South Carolina Department of Archives and History

Document Packet Number 4

THE

CIVILIAN CONSERVATION CORPS
IN SOUTH CAROLINA
1933–1942
Credits:
Folder drawings by Marshall Davis for the Camp Life Series, 1939–1940; Records of the Office of Education; Record Group 12; National Archives, Washington, DC
Photographs of scenes from camp life courtesy South Carolina Department of Parks, Recreation and Tourism, Columbia, SC
Aerial photograph of Cheraw State Park: Can 20542, OY 4B 17; Records of the Agricultural Stabilization and Conservation Service; Records of the Department of Agriculture; Record Group 145; National Archives, Washington, DC
Folder cover of CCC work on Hunting Island from Forestry Commission Administration Photographs from CCC files c1934–1942, SCDAH

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Produced by: The Education Service Area, Alexia J. Helsley, director; and the Publications Service Area, Judith M. Andrews, director.
THE CIVILIAN CONSERVATION CORPS IN SOUTH CAROLINA 1933–1942
He noted the problems and employment opportunities that lay within the public domain and urged the creation of a workforce to rescue the land, revitalize the nation’s economy, and improve social conditions. Congress acted quickly. Ten days later, Roosevelt signed a bill that embodied his ideas and created a Civilian Conservation Corps (CCC). The new law gave Roosevelt blanket authority to put his plan into effect.

Section 1 of the law stated its purpose. Congress had passed it to relieve unemployment, provide for the restoration of the nation’s depleted resources, and advance an orderly program of large-scale public works. It authorized the president “under such rules and regulations as he may prescribe,” to enroll the jobless in the program, regardless of race, color, or creed. The enrollees would reforest national and state lands to prevent floods and erosion; control plant pests and disease; construct paths, trails, and fire lanes in national forests and parks; and carry out any other desirable programs. The law also permitted the president to provide the men with clothing, housing, medical care, hospitalization, and a cash allowance.

While Congress acted on the bill, the president sketched an organizational plan that used existing federal agencies to avoid the introduction of a new, cumbersome, and expensive administrative system. An Executive Order put the CCC into operation on April 5, 1933. It appointed Robert Fechner as director of Emergency Conservation Work; authorized him to coordinate the efforts of an Advisory Council made up of representatives from the departments of war, agriculture, interior, and labor; and planned logistics. By using the services of old-line departments, this new and unique

Background

October 1929—the stock market crashed and prosperous America was suddenly bankrupt. The market collapse instantly checked the uncontrolled use of borrowed money that had fueled the free spending of the “Roaring 20s,” plunged the nation into a period of economic hardship, and deepened the plight of South Carolinians, who had been coping with an agricultural depression that had begun in the early 1920s with a drop in cotton prices followed by the boll weevil’s destruction of cotton crops. For the next decade, unemployed, hungry, and frightened Americans suffered through the “Great Depression.”

The depression peaked in the winter of 1932. Businesses had failed, employment vanished, and millions of Americans, condemned to idleness, struggled with poverty. The majority were young men. They stood idly on street corners or stalked the countryside searching for jobs no longer there. By June, they numbered over one million.

To complicate matters, the nation faced a formidable problem of conservation. Shortsighted felling had reduced America’s virgin timberlands from 820 to 132 million acres; had downgraded once fertile areas to five-hundred million acres of scrubby second growth, farm woodlots, and submarginal farm land; and had lost fully one-quarter of the second growth to erosion. The lack of ground cover coupled with a drought turned much of the nation’s richest areas into a “Dust Bowl.”

On July 2, 1932 when Franklin D. Roosevelt accepted the Democratic party’s nomination for president, he revealed a plan for a great public works project that would relieve distress and reclaim the ravaged land. The land project, said Roosevelt, would employ “a million men.”

Once elected, Roosevelt moved quickly. On March 9, 1933, only five days after his inauguration as president, he called a meeting of six high government officials: the secretaries of war, agriculture, and interior, the director of the Bureau of the Budget, the solicitor from the Justice Department, and the judge advocate general of the Army. When they gathered, he set before them his plans for a civilian conservation corps—a large-scale reclamation scheme to recover the nation’s natural resources and rescue America’s young men.

The president planned to transport half a million unemployed young men from city, town, and countryside into damaged resource areas—forests, farms, and streams—where they would live in outdoor camps and restore their surroundings. Assured by the secretary of war that the camps could be made operational quickly and by the secretaries of interior and agriculture that projects would be ready for the recruits, the president ordered the judge advocate general, the solicitor, and the budget director to legalize his plan.

On March 21, 1933, Congress listened to a message from the president.
system of governmental administration assured sound management.

Two weeks after Congress passed the bill into law, the Advisory Council completed its plan of action. Federal and state agencies would pool resources and work together under the direction of Fechner and his small staff; the Department of Labor would work with state welfare and relief officers to select enrollees; Interior and Agriculture would select camp sites, work projects, and technical supervisors; War—specifically the U.S. Army, who alone had the capability—would construct and supply the camps, mobilize and transport enrollees, oversee their welfare, and provide medical care. With their assignments in hand, field offices of the various departments and hundreds of state conservation organizations quickly began the massive task of implementing Roosevelt’s grand plan. By April 17, enrollees were on their way to the camps, where they would be introduced to a routine similar to army basic training.

The first enrollees were generally between the ages of 17 and 24, unemployed, and dependent upon welfare. The government limited enrollment to six months and prohibited reenrollment to give everyone a chance to participate. Soon, however, it lifted this restriction and encouraged twelve-month enrollments. Later, it enlarged the pool of enrollees by extending eligibility to unemployed World War I veterans. Initially, the government paid enrollees $30 a month and required them to send $25 of their $30 home. Then in 1940, it changed the plan. It paid the enrollee $8, gave his dependents back home $15, and deposited $7 in a government savings account for him to collect when it discharged him from the Corps (Document III).

The cooperation among federal departments and between federal and state agencies promoted efficiency and benefited the entire nation. Although agreements between the state and federal governments varied from place to place, the CCC worked on any lands that needed conservation (Document IV). In South Carolina, this teamwork gave rise to project SP-1 (State Park 1).

