

A HISTORY OF THE LOUISA TRAINING SCHOOL FOR NEGROES IN LOUISA,
VIRGINIA, 1926-1953

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Abstract

The purpose of this historical case study was to document the history of the Louisa Training School. The study focused on the period from 1926, when the Louisa County School Board established the Louisa Training School as a county-owned and operated school, through 1953, when the division's school consolidation plan was implemented (Despot, 1963). Subsequently, the building was used as an elementary school from 1953 to 1970.

The history of Louisa Training School was documented primarily through an analytical inquiry into the experiences and perceptions of former students, teachers, and others familiar with establishment, operation, and closure of the school. The study participants were initially identified through gatekeepers who were associated with the school during its operation. The participants were interviewed as primary sources. Their personal experiences and perceptions formed the basis of oral histories upon which this study was framed. Their recollections not only provided basic information, but also added rich meaning and depth to the study.

Other primary sources were used to triangulate, verify, and augment the participants' accounts. Primary sources included minutes from the Louisa County School Board and the Louisa County Board of Supervisors, the Virginia Board of Education, newspapers, artifacts, and personal possessions. Secondary sources included general histories, commentaries, and documents used to situate the study in historical context.

The major findings of this historical study present the challenges that Louisa County faced trying to provide an education for its Negro citizenry in a dual segregated school system. These challenges included but were not limited to any transportation, textbooks, and facilities.

Dedication

I share my accomplishment with my husband and my soul mate, Charles Coker. I could not have gotten to this point without your patience and continued support.

My son and the pride of my heart, Julius Sheppard, your belief in me was an encouragement. I thank God for you. You were my cheerleader throughout the process.

I will always treasure my parents, Avery Sr. (deceased 2010) and Clara Outlaw, my thanks for the love that you have given me along this journey. My greatest wish is that my dad could be here to share this accomplishment with us.

Horace, dear brother, it is your loving spirit that I drew from for much of my ability to look to the end. I admire your ability to meet your personal challenges and overcome them with victory.

Avery Jr. (deceased 2012) my brother, in my heart of hearts, your courage was my strength. Seeing you yield courageously to cancer drained my strength often as I watched you quietly pass from this world. Rest in peace my love.

I owe much gratitude and appreciation to Dr. Travis Twiford whom I sought to make reason of my frustrations, encouragement where there was despair, and the foresight shared that I could succeed at my goal. I felt a special bond to him making the connection that he once served as the assistant superintendent of the Bertie County Public Schools in North Carolina where I graduated high school many years ago. He was a role model in his leadership role for all of the students, staff, and community as his primary focus was that of the students. Thank you Dr. Twiford.

Dr. Carol Cash thanks for your guidance, encouragement, and scholarly expertise that led me through the process. Drs. Cash and Twiford's expectations for excellence were second only to their motivation for me to succeed.

I will forever be grateful To Dr. David G. Melton, for the initial vote of confidence and motivation to make application to the graduate program at Virginia Tech. Dr. Melton looked beyond my abilities as a school administrator under his leadership, to a higher level of professional development that he felt I could attain.

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CHAPTER 1

INTRODUCTION

Before the construction of the Louisa Training School, the Louisa County School Board did not own or operate any school facility for educating Negro students beyond the 8th grade (Despot, 1963; Morton letter to Behrens, March 23, 1949). Negro students who sought opportunities for secondary education beyond the ninth grade level had to attend secondary schools in counties or cities outside of Louisa (Despot, 1963). In 1922, the Louisa County School Board, under the leadership of Superintendent Frank West, initiated the process for building the county's first secondary school for Negroes. West acknowledged the county's desire to provide educational opportunities beyond the elementary school level for Negro students (Louisa County Board of Supervisors minutes, June 18, 1922). This historical case study documents the establishment of the school, operation of the school, and closure of the Louisa Training School, which was the county-owned high school for Negro students opened in 1926.

An elementary school (no name was given) opened in the town of Louisa in 1921. It was later designated as Louisa Training School in 1929, when additions were added increasing the grades offered from first through seventh to first through eleventh. This study focuses on the secondary school grades of eight to eleven.

Need for the Study

This historical case study is important to Louisa County and the Louisa County Public Schools. There has never been a study specific to the history of the Louisa Training School. While there was an earlier study of the Negro educational structure in Louisa County completed by Behrens in 1949, that study was a survey of the state of Negro education in the county at the time. It was not a historical study. Behrens' work was completed before the Louisa Training School was closed and consequently did not address the latter years of its operation. Moreover, Behrens' study is now over 60 years old. The study was needed to add to the body of knowledge about the education of African Americans during segregation.

The current study sought to identify, synthesize, and record the experiences and perceptions of those from the Louisa community who had knowledge of the establishment, operation, and closure of the training school or who attended and/or worked at the Louisa Training School to glean a comprehensive understanding of the history of the school. The period

for this study, 1926 to 1953, was a time of change in Louisa County as with the rest of the South. This study documents a time when the concerns of Negro community leaders and parents focused, among other social issues, on the inequality of education for White and Negro students. Educational equality was met with opposition (Louisa County School Board Minutes, June 6, 1940; February 8, 1941; November 1, 1945). It was during this period that the Louisa County School Board began to take a second look at educational opportunities for Negro students and to progress toward the consolidation of school facilities for all students.

Finally, it was necessary to conduct the study at a time when individuals who either worked at or attended Louisa Training School were still living and could attest to their experiences at the school. Many of the students and teachers are now well into their mature years. Some have passed away others no longer live in the county. Therefore, there was an urgent need to complete the study.

Purpose of the Study

The purpose of this historical case study was to document the history of the Louisa Training School. By interviewing participants who attended or worked at the school and triangulating their accounts with official records and artifacts, the researcher identified, analyzed, and interpreted those events and actions that shaped secondary education for Negro students in Louisa for over a quarter of a century.

Research Questions

Merriam (1988) classifies case studies into four types: ethnographic, psychological, sociological, and historical. Merriam concludes that education, one of the applied fields, lends itself well to historical case studies and tends to be descriptions of institutions, programs, and practices as they have evolved in time. Using Merriam's classification, the present study is an example of a historical case study.

According to Creswell (1998), research problem statements in case studies are written in order to focus on an in-depth description and understanding. In case studies, there often is one central research question. In this case study, the central question is what were the implications of the establishment and operation of the Louisa Training School as the first county-owned secondary school for Negro students? The following research questions were formulated using Creswell's approach as the means to answer the central question.

1. What events and factors influenced the establishment of the Louisa Training School?
2. What were the experiences and roles of students, teachers, and administrators who attended, supported, and worked in the Louisa Training School?
3. What educational and curricular opportunities were available to Negro students at Louisa Training School?
4. What extracurricular activities were implemented to enhance and reinforce extended learning experiences of the students attending the Louisa Training School?
5. How did political and social events at the local, state, and national levels influence the establishment and operation of the Louisa Training School?
6. What factors led to the demise of the Louisa Training School?
7. What became of the school after it was no longer needed by the Louisa School Board as a secondary school?

Organization of the Study

This study is divided into nine chapters. Chapter 1 introduces the reader to the context of the study. The need for the study, the purpose of the study, research questions, and selected operational definitions are provided.

Chapter 2 provides the reader with the methodology used to conduct the study. The chapter includes the limitations of the study and explanation of the process used to analyze the data collected.

Chapter 3 provides the reader with a brief history of Louisa County. The chapter describes when and how it was formed, the typography, townships, population, communes, colonial period, War Between the States, Postbellum period, World War I & II, The Great Depression, roads, famous people, and the earthquake of 2011.

Chapter 4 includes an overview of education for Negroes prior to 1926 in Louisa. The chapter provides the reader with an overview of political influence through the Underwood Constitutional Mandates of 1869, social, and cultural influences, local taxation, General Assembly legislation, and Mt. Garland graded school. The impacts of Louisa County's financial woes were realized and gradual improvements were experienced over a course of years.

Chapter 5 presents an overview of the historical context of the training schools movement. Attention is focused on the Northern Philanthropists, religious denominations,

foundations, Rosenwald Foundations, Slater Fund, Jeanes Foundation, course of study, political influence over education, and local, state, and federal funding of education.

Chapter 6 documents the establishment of the Louisa Training School 1926, the day-to-day life in the school, students, teachers, administrators, and community advocacy, and the governing body along with the Louisa County School Board's role in the establishment, operation, and, ultimately, the closing of the school.

Chapter 7 provides the reader with a more in-depth understanding through the assertions of the findings, analysis, and global themes and inferences drawn from the establishment and operation of the Louisa Training School. Improvement and better educational opportunities were methodical and gradual. At least a period of 30 to 40 years were experienced before all students received equal facilities, instructional supplies, transportation, and equipment.

Chapter 8 provides the reader with a more in-depth understanding drawn from the inferences, analysis of the data, and global themes drawn of the establishment and operation of the Louisa Training School. While the researcher found interpreting the data was challenging because much of the data was based on personal experiences and recall over a number of years from the past.

Chapter 9 gives recommendations for possible future research in the county that holds silent untold historical stories. There are a number of African-American teachers who taught school at some of the one and two-room schools in the county that could add to the rich experiences of African Americans' education in Louisa County during the existence of Louisa Training School.

CHAPTER 2

METHODOLOGY

This study is an investigation of the historical origin, establishment, operation, and demise of the Louisa Training School. The documentation of this history relied upon personal accounts of experiences and perceptions of former students who could share pertinent information about the establishment and operation of the school. Multiple qualitative methods as recommended by McMillan (2000) were employed. The researcher reviewed documented records from reliable sources such as the minutes of the Louisa County Board of Supervisors meetings, publications, and records of the Louisa County Historical Society, records and minutes from the Louisa County School Board. Reports submitted to the Virginia Department of Education, personal communications, a yearbook from the Louisa Training School, personal photographs, artifacts, and articles from *the Central Virginian* newspaper were researched.

Research Sources

The researcher obtained documents from the libraries and archives at Hampton University, Hampton, Virginia; Virginia State University, Petersburg, Virginia; Virginia Tech, Blacksburg, Virginia; and Virginia Commonwealth University, Richmond, Virginia. Research was also conducted in the Historical Society Archives, Philadelphia, Pennsylvania; the Louisa County Courthouse Records Room, the Louisa County Public Library, the Louisa County School Board financial ledger and minutes; and the Louisa Historical Society, Louisa Virginia. Valuable information was obtained from the Library of Congress Archives, District of Columbia; the Library of Virginia, Richmond, Virginia; individual participants' yearbooks, photographs, and alumni programs, Mr. Paul Behrens' case study of "*Education of Negroes in Louisa*"; and a personal letter to Mr. Behrens from Zelda C. Morton.

Primary Method of Data Collection

The primary methods of empirical inquiry employed in this study were interviews employing an historical qualitative interview protocol and verification of the data obtained from the interviews through triangulation of the data with other sources (McMillan, 2000). The researcher sought to identify, synthesize, and record the events and actions of the persons from

Louisa County who were instrumental in the decision-making process leading to the establishment and operation of the school or who either attended or worked at the school.

Purposeful Sample Participants

Based on the procedural recommendations of McMillan (2000) the data collection process for this research was accomplished through multiple qualitative research methods, primarily interviews. The data were collected using purposeful sampling and snowball sampling of primary sources of students and employees, who could provide in-depth information pertinent to the decision-making processes for the establishment and operation of the Louisa Training School. Several identified gatekeepers, Lola Richardson, Larry Lewis, and Hortense Lewis Gordon, who are well known individuals in Louisa County, were contacted to provide an initial list of names and contact information of possible participants for the study.

