

Conservation Takes Hold: The Beginnings of Indiana's State Park System

Key Objectives

Students will understand how the Progressive Era impacted the creation of the Indiana State Parks system, and the role that Col. Richard Lieber played in leading that effort. They will see the value that relationship-building can play in implementing challenging or creative new ideas. They will also understand the basic elements required for the establishment of an Indiana State Park.

State Parks Featured

Turkey Run State Park www.stateparks.IN.gov/2964.htm
 McCormick's Creek State Park www.stateparks.IN.gov/2978.htm
 Indiana Dunes State Park www.stateparks.IN.gov/2980.htm
 Brown County State Park www.stateparks.IN.gov/2988.htm
 Lieber SRA (Cagles Mill Lake) www.stateparks.IN.gov/2960.htm

Activity:	Standards:	Benchmarks:	Assessment Tasks:	Key Concepts:
State Parks Come from People	SS.4.1.11	Identify and describe important events and movements that changed life in Indiana in the early 20th century.	Reviews the conservation movement timeline and successfully completes worksheet.	Conservation Movement Progressive Era Immigrants
	SS.4.1.12	Describe the transformation of Indiana through immigration and through developments in agriculture, industry and transportation.	Understands how Lieber's immigrant past inspired him to create Indiana State Parks.	
	SS.4.1.15	Create and interpret timelines that show relationships among people, events and movements in the history of Indiana.	Reviews the conservation movement timeline and successfully completes worksheet.	
What Makes a State Park a State Park?	SS.4.3.13	Read and interpret texts (written, graphs, maps, etc.) to answer geographic questions about Indiana in the past and present.	Correctly identifies items found or not found at Indiana parks today and why.	
Words Make a Difference	ELA.4.RN.2.1	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.	Understands Lieber's writings and correctly re-writes their concepts with a modern understanding.	
	ELA.4.RN.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Successfully understands the quote and writes it in their own words.	

Key Resources

- The Progressive Era: www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/progress/
- DNR Historical Timeline: www.in.gov/dnr/3245.htm
- Outdoor Indiana Article(s) about Richard Lieber
 Enter Richard Lieber in the search.
webapp1.dlib.indiana.edu/metsnav3/general/index.html#mets=http%3A%2F%2Fpurl.dlib.indiana.edu%2Fui%2Fgeneral%2Fmets%2FVAA3736-1934-02&page=1
- Indiana Past and Present (1998): www.in.gov/history/files/introindiana.pdf
- Gene Stratton-Porter and Lieber: www.in.gov/history/files/genestrattonporter.pdf
- People, Parks and Perceptions – A History and Appreciation of Indiana State Parks by Glory-June Grieff
- Treasures in Your Own Backyard: A History of Indiana State Parks (www.stateparks.IN.gov/5634.htm)
- Indiana History a Book of Readings by Ralph D. Gray (p245-249)
 Includes Lieber's Report on Parks to the State Centennial Commission):
books.google.com/books?id=SKbSuBQL-AC&pg=PA245&lpg=PA245&dq=col.+richard+lieber&source=bl&ots=B_LRIX-llVm&sig=bqUwwnocgw2LA_0GK-BguyGTkjw&hl=en&sa=X&ei=SYb3U5OWB8SbyATN5YGgDg&ved=0CFIQ6AEwBQ#v=onepage&q=col.%20richard%20lieber&f=false

- Record of the Indiana Centennial:
archive.org/stream/indianacentennia00indirich/indianacentennia00indirich_djvu.txt
- Lieber Portrait in Statehouse:
thestatehousefile.com/daniels-adds-state-park-founder-to-portrait-gallery/423/
- Lieber and Indiana's Forest Legacy:
<http://scholarworks.iu.edu/journals/index.php/imh/article/view/9544/12799>
- Lieber in Wikipedia: en.wikipedia.org/wiki/Richard_Lieber

Activity 1: State Parks Come from People

Activity Summary

Students will understand some of the events leading up to the creation of Indiana State Parks. They will also understand the importance of Colonel Richard Lieber's background and relationships that resulted in the foundation for a successful state parks system and its operation during the early years.