The government had organized CCC camps in South Carolina by May of 1933, and the state made plans to designate and acquire land on which the men would work. Citizens from Chesterfield County purchased 700 acres of land and donated it to the state for recreation (Document V). The South Carolina Commission of Forestry administered the property, and when the National Park Service acquired 5,000 adjoining acres through federal and state cooperation, the entire area became the nucleus of the conservation-recreation program that created SP-1 (Cheraw State Park).

CCC Company 445, which began work near Conway and Charleston, moved to Chesterfield County in March 1934 when plans for SP-1 were approved (Documents VI and VII), commenced work on Cheraw State Park in June. Four years later, Company 445 had completed a 1,200 foot earthen dam to form 300-acre Juniper Lake and had built a community hall, a kitchen, a dining hall, cabins, and an infirmary. By 1942, this park had permanent facilities for daytime activities, two camp sites for extended use by organizations, and cabins for rent by the day or week (Documents VIII and IX). Today, Cheraw State Park stands as a monument to the company’s efforts.

In South Carolina, Roosevelt’s reclamation plan constructed sixteen state parks, checked the erosion of fertile soil, employed 49,000 young men, and injected more than fifty-seven million dollars into the state’s economy through wages and the purchase of land, supplies, equipment, and services (Document X). Nationwide, it stopped the destruction of natural resources and created a national network of parks, forests, and wildlife refuges. And it did more. The leaders of the CCC knew that young men beaten down by the depression needed mental and physical rehabilitation to prepare them for work in the field. To this end, they placed unemployed teachers in each camp to conduct on-the-job vocational, academic, and administrative training programs. As a result, hundreds of thousands of young men, when they left the camps, used the skills they had learned to enter new trades (Documents XI, XII).

In the 1940s as the country prepared for war, budget cuts and the easing of unemployment gradually reduced the number of CCC programs. By 1941, the CCC was disbanding its companies and closing its camps. It used those that remained largely as military training sites.

In its eight years of activity, the Corps set America’s conservation program forward by twenty-five years. No other agency had ever accomplished so much. The program had protected valuable forests from fire and pestilence, had turned submarginal farm land into productive forest, and had created a network of inexpensive recreational sites for all Americans to enjoy.
Greater still were its contributions to the youth of the country. It rehabilitated over three million boys, most of them below the age of twenty-one, gave them health and strength, taught them to live and work together, and provided practical training that enabled them to find a place in society. Enrollees left the Corps self-confident and with a sense of purpose. They could drive trucks, build bridges, operate radios, and perform another 133 skills that were crucial to America’s national defense in World War II.

During the depression, all levels of government, both federal and state, had worked together well to alleviate distress. The country benefitted then, and it benefitted later when, following the bombing of Pearl Harbor, the government drew on the experience of the CCC to coordinate the massive mobilization effort required by the nation’s entry into World War II.

Notes:
1 The Civilian Conservation Corps by Ovid Butler, 1941; Camp Records, 1933-42; Records of the Forest Service, Record Group 95; National Archives, Washington, DC. n

Suggested teaching procedures
You can introduce your students to the CCC by using the documents even before the students have read the background information. Select several documents from the packet, use the overhead or opaque projector, and get students to speculate about the CCC by asking them what it was, why it was created, what it did, and if it was important. Questions and answers can be written on the blackboard until they have enough information to write a brief report. Or you can have students jot down questions they would like answered through further study.

The documents are arranged chronologically in the packet, but they can be used in a variety of ways. You can use the documents in conjunction with the photograph analysis worksheets and the photographs on the cover. Or you can divide the class into groups and divide the documents among the groups for each to analyze. You can xerox and cut apart questions by document number for this type of work, and the findings of the groups can be used to answer the questions or to write a report.

In addition to learning more about the depression, this packet will introduce students to some basic economics. You might want to initiate a discussion on inflation by explaining how $25 in 1933 bought approximately the same number of goods and services as $300 bought in 1989. Or you might want to ask students to present a report on how Roosevelt drew on the economic theories of John Maynard Keynes, a noted English author and economist. For example, Roosevelt adopted the Keynesian theory called “prime the pump”—an analogy that likened adding water to the pump to stimulate the flow of well water to the idea that government spending will generate an increased circulation (flow) of money. The theory held that when government initiates programs to spend money in the private sector, it begins a process that 1) provides the private sector with money to spend on goods and services, 2) increases the demand for goods and services accordingly, and 3) generates new jobs to meet increased demand.

The drawings on this cover are taken from exercise books produced by the education office of the CCC. Students may want to discuss how these drawings illustrate Roosevelt’s objectives. The students should note that many of the enrollees were city boys, untrained in manual labor and unused to living in the country. Some students might want to do a research project on daily life in a CCC camp. Others might want to find out more about Miss Wil Lou Gray and her Clemson Opportunity School. Still others may want to locate and interview a former CCC enrollee.

You may want to plan a field trip to a nearby state park. Six South Carolina state parks, Cheraw, Edisto, Kings Mountain, Poinsett, Sesquiennial, and Table Rock have full-time interpreters, and five of those parks—Cheraw, Kings Mountain, Poinsett, Sesquiennial, and Table Rock—have surviving CCC structures as well. n
Scenes from CCC camp life


Below left: Enrollees enjoy free time, Newberry, South Carolina. Below right: Enrollees enjoy library hours, Cheraw, South Carolina.
1940 aerial photograph of Cheraw State Park showing Lake Juniper and the CCC-constructed dam in the left foreground.
The development of the park system: an essay

Photographs with original captions. Taken from Forestry Commission Administration photographs from CCC files, c 1934–1942, SCDAH.