The gatekeepers were probed for names of former students and teachers, and other stakeholders who would be knowledgeable of the establishment and operation of the school. Also, the researcher relied upon the identified participants to add additional names to the list of possible participants. This process is called the snowball sampling of participants (Patton, 1990).

Participants were contacted by phone to determine their willingness to participate in the study and to schedule an appointment for the interview. A letter verifying the interview appointment and an informed consent form was mailed to each participant. One-on-one interviews of 60-90 minutes were conducted with 10 participants who provided the in-depth historical accounts of their knowledge of the establishment and operation of the Louisa Training School. McMillan (2000) suggests that it is important to note, however, that there is no set number of participants for qualitative research. Patton (1990) stressed that qualitative inquiry focuses in-depth on relatively small samples, even single cases selected purposefully. The researcher added to the number of interviews as referrals were made while the interview process was conducted and information emerged. Data were collected until the point of saturation was reached.

Lastly, the researcher followed the suggestions of McMillan (2000), Maykut & Moorehouse (1994), by allowing all participants to do a member checking of their interview tapes to see if their information and comments had been accurately documented. This also served as an opportunity to re-interview the participant as needed for clarification, to identify

contradictions, to get additional information that might have been forgotten or omitted, and to strengthen subsequent interpretation. A second interview was scheduled as needed for clarification of responses and additional information. Thank you notes were written by the researcher and mailed to each participant (Maykut & Moorehouse, 1994; McMillan, 2000).

Interview Process and Fieldnotes

As recommended by Maykut & Moorehouse (1994) and as required by the Virginia Tech Institutional Review Board (IRB) requirement prior to the start of the interviews, participants were advised of the purpose of the study, that they could opt out of the study at any point, and that their voluntary agreement to participate in the study was evidenced by their signature on the consent form. Also, each participant was asked permission to use his or her name in the study. The researcher realized that because of the ages of many of the participants, she would have to accommodate the case study participants by interview them at various sites. Consequently, she traveled to various locations and settings that included personal homes, library, senior citizen centers, and churches.

The researcher sought a quiet place for each interview so that the participants would be interviewed away from distractions and background noise. A tape recording device was used to capture the interviews so that the researcher could secure and review every word of the participant's story verbatim. A second recorder was available in the event the first one failed to work properly. Backup batteries were purchased and packed in the event an electrical receptacle was not available or the batteries needed to be replaced.

The researcher kept field notes at the end of each taped interview to reflect upon the process, record recommendations for changes in the taping, and to observe facial expressions during the interviews, signs of anxiousness, emotions in general, and physical changes that otherwise would not be recorded during the actual interview.

This practice provided an opportunity for the researcher to reflect on questions as they were related to the interview process, the structure of the interview questions, quality of data ascertained, interactions with the participants, and changes in the interview process that needed to be put into place or revisions made before future interviews (Maykut & Morehouse, 1994). Some of the fieldnotes from the first interviews were shared with the committee chairperson for suggestions and approval of the process. The researcher recorded the fieldnotes during the

interview or as soon after the actual interview as they were fresh in her mind. Some of the fieldnotes were added in the documentation of the interviews.

Research Protocol

The National Research Act, PL 93-348, mandates that organizations or universities receiving federal funds must establish a Human Subjects Committee and an Institutional Review Board to review all proposals for research that involve human subjects (see Appendices G, H, I, J). The purposes of the law are to ensure that research is conducted ethically, that there is minimal risk to subjects and participants, and that each participant's privacy is protected. The researcher enrolled in a research seminar while attending summer school in 2007 at Virginia Polytechnic Institute and State University. Upon successful completion of the seminar, the researcher received a certificate from the university's Institutional Review Board (IRB) for the Protection of Human Subjects in Research (see Appendix G). An application for approval of the study by the IRB was submitted upon the examining committee approval of the study. The approval process, in turn, added to the validity and credibility of the study.

According to Stake (1995) and Maykut and Moorehouse (1994), this case study of the Louisa Training School is an example of an intrinsic interest, wherein the case studies are undertaken because the researcher wanted a better understanding of this particular case. This case was not researched primarily because it represents other cases, but because the establishment and operation of the Louisa Training School was of interest to the researcher. To date, no other study has been done of the Louisa Training School. The rich history of the school needed to be documented, realizing the participants are well into their senior years.

According to Yin (2003), to maximize a case study design, the researcher should focus on establishing and maintaining construct validity during data collection by identifying and using multiple sources of evidence, establishing and linking a chain of evidence, and having the key participants review the draft of the case study report for accuracy and completeness. In this particular case study, the researcher used four sources of evidence:

1. Interviewed participants who attended, worked, or had knowledge of the establishment and operation of the Louisa Training School;
2. Reviewed and documented internal records, newspaper clippings, administrative documents, proposals, formal studies, agendas, and minutes from meetings, community newsletters, and media accounts of events (Yin, 2003).

3. Investigated employment records, organizational records, deeds, lists of names and other relevant items, data previously collected, and personal records, and artifacts. In this case, the researcher determined what archival evidence was deemed relevant and ascertained the condition under which it was produced as well as its accuracy (Yin, 2003).
4. Investigated artifacts (e.g., a personally written letter, an alumni brochure, yearbooks, photographs, or some other physical evidence).

Critique of the Research Instrument

The researcher's advisor submitted a copy of the interview questions to other scholarly experts in the field of historical research for review before they were submitted to the Institutional Review Board or included in the actual interview process. This process added to the validity of the questions being used to document the establishment and operation of the Louisa Training School. The members of the researcher's examining committee also made suggestions for revisions to make the original questions more conversational during the interview process.

Using the recommendations of Maykut & Moorehouse (1994) the research design was flexible and emerging. The interviews were the primary sources of this case study. The interviews were intended to be guided conversations rather than structured inquiries. The researcher's questions sought to minimize biases, were fluid, and primarily of an open-ended nature. The researcher asked the participants for their perceptions of the establishment and operation of the Louisa Training School. Open-ended, semi structured questions do not have predetermined, structured choices, yet they are specific to ascertain individual responses (McMillan, 2000). All participants were asked to suggest other persons to be interviewed, as well as other sources of evidence.

According to McMillan (2000), the advantage of the face-to-face method of data collection through interviews is that it yields information that otherwise might not be obtained through a survey, questionnaire, or telephone interview. In addition, the interview method of inquiry also tends to lessen the number of negative answers or failures to respond, thus providing more depth and richness to the responses. The data collected were submitted in narrative descriptions, whereby every detail recorded from the participants contributed to a better understanding of the personal experiences or knowledge of the establishment and operation of the school.

Triangulation and Verification of Sources/Data

Analytical techniques that were used to enhance the credibility of the research included triangulation of sources and verification of the data gathered from primary and secondary sources (McDowell, 2002). Fieldnotes and the transcripts of the interviews, church records, school board minutes, board of supervisors minutes, superintendents' reports, Virginia Department of Education memoranda, the Virginia Department of Education school survey, and correspondence, newspaper articles, personal photographs and artifacts were closely examined and compared to one another for consistency (Maykut & Moorehouse, 1994). Even a visit to what remains of the Louisa Training School building was employed to help substantiate the findings. The researcher took photographs when she visited the school site, and interviewed the current owner, Mr. John Thomasson; she compared those data with the data collected from other sources in an effort to be as exhaustive as possible (Maykut & Moorehouse, 1994). Barzun and Graff (1985) imply that after the researcher advances through the steps of triangulation, the researcher is then ready to "piece" the scenery of the past from fragments that are hidden in many places.

Following the findings of Maykut and Moorehouse, (1994) the researcher paid close attention to the number of signs that pointed to the authenticity of data sources that reinforced one another, therefore increasing the total probability that the data sources were reliable. Each additional piece of evidence of the truth of a source or piece of data makes it less probable that a researcher will report inaccurate data or arrive at flawed conclusions (Barzun & Graff, 1985). Although the verification of data was laborious, it was necessary in testing the accuracy of the data (Barzun & Graff, 1985).

Primary sources such as published memoirs, affidavits, archived records, manuscripts, minutes from organizations, and other printed materials compiled at the time of the event had greater value than those written later (Barzun & Graff, 1985). A written record compiled by an eyewitness is classified as a primary source (Barzun & Graff, 1985). McDowell (2002), cautioned researchers using primary sources to be selective in choosing documents since not all documents are important. The reconstruction of past events should be based on careful selection and interpretation of the best evidence that is available. Also, the quality of the data obtained from a source is more important than the nature of the source. The historical value of documents varies according to their purposes, their reliability, and the recipients for whom they were originally intended (McDowell, 2002).

Employing the use of technology, verbal evidence in various forms such as audio taped interviews, oral histories, and taped video recordings have increased in value. The use of technology was an asset in this investigative study. It provided the opportunity for the researcher to spend more time reviewing the data collected (Maykut & Moorehouse, 1994; McMillan, 2000).

Limitations of the Study

Some of the primary sources knowledgeable of the Louisa Training School were inaccessible at the time of this study because they no longer lived in the area. Some were restricted in providing accurate accounts due to the limitations of the human memory. Other potential participants had passed on and several members in a nursing home were unable to participate. Also, several potential participants declined to participate in the study.

When the researcher contacted several White community citizens who could share some information, regardless of how limited, one person said the period of segregation was not a good time in Louisa County and it would be better to leave it in the past. Another person who works closely with the historical society said she did not grow up in the Louisa County and could not help, although she wished that she could. However, she directed the researcher to two other members of the community, but neither was willing to participate. One man said he worked with Mr. Harry Nuckols, who had taught at the Louisa Training School during segregation, but was transferred to Louisa County High School in administration after integration. While they talked often, he preferred not to share those personal conversations.

The researcher had the pleasure of meeting Mr. Nuckols' grown children at Louisa County High School graduation each year for six years when they gave a scholarship in their father's name. Also, the new elementary school built in Louisa County two years ago bears the names of two former teachers from the Louisa Training School, Mr. W. Moss and Mr. H. Nuckols, Moss Nuckols Elementary School.

The researcher was mindful that the ability to recall events and activities varies from one participant to another. Howell and Prevenier (2001) caution researchers that participants often differ in their responses for a number of reasons. Whether the memory being recalled was pleasant or painful might have rendered answers that were biased or distorted, although a comparison of the responses from a number of participants on the same question provided the researcher with as accurate an account as possible. The participants in some instances may have

unintentionally slanted the story to make it interesting or more acceptable to the researcher. Also, participants might not have been willing to say what they thought. They might not have been able to articulate their opinion in a way that was clear, perhaps had an opinion, had forgotten important facts, or simply had not known the information sought (Howell & Prevenier 2001). Due to the passing of several of the teachers, the researcher missed an opportunity to interview some who had promised to participate in the study.

As a novice researcher of African-American descent, the researcher strove to use the bracketing process to ensure that some of her own personal educational experiences that mirrored the experiences in the study of participants did not bias the story. Also, the researcher heard similar accounts shared by the participants from her parents and other family and community members for many years. The researcher continued to be reminded of the progression and equalization of educational opportunities since the turn of the twentieth century. A comparison of the experiences of earlier educational opportunities for Negroes to those of the third generation of her family - particularly her son's educational experiences from grade school through college - further helped to keep her focus more balanced. Interacting with the participants in this historical study during the interviews reaffirmed just how significant their roles were in the making of educational history in Louisa County. Nevertheless, she listened to former teachers' accounts with much admiration for the sacrifices that they made to ensure that their students were successful in their classrooms.