Activity Length: 60 minutes

Background

The Indiana State Parks system was established in 1916 through the efforts of Colonel Richard Lieber, an Indianapolis businessman and German immigrant. He believed that a state parks system should be created as part of Indiana's celebration of its **centennial**. In the years that followed, Lieber was a leader in the nationwide movement to establish state parks systems. He helped other states form state parks systems as well. He was named the first director of the Indiana Department of Conservation, a capacity in which he served for more than a decade.

Lieber was part of what has been dubbed the **Progressive Era**, demonstrated by his belief in social progress through the restorative powers of nature and in the incorruptible political activism of citizens. Lieber did not act alone in establishing the state parks. Juliet Strauss was a woman who played a key role in preserving land that became one of the first state parks. She was born Juliet Humphreys in Rockville, Indiana in January 1863. Young Juliet loved nature. She would wander the forests near her Parke County home. Strauss wasn't a great student but she always seemed to have a knack for writing. Her love of nature and her talent for writing served her well throughout her life and would ensure her lasting legacy as an important part of Indiana's history. Strauss began writing a column for the Rockville Tribune early in 1893. The column was titled "Squibs and Sayings" and contained her down-to-earth musings on daily life in rural Indiana. Living a middle class life away from high society

in a small Indiana town meant that Strauss drew upon her own thoughts and experiences to write her column.

In 1915, Strauss used her role as the voice of rural Indiana to preserve the precious virgin timber at Turkey Run in Parke County. The land and trees were under threat from timber companies. Strauss began her campaign to save Turkey Run by writing to Governor Samuel Ralston to ask for his help. Ralston, inspired by Strauss' letter, appointed the Turkey Run Commission, which included Strauss. He tasked the commission with preserving the forest at Turkey Run. Strauss enlisted the help of a writer friend at the Indianapolis News, who then told Lieber about her concerns about Turkey Run. As a leading **conservationist**, Lieber was immediately interested in saving the forest at Turkey Run. He seized the chance to promote his idea of a state parks system in Indiana. Lieber raised private funds to buy Turkey Run to give as a gift to the people of Indiana for the state's 100th birthday in 1916. At first Lieber and Strauss lost the land to the Hoosier Veneer Company, which wanted it for timber. Six months later the Hoosier Veneer Company agreed to sell the land to the state for \$40,000, netting a \$10,000 profit. Strauss, who died just two years later in 1918, was honored by the Women's Press Club of Indiana with a statue at Turkey Run State Park. This statue stands as a reminder of her contribution to Turkey Run State Park and the conservation of its forest.

Vocabulary

Progressive Era: A period of social activism and political reform that began in the 1890s and lasted until the 1920s.

Conservationist: A person who works to support the protection of the environment.

Centennial: A celebration of a 100th anniversary.

- Arthur Newby (Turkey Run/IMS): www.firstsuperspeedway.com/articles/arthur-c-newbys-obituary
- Lieber and Governor Leslie: <https://vimeo.com/126170279>
- Richard Lieber and Governor Goodrich: www.in.gov/history/2793.htm
- Information about Indiana's Governors:
 - Leslie: www.in.gov/history/2720.htm
 - Ralston: www.in.gov/history/2725.htm

Materials Required

- DNR Historical Timeline: www.in.gov/dnr/3245.htm
- Conservation in America Timeline
- "Who Lieber Knew" Worksheet
- Henry Cowles: www.lib.uchicago.edu/projects/centcat/centcats/fac/facch14_01.html
- Juliet Strauss: www.stateparks.IN.gov/2410.htm

Focus Questions

- Who has visited an Indiana state park or reservoir? How long do you think Indiana has had a state parks system?
- If you wanted to start a new park in the community where you live, what would you do to get it started?