Cheraw
Chester
Edisto Beach
Edisto River/Givhans Ferry
Greenwood
Hunting Island
King’s Mountain
Myrtle Beach
Poinsett
Table Rock
THE DEVELOPMENT OF THE STATE PARK SYSTEM: A REVIEW

The South Carolina State Park System, like other state park systems, began with New Deal legislation in the 1930s. Between 1934 and 1941 the Civilian Conservation Corps (CCC) constructed sixteen state parks totalling 34,673 acres in South Carolina. Most of the land for these parks was acquired through donations. First to be established was Cheraw State Park in Chesterfield County in 1934. That same year, four other parks—Poinsett, Myrtle Beach, Givhans Ferry, and Aiken—were added to the system. Six additional parks—Edisto Beach, Lee, Paris Mountain, Table Rock, Chester, and Oconee State Parks—became part of the system in 1935. By 1941 Greenwood, Sesquicentennial, Hunting Island, Kings Mountain, and Barnwell State Parks were added.¹

Under the leadership of President Franklin D. Roosevelt, New Deal legislation created the Emergency Conservation Work (ECW). The official name of the agency when it was created by the ECW Act, approved by Congress on 31 March 1933, was ECW. The name Civilian Conservation Corps, used by Roosevelt in his message to Congress became popular, however, and replaced ECW as the official title. It was not until 28 June 1937 that an act of Congress created a statutory CCC. The CCC was intended both to provide valuable national conservation work and to help alleviate the widespread unemployment among America’s young men. The program, according to one government document, was “essentially one of restoring confidence” and “of building men.” The ECW Act also authorized the president to use CCC workers on state, county, and municipal lands to encourage and help the development of state and county park systems throughout the nation.²

South Carolina, before 1933, had no state park system. Nor did it own property suitable for the development of a state park—largely because it lacked funds. Through the ECW, federal funds and a
workforce became available. South Carolina, along with other states that lacked state park systems, took advantage of this opportunity. In 1934 the newly created state park system was placed under the jurisdiction of the South Carolina State Commission of Forestry, “to control all Parks now belonging to the State, or that might hereafter be acquired, or established, for general recreational and educational purposes.” The commission had been established in 1927, and by 1933, encouraged by the national legislation, it had already been empowered to promote reforestation in South Carolina and provide work for the unemployed. In 1935 the commission was given the authority “to acquire property for State Forests and State Parks.” Its responsibility was to develop, supervise, and operate the state park system. At first, with no funds to hire a park executive, the work was supervised by the state forester. In 1935, however, an assistant state forester was hired to supervise the development, planning, and operation of all parks. To help him in “designing recreational developments and plantings,” a landscape architect was hired. In 1937 a Division of State Parks, within the Commission of Forestry, was officially created.3

The development of the park system in South Carolina was placed under the general direction of the National Park Service (NPS), which would give technical help and administrative guidance for immediate park developments and long-range planning. The National Park Service, established in 1916, had long been faced with the problems of protecting the nation’s “natural scenery” and “making it possible” to put the national parks to the “important educational and inspirational uses for which they were established.” According to one study it was only natural to give the NPS control over CCC developments in state, county, and municipal parks since it had developed many of the techniques required for the provision of facilities, structures, and guidance for public recreation. The United States Forest Service, cooperating with the South Carolina State Commission of Forestry, later helped oversee the development of some of the state parks. By 1939, fifteen state parks made up the South
Carolina State Park System. Nine were developed through the cooperation of the National Park Service and six with the United States Forest Service. They were developed as follows:

**National Park Service:**
- Cheraw State Park—Chesterfield County
- Givhans Ferry State Park—Dorchester County
- Poinsett State Park—Sumter County
- Myrtle Beach State Park—Horry County
- Table Rock State Park—Pickens County
- Chester State Park—Chester County
- Edisto Beach State Park—Charleston County
- Hunting Island State Park—Beaufort County
- Greenwood State Park—Greenwood County

**United States Forest Service:**
- Aiken State Park—Aiken County
- Oconee State Park—Oconee County
- Paris Mountain State Park—Greenville County
- Lee State Park—Lee County
- Barnwell State Park—Barnwell County
- Sesquicentennial State Park—Richland County.

The National Park Service also developed two federally owned recreational demonstration areas. They were located adjacent to Cheraw State Park, and Kings Mountain National Military Park. Both areas were designed for the “practical demonstration” of the conversion of agriculturally unproductive lands into public use, in this case, for recreational purposes. They were to be “model centers for low-
cost camping sites,” and were to provide recreational facilities and organized camping for lower-income groups. At the completion of their development, the South Carolina State Commission of Forestry leased these areas, and they were added to the state park system as “special recreational units.”

South Carolina also had experimental areas called wayside parks. These were also established by the National Park Service and consisted of small areas ranging in size from twenty-nine to sixty-two acres. They were located along main travel roads and were intended “to serve as convenient short-time stopping places for the motoring public.” The waysides provided areas for picnicking, hiking, and sometimes even for fishing. Six of these were built in the state and leased by the State Commission of Forestry when they were completed. They included the Greenville Wayside Park, Greenwood Wayside Park, Colleton Wayside Park, Kershaw Wayside Park, Aiken Wayside Park, and Georgetown Wayside Park.

Camps were set up around the state for CCC workers, who were responsible for the construction of state parks, recreational demonstration areas, and waysides. The first camp was Cheraw in May 1934. In South Carolina, the number of CCC camps operating at any given time averaged twenty-nine. All CCC camps were designated by letters and numbers to indicate either the type of work they were classified to do or the land ownership. For example, a camp designated “SP” was a state park camp, working on state owned land. Numbers following the letters, for example, “SP-5,” were assigned by the states to distinguish the park’s order of formation.

CCC camps were placed under the administrative care of the United States Army, mainly because of its swift and efficient organizational and administrative capabilities and its ability to provide the necessary work ethic. Camp life was characterized by military discipline that included reveille, roll call, policing the grounds, calisthenics and taps.
Each camp was composed of a company of approximately two hundred men. To be eligible for selection and enrollment into the CCC, the applicant had to be a male citizen of the United States, unmarried, unemployed, between the ages of eighteen and twenty-five, and physically fit for the hard labor required. The selection of men—the responsibility of the Department of Labor—was considered important because the success of the program would depend “upon the quality and the accomplishments of the enrolled personnel.” Recruitment for enrollment into the CCC was conducted at the state level and was based on a quota determined by the Department of Labor. An Executive Order that waived age and marital limitations allowed unemployed World War I veterans to enroll as well. Many veterans, known as the “Bonus Army,” had marched on Washington in 1932 to try to get early payment of their wartime service pensions. President Roosevelt saw the CCC as a way to relieve this problem with the veterans. In the early stages of park construction, they provided much needed skill and knowledge; their age and physical condition, however, imposed limitations. The aggregate number of South Carolina men given CCC employment was 48,171.9

Enrollees, as they were known, enlisted for six months and agreed to remain in the camp for this period, unless they were able to secure employment that would better their condition, or unless they were urgently needed at home. They could reenlist for up to two years of service in the corps. The enrollee received $30 per month, of which at least $22 was sent home to his family or dependents. The enrollee was also given “food, clothing, and lodging” in addition to a “dollar a day.”10

The CCC camps contributed economically to the areas they served, for the enrollees purchased local supplies and used community services. The enrollees also contributed economically to their home states by sending the required portion of their pay to their families.11

The enrollees also enjoyed social, recreational, and educational activities. The recreation hall was a popular place where they could play pool, read, or listen to music to pass the time. Some camps even
had their own baseball teams and ballparks. Many who enrolled in the CCC could neither read nor write. Educational programs were encouraged in each camp from the outset with an emphasis on literacy and vocational skills. This significant CCC program taught some 35,000 men nationwide how to read and write while in the corps. Others learned vocational skills and received more advanced schooling. Besides “on the job,” instruction, men were offered courses in math, radio, auto mechanics, surveying, forestry, and soil conservation.  