It was important as a researcher to recognize that while many documents were useful, they are not always accurate and may be biased. In case studies, the most important use of documents is to corroborate and augment evidence from other sources (Yin, 2003). Furthermore, the researcher can infer from documents and treat inferences only as clues worthy of further investigation rather than as definite findings because the inferences could later turn out to be false leads. Finally, the researcher recognizes that every document was written for a specific purpose and a specific audience other than those of this case study (Yin, 2003). The researcher was disappointed to discover well into the study that all but three sets of the archived Louisa County School Board minutes had been destroyed in a flood of the storage area where they were kept. While it was unfortunate that the most of school board minutes were not accessible, the extensive research done by the researcher still served to triangulate interviews and other data to an important, although a somewhat limited extent.

Unfortunately, in Louisa County, like so many school divisions across the South, many records from the Negro schools were lost or destroyed during the transition in the consolidation phase of school integration. The furniture, textbooks, materials, and supplies were in such inferior condition that they were discarded and the valuable records were thrown out as well. The evidence of many Negro school records, artifacts, photographs, recorded history, and memorabilia no longer exist (A. Mason, personal interview, 2009).

Data Analysis and Management

According to McMillan (2000), the goal of data analysis is to discover patterns, ideas, explanation, and understandings. A thorough analysis requires three steps: organization of data, summarizing the data, and then interpreting the data (2000). It was important to establish and follow a process that was both manageable and reliable. The goal was to engage in a process referred to as constant comparison, in which information was obtained through several interviews. As themes, categories, and inferences were analyzed and identified then compared as part of a more encompassing theory (Patton, 2000).

Commercial software packages exist that facilitate the coding and categorization of data as well as the identification of emergent themes, and drawing of inferences from the data (Maykut & Moorehouse, 1994; McMillan, 2000). The researcher acknowledged that using commercial software has its advantages (e.g., when working with huge amounts of data and when the turnaround time is short). However, when using commercial software packages, the personal manipulation of the data is lost. In this case study, the researcher had a strong desire to work with the raw data collected. The study encompassed a small number of participants, and she sought to gain a solid understanding of the data collection, interpretation, analysis, and documentation process for further research (Maykut & Moorehouse, 1994).

While the process of transcribing the tapes was laborious, it provided an opportunity for the researcher to become even more familiar with the participants and their interview responses. The researcher completed the transcriptions the same day of the interview or within several days. A copy of each tape was made for security reasons. A copy of the draft transcription was mailed to each participant to review, with a request for a second interview (Maykut & Moorehouse, 1994). Each participant was contacted again by phone to ask if the information had been captured correctly, if there were edits needed, or if there was anything that they wanted to add.

As the researcher began to analyze the data, they were not based on predetermined categories, but through themes as they emerged and the process of inductive category coding. This process made a more defined path to follow when engaging in analysis of substantial chunks of data in a way that was both challenging and evolving (Maykut & Moorehouse, 1994). Based on the research questions, the researcher identified categories and themes as they emerged from the responses. Categories emerged quickly in the data analysis process. Also, data coding was done as the researcher cut strips from the transcribed tapes and taped each category to a color coded index card, then taped the card to the wall based on themes, issues, and categories. This method allowed the researcher to break the data into workable pieces (Maykut & Moorehouse, 1994). Some responses could be placed under more than one category.

Codes are words or phrases to signify categories of data (McMillan, 2000). After all of the responses had been coded under the correct category, they were taken from the wall and put in large pre-labeled envelopes coded with the same color as the index cards for that category.

A color-coded file was made and labeled for each category and documents filed. The research data, photographs, newspaper articles, copies of minutes, tables, figures, yearbooks, field notes, and other pertinent information were filed according the time periods that corresponded to the chapters of the study. After all of the interview responses had been placed in the correct category or themes, the researcher identified the meaning under each category before being ready to reconstruct the rich in-depth descriptive narrative while telling the story of the establishment and operation of the Louisa Training School.

CHAPTER 3

THE BRIEF HISTORY OF LOUISA COUNTY

Louisa County is located in the Commonwealth of **Virginia**. As of 2010, the population was 33,153. The county seat is **Louisa**. According to the U.S. Census Bureau, the county has a total area of 511 square miles, of which 497 square miles are land and 14 square miles are water. It is located in the Piedmont Region. Surrounding counties include: Orange to the north; Spotsylvania to the northeast; Hanover to the east; Goochland to the south; Fluvanna to the southwest; and Albemarle to the west .

Early Years of Louisa County

In 1700 Louisa County and Hanover County were a part of New Kent. In 1721, Hanover County was carved out of New Kent (Cooke, 2008). Louisa County was established in 1742 from Hanover County (Cooke, 1997). The first manmade boundary for Louisa County was created by the Native Americans (Monasiccapanoe/Monacan).

In 1762, the county lines of Louisa County were reformed so that the western portion reached to Albemarle County (Cook, 2008). Louisa was beyond the “fall line” which made it difficult for early settlers to access the county. The fall line is the point where the uplands join the lowland at a waterfall, where ships stopped when trying to reach the inlands (Cooke, 2008). The topography made it difficult to travel outside of the county and to bring in goods and services. Therefore, homes were built of local resources (primarily wood). Local mills and merchants provided those items that were not home-grown (Cooke, 1997). The county is named for Princess Louise of Great Britain, youngest daughter of King George II, and wife of King Frederick V of Denmark (Cooke, 1997).

Early Government in Louisa County

In 1742, the Virginia House of Burgesses Executive Council directed Louisa County Officials to hold court at the home of Matthew Jouett. The original records of 1742 can still be located in the Louisa County Courthouse (Cooke, 2008). A Clerk of Court was appointed and traveled between Hanover County and Louisa County to conduct business. It was 1743 before the first courthouse was built and financed by Matthew Jouett on Beaver Creek. During the early years, the county government was not concentrated at one location as it is today. While the courthouse was located at Beaver Creek, the sheriff’s office and the jail were located closer to

Buckner. Monthly court was important to the business and social life of the county, which lent itself to gatherings of large numbers of people. They used the gathering for social exchange, sales, private transactions, and relief from the lonely rural farm life. The history of Louisa revolved around the courthouse and the nearby tavern (Cooke, 2008).

Famous Names Associated with Louisa

Even though Louisa was a small, slowly developed county, there were a number of influential people that called Louisa County home at one time. For example, Major Thomas Johnson was important to Louisa County. He represented Louisa County in the Virginia House of Burgesses from 1758 – 1771. Thomas was also named the sheriff of Louisa County and served in the House of Burgess as well. He also served as a Justice of the Peace in the Commonwealth in 1776 along with his son (Cooke, 2008).

Patrick Henry, an attorney, orator, politician, and land and plantation owner lived for some time in Louisa County on Roundabout Creek. Henry is remembered for his “Give Me Liberty or Give Me Death” speech in 1765. In 1764, he represented Louisa County in the House of Burgesses (Cooke, 2008).

John Mercer Langston was born in Louisa County in 1829 to Captain Quarles, a White plantation owner, and Lucy Langston, a former slave who had been freed by Captain Quarles in 1806. John Langston became the first Black American to be elected to public office (a post in an Ohio township) in 1855 and later he served at the Freedman’s Bureau as Inspector General. He also served as the first Dean of Howard University Law School, he was named U.S. Minister to Haiti in 1877 and was the first Black person sent from Virginia to Congress to serve in the House of Representatives in 1890 (Cooke, 2008).

Turn of the Century

From the turn of the century through World War I to the end of the 1920s, Louisa experienced many changes. Agriculture and farming improved and updated with the assistance of the Department of Agriculture. Also, new roads were built, changing the quality of life among its citizens, telephones brought about improvement in communication, a new courthouse was built, and schools were built throughout the county for Negro and White students(Cooke, 1997). During this time, the town of Mineral saw a renewed interest in mining even gold mining on a small scale. Mineral was known for its rich mineral deposits (Cooke, 1997).

The stock market crashed, leading to the Great Depression in 1929. Many federal services were brought to Louisa County at that time. For example, the Rural Electrification Administration brought electricity to the out-lying farms. Local banks closed; however, the majority of farmers still managed (Cooke, 1997).

Small townships, cooperatives, and communities in Louisa include: Gordonsville, Louisa, Mineral, Apple Grove, Bumpass, Cuckoo, Gum Spring, Holly Grove, Orchid, Trevilians, and Zion Crossroads.

CHAPTER 4

NEGRO EDUCATION IN LOUISA COUNTY PRIOR TO 1926

After the Civil War, freed Negroes were eager to have educational opportunities for their children that had been denied for many years. However, most Negro schools were taught by White teachers because few Negroes had the education and training at that point (Behrens, 1949). Negro children had to walk 8 to 10 miles each day to get to school. Thus, many smaller children were kept out of school until they were large enough to walk that distance. The Negro students only attended school several months out of the year (Wilson, 2003). When Negro parents found Negroes who had acquired some education, they hired them and paid to have their children taught (Behrens, 1949).

The first two-room school for Negro students was in Louisa Courthouse District in 1883 with funds raised by the Negro community. Separate schools were built or rented and maintained by the parents and the communities of the White citizens and Negro citizens of Louisa (Bumpass, 1992; Morton, letter to Behrens, March 23, 1949). It was not uncommon for communities to rely upon their own autonomy, when it came to the education of their children. Members from both communities provided not only a school building, but they paid and housed the teachers (Bumpass, 1992; Despot, 1963). Churches, log cabins, lodges, private homes, or dilapidated structures were used to hold classes; these facilities were not conducive to a learning environment (Bumpass, 1992; Despot, 1963).

Early educational opportunities for Negro and White students in Louisa County were provided in a dual educational system that mirrored an established and acceptable way of education in the South for many years. Political, social, and cultural issues of the era required local communities to provide education for its citizenry in a dual educational system (Buck, 1952)

Louisa County, like the rest of the Commonwealth of Virginia, began to give consideration to improving the educational opportunities of its Negro students as a direct result of decisions by the Federal Courts of Virginia with reference to equalization of educational opportunities for Negro and White children (Behrens, 1949). Those federal decisions were favorable to Negroes, and stimulated local school boards and local legislative bodies to make greater efforts to improve the school facilities and programs for Negro students. This was not done without resistance and much unrest in many of the counties (Behrens, 1949).

Louisa County's White adults expressed opposition to the whole idea of integration through their elected Louisa County Board of Supervisors as documented in the form of a resolution adopted by the Louisa County Board of Supervisors and forwarded to the Governor's Special Committee. (Louisa County Board of Supervisor minutes, November 6, 1944).

Whereas, it is believed that integration of White and Negro students in the public schools of the Commonwealth of Virginia is against the best interests and contrary to the wishes of the great majority of the parents and taxpayers who support both races, and

Whereas, it is believed that any system of public education which does not have the approval of the great majority of the parents and taxpayers who support the schools and

Whereas, it is believed that conditions in the various localities of the Commonwealth will differ widely.

NOW, BE IT RESOLVED, by the Board of County Supervisors of Louisa County, Virginia, that a system of free public schools should be maintained which should receive state direction and financial support, and

BE IT FURTHER RESOLVED, that each county and city should have the right to participate in this system or to abolish its public schools and Section on 129 of the Constitution of Virginia should be amended to make this possible, and

BE IT FURTHER RESOLVED, that each locality which participates in the system should be allowed to choose from several state approved plans the plan that is best suited to its particular needs, and

BE IT FURTHER RESOLVED, that the compulsory attendance law should be amended to exempt from its operation any child whose parent or legal guardian objects to integration in the public schools, and

BE IT FURTHER RESOLVED, a copy of this resolution be transmitted to the Governor's special legislative committee on integration with the request that the motions set forth be given due consideration in the study said committee is currently conducting (the Louisa County Board of Supervisor's Minutes, 1944).