Step-By-Step Directions

1. Read about Colonel Richard Lieber's childhood and youth. Why did he come to the United States? How was he like young people today? How was he different? Use the DNR Historical Timeline at www.in.gov/dnr/3245.htm and the Conservation in America timeline handout to look at some of the things that were happening from 1865 to 1920 that impacted land use and conservation. Have each student select one event or action that might have influenced Colonel Richard Lieber, who came to the United

States from Germany in 1891, in leading the efforts to form a state parks system in Indiana. (There were, of course, many.) Who is identified as the person leading that event or action? How might Lieber have known or heard about that person?

2. Use the "Who Lieber Knew" worksheet to identify some of the key early leaders in the formation of the first Indiana State Parks. Ask the students to research each person and write two or three things about them on the worksheet. What role did each person play in helping get a strong state parks system started?

3. Talk about the relationships Lieber formed as a businessman, politician, immigrant to America and good citizen. How did those relationships help him as he advocated for a state parks system in Indiana? How can the relationships and friendships students form today help them be good citizens and contribute to our State?

Indiana Conservation Timeline

- 1867 John Muir walks from Indiana to Florida and becomes a symbol of the conservation movement and the “father of the National Parks”.
- 1870 For the first time, Congress gives money for the protection of American forest land.
- 1872 Yellowstone becomes the first National Park.
- 1883 Theodore Roosevelt takes a trip west and seeing the disappearing wilderness becomes an advocate for preserving wild places.
- 1886 George Grinnell founds the Audubon Society and promotes the creation of the U.S. Fish and Wildlife Service to protect wildlife from uncontrolled hunting.
- 1889 Indiana Road Supervisors are given the authority to enforce fish and game laws.
- 1898 Only 2 million acres of Indiana’s original 23 million acres of forest remain uncut.
- 1899 Indiana’s first State Forester hired.
- 1901 Indiana begins requiring hunting licenses.
- 1906 President Theodore Roosevelt signs the Antiquities Act protecting historic sites.
- 1908 The Conference of Governors with President Roosevelt launches the conservation movement in Indiana.
- 1909 Indiana author Gene Stratton Porter’s successful books and wildlife photography bring attention to the region’s disappearing natural areas.
- 1910 Colonel Lieber begins promoting the idea of a state park system in Indiana.
- 1916 Indiana’s 100th birthday! McCormick’s Creek becomes Indiana’s first state park and Turkey Run becomes its second.
- 1918 The Migratory Bird Treaty Act protects birds in the United States, Great Britain/Canada, Mexico, Japan and Russia.
- 1919 The Department of Conservation is created with Colonel Lieber as its director.

Who Lieber Knew

Name: _____

What role did each person play in helping get a strong state park system started?
Write two facts about each person.



Stephen Mather, Director
National Park Service



Theodore Roosevelt, President



Juliet Strauss,
Indiana Journalist



Richard Lieber,
Indiana State Parks



Harry Leslie
Indiana Governor 1929 - 1933



Arthur Newby, Founder,
Indianapolis Motor
Speedway



Henry Cowles
Indiana Botanist



Samuel Ralston
Indiana Governor 1913 - 1917

Activity 2: What Makes a State Park a State Park?

Activity Summary

By comparing the features Lieber believed were important for a state park to have with features Indiana state parks have today, students will learn how our Indiana State Parks system has stayed the same as it was in its early years, and how it has changed.

Activity Length: 60 minutes

Background

See Background in Activity 1 for more information and vocabulary.

Shortly before his death in 1944, Lieber wrote and published a book called "America's Natural Wealth." It included a list of the features he believed were central to the development of any state park.

Note - Cagles Mill Lake was developed after Lieber's death in 1952. It was the first large reservoir built by the U.S. Army Corps of Engineers in Indiana, and the main "state recreation area" adjacent to the lake was named for Lieber. This property may provide a good opportunity to compare and contrast some of the similarities and differences between a state park and a U.S. Army Corps of Engineers reservoir in Indiana. The land around the lake is leased by the state and the state parks division is responsible for operation of all recreational facilities.