Besides participating in regular park projects, many of the workers volunteered on weekends to help with community improvements in areas near the CCC camps. They remodeled houses, landscaped, built stone walls along city streets, and took on a variety of other projects.

As the CCC and ECW programs developed, the NPS realized the men involved in the construction of park structures and facilities needed additional training. NPS, to facilitate this training, published *Park Structures and Facilities* in 1935. This book was to be used as textbook to train new workers and to improve the “technique of design and execution for the structures required for safe, convenient, and beneficial public use of these parks.” The book included photographs, plans, and descriptions of architecture in national and state parks.

In June 1942, Congress only appropriated funds to close down CCC camps at incomplete parks; it discontinued the appropriation of new funds for the agency’s operation. During its nine-year existence, the Civilian Conservation Corps proved to be one of the most expensive programs of the New Deal legislation. Some analysts have said the expense was more than justified. In addition to providing jobs and training for young men and veterans, the CCC was responsible for the conservation of much of the nation’s natural resources. This was accomplished by the prevention and fighting of forest fires, reforestation, and soil conservation. The Corps earned the nickname the “Roosevelt Tree Army,” because it planted over two billion trees. It also provided the necessary manpower for the development
and improvement of the state park systems. More importantly, perhaps, was the lasting effect the CCC had on its enrollees. For they benefitted not only from gains in health and education but also from “a new understanding of their country and a faith in its future.”

Notes


5. A Park, Parkway and Recreational-Area Study of South Carolina, 1-15; Parks and Recreational Areas of South Carolina, 31, 57, 75–76; News Releases, 6 March 1938, 3 April 1938, S.C. Development Board, South Carolina Department of Archives and History, Columbia, S.C.

6. Parks and Recreational Areas of South Carolina, 76.

7. Alison T. Otis, et. al., The Forest Service and the Civilian Conservation Corps: 1933–42 (United States Department of Agriculture, Forest Service, August 1986) 9, 122; A Park, Parkway and Recreational-Area Study of South Carolina, 1–13; Merrill, 172.

8. Davis, 77.

9. The Pickens Sentinel (Pickens, S.C.), 26 October 1939; Davis, 78–79; President Roosevelt’s Emergency Conservation Work Program, 5; Salmond, 35–37.

10. Merrill, 197–200; Davis, 77; Interview with Nathan Newton, Easley, S.C., 30 December 1988 (Telephone Interview); The Pickens Sentinel (Pickens, S.C.), 26 October 1939.

11. Otis, et. al., 2.

12. Salmond, 137–41; “Douthat State Park Historic District”; Olson, 82; Merrill, 19–21; The Pickens Sentinel (Pickens, S.C.), 2 April 1936.

13. Otis, et. al., 1; Interview with Frederick Holder, Seneca S.C., 11 December 1989 (Telephone Interview).


15. Merrill, 196; Olson, 82–83; Salmond, 121, 221.
One of four latrines.
Bank planting along highway.
Winter view of damsite east from Juniper.
View of excavation of dam no. 2.
Supervisory personnel on dam.
CHERAW STATE PARK

Caretaker’s house
Caretaker’s house under construction.
Picnic shelter under construction.
CCC enrollees at work.
Spillway dog
CHESTER STATE PARK

Bridge No. 3 on park road.
Document Packet Number 4. The Civilian Conservation Corps in South Carolina 1933–1942

CHESTER STATE PARK

Erosion control
Preparing highway bank for seeding.
Guard rail construction.
CHESTER STATE PARK

Picnic shelter
EDISTO BEACH STATE PARK

Bank protection. Cabin under construction
Turtle.
Barn under construction.
Foundation work on administration building and bath house.
EDISTO RIVER/GIVHANS FERRY STATE PARK

Roofing and shingling bath house.
EDISTO RIVER/GIVHANS FERRY STATE PARK

Rest shelter construction
Picnic shelter construction.
EDISTO RIVER/GIVHANS FERRY STATE PARK

Road construction.
Road construction.
Loading dump trucks.
EDISTO RIVER/GIVHANS FERRY STATE PARK

Bathhouse construction.
Bridge construction.
Surveying new highway.
GREENWOOD STATE PARK

Road sloped (county road). Banks sloped and sodded with Bermuda grass.
View of bank of county road after sloped and planted.
GREENWOOD STATE PARK

County road north of entrance to Negro area.
GREENWOOD STATE PARK

Entrance area (Negro area) ready for top soil and crushed stone.
One yard gas shovel excavating channel/canal/ditch/Earth White Area. Observation Point.
GREENWOOD STATE PARK

Repair shop and storage building.
GREENWOOD STATE PARK

Sawmill operation.
GREENWOOD STATE PARK

Clearing reservoir.
HUNTING ISLAND STATE PARK—no captions
HUNTING ISLAND STATE PARK
Quarrying rock.
Erosion control.
Preparing highway for seeding.
Guard rail construction.
King’s Mountain State Park

Picnic shelter.
Bathhouse under construction.
Bathhouse from rear.
Bathhouse furniture.
Second floor interior/bathhouse.
Burning brush on road project.
MYRTLE BEACH STATE PARK

Sign at park entrance.