Politically, state laws across the South mandated educational opportunities for Negro and White students were provided under the "Jim Crow" laws of separate but equal (Behrens, 1949). On a national level, Plessy v. Ferguson 1896, a United States Supreme Court decision, legitimized the idea of "separate but equal" for the country (Pincham, 2005). The separate but equal ideology continued to embrace all political and social aspects of Southern living to include

educational policies and practices well into the twentieth century. (Pincham, 2005). The schools for White and Negro students were far from equal (Pincham, 2005). The Plessy v. Ferguson ruling also stamped the approval of the “Jim Crow Era” that lasted well into quarter of the twentieth century. It could be concluded that the “Jim Crow Era” also was a primary contributor to the “rural school problems” (Pincham, 2005).

CHAPTER 5

HISTORICAL CONTEXT OF THE TRAINING SCHOOL MOVEMENT

According to Anderson (1978), there was no movement more promising than the development of the County Training Schools movement throughout the South. The training school program offered seven years of elementary work, with suitable industrial courses, and three years of high school work emphasizing homemaking and farm life. The last year of high school included a course in teacher training (1978).

The Freedmen's Aid Society, the Freedmen's Bureau, the African Methodist Episcopal Church, and Northern Missionaries all contributed to the cause of education for Negro children in the rural south. Northern philanthropists such as Andrew Carnegie, Pierre S. DuPont, John D. Rockefeller, Anna T. Jeannes, George F. Peabody, Robert Ogden, William Dodge, William Baldwin, Jr., George Eastman, Collis Huntington, and John F. Slater were influential in the focus and financial support of education for the Negro children in the South (Jones, 1928).

The improvement movement took form as Northern philanthropists and their Southern agents were motivated to expand the public educational system in the South while leaving the social structure intact. This period was considered the beginning of the improvement movement when industrial education emerged and the training schools were built for Blacks. In many states laws were changed to strengthen the constitutional basis of public education. The value of schoolhouses increased, literacy was on the incline, local taxes for education increased, and teachers' salaries increased considerably (Anderson, 1978).

Communities and societies organized schools as a means of defining and perpetuating themselves and what was acceptable at that time (Blount, 1993). White southerners were convinced that segregation and Black proscription would guarantee social order (Anderson, 1978; Dennis, 1998).

Rosenwald Foundation

The Rosenwald rural school program began in 1912 and flourished until 1932. The major focus of the program was to provide better school facilities, school furnishings, sanitary toilet facilities (privies), and well houses to provide clean water sources. The project expanded as the years progressed to include the construction of homes for the teachers, libraries for the schools, vocational schools, secondary schools, training schools, normal schools, partial salaries for state

agents, and partial salaries for local supervisors (Jeannes Teachers) for African American schools and, in later years, to support rural instruction, public health, and race relations projects.

The initial request to use funds from Rosenwald donations to build six rural schools for Negro children came from Booker T. Washington, principal of the Tuskegee Normal and Industrial Institute in Alabama and former graduate of Hampton Institute in 1912. Julius Rosenwald, a Northern philanthropic and CEO for Sears Roebuck Company in Chicago, also sat on the Tuskegee's Board of Trustees. Rosenwald granted the request because he supported Washington and shared his philosophy of "self help" for Negro children through his industrial education curriculum.

This pilot program allowed the students to relocate from church sites, lodge halls, and other private buildings that were dilapidated, sparingly furnished and cold to a much more attractively efficient facility that was conducive to learning. This project gave birth to the building of 5,800 similar schools in 612 counties across 15 states over a time span from 1912 to the last school that were built in 1932 (Anderson, 1978). This was the original plan because Rosenwald feared that if the program went on indefinitely, it would allow rural southern school boards and southern communities to become dependent upon the grants to shoulder their responsibility of supporting the schools financially.

At the turn of the twentieth century, the Rosenwald School project evolved with stipulations that he, Julius Rosenwald, would contribute \$2,000.00 (about one fifth) to build a school for the Negro children. The Negro community had to match those funds and the local school board had to contribute and agree to take supervision and maintenance of the schools. Negroes, in most cases, exceeded the matching funds, thus paying the majority of the funds needed for the schools. They held community-building campaigns led by ministers, teachers, farmers, Black business members, and community leaders. They sold dinners, held picnics, held school rallies, sold poultry, vegetables, fruit, donated money from proceeds earned on a "set aside" acre of harvest from their farms; and donated wages earned. Churches were contributors of funds for the schools. The Masons through their lodges gave generous donations to the support of the schools (Ashmore, 1954).

A church, a lodge, or a community member would donate the land to build the school if funds were not available to purchase it. Even today, of the remaining Rosenwald Schools left standing, many are located near a church or lodge hall. Parents and other community members also provided in-kind services, e.g., they cleared the land for the school; cut the trees, processed

them at a mill into lumber; and in some instances, built and painted the schools themselves (Ashmore, 1954).

In addition to the Rosenwald Foundation, the Slater Fund established in 1911-12 allocated funds for the establishment of training schools. These schools were to serve as a model for the other schools and to prepare teachers for the Negro schools. Conditions for obtaining the grant included (1) the school must be under the ownership of the county, town, or district. (2) The school must be a part of a public school system. (3) A portion of the teachers' salaries must be paid from public funds. (4) The school term would be extended to at least eight months. (5) The grade levels should include eighth grade with the plans to add two more grade levels (Anderson, 1978). Very few statistics were kept to reflect the total cost that the Negro communities contributed toward their schools.

Course of Study

According to Anderson (1988), Leo Mortimer Favrot, Associate Supervisor of Rural Schools in Arkansas, and Jackson Davis, Negro State Agent in Virginia, were instructed by the philanthropists to write a course guide for the county training schools. Actually, it was more than a suggested course of study:

All county training schools were expected to conform to the course guides and State Superintendents were charged with enforcing them. The course booklet outlined the typical Hampton-Tuskegee industrial education program, knowledge of the three Rs, and a substantial amount of simple industrial and agriculture labor. The county training schools should devote approximately one-half of their time to teaching the three R's and the other half to the theory and practice of gardening, cooking, woodworking, laundering, farming, and routine labor. The secondary courses at the county training schools emphasized observation and practice teaching, elementary principles of teaching, and school management. The teacher training courses also included ample time for agriculture, gardening and cooking, sewing, housekeeping, canning and similar tasks. The academic subjects in the teacher training courses did not go beyond what was required for a first grade teacher's license, which was very little beyond the subjects of the common course (Anderson, 1988, p.144). (see Appendix B)

According to Anderson (1988) and Redcay (1935), the curriculum of the schools, for the most part, directed Black students away from a traditional, high-quality academic education,

which was thought to be incongruent with their station in life (Anderson, 1998). Furthermore, the purpose of the county training schools was to adjust Negro southerners to a life of subordination. The courses were oppressive in form and content, except when their intended purposes were subverted by local school officials (Anderson, 1988).

Training Schools Distribution

From 1912, the inception of the Rosenwald Foundation, to 1932, when the last school was built, there were 5,800 training schools in 830 counties across 15 states (Anderson, 1978). Three hundred of the training schools offered four years of secondary study, and 181 were fully accredited (Smith, 1950). The county training schools were the forerunners for the Negro high school (Smith, 1950). In 1933, Virginia documented 59% of the eligible Negro youth were attending county training schools because they either were the only secondary schools or these schools offered more grades (Anderson, 1978).

The State Superintendent of Negro Rural Schools working under the State Superintendent was responsible for defining the county training schools at the local level, selecting suitable locations for the school, and planning the course of study (Anderson, 1978). The State Negro Agents were also responsible for providing assistance in the hiring of industrial teachers and principals to staff the schools (Anderson, 1988).

Although the philanthropists found it relatively easy to sell the idea of the county training schools to the Negro State Supervisor, it was quite another job to sell the idea to the Negro communities of the rural South. More often than not, the philanthropists' intents were met with opposition from Negro teachers and principals who were not willing missionaries of industrial education (Anderson, 1978). Although Louisa County accepted Rosenwald funds for the Rosenwald School, the curriculum did not reflect the standard industrial education modeled after the Hampton-Tuskegee method of instruction. The Louisa Training School Yearbook (1948) indicated that chemistry, algebra, geometry, and French were being taught at the high school.

Political Influence

According to Anderson (1978), the federal government shunned its obligation by allowing the burden of education to fall upon the Southern states and upon private philanthropy. Furthermore, a study done by John F. Norton in 1922, under the auspices of the National Education Association, showed the disparity among the Southern states in their ability to support

education. Also, the seventeen states that had three-fourths of the country's Negro population, in which dual educational system were maintained, were generally the least wealthy states (Lane, 1932).

Local taxation for schools was not mandatory for each county. However, the authorization had been written into the Constitution of 1869 (Buck, 1952).

As the researcher reviewed annual reports to the Department of Public Instructions for Louisa County, many reports did not show where some of the funds were expended. Compared to the majority of Virginia's counties, Louisa County did not always submit complete data as required by the state.

The school funding issue in Louisa had been an issue as early as 1868-69, with the establishment of free public schools. Reverend L. J. Haley, the first Louisa County School Superintendent, realized the sentiments of many in Louisa County towards funding education.

State Superintendent Ruffner came to Louisa County several times to aid Louisa County School Superintendent Haley and others in their campaign for a tax increase (Bumpass, 1963). Changing the attitudes of the county's citizens would prove to be quite a task.

CHAPTER 6

LOUISA TRAINING SCHOOL 1926-1952

As the years advanced to the late 1920s, under the leadership of Superintendent West, Louisa County Public schools focused on first consolidation plans for the division. In 1922, West requested funds from the Louisa Board for the addition of five rooms to be built on the elementary school and the request was approved (Board of Supervisors' Minutes, 1922). The addition of five rooms to be constructed would become the secondary school (Louisa Training School) funded with local funds, State School Construction funds, and Rosenwald funds for \$6,000.00 (Board of Supervisors' Minutes, 1922).

Louisa County School Survey

The Louisa County Board of Supervisors, The Louisa County Commissioner, and the Louisa County School Board agreed to have the Virginia Department of Education come to Louisa County to complete an assessment of the school system. The survey was conducted and the findings were shared with agencies of the county along with recommendations for the Louisa County School Board.

Teachers

Louisa County School Board employed 142 teachers in the 1926-27 school session. Ninety-two of the teachers were White, of which 9% had no previous teaching experience; and fifty of the teachers were Negro, of which 13% had no previous experience. Of the ninety-two White teachers four or 4.3 % held the highest grade of certificate, the collegiate professional; six or 6.5% held the next highest certificates, collegiate, making a total of 10 who had graduated college, and 20 had 2 years of college, and 62 had graduated from high school (Hart, 2008). Eight or 8.6% special certificates, 11 held the normal professional, 13 held elementary certificates, 34 of the white teachers held first grade certificates and 7 held local permits. Of the fifty Negro teachers, 3 held elementary certificates, 17 held first grade certificates, and 26 held local permits. None of the Negro teachers had graduated from college nor did any of the Negro teachers have more than 2 years of college training.

The educational qualifications of the elementary teachers of Louisa were very low, especially for the teachers in the small schools scattered about the county. Many of them lacked

experience as well. Teachers in Louisa had a tendency to work several years and move to another county where there were better salaries and working conditions (Hart, 1928).

The median salary was \$1,243 for high school teachers in Louisa County and \$393 for elementary teachers. The average for White elementary teachers was \$537 and the average for Negro elementary teachers was \$221, with the average for both White and Negro teachers at \$439. The median salary alone could not attract or retain the best teachers. The smallest percentage of turn-over occurred in counties paying better salaries.

