpose.

Here are some sample questions for discussion:

- Why might Dorothy Waugh have included Native Americans in this advertisement?
- Is it a respectful or faithful image of Native Americans? Why?
- What does this poster tell us about who National Parks are meant for? How can you tell?

Reference Link: <http://www.loc.gov/resource/ppmsca.13500/>

Summary

- Three Native Americans on mountain top looking across body of water(?) at another mountain.

Created / Published

- [between 1930 and 1940(?)]

Genre

- Posters--American--1930-1940



- Prints--Color--1930-1940

Notes

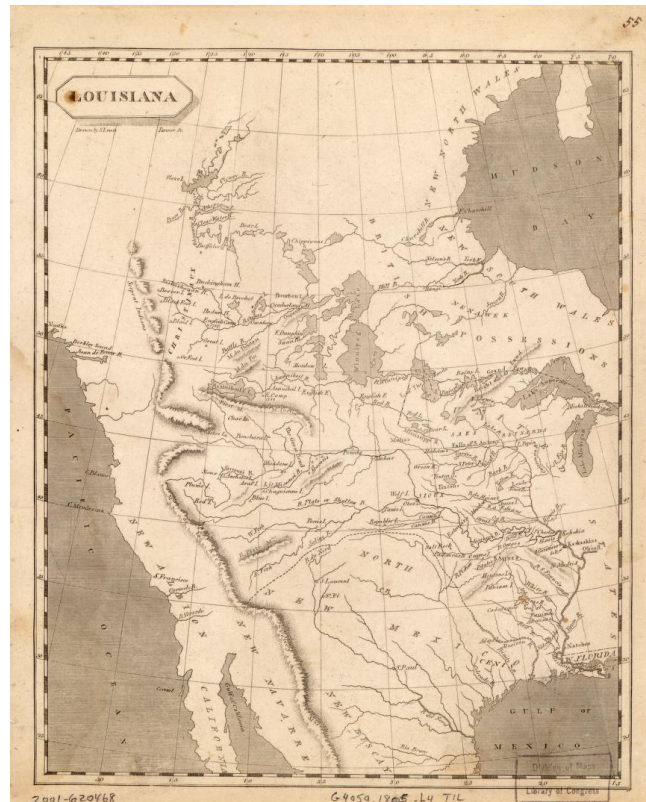
- - Lithographed in the U.S.A. by the Burland Printing Co., Inc., New York - Member Graphic Arts Industry Code.
- - Promotional goal: U.S. E8. 193-.
- - Exhibited: American Treasures of the Library of Congress, Washington, D.C., 2007.

Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Digital Id

- [ppmsca 13500 //hdl.loc.gov/loc.pnp/ppmsca.13500](https://hdl.loc.gov/loc.pnp/ppmsca.13500)
- [cph 3g08948 //hdl.loc.gov/loc.pnp/cph.3g08948](https://hdl.loc.gov/loc.pnp/cph.3g08948)



Teaching Notes:

This map is from 1805. What can it tell us about Americans' conceptions of the West at the time? Despite the fact that many tribes inhabited this land, how many are actually named on the map?

Reference Link: <http://www.loc.gov/resource/g4050.ct000654/?r=0.154,0.539,0.681,0.266,0>

Created / Published

- [S.l., 1805]

Notes

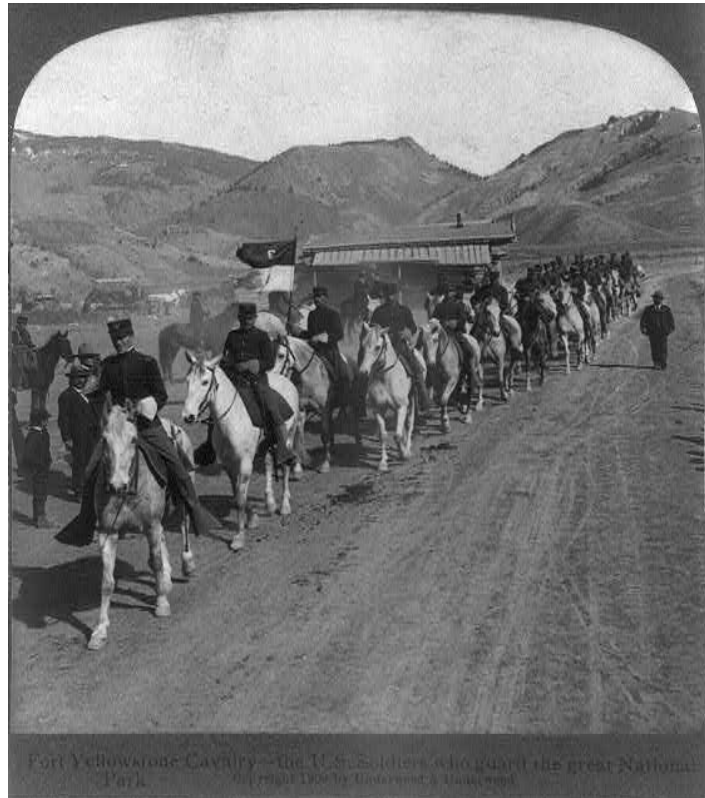
- - From Arrowsmith & Lewis New and Elegant General Atlas, 1804.
- - Available also through the Library of Congress web site as a raster image.