Materials Required

- Worksheet with Lieber's list of things every state park should have.
- Indiana Recreation Guide facilities chart (See current guide online at www.in.gov/dnr/5280.htm)
- Individual webpages for five properties with facilities/activities and property maps (McCormick's Creek, Turkey Run, Indiana Dunes and Lieber SRA/Cagles Mill Lake) <http://www.in.gov/dnr/parklake/2392.htm>

Focus Questions

- What things will you find to do in an Indiana State Park? How might that be different from what you would do at your neighborhood park?

Step-By-Step Directions

1. Divide students into five teams. Each team will be assigned one of the five properties identified in the list above. (This can be done as an individual project as well, if preferred.)
2. Explain the history of the list of features Lieber identified that state parks should have. Make sure the students understand what each item is. Talk about whether these are the ONLY things that a state park should have, or if there might be other options based on the history, natural features and location of nearby communities.
3. Have the students break into groups and use the resources provided to see if all of the facilities Lieber mentions are still provided. What other facilities and services are offered now that were not offered during Lieber's years? Have the students fill in the answers and comments on the worksheet/chart.
4. Have each group create a poster representing their park and present the results of their comparison to the class.

Lieber's Parks

Name: _____

Using the Recreation Guide facilities chart or a property web site, determine if your selected property contains the items Lieber suggested that all parks should have. If an item is absent from your property, why do you think it isn't there?



Lieber's Parks	Does your park have this?	Yes	No
Provide a well-planned service area.	Areas for visitors to picnic, camp, or stay at an inn or cabin.		
Provide a safe and ample water supply.	Restrooms with safe, running water, campgrounds with showers.		
Provide for sanitary sewage and garbage disposal.	Areas to dispose of trash, a dump station.		
Regulate the quality and cost of food stuffs and lodging.	A set price for staying at an inn or campgrounds.		
Furnish fireplaces and free wood for cooking to campers and picnickers.	Areas to build a campfire. A camp store to purchase firewood.		
Stop vandalism in the picking and digging of flowers and ferns.	Rules against removing plants and wildlife from the park.		
Keep a close watch for fires.	A firetower.		
Avoid all artificial improvements in the park proper.	A lot of wilderness areas and nature preserves.		
Limit automobile drives to the barest needs.	Several roads.		
Construct easy and pleasant paths through the woods and along the water's edge.	Easy hiking trails.		
Maintain a service of nature-study guides.	Interpretive service and nature center.		
Make a small charge for parking, camping, and other special privileges, to assure proper maintenance.	Fees at the park other than an entrance fee (camping, boat rental, horse riding).		
Collect a small admission charge.	An entrance fee.		



Activity 3: Words Make a Difference

Activity Summary

By looking at and talking about some of the things Col. Richard Lieber said about state parks, students will understand his philosophy about state parks' value for citizens and form their own statements about the value of state parks. **Activity Length: 60 minutes**

Background

See Background in Activity 1 for more information and vocabulary.

Col. Richard Lieber helped to found our Indiana State Parks system as part of the State's centennial in 1916, but he was also the director of the Department of Conservation from 1917-1933. After that, he remained involved in the state and national parks movement, and travelled across the country learning and sharing the experiences he had in Indiana. He was a highly respected conservationist.

Materials Required

- Attached Lieber Quote Cards
- Vocabulary words from the quote cards

Focus Questions

- What state parks have you visited? What did you do there/what do you remember about it?
- Why do you think state parks are important?

Step-By-Step Directions

1. There are several "quotable quotes" from Lieber that express what he saw as the value of a state parks system. The words and phrasing he used were very different from the words and phrasing we use today. Provide one of the quotes to each child or group of children.
2. Ask them to read it together and rewrite it in more modern language. Have each child or group read Lieber's original quote aloud, and then read their updated version. (Note: this activity can be done as a class discussion as well as by simply talking about the meaning behind each quote.)
3. Discuss with the students why they think state parks are important. Invite each of them to write a letter to a legislator expressing something they have learned about an Indiana State Park or a visit they made to an Indiana State Park.