Billy the pet deer searching for cigarettes.
Bench on trail to beach/made in blacksmith’s shop.
MYRTLE BEACH STATE PARK

Brick, rock, and forms used in bathhouse piers.
MYRTLE BEACH STATE PARK

Widening a curve through sand dune on park road.
Building the boardwalk.
Promenade.
POINSETT STATE PARK

Supervisory personnel.
POINSETT STATE PARK

Excavating sand clay surfacing for park roads
POINSETT STATE PARK

Spillway construction—south side of dam.
POINSETT STATE PARK

Rockwork complete on spillway.
POINSETT STATE PARK

Spillway from hillside.
POINSETT STATE PARK

Spillway from water level.
Removing dirt for dam construction.
Watering device for transplanting trees and shrubs.
Landscape detail moving laurels to parking area.
Excavating at lake dam site.
TABLE ROCK STATE PARK

Falls on Greens Creek along proposed foot trails.
Laying concrete culvert on main road.
Frozen waterfalls on Mount Pinnacle.
Frozen falls with rangers.
TABLE ROCK STATE PARK

Campsite after snowstorm, Mount Pinnacle is in background.
Oilhouse.
TABLE ROCK STATE PARK

Sign at main entrance.
TABLE ROCK STATE PARK

Landscaping main road.
Felled garage, victim of gale March 17.
Rock excavation core walls dam site.
Cabin No. 1 hewed oak log construction.
Making shakes for cabins.
Looking north from top of Table Rock.
New enrollees attending lecture on field activities.
Water system installation for cabin group 1.

Core wall excavation.
TABLE ROCK STATE PARK

Oak crusher and platform.
TABLE ROCK STATE PARK

Stock pile of one-man stone to be used as plums in concrete work.
TABLE ROCK STATE PARK

Junior enrollees at roll call.
TABLE ROCK STATE PARK

Building runways for pouring concrete in spillway section.
Bibliography/Teacher Resource

This list is for further reference, especially to help students complete activities and questions. If the books are not available locally, you may be able to obtain them from your county library through interlibrary loan with the State Library.


“Historic Resources of South Carolina State Parks,” 1988, Multiple Property Documentation Form, National Register of Historic Places files, South Carolina State Historic Preservation Office, South Carolina Department of Archives and History, Columbia, SC.


Basic Skills Objectives Met in Document Packets
(as part of the Basic Skills Assessment Program)

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<th>READING</th>
<th>WRITING</th>
<th>MATHEMATICS</th>
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<td>Decoding &amp; Word Meaning</td>
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<td>Details</td>
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Objectives

When they complete the exercises, students should be able to:

1. Read a document and list the factual information it contains.
2. List the benefits the nation derived from the CCC.
3. Describe how FDR established the CCC using existing executive departments.
4. Demonstrate federal/state relationships and areas of cooperation.
5. Use maps and photographs to gather facts and make inferences.
6. Explain the value of the CCC beyond its scope as a temporary relief measure for unemployment.
7. Analyze the impact the CCC has had on South Carolina, both at the time and today.
8. Draw conclusions on the effectiveness of the CCC program as:
   a) an emergency economic measure,
   b) a method of conserving natural resources,
   c) a way of helping individuals to become better citizens,
   d) preparation for World War II.
9. Write a report summarizing CCC activities in South Carolina.
10. Recognize the importance of citizens' comprehension of government forms and terminology.
The terms listed here appear in the documents you are using and are defined according to their context.

<table>
<thead>
<tr>
<th>TERM</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>Allot</td>
<td>to apportion; to distribute or give out by lot</td>
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<tr>
<td>Architect</td>
<td>a person who designs, draws up plans, and generally supervises the construction of buildings and other structures</td>
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<tr>
<td>Conservation</td>
<td>protection from loss and waste; preservation; also the official care and protection of natural resources such as forests</td>
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<tr>
<td>Credit</td>
<td>an amount or sum of money lent by a bank or other lender to individuals who promise to repay the sum, often with interest or a fee for the use of the money</td>
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<tr>
<td>Deplete</td>
<td>to empty completely or partly; to exhaust energy or resources</td>
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<tr>
<td>Discretion</td>
<td>the freedom or authority to make decisions or choices; power to act</td>
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<tr>
<td>Expenditure</td>
<td>spending or using money or time; the amount of money or time spent</td>
</tr>
<tr>
<td>Fiscal</td>
<td>having to do with the public treasury or revenues; money received from taxes</td>
</tr>
<tr>
<td>Logistics</td>
<td>the branch of military science that moves, supplies, and houses troops</td>
</tr>
<tr>
<td>Naturalization</td>
<td>the act of becoming a citizen</td>
</tr>
<tr>
<td>Obligate</td>
<td>to bind by a contract, a promise, or a sense of duty</td>
</tr>
<tr>
<td>Reclamation</td>
<td>rescue from waste; recover to a better or more useful state</td>
</tr>
<tr>
<td>Rehabilitate</td>
<td>to put back into good condition</td>
</tr>
<tr>
<td>Reimburse</td>
<td>to pay back money spent</td>
</tr>
<tr>
<td>Requisition</td>
<td>a requirement; to demand, as by right of authority; a formal demand</td>
</tr>
<tr>
<td>Submarginal</td>
<td>considered to be below the standard that yields a satisfactory profit</td>
</tr>
</tbody>
</table>
### WRITTEN DOCUMENT ANALYSIS WORKSHEET

**S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina**

1. **Type of document (check one):**
   - [ ] Newspaper
   - [ ] Map
   - [ ] Advertisement
   - [ ] Other
   - [ ] Letter
   - [ ] Telegram
   - [ ] Congressional report
   - [ ] Patent
   - [ ] Press release
   - [ ] Census report
   - [ ] Memorandum
   - [ ] Report
   - [ ] Original or copy

2. **Unique physical qualities of the document:**
   - [ ] Notations
   - [ ] Handwritten
   - [ ] Typewritten
   - [ ] Seals
   - [ ] “Received” stamp
   - [ ] Interesting letterhead
   - [ ] Other

3. **Date(s) of document:**

4. **Author (or creator) of the document:**
   - ________________________________
   - **Position (title):**
     - ________________________________

5. **Why was the document written?**

6. **Document information: (There are many possible ways to answer A-E)**

   A. **List three things the author says that you think are important.**
      - 1. ____________________________________________
      - 2. ____________________________________________
      - 3. ____________________________________________

   B. **Why do you think this document was written?**
      - ____________________________________________

   C. **What evidence in this document tells you why it was written? Quote from the document.**
      - ____________________________________________

   D. **List two things the document tells you about life in the United States at the time.**
      - 1. ____________________________________________
      - 2. ____________________________________________

   E. **Write a question to the author that the document leaves unanswered.**
      - ____________________________________________

**Worksheet adapted from those designed and created by the staff of the Education Branch, Office of Public Programs, National Archives, Washington, DC.**
Step 1. Observation

A. Study the photograph for two minutes. Form an overall impression of the photograph and then examine the individual items. Next, divide the photo into quadrants (fourths) and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

<table>
<thead>
<tr>
<th>People</th>
<th>Objects</th>
<th>Activities</th>
</tr>
</thead>
</table>

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

Step 3. Questions

A. What questions does this photograph raise in your mind?

_________________________________________________________________

_________________________________________________________________

B. Where could you find the answers?

_________________________________________________________________
**Sketch of CCC organization**

1. Four executive departments are noted on this sketch. Why were these departments created? How many cabinet positions, or departments, were there in 1933? How many are there now?