Comparison of Amount Spent for Negro and White Students in Louisa County

When the Negro students' enrollment was considered there was a disproportionate amount of funds spent in White schools for instruction. For the year 1926-27 Louisa received \$17, 097.72 from the State according to the Negro student population. However, only \$11,280.00 was spent for instruction in the Negro schools. The committee concluded that the Negro students received none of the local resources for education and nor did they receive \$6,517.20 of State funds that had been received by the school division (Hart, 1928). Only eighteen per cent of the total amount spent for instruction was spent on Negro students. Also, the White students received \$21.80 per capita cost as compared to the \$5.52 for Negro students (Hart, 1928). Louisa is not as poor as it appears. The average number of school days for White students was 155 and 120 for Negro students.

As the survey committee made an assessment of the school situation in Louisa, the general feeling was that the system was suffering from a lack of interest in and knowledge of the schools within the community (Hart, 2008). The attitudes of the community resulted in inadequate funding and support for the schools. Lack of funding had a direct result in inadequate instruction and inadequate control, and thus, inadequate and ineffective schools (Hart, 2008). The citizens were unwilling to have their taxes raised sufficiently to support the schools the way that they should be supported (Hart, 1928).

Survey Committee Findings and Recommendations

In light of the committee's findings, the following recommendations were made: (1) a salary scale should be put into place to ensure that adequately trained teachers are hired and retained, (2)sufficient supervisory assistance should be provided to ensure that quality instruction may be improved, (3)modern and sanitary physical equipment are a must for all schools, (4)the

need for adequate instructional supplies in both the elementary and secondary school are a must, (5)the superintendent of schools and School Board should have adequate office facilities and secretarial support staff to improve schools, (6) continue to carry out the system's consolidation plans and extend those plans as quickly as improved roads will permit (Hart, 2008).The time had come for larger school facilities to be constructed to house more students in a central location. The Louisa School Board should garner commitment of financial support and interest from the citizens of the community for the schools. (7)Lastly, the Louisa School Board should ensure that no secondary instructions are attempted for the White students in schools other than the 3 accredited high schools, namely, Louisa, Mineral, and Apple Grove (Hart, 2008).

Final Survey Committee Conclusions

The final conclusions made by the committee: (1) the physical equipment, financial resources, quality of teacher training, are all inadequate to provide for an efficient school system, (2) the wealth of the county is adequate to provide and maintain the school system, (3) the citizens are not willing to support the schools regarding proper financial support, (4) The Louisa School Board and the Louisa County School superintendent were not provided with necessary office facilities and supervisory assistance to make an effective school system. (5)The consolidation plan being used has provided for more effective schools.

Negro Students Secondary School

According to Morton, (letter to Behrens, 1949), it was 1926 before the Negro citizens finally celebrated the completion a five-room Rosenwald school building. The Louisa Training School, a product of the second consolidation plan, remained in operation from 1926 to 1953. It was 1929 before the 5-room school received the designation of training school from the Virginia Department of Education (Behrens, 1949).

In 1931, the enrollment in the lower grades in elementary school had grown to the point of being overcrowded. Mr. Holmes (personal interview, 2009) recalled the 6th grade classroom was a small room that served as the library and the principal's office. There really were only 5 classrooms in that building.

Mr. Holmes (personal interview, 2009) recalled all of the elementary students were crowded in the 5 rooms and the Louisa School Board had given permission to build a satellite unit in the yard, which was a 4 room building; as he recalled, the building was completed in the

middle of the year. The administration pulled grades 1st – 6th out of the original building. By that time, there were 9 classrooms. The next building was constructed and the 2nd grade was moved to that building. Mr. Holmes recalled the 1st grade and 2nd grade were in one room. The 1st grade had the largest enrollment at the school. The second room housed the 3rd & 4th grades and the next room housed the 5th & 6th grades.

As the enrollment continued to increase, the Louisa County School Board rented a building that was a beer garden and restaurant at night. It was located down the street and across the railroad tracks. The 7th graders held class there during the day. Originally, the new building with four rooms had been built for 1st – 7th grades. The first change was the removal of the 2nd grade from that building followed by the removal of the 7th grade. Eventually the 6th grade was moved to another building because the café was too small.

Mrs. Sadie McLaughlin (personal interview, 2009) shared that the cinder block building was used for the elementary 1st and 2nd grades. Mrs. McLaughlin remembered going to the little cinder block building in the 2nd grade before it was used to prepare food for the students. Some of the classes were held across the railroad tracks. She remembered going over to the green house (beer garden). One year she went down to a place called Alex Poindexter's Ballroom. The establishment was a community beer garden. Mrs. McLaughlin recalled when she became older, as a teenager, she went to the same building for the social life. There was a group that would sing and play music performing there.

Easing Overcrowding at the Training School

The Louisa County School Board had been advised by the Superintendent that there were additional state funds available, and that they could make application for a loan. The Louisa County Board of Supervisors gave approval to the Louisa County School Board to borrow from the Virginia Literary Fund a sum not to exceed \$7,000.00 for the purpose of solving the overcrowding conditions at the elementary school by building an additional room on to the training school (the Louisa Board of Supervisor Minutes, 1931). The additional room was added to the fifth building then used by the Louisa Training School students on the campus.

Whereas, the School Board of Louisa, on the 6th day of November 1937, presented to this Louisa County Board of Supervisors an application addressed to the State Board of Education of Virginia seeking approval from this Board to borrow from the Virginia Literary Fund \$7,000.00 for a new school building (or for adding to the present school

plant building at The Louisa Training School). The loan is to be repaid in thirty annual installments, and the interest thereon paid semi-annually.

Resolved: That the application of the School Board to the State Board of Education of Virginia, for a loan of \$7,000.00 from the Virginia Literary Fund, is thereby approved, and authority is hereby granted to the said School Board to borrow the said amount for the purpose set out in said application (Louisa County Board of Supervisor Minutes, 1937).

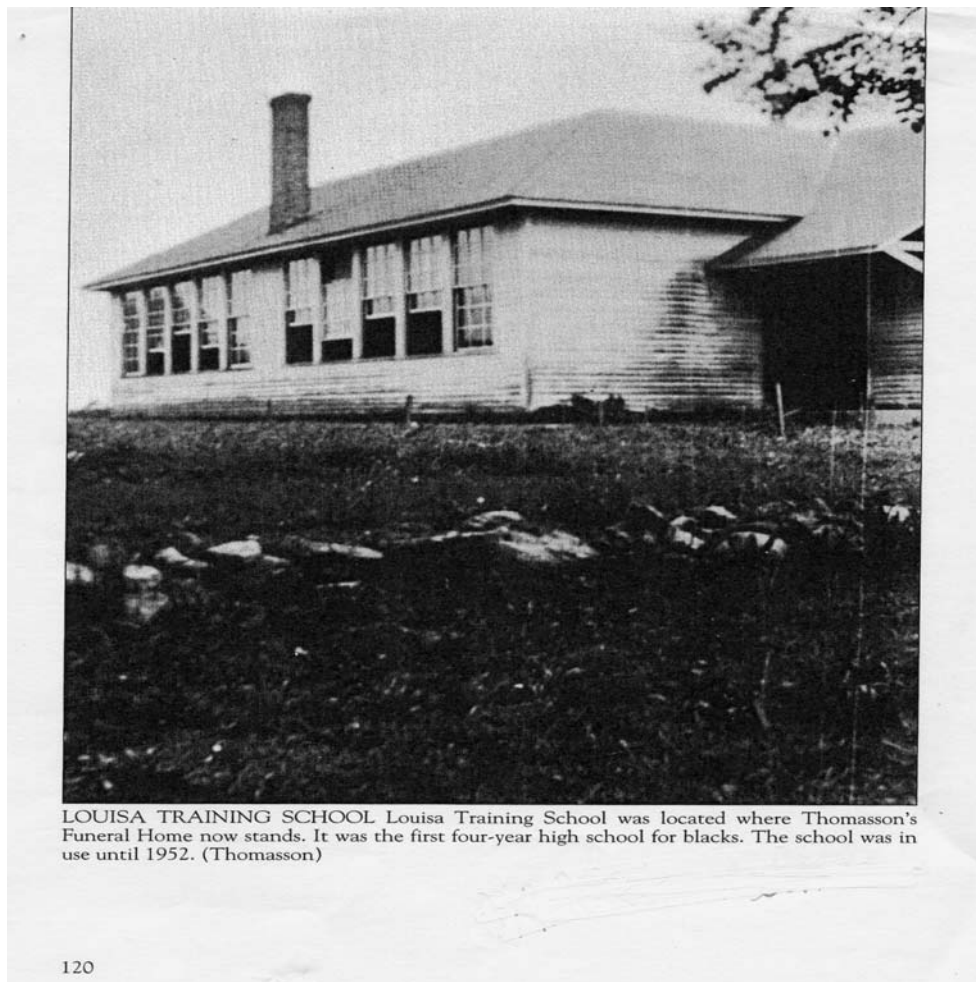


Figure 1. Photographs of the Louisa training school. (Cooke, Louisa County Historical Society, 1997)

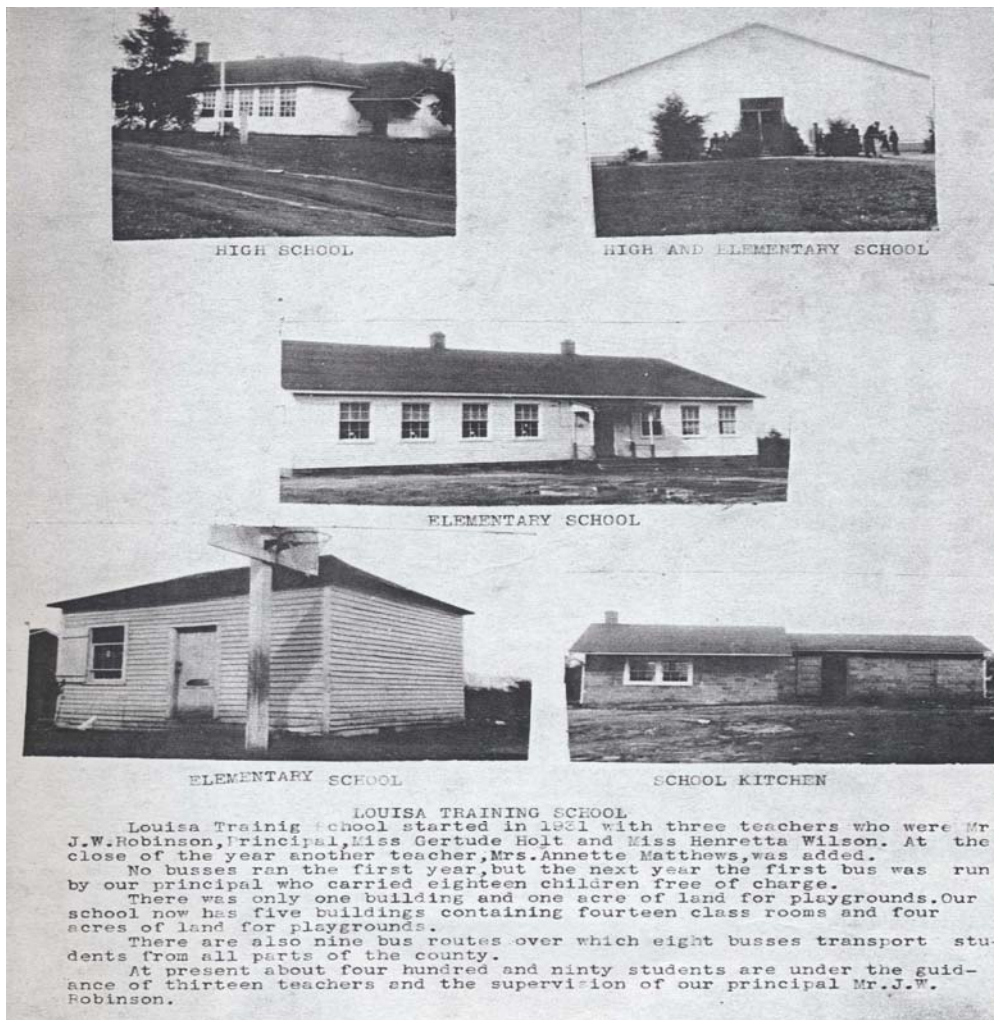


Figure 2. Five school buildings including the two that were used as Louisa training school. (Louisa Training School Yearbook, 1948)

Initial Plans for a New Negro High School

At the May 13, 1937 joint meeting of the Louisa County School Board and the Louisa County Board of Supervisors, preliminary actions were taken in the plan for the new high school for Negro students. These actions were taken as part of the school division's fourth consolidation plan:

On a motion, duly made, seconded, and carried it is the order of the Board that the budget and school budget for 1937-38, as presented by Mr. Frank Webb, Superintendent of Schools be accepted.