Repository

- Library of Congress Geography and Map Division Washington, D.C. 20540-4650 dcu

Digital Id

- <http://hdl.loc.gov/loc.gmd/g4050.ct000654>



Teaching Notes:

This photo shows the first "rangers" of Yellowstone National Park: US cavalry. They patrolled the interior of the park to make tourists feel safer and discourage Native Americans from using park grounds to hunt.

Read the caption: "The US soldiers who guard the great National Park."

Why might soldiers specifically have been assigned to the park? How might their presence have made other people feel: locals? tourists? Native Americans?

How do our NPS rangers from today look different?

Reference Link: <http://www.loc.gov/item/2006681365/>

Summary

- On white horses.

Created / Published

- c1903.

Notes



- - H31891 U.S. Copyright Office.
- - Stereo by Underwood & Underwood.
- - This record contains unverified, old data from caption card.
- - Caption card tracings: Army, US Natl. park guards; Natl. Parks; Shelf. LOT 11959 ?

Repository

- Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA

Digital Id

- cph 3b00404 <https://hdl.loc.gov/loc.pnp/cph.3b00404>

TH ONE



Teaching Notes:

This article shows one attitude towards the existence of Native Americans on park lands. What kind of language is used here? How are the Native Americans portrayed?

The senator, George Graham West, was considered the "[Self-appointed Protector of Yellowstone National Park](#)" during his career. Think about what this title means. Do Native Americans have any place in the Yellowstone that West wanted to protect?

Reference Link: https://chroniclingamerica.loc.gov/lccn/sn85042459/1883-09-06/ed-1/seq-1/print/image_681x648_from_194%2C3030_to_1053%2C3848

Newspaper: Daily Los Angeles herald. [microfilm reel] (Los Angeles [Calif.]) 1876-1884

Newspaper Link: https://chroniclingamerica.loc.gov/lccn/sn85042459/1883-09-06/ed-1/seq-1/print/image_681x648_from_19...

Image provided by: University of California, Riverside; Riverside, CA

PDF Link: <https://chroniclingamerica.loc.gov/lccn/sn85042459/1883-09-06/ed-1/seq-1.pdf>



YELLOWSTONE NATIONAL PARK: RANGER HANDBOOK

Teaching Notes:

This PDF is from the 2023 handbook rangers use to answer questions about Yellowstone. Think of this as a primary source from today! How does it talk about the history of Native Americans in the park, and how they can currently interact with their ancestral territory?

Reading Suggestions:

- Pg. 16-20 - "Historic Tribes"
- Pg. 25 - Superintendent Philetus Norris and the myth that Native Americans historically "avoided" Yellowstone
- Pg. 30 - "Involving Native Americans"



Teaching Notes:

Ah, Michelle! It's is so good to hear your voice from the West and to know that you are still connected to us in the Eastern Region! Your perspective as a Museum/Archivist always "bolsters Library sources" and gives us much to ponder. Thank you!

--Ann



Teaching Notes:

YES! Great topic!

I facilitate the Working with Museums and Archives group here in the Network, so I do tend to link outside resources that will bolster Library sources. The National Park Service has, very recently, begun incorporating land acknowledgements and more into their websites and interpretation. Here is Bandelier National Monument's [Land Acknowledgement](#). Some Parks haven't quite gotten there yet -- [Shenandoah](#) is a good example. You might find this interesting -- it is on [Tribal Tourism and Native Voices](#) in the Parks. Taking it into the more recent past, only 2% of National Park visitors are Black -- a legacy of segregation. Yet, many of the National Parks owe their history or preservation to [People of Color](#). There is a great deal for students and teacher to unpack with all of this history.

One last comment, while overused to a degree, the [American Progress](#) image in the Library's collection provides an insight into how white colonizers viewed the vast "empty" spaces of America. This is a [great map](#) that shows how "empty" they considered the west to be in 1805 - when you zoom in you will see only a few tribal nations mentioned "Mandan", "Sioux", "Mahas".

Happy hunting -- let me know if I can assist!



Teaching Notes:

I have included a link to this album in the resource set, [Today in History: National Park Service](#).



Teaching Notes:

Thanjs, Julie! So nice to be spotlighted!



Teaching Notes:



[Isabel Sans](#), this is a wonderful topic and the questions you have in your beginning post are definitely compelling. Your research inside LOC.gov as an intern this year will benefit all of us in the Network.

Thanks for starting out with these images rather than text for links. They caught my eye right away and drew me in!

I love the way that you have zeroed in on a topic that is both local and national in its impact. The primary and secondary sources you find for the Shenandoah National Park will inspire others who may teach in regions close to different National Parks.

--Ann