2. Why did Roosevelt divide the tasks between these departments?

3. Why is there a connecting line between “movies, entertainment,” and the army?

4. Why does Roosevelt list "Physical & Conditioning" as part of the army’s responsibility?

5. Why do you suppose Roosevelt wanted to personally supervise the CCC?
Executive Order

1. List the five provisions of the Executive Order.

2. How was the CCC to be funded? Supplied? How were branches of government to be reimbursed for helping the CCC?

3. How does Executive Order No. 6101 carry out Roosevelt’s organizational plan of the sketch?
First enrollment form

1. Why do you suppose the question about Boy Scouts appears on this first application form?

2. Which department enrolled the men? Why did Roosevelt think it was best to do this?

3. Why did the Department of Labor have to certify enrollees?

4. Given the $25, or approximately $300 today, that had to be send home each month, how would you allot the money?
Day telegram to state foresters

1. Telegrams, as well as telephones, were frequently used to communicate quickly. Why, in 1933, were telegrams used more often than the telephone, which is even faster? What advantages did the telegram have over the telephone?

2. What requirement did the president place on the states in the first sentence?

3. Under what conditions could the CCC work on private land? What obligations did the state assume when work was performed on private land?

4. Why did Fechner send the original telegram to state governors instead of state foresters?

5. Why did Morrell send the follow-up telegram to regional foresters?

6. What does this telegram demonstrate about inter-governmental (federal/state) cooperation?
**Affidavit of property transfer from citizens of Cheraw to State of S.C.**

1. What does the first provision of the affidavit state?

2. What legal entity did the citizens of Chesterfield County form to purchase the land for State Park No. 1 (SP-1)?

3. Who was to get the land title?

4. Why did the citizens of the county have to buy the land?

5. How does this document relate to Morrell’s telegram?
**Approval of Project SP-1**

1. When did South Carolina receive approval for construction of Cheraw State Park (SP-1)?

2. Who gave the final approval?

3. Describe how this reflects Roosevelt’s organizational chart and federal/state cooperation?

4. Draw a flow chart to demonstrate how the Cheraw State Park was begun.
Letter from Army commander at Ft. Moultrie

1. Which section of Roosevelt’s organizational chart is reflected in Col. Jewett’s letter?

2. Why was the army concerned about the permanence of the camp?
Memorandum concerning roads and accompanying road map

1. Describe the problem stated in the memorandum.

2. On the map, show where the gates and traffic light would have been installed.

3. Obtain a modern highway map of South Carolina and describe changes in the network of roads around the Cheraw State Park.

4. Why do you think the state landscape architect was concerned with this problem? Does South Carolina still have a state landscape architect?
**Final (pictographic) report on CCC activities in South Carolina**

1. What do the pictures on the left-hand side of the report depict?

2. List the major accomplishments of the CCC in South Carolina?

3. How many men from outside South Carolina were enrolled in the CCC in this state? Why do you think the majority of the men were South Carolinians? Other states, such as New Hampshire, had more out-of-state enrollees. Why do you suppose that was the case?

4. Is there a program similar to the CCC for young people in the United States today? Does it offer them the same benefits as are listed in this final report?
Letter from Miss Wil Lou Gray to IV Corps area educational advisor

1. What does Miss Gray’s letter imply about the educational level of South Carolinians?

2. Does this document demonstrate federal/state cooperation? Why or why not?

3. Does South Carolina have a mandatory school law? Between what ages must children in the state attend school? Has this always been the case?
Certificate of Achievement presented by CCC

1. Why would such a proficiency certificate be important to enrollees?

2. Think of as many areas as you can in which a young man might have become proficient. Remember the men received extensive vocational training as well as academic lessons to help them live better lives.
1940 census map of Chesterfield Enumeration District

1. In what enumeration district was SP-1 located? Why is the United States divided into such districts for the federal census?

2. Using this map and the aerial photograph, find the two main highways (#1 and #52) that run by Cheraw State Park.

3. Locate the main roads and the railroad tracks on both the map and photograph.

4. Locate the CCC camp on both the map and photograph.
**Map of CCC camps in South Carolina**

1. Do the number of camps on this map match the number mentioned in the final report?

2. Why are the names of army posts in boldface black type on this map?

3. Find out what types of camps are represented. Were they all building state parks?

4. Trace the outlines of as many state boundaries as you can on the map. How many states are represented on the map?

5. Using the information on this map, make a chart showing how many CCC camps you can see in each state you found.

6. What conclusions can you draw about CCC activities nationwide from this map?
DOCUMENT I: FDR'S SKETCH OF CCC ORGANIZATION

S.C. Department of Archives & History • The Civilian Conservation Corps in South Carolina

Source: Reference File; 1933–1942; (Arranged chronologically); Records of the Civilian Conservation Corps; Record Group 35; National Archives, Washington, DC.
I want personally to check on the location, people etc of the camps, size work to be done etc.

FDR

Source: Reference File; 1933–1942; (Arranged chronologically); Records of the Civilian Conservation Corps; Record Group 35; National Archives, Washington, DC.
EXECUTIVE ORDER

RELIEF OF UNEMPLOYMENT THROUGH THE PERFORMANCE OF USEFUL PUBLIC WORK

By virtue of the authority vested in me by the act of Congress entitled "AN ACT For the relief of unemployment through the performance of useful public work, and for other purposes", approved March 31, 1933 (Public, No. 5, 73d Cong.), it is hereby ordered that:

(1) For the purpose of carrying out the provisions of said act Robert Fechner is hereby appointed Director of Emergency Conservation Work at an annual rate of compensation of $12,000, less the reduction prescribed in subparagraph (b), section 2, title II, of the act of Congress entitled "AN ACT To maintain the credit of the United States Government" (Public, No. 2, 73d Cong.), approved March 20, 1933.