On a motion, duly made, seconded and carried, it is the order of the Board that the School Board is authorized to make application to the Public Works Administration for a grant of \$50,000.00. The loan is to be used for the construction of the proposed Central High School (later named A.G. Richardson High School) and an addition to the Louisa Training School (Louisa County Board of Supervisors, 1937).

The school consolidation plans were a collaborative effort of the Louisa County School Board and the Louisa County Board of Supervisors to improve the school facilities for the Negro students. There was not however, much local support through tax levies and community interest (Harris, 1996).

The Board of Supervisors fixed the regular levies and a rate of levy for schools each year during the life of the loan. The Board made a cash appropriation sufficient for operation expenses and paid the loan in annual installments and the interest thereon, as required by law regulating loans from the Literary Fund (Louisa County Board of Supervisors Minutes, 1937).

The Louisa County School Board Financial Ledger (1937) records document that the \$7,000.00 was posted by Edwin B. Jones, Treasurer for the Virginia Literary Fund Loan for an addition to the Louisa Training School on March 31, 1937 (1937).

A Typical Day at the Louisa Training School

Mrs. Audrey Perkins (personal interview, 2009) recalled that all of the grades would assemble in the morning for devotion before being dismissed for their regular classes. There were double sliding doors that allowed the rooms to become as one large area in the morning. It was a commonly accepted practice to start each school day at the Louisa Training School with morning devotion to include song, prayer, reciting Bible verses, Bible readings, and Pledge of Allegiance. The devotion would be teacher and/or student initiated (Holmes, personal interview 2009; Mason, C. personal interview 2009; Burruss, S., 2009; Perkins, A., 2009). Mr. Holmes (personal interview, 2009) remembered how they sang many patriotic songs of which, students today are not as familiar with. He remembered that Mrs. Robinette Johnson created a little choir made up of the students at the school. Mrs. Johnson played the piano while the students sang before they were dismissed to their classes each day (personal interview, Holmes, 2009).

Mrs. McLaughlin and Mr. John Thomasson (personal interviews, 2009) remembered some of the students would help build the fire in the stove. The wooden floors were dampened

with oil to keep the dusk down. The student desks were nailed to the floor to keep the students from moving the chairs about.

Personnel and Support Staff for the Louisa Training School
Administration

The Louisa County School Division experienced many changes to improve educational opportunities in the County for all students under the leadership of 3 superintendents who served as a catalyst for change (see Figure 3).

Louisa Training School Principals
Reverend B. D. Ellis (first principal 1926-27)
Mr. Willis (second principal 1927-28)
Mr. Janipher W. Robinson (third principal 1929-51)
Mr. G. W. King (fourth principal 1951-53)
(Au Revoir 1949 – 1950 Yearbook)

In 1921, Reverend B. D. Ellis was appointed principal of the first free secondary school for Negro students in Louisa County. There were six secondary courses being taught by Reverend Ellis and three other teachers at the school that was later named the Louisa Training School (Walton & Matthews, 2005). Reverend Ellis served as principal for two years.

Mr. Willis served as principal of the elementary school after Reverend Ellis. He, too, served two years as principal of the school. The student enrollment continued to grow, especially at the lower levels.

Mr. Janipher Wakefield Robinson was appointed as the third principal of the Louisa Training School three years after it opened in 1929 (see Figure 3). Mr. Robinson was a native of Louisa and served in Louisa County Public Schools as a teacher and administrator for 22 years (Louisa Alumni Bulletin, 1996) Mr. Robinson, along with two teachers, Miss Gertrude Holt and Miss Henretta Wilson were the three secondary teachers and principal for the Louisa Training School (Louisa Alumni Bulletin, 1996). As early as 1922, three teachers and the principal attempted to offer the Negro students some high school work. No other provisions for secondary educational opportunities were made for high school work for the Negro students at that time (Morton, letter to Behrens, 1949). At the close of the first school year another teacher was hired, Mrs. Annette Matthews (Louisa Training School Yearbook, 1948). In addition to his

administrative duties, Mr. Robinson taught French and History at the Louisa Training School in addition to being principal (Louisa Training School Yearbook, 1948). The (photograph on page 66) shows Mr. Robinson and his staff of teachers at the Louisa Training School who taught grades 1 – 11. The teacher very often taught one or more grades together or they were responsible for teaching more than subject on the secondary level.

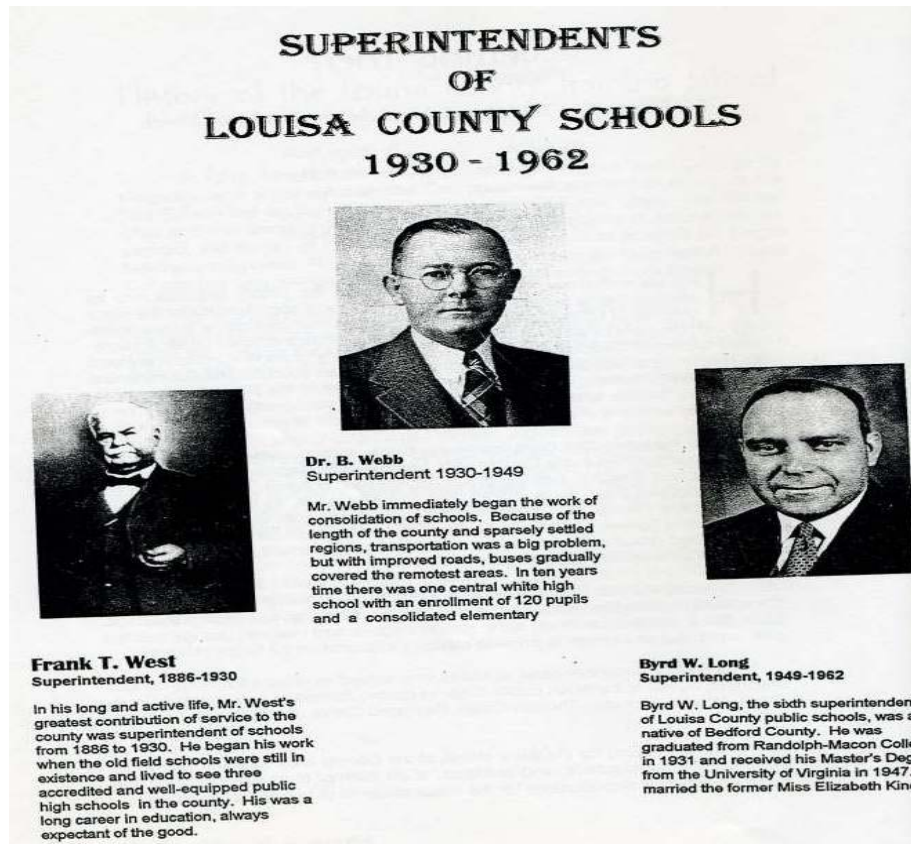


Figure 3. Photographs of Louisa county public school superintendents, 1886-1962. (Louisa County Historical Society Publication, 1963)

In Memory



Janipher Robinson

The youngest of 11 children, Janipher Robinson was a native of Louisa County and lived over 30 years in Hanover County. He spent 40 years in the Virginia school system as principal before his retirement. He became principal of Louisa County Training School in 1929 and worked tirelessly to get the school accredited.

After serving 22 years in the Louisa school system, Janipher spent 18 years as principal of the East End Elementary School in Mechanicsville. Discussing his efforts to improve the poor conditions of the schools when he assumed leadership, he said, "I was working in the changing ages. Changes were coming...the age itself had a better demand for changes...The time itself demanded changes."

After retiring from the school system, he worked eight hours a day at his home, where he raised Old English boxwoods and rare plants. In 1971, Janipher was invited to the White House Conference on Aging, where he spoke against mandatory retirement. He said, "I feel if there is something an elderly person can do to keep their standard of living, they ought to be able to do it as long as they are physically able."

SUBMITTED BY: *The Robinson Family*

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Figure 4. Photograph of Mr. Janipher Robinson, principal of Louisa training school 1929. (Photograph compliments of Louisa Training School Alumni Bulletin, 2009)

Accreditation of the Louisa Training School

Archived records from the State Board of Education (1939) did not reflect the Louisa Training School's accreditation until the 1939-1940 school year, when it was added to the list along with White high schools in the county (e.g., Apple Grove High School, Louisa High School, and Mineral High School). The three White high schools had been accredited since 1926 (State Board of Education Bulletin, 1939-40).

Spurgeon Burruss recalled the Louisa Training School was not accredited in 1939 when he graduated. The first time he realized this after he had moved to Washington, D.C. when he

needed his transcript to secure a job. He recalled feeling frustrated as the prospective employer notified him that the school was not accredited (personal interview, 2009).

The table below (see Table 1) does verify Spurgeon Burrus recollection that the Louisa Training School was not accredited until the 1939-40 school year. The table indicates that while the Negro student enrollment was lower than their White counter parts, their graduation rates were lower as well.

Table 1

Accredited High Schools and Enrollment Data and Graduates in Louisa County 1939-1940 – 1945-1946

Year School	9 th 11 th High School Enrollment												Graduates				
	B	G	B	G	B	G	B	G	B	G	B	G	T	B	G	T	
1939-1940																	
Apple Grove 8-11												30	55	86	7	8	15
Louisa Hi. 8-11												68	78	146	13	16	29
Louisa Tr. Sch 8-11												41	96	137	6	11	17
Mineral 8-11												56	68	124	10	13	23
1941-42																	
Louisa Hi. 8-11	64	58	33	77	27	45	26	56	--	--		150	236	386			
Louisa Tr Sch 8-11	13	34	10	33	3	15	8	21	--	--		34	103	137			
1943- 1944																	
Louisa 8-11	35	48	21	64	31	41	16	54				103	207	310	16	55	71
Louisa Tr. 8-11	25	46	10	26	2	24	4	19				41	115	156	3	12	15
1944-1945																	
Louisa Hi.8- 11	41	54	30	53	17	31	10	46	--	--		98	184	282	8	42	50
Louisa Tr. 8-11	26	37	19	24	7	22	5	21	--	--		57	104	161	5	21	26

(table continued)

Table 1 (continued)

year School	9 th		11 th		High School Enrollment						Graduates					
1945-1946																
Louisa Hi. 8-11	38	59	29	48	11	51	23	36	--	--	101	194	295	19	34	53
Louisa Tr. 8-11	18	26	9	28	4	22	1	18	--	--	32	94	126	1	18	19

(Annual Superintendent's Report, Virginia Department of Education, 1946)