Extension Ideas and Resources

Visit the Lieber Cabin, Lieber Memorial and Juliet Strauss Memorial at Turkey Run State Park.

Our **natural resources** are the source of our health and our wealth, of our strength and our **independence**. They are important not merely to the **conservator** and the **exploiter**; they are essential to you -- to every man and woman in America, and to the children who will **inherit** the land.

How can state park service be extended to wider use? How can we let fresh air and sunshine into the soul and body of those who most wish for and need it and have so little means of **gratifying** that wish? How can it be done, away from **dole** or **charity**, in order to help them **maintain** their **self-respect**?

. . . it has successfully been **demonstrated** by libraries, **galleries**, museums and concerned **organizations** that popular taste may be **elevated**. . . In a like manner, it is the function of parks to elevate, not merely to satisfy.

The visitor who uses a particular park and gets the immediate **benefit** from it should **contribute** toward the cost of its **operation** and **preservation**. State parks ought to be made as nearly **self-supporting** as possible, or else the cost will have to be charged to the general taxpayer. It has always been true that those things which are **furnished** to us free of charge are ill-used, **abused** and unappreciated.

Parks are the show windows of **conservation**. . . . In their proper care is **exemplified** the methods of well-ordered land use. It is therefore of **vast** importance that we see to it that in them preservation takes **precedence** over use.

Parks cannot be created on order. They **represent** the finest of **scenery** and are set apart so that their natural **features** plus **flora** and **fauna** may be preserved in **perpetuity**.

Like mighty **altars** of the Master stand our parks -- **masterpieces** of **creation** and the crowning glory of our land rich storehouses of memories and **reveries**; guides and **counsels** to the **wearied** and **faltering** of spirit; **bearers** of wonderful tales to him who will listen; a **solace** to the aged and an **inspiration** to the young. Let us so keep them as **sacred** inheritance, and so **transmit** them to future **generations**.

In our great parks, its "show windows," we have an **unparalleled opportunity** to display it to best **advantage**, and to spread its **gospel** to other branches of our **natural resources vital** to our national life and **security**.

Vocabulary Words from the Quote Cards

There are other definitions for these words, but these are the definitions that apply to the quote cards. The following words are highlighted on the cards.

Abused: treated badly.

Advantage: to put in the best position.

Altar: a table in the front of the church where ceremonies are held.

Bearer: a person or thing that carries something.

Benefit: gain, put to good use.

Charity: help usually in the form of money.

Conservation: protecting natural resources.

Conservator: one who protects.

Contribute: give time or money.

Counsel: advice or guidance.

Creation: something made, especially as an act of God.

Demonstrate: to show or display.

Dole: unemployment benefit or help.

Elevate: to raise.

Exemplified: served as an example of.

Exploiter: one who selfishly uses things for his or her own gain.

Faltering: losing strength.

Fauna: animals.

Feature: piece, item or characteristic.

Flora: plants.

Furnished: provided.

Gallery: a building that shows works of art.

Generation: all of the people born at about the same time.

Gospel: a teaching that is true.

Gratifying: satisfying, fulfilling.

Independence: freedom.

Inherit: to receive something from the previous owner.

Inspiration: to cause someone to be creative.

Maintain: to keep in working order.

Masterpiece: a great work of art.

Natural resources: materials such as forests, water and soil that occur in nature.

Operation: a working display or performance.

Opportunity: a chance.

Organization: a group with a purpose.

Perpetuity: lasting forever.

Popular: common, general.

Precedence: being more important.

Preservation: protection.

Represent: are an example of.

Reveries: pleasant thoughts or daydreams.

Sacred: holy, blessed.

Scenery: natural landscape or surroundings.

Security: safety.

Self-respect: pride and confidence.

Self-supporting: able to survive without outside help.

Solace: comfort.

Transmit: to give or send.

Unparalleled: rare, having no equal.

Vast: huge.

Vital: important.

Weary: tired.