(2) The Secretary of War, the Secretary of Agriculture, the Secretary of the Interior, and the Secretary of Labor each shall appoint a representative, and said representatives shall constitute an Advisory Council to the Director of Emergency Conservation Work.

(3) There is hereby established in the Treasury a fund of $10,000,000 by the transfer of an equal amount from the unobligated balances of the appropriation for emergency construction of public buildings contained in the act approved July 21, 1932, as authorized by section 4 of the said act of March 31, 1933, which fund shall be subject to requisition by the said Robert Fechner, as Director of Emergency Conservation Work, on the approval of the President.

(4) Subject to direction by the President, supplies and materials of the several departments or establishments shall be furnished on the requisition of the Director of Emergency Conservation Work, and the departments and establishments furnishing such supplies and materials shall be reimbursed therefor in accordance with instructions of the President.

(5) Reimbursement, if any, to the departments or establishments for other services rendered shall be made in accordance with instructions of the President.

THE WHITE HOUSE,
April 6, 1933.

FRANKLIN D ROOSEVELT

[No. 6101]

Source: Reference File; 1933–1942; (Arranged chronologically); Records of the Civilian Conservation Corps; Record Group 35; National Archives, Washington, DC.
APPLICATION MEMORANDUM

nization receiving application________________________

ess hereby make application for enrollment, for the period of 6 months,

eral emergency conservation work.

ame in

an a citizen of the United States by birth; or I secured final nat-

ization papers on________________, at________________________

was born at________________________ (Place) (County) (State)

(Month) (Day) (Year)

usual trade or occupation is________________________

have been unemployed since________________________ (Month) (Year)

education has been as follows:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

have been a member of the Boy Scouts with the rank or position of________________________

dependent relatives to whom I wish to allot parts of my cash

ance and the sums that I desire each one to receive are as follows:

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________

agree to abide faithfully by the rules and regulations governing

ork and the camps in which I desire to be employed.

Signature________________________

United States Department of Labor certifies that

________________________________________________________________________________

(Name)

________________________________________________________________________________

(Address)

een selected for enrollment in the emergency conservation work

the provisions of act of Congress, approved March 31, 1933, and
een directed to report to United States Army authorities at________________

pletion of his enrollment.

________________________________________________________________________________

(Name of organization)

________________________________________________________________________________

(Name of agent)

________________________________________________________________________________

(Official designation)
DOCUMENT IV: DAY TELEGRAM TO STATE FORESTERS

(Received)

UNITED STATES DEPARTMENT OF AGRICULTURE
FOREST SERVICE

WASHINGTON

FOREST SERVICE
DAY TELEGRAM


Following wire sent by Fochner to all governors last night quotes before approving emergency conservation work projects on state county and municipally-owned land President desires assurance that you will urge the state legislature if now in session or if not at its next succeeding session to enact legislation providing that if as a result of the work done the state derives a direct profit from the sale of the land or its products the proceeds will be divided equally between the state and the federal government until the state shall have paid for the work done at the rate of one dollar per man per day for the time spent on projects subject to a maximum of three dollars per acre stop President desires that no work shall be done on privately-owned land except as may be necessary in the public interest for regional or state-wide forest protection against fire, insects and disease and/or simple flood control measures to arrest gully erosion and flash run-off at headwaters of mountain streams stop where public interest demands work on privately-owned land for these purposes the President requests that it be conditioned on state assuming responsibility for maintenance of works by landowners or otherwise and obtaining contracts with the landowners by which the state reserves the right to remove at its option and without recompense to landowner any structures or other things of removable values which may result from the work done including products of trees planted to arrest erosion stop please wire at your earliest convenience whether you agree to this plan unquote all camped listed Morrell's letter of April 28 have been approved subject to governors acceptance of conditions given in Fochner's wire stop you will be advised soon as acceptance received no announcement of approval should be made till you receive further notice.

(Copies sent to Regions 1, 2, 4, 5, 6, and 9, for distribution to State Foresters)

Source: Reference File; 1933–1942; (Arranged chronologically); Records of the Civilian Conservation Corps; Record Group 35; National Archives, Washington, DC.
STATE OF SOUTH CAROLINA,  }
COUNTY OF CHESTERFIELD,  }

PERSONALLY APPEARS before the subscribing officer at Cheraw, S. C. this 12th day of February, 1934, L. C. Wannamaker, who on oath deposes and says:

1. Deponent is a lifelong citizen and resident of the town of Cheraw, S. C., and is attorney for the local committee in charge of assisting in procuring the location of South Carolina State Park #1 on an area of 700 acres, more or less, of land situate three miles South of Cheraw, S. C. on U. S. Highway #1.

2. That deponent has in his possession for said committee a commitment from the First Carolinas Joint Stock Land Bank of Columbia to sell said land for the sum of FIVE THOUSAND ($5,000.00) DOLLARS cash, said commitment extending to March 1, 1934, and a verbal commitment from said bank to extend the time thereof on request from March 1, 1934 to April 1, 1934.

3. That said committee has the sum of FIVE THOUSAND, FIFTY AND 32/100 -- ($5,050.32) -- DOLLARS in the South Carolina State Bank, Cheraw, S. C. deposited in the name of J. H. Ramseur, Treasurer of said Park fund, which sum is immediately available to buy said land and is deposited with said Treasurer for said purpose and to be disbursed on approval of said park and paid to said land bank or so much thereof as necessary, as the consideration for the transfer of the title to said lands to the State of South Carolina or appropriate agency thereof.

SWORN to before me this 12th day of February, 1934

[Signature]

Notary Public for South Carolina,
My commission expires at the pleasure of the Governor.

Source: Correspondence; Cheraw State Park Files; State Parks Division; State Forestry Commission Records; SCDAH.
UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF NATIONAL PARKS,
BUILDINGS, AND RESERVATIONS
STATE PARK CONSERVATION WORK
DISTRICT OFFICE, DISTRICT NO. 5
1235 CENTRAL NATIONAL BANK BUILDING
RICHMOND, VIRGINIA

March 15, 1934.