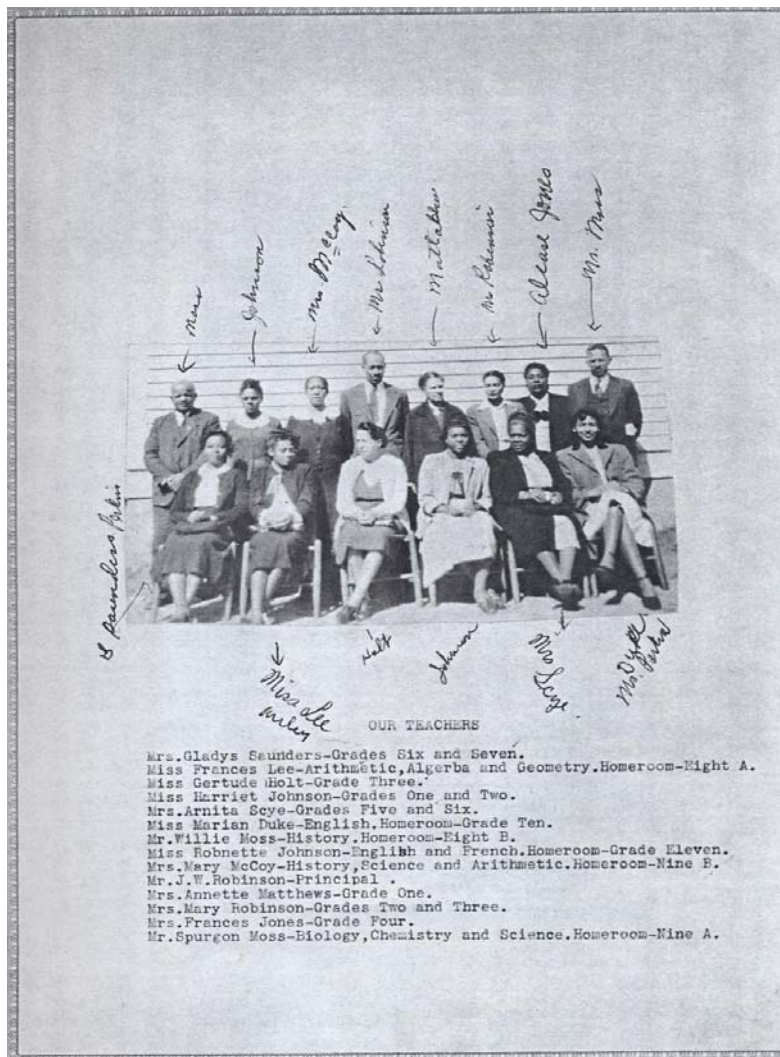


Figure 5. The Louisa training school teachers and principal. (The Louisa Training School Yearbook, 1948 Yearbook)

Jeanes Negro Supervisors

Negro School agents were hired and paid partially from the Rosenwald fund and the Phelps-Slater funds to supervise the schools and monitor how the funds were utilized. Local Negro school supervisors were called the Jeanes Supervisors and were paid partially from the Anna T. Jeanes Funds to assist the teachers with not only pedagogy, but also to ensure that the industrial curriculum was the focus for educating Negro children (UNC Press, 1937). They stressed maintaining beautification projects for the school and the community. They worked with adults in the community through home demonstration organizations. The duties of the Jeanes Supervisors were many requiring them to do extensive traveling, often in inclement weather to schools far apart, in isolated areas, and under severe conditions (UNC Press, 1937).

Jeanes supervision contributed to the development of Negro schools as community schools designed primarily to upgrade living conditions and address problems of the people in the subject matter of the classrooms. Jeanes supervisors found it necessary to assist clubs, visit homes, encourage better health and living conditions, raise money for building schools, and create open communication between the home and the school as a way to convince the people that education was a necessity (A. G. Richardson's Papers, 1952).

Miss Lucile Holt, a graduate of Virginia State College for Negroes, and native of Louisa County, was the first Jeanes supervisor appointed in Louisa County in 1916. The Jeanes Supervisor was also called the Homemakers Club Worker or the Supervising Industrial Teacher (Virginia Annual Report of State Inspector, 1916). Miss Holt's role as Jeanes Supervisor was to work with the Negro teachers to assist them in providing better instruction, work with community groups to foster strong support for the schools, and provide a line of communication between the State Negro Agent and the local school division (Cooke, 2008). A portion of Miss Holt's salary was paid from the Jeanes funds. Records from the Louisa County School Board indicate that the Rural Negro Supervisor received \$45.00 per month from the Jeanes funds (Louisa County School Board Ledger, 1938). In 1916 when Miss Holt began her duties, there were 48 Negro schools in Louisa of which the Louisa School Board only owned ten (Despot, 1963; Louisa County School Board Ledger, 1937-1948). The remaining 38 schools were either rented by the Louisa School Board or the Negro parents.

During Mrs. Holt's tenure, Mr. Arthur D. Wright, State School Inspector, visited her and attended a church rally at a Negro church near Bumpass to try to arouse interest in school betterment. Although the conditions in the Negro schools in Louisa were found to be below

average in the state, Mr. Wright felt some good might come of the meeting and efforts would be directed towards the community giving the Negro students a better school (Virginia Annual Report of State Inspector, 1916). Mr. Wright also visited the Negro schools in Louisa on November 28, 1916 and attended a rally of patrons at Mechanicsville (Virginia Annual Report of State Inspector, 1916). During the first year of Mr. Wright's field visits, he was genuinely impressed by the earnestness of many of the Negro race in the matter of self-help towards a more efficient educational system for their children (Virginia Annual Report of State Inspector, 1916).

In 1926, Mrs. Zelda Carter Morton, was appointed as the Negro Jeanes Supervisor for the Louisa County Negro schools. Mrs. Morton was a graduate of Virginia State College.



Figure 6. Photograph of two Jeanes supervisors Mrs. Zelda C. Morton (left) and Mrs. Alberta Guy Despot (right). (Photograph compliments of Mrs. Winston, 2009)

She was also a native of the Green Springs district in Louisa (State Department of Education Bulletin, 1928-29; Despot, 1963).

Morton's duties, following the guidelines of the State Department of Education for Jeanes Supervisors, included assisting teachers with basic pedagogy, assisting the home

demonstration agent with community relations, assisting in the formation of Leagues to improve and promote education for Negro children, and assisting teachers and students with extended learning projects outside of the school. Mrs. Morton also worked with the Parent-Teacher Associations within the schools (State Department of Education Bulletin, 1928-29; Despot, 1963). Registration records for professional staff development for April 2-4, 1936, at Hampton Institute listed Mrs. Morton, Jeanes Supervisor, Louisa County, Virginia as one of the in-service participants with funds provided from the Anna T. Jeanes Foundation (Anna T. Jeanes Collection, Courtesy of Hampton Institute Archives, March 31, 1936).

Mr. Spurgeon Burruss recalled the only Jeanes Supervisor that he remembered his sister mentioning after he left was Zelda Fletcher. Zelda Fletcher was the Jeanes Supervisor for the Colored schools in the county. She married a Morton later and became Mrs. Zelda C. Morton. She lived many years after she retired. He also recalled Mrs. Morton drove an automobile back then on those muddy roads in the winter or dusty roads in the summer (personal interview, Burruss, 2009).

Mrs. Gordon-Lewis and Mrs. Alma Mason (personal interviews, 2009) remembered Mrs. Zelda C. Morton, Mrs. Alberta Guy Despot, and Mrs. Edythe Carter as the Jeanes supervisors in the county while they were teaching. They also shared that the Jeanes Supervisors came around and observed classes and led meetings where teachers were allowed to share their experiences, added, and took away ideas that they could try in their classes. Also, the supervisors scheduled opportunities for the teachers to go to professional training at Charlottesville and Virginia Union College (personal interview, Gordon-Lewis, 2009).



Figure 7. Photograph of Edythe Carter Jeanes, supervisor. (Photograph compliments of Mrs. Winston, 2009)

Mrs. Edythe Carter was appointed as the Negro Jeanes Supervisor after the retirement of Mrs. Morton in Louisa County. Mrs. Carter's supervision came at a time when the Negro citizens showed a heightened awareness of the need for equalization of educational facilities in Louisa County. Under Mrs. Carter's leadership, instruction continued to improve, the number of lunch programs increased, many professional development opportunities were made available, and efforts for school consolidation moved quickly (Despot, 1988).

The Jeanes Supervisor for Louisa County shared the professional staff development plans for the 1948-49 school year as follows:

- Educational conferences in September
- A workshop in reading techniques sponsored by the extension agent
- Two conferences on evaluation
- A tour planned for the teachers
- Reading clinic and demonstration
- Workshop in Art and Reading would be held in Louisa sponsored by Virginia State College

- 27 Louisa Negro teachers would attend summer workshops and/or classes
- Teachers met to organize the Teacher Education Committee and plan their action program for the year (Behrens, 1949).

An article was published in *The Central Virginian* (1952) that stated that the Louisa County Negro teachers received professional staff development at a Pre-School Planning Conference with a theme of “Cooperative Planning for the Development of Healthy Personalities,” which was held at the Louisa Training School. Other topics included update of the home economics program, updates regarding the library, school health problems, personnel policies and teacher welfare, updates for improving attendance, speech correction and hearing conservation programs, and opportunities for the handicap students.

Professional Staff Development Opportunities for the Louisa Training School Teachers and Staff

Mrs. Hortense Gordon Lewis (personal interview, 2009) recalled that they (teachers) went to the Virginia Education Association Conference when it was held at Virginia Union in Richmond or Charlottesville at the high school. While attending the conferences, a group of teachers would have displays of things that they had done during the school year. The convention usually lasted one week. In addition, there were workshops and training during the summer at Virginia State College or Hampton Institute.

Anderson (1988), points out that while higher standards for teacher certification became more uniform with the development of professional standards, the job opportunities in teaching for Louisa Training School graduates diminished proportionately. As teacher-training programs at the normal schools and college level developed, County Training Schools’ responsibility for training teachers rapidly diminished. By 1932, all Southern states except Louisiana had abolished teacher-training work in the Negro public secondary schools.

According to the State Negro Supervisor, W. D. Gresham’s report in the State Board of Education Bulletin (1931), as a result of the summer school efforts at Virginia State College for Negroes, Hampton Institute, Virginia Union University, and St. Paul’s College, the majority of the Negro teachers employed in Virginia held teaching certificates. Moreover, as a result of the professional training opportunities, in the majority of the counties, every teacher held at least an elementary certificate as opposed to the year before when there were several hundred local permits. Until 1905 certification of teachers was the responsibility of the Superintendent that

administered an examination from the State Department of Education once a year or whenever there was a new hire that did not have a collegiate degree. Based on their scores they received a first, second, and third grade certificate (Harris, 1963).

Teachers at the Louisa County Training School

In Louisa, like many other communities, funding a dual education system proved to be a challenge. Among the many disparities in the educational opportunities in Louisa County was the ability to pay their Negro and White teachers equally on the same pay scale. (State Department of Instruction Educational Survey of Louisa County, 1928)

Negro parents, members of the Louisa Chapter of the National Association for the Advancement of Colored People (NAACP), and the County-Wide League's Special Committee on Teachers' salaries, relative to the equalization of Negro Teachers' salaries, presented a petition to the School Board. Their requests were aimed at Negro teachers' salaries to be raised to a scale commensurate with that of White teachers (minutes of the Louisa County School Board, 1941). There was a wide disparity between the salaries of the White teachers and the Negro teachers. The Negro community felt that better salaries would attract and retain better teachers for their children. Those present to present the requests were: Oliver. W. Hill, representing the State Teachers' Association, Rev. O. S. Robinson, Ella M. Hunter, Mrs. Jane Graves and W. H. Dabney, representing the NAACP; and Mrs. B. E. Jones and P. W. Perkins, representing the County-Wide League. The Board took the petition and request under advisement.