Mr. H. A. Smith,
State Forester,
Florence, S. C.

Dear Mr. Smith: Subject: Cheraw State Forest Park, S. C.

I am advised by the Washington Office that the state park camp for Cheraw State Park has been approved by Director Fechner, to be known as SP 1.

Some changes may be made in your application, and as soon as this information is received it will be forwarded to you.

Very truly yours,

H. E. Weatherwax
District Officer
District No. 5.

Source: Correspondence; Cheraw State Park Files; State Parks Division; State Forestry Commission Records; SCDAH.
HEADQUARTERS DISTRICT "I", C. C. C.
Office of the Commanding Officer

FORT MOULTON, S. C.
March 23, 1934.

Mr. H. A. Smith, State Forester,
State Office Building,
Columbia, S. C.

My dear Mr. Smith:

Your letter of March 21st is received. We will do nothing toward moving the company into that area until you further inform us as to your desires, in this matter. When the company moves in the Commanding Officer will be given explicit instructions relative to his saving all trees near the camp site.

We understood that the camp at Chesterfield was to be occupied for a period of at least a year and we were planning on wooden constructions. If, however, it will only be for six months, we will probably have to make a tent camp out of it, constructing only a mess hall.

However, when Captain Boatwright's report is submitted, I can tell more definitely as to what permanent construction will be placed there.

Assuring you of our desire to do everything we can to cooperate with you, I am

Very sincerely yours,

F. F. Dewitt,
Colonel, 8th Infantry,
Commanding.

Source: Correspondence; Cheraw State Park Files; State Parks Division; State Forestry Commission Records; South SCDAH.
March 5, 1942

MEMORANDUM TO MR. WALKER:

I interviewed Mr. L. G. Wannamaker on February 28, 1942 with reference to the plan for rearranging the road system outlined in my letter to him of December 9, 1941 - copy attached.

Mr. Wannamaker reported that his brother, Mr. Henry Wannamaker, was not finally in sympathy with the plan and he could suggest no further approach to the subject.

Keeping in mind the fact that the County Commissioners will not close Old #1 Highway and the fact that every year brings us additional problems with regard to controlling the area, I suggest that we approach the National Park Service with the following plan:

(1) Maintain Old #1 Highway like any through road;

(2) Place gates along this road at all places of entrance to the Park;

(3) Change alignment as shown on the accompanying map to allow better control of the Day Use Area;

(4) Have a pedestrian traffic light installed at U. S. Highway #52 to reduce dangerous hazard now involved;

(5) Close entrance to group camps from U. S. Highway #52 and establish entrance south of the lake and old U. S. #1 and place gate where it meets Old #1 Highway.

Thus, in a practical sense we will be able to control the areas in the development which need protection. It is folly to continue to argue about the idea when it is at present beyond our attainment and many practical problems face such as:

1. repeated forced entries to buildings;

2. undesirable night use;

3. dangerous traffic conditions;

4. the park continually looks to be unfinished or upset.

P. R. Plimer
State Landscape Architect

Source: Correspondence; Cheraw State Park Files; State Parks Division; State Forestry Commission SCDAH.
Source: Correspondence; Cheraw State Park Files; State Parks Division; State Forestry Commission Records; SCDAH.
DOCUMENT X: FINAL (PICTOGRAPHIC) REPORT ON CCC ACTIVITIES IN S.C.

Source: Final Report on CCC in South Carolina, April 1933–June 30, 1942; Pictographs, 1933–1942; Division of Planning and Public Relations; Records of the Civilian Conservation Corps; Record Group 35; National Archives, Washington, DC.
State of South Carolina  
Department of Education  
Columbia, S.C.  

May 4, 1938

Dr. A. R. Halsey  
Corps Area Educational Adviser, CCC  
Post Office Building  
Atlanta, Georgia  

Dear Dr. Halsey:

Under separate cover I am sending you an Opportunity School edition of the Clemson Tiger.

I have been told that CCC boys may be given a leave of absence for study. Therefore, since several have expressed a desire to attend the Opportunity School I am wondering if this information is correct. You understand the Opportunity School was largely organized for persons who had not completed the elementary grades. The curriculum is comprised of the "3 Rs" and social sciences, everything being taught as a part of everyday life. As the years passed our own pupils who advanced from the elementary grades to high school began to come back and so they were admitted. Last year a large group of NYA girls who realized it was impossible for them to attend college, asked for admission and Mr. Hope decided in their favor. So you see pupils are admitted from illiterates to high school graduates. The school is organized as a community and therefore this range is not unusual. We are to have 100 NYA girls this year. We should very much like to have 100 CCC boys, fifty over fifth grade and fifty below. One of our high school graduate alumni is assisting an Educational Adviser. It has occurred to me that we could give a special course to boys capable of assisting the educational Adviser, and if this were done, they would be so much better fitted to render intelligent service. For instance, we could give them some of the techniques of teaching the boys who have never gone to school or gone very little. Then, too, we could organize a class for the editors of camp papers as well as classes for the near-illiterates.

It has been a pleasure to cooperate with your group of advisers this year.

Sincerely yours,

/s/ Wil Lou Gray  
Supervisor of Adult Schools

Source: Miss Wil Lou Gray File; Correspondence Files of IV Corps Area, Box 118, June 1937–June 1938; Civilian Conservation Corps Education, Records of the Office of Education; Record Group 12; National Archives, Washington, DC.
CIVILIAN CONSERVATION CORPS

P.C. 37833

PROFICIENCY CERTIFICATE

This is to certify that

NAME

of

while a member of C. C. C. Company

of

became proficient in

Dated


Company Commander.

Camp Educational Adviser.

Project Superintendent.

District Educational Adviser.

Source: Prints, Box 1; Illustrations by Marshall Davis for the Camp Life Series, 1939–1940; Records of the Office of Education; Record Group 12; National Archives, Washington, DC.
Source: Enumeration District Map, Chesterfield County, South Carolina; Census of 1940; Records of the Bureau of the Census; Record Group 29; National Archives, Washington DC.
Source: Map showing CCC camps, 1937 #1; Records of the Office of the Chief of Engineers; Record Group 77; National Archives, Washington, DC.