Teachers were looked upon with respect and as role models (Mason, A. and C. personal Interviews 2009). Discipline was not the primary task of the day, but teachers were allowed to implement corporal punishment when needed to maintain order and keep the focus on teaching and learning (Burruss and Thomasson personal interviews 2009). Teachers knew that they had the support of the parents, and getting word to the parents would mean a second punishment for misbehavior. Students were expected to honor their teachers as their parents and conduct themselves in an acceptable manner (Perkins, A. personal interview, 2009).

Often a teacher gained several years of experience in Louisa, then move to another county or city where salaries were higher. Teaching conditions were improving slowly (State Department of Instruction Educational Survey of Louisa County, 1928). Mr. Spurgeon Burruss recalled (personal interview, 2009) many students who graduated from the Louisa Training

School returned and taught school after graduation and college. One of Mr. Burruss' sisters who graduated from the training school ahead of him taught. She taught school in Louisa after she earned a normal professional license.

The cinderblock kitchen was in a separate building from the main facility of the Louisa Training School. It was only large enough to prepare food. There was no dining area therefore, the students came through a line and the food was passed through to them. Students took their food back to their classroom to eat. During warm weather, the students were allowed to eat outside. The building is used a storage facility today. Mrs. West,(pictured below) one of the cooks also drove a school bus to transport students. (personal interviews, Thomasson, Burruss, Mason, 2009).

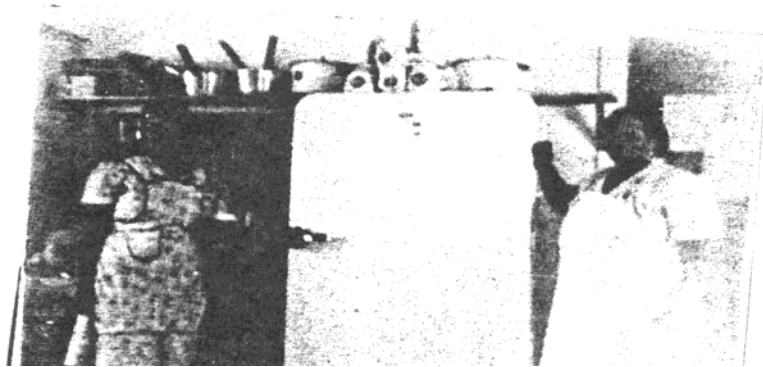


Figure 8. Kitchen operation and staff. (Louisa Training School Yearbook, 1948)

In later years, the Louisa Training School added a school cafeteria and received supplemental funds from Food and Drug Administration to aid in the operation of the lunch program (see Table 2)

Louisa County's Home Demonstration Agent

Miss Elnora V. Pendleton, home demonstration agent, received \$150.00 towards her annual salary from the General Education Board (General Education's Report, 1920). Documentation or records of the General Education Board's appropriation to Virginia Homemakers Club Work indicated that Miss Pendleton worked very closely with the Negro community in Louisa with such activities as canning, needlework, crafts, and improving the quality of life as they cared for their families. The home demonstration agents would also work

with school age children in doing special projects. She spent a part of her time at the Training School assisting students with special projects and crafts. Mr. Holmes remembered fondly one of the Home Demonstration Agents working with them on special projects. He made a model airplane during one of the sessions that he treasured and still kept for many years during his adult life (personal interview, Holmes, 2009).

Transportation and Bus Drivers

During the early years of education in Louisa County, no county-owned transportation for Negro students was provided. Negro students were transported to school in old privately owned school buses, a makeshift truck turned into a bus, a hearse, a mule and cart, horseback, commercial bus, friends, neighbors, parents, and there were those who walked to school. Of course, in later years the school board paid for the gas to transport the students. Mr. Spurgeon Burruss (interview, 2009) remembered Mr. Ed Simms drove a hearse converted into a bus for the Trevilians community. The parents paid the driver .50 to .75 each month for the children to ride.

In later years, Louisa County School administrators contracted to help pay the fuel cost for transportation. Six of the drivers were Mr. O.V. Thurston, Mr. Ed. Simms, Mr. Chester Anderson, Mr. Mack West, Mrs. Dorothy West who also was a cook for the Louisa Training School, and Mr. George Parrish.

Mr. Holmes (personal interview, 2009) shared that students were transported to school by various means. It varied; back then, all of the buses were owned by Negro parents. The Louisa School Board did not provide buses for Black students to be transported to school. Mr. Holmes shared that parents would get together and purchase buses. In one instance, a single family bought the bus. These buses were old, dilapidated, and in poor condition. Very often, the parents purchased the buses from the junkyard where the Louisa School Board had junked buses that, at one time transported White students. When Mr. Holmes spoke of the condition of the buses, he reiterated that he could only speak of the buses that he rode.

Furthermore, Mr. Holmes shared, if the bus broke down, it would be several days before it was repaired and running again. These were times that the students had to walk or hitchhike to get home or to school, whichever was closer. Mr. Holmes recalled getting to Louisa Training School at approximately 11:00 o'clock a.m. or so because the bus had broken down in route. Also, if the bus stopped in route to the school, the boys would get off the bus and push to get it going again as they ran to jump in the bus rather than to stop it again. Jokingly, Mr. Holmes

shared that if they had one badly worn tire on the bus on one side, they would move most of the students to the other side of the bus to take the excess weight off the bad tire.

Mr. Mason (personal interview, 2009), recalled even on the days that the bus made the trip to school with the students, if it broke down in the afternoon before it could pick them up, they had to walk home as much as six to seven miles away. Many of the students had to walk three to four miles to get to and from the bus stop before being transported to school daily. Of course, the Louisa community like many others, did not have many roads that were paved and in good condition as they are today.

Mr. Sprugeon Burruss remembered (personal interview, 2009) Ed Simms, an undertaker, driving his bus for the children in the Gordonsville community to get to the Louisa Training School. This bus was a prime example of a make shift bus. Mr. Simms took an old hearse and converted it into a bus for the students. He put a long wooden bench to either side of the hearse and one long bench in the center. The students had to straddle the benches while being transported. As one would imagine it was dark and cramped in the hearse because there were only two windows, the windshield in the front and a small window in the back.

Mr. Holmes (personal interview, 2009) remembered the only new bus the Negro students ever had was bought by Mr. & Mrs. Bullock. Their son who was several grades ahead of Mr. Holmes drove the bus. Also, Mr. Holmes remembered that Mr. George Parish drove the bus for the Ferncliff community. This was the bus that two of the Louisa Training School teachers rode daily. Each morning the teachers, Mrs. Robinette and Mrs. Francis Lee, would ride the Trailway bus from Richmond, then board Mr. Parish's bus, and continue on to work at the Louisa Training School.

Mrs. Hortense Gordon Lewis (personal interview, 2009) shared that when their bus broke down, rather than miss school, her parents gave her and her siblings money, and they walked to Johnson's store which was on route 33, where they caught the 10 o'clock Trailway bus to the school. They would be prepared to catch the bus back home when it came through at 3 or 5 o'clock p.m. Mrs. Gordon (personal interview) and Mrs. Alma Mason (interview 2009) went on to share that a community blacksmith by the name of Mr. Chester Anderson, seeing the need, made a bus for the students to be transported to school. Mr. Anderson took an old truck with a flat bed, went to the junkyard, got an old school bus body and mounted it on the flatbed. He added wooden benches for seats and transported students to and from school. The parents paid

.50 per month for their children to ride. The students met at Mt. Garland School where they were picked up and bused to the Louisa Training School.

Not every student had the luxury of riding a bus to school during those times. According to Mr. Carl Perkins, (personal interview, 2009) he had to walk two miles each way to attend school. The School bus did not transport students that lived such a short distance from the school. He recalled schools in those days, did not close for snow or flooding. These students had to walk to school in all forms of cold and inclement weather. This was especially hard for small children in the lower grades having to walk that distance and further. It is noteworthy to add many years later after adulthood Mr. Perkins was the first Black person to serve on the Louisa County School Board.

Mrs. Audrey Perkins (personal interview, 2009) (no relations to Mr. Carl Perkins) remembers having to walk to school daily. Her voice trembled as she described how the White students, riding to school on the bus, yelled derogatory names, laughed at them and made fun of them having to walk to school. Mrs. Perkins recalled Mr. Parrish drove the old dilapidated bus for them. The bus was so old, he could barely keep in the road; however, the students were still appreciative of not having to walk to school because of Mr. Parrish. She remembered having to walk 1-1/2 to 2 miles each day for seven years to Bells Crossroads Elementary School. When they entered the seventh grade, the teacher decided she wanted to send some of the smarter students on to Louisa Training School. Mrs. Perkins was one of those students to go on to the Louisa Training School.

Louisa County School Division did not provide transportation for the Negro students in the county until 1934. According to Mrs. Sadie McLaughlin and Mrs. Yancey (personal interviews, 2009) they were two of the youngest former students who attended the Louisa Training School. When asked how they were transported to school, both participants recalled they were in the last class at the Louisa Training School and all of the students rode the bus.

At the June 1940 Louisa County School Board meeting, a group of patrons from Mrs. W. B. Meredith's community and the Jefferson Highway appeared before the Louisa County School Board to request that a bus route be established in their community for school children. Both requests were taken under advisement by the School Board (Louisa County School Board Minutes, June, 6, 1940).

By 1941, Louisa County School Board still was not providing transportation for all of its students on county-owned buses. However, the Board contracted with private citizens to assist

with the transportation for students. At the February meeting of the Louisa County School Board, the Board agreed to pay Mr. O. C. Payne \$8.00 for transporting school children in his community to meet J. L. Glass' bus for the month of January. He was contracted to transport the students thereafter for \$1.00 a day (Louisa County School Board Minutes, February 8, 1941).

In later years, the Virginia Department of Education provided state funds to assist School Boards to purchase buses to provide free transportation for all students. In 1942, Louisa County received \$7,665.67 from state funds; and in 1948, one half of the estimated appropriations was received in the amount of \$21,500.00 to assist the board with the purchase of buses to transport the students (Louisa County School Board Ledger, 1941).

By 1960, the Louisa School Board provided additional free transportation for Negro students in Louisa County. There were 20 buses, of which 19 belonged to the School Board (Despot, 1963).

Louisa County School Improvement Leagues

Much like many counties in Virginia, School Improvement Leagues were organized throughout Louisa County, with the purpose of improving educational facilities for Negro students in Louisa County. Several Louisa County-wide Leagues were organized for the purpose of uniting efforts of parents, teachers, and interested patrons throughout the county to carry out the objective of school improvement (Despot/the Louisa Historical Society, 1986). In addition, the priorities of the county-wide League were to secure an accredited high school (Louisa Training School) for the Negro students of the community and to improve transportation for the students' schools (Despot/the Louisa Historical Society, 1988). Superintendent Hart commended the School Leagues across the Commonwealth of Virginia in his 1927-28 report for their efforts in raising funds for school purposes in the amount of \$106,000.00, with the assistance from the Negro Rural Supervisors (State Board of Education Bulletin, 1927-28).

In the 1930-1931 State Superintendent's Report, Mr. Sidney B. Hall commended the County Leagues on raising \$90,000.00 across the Commonwealth of Virginia for the improvement of the Negro schools under the leadership of the Jeanes teachers. The County Leagues did not work under the direction of the local school boards; however they worked independently as a community based group with the assistance of the local Jeanes Supervisors.

Program of Studies

During the time that the Louisa Training School was in operation from 1926 to 1953, the curriculum offerings were English, Algebra, General Math, Plane Geometry, Civic, Government, U.S. History, General Science, Biology, Chemistry, French, and physical education for the Negro students. There were sixteen courses while the White students at Louisa County High School had thirty-nine course offerings (see Appendix B). The Negro students had no choice in the selection of courses that they took if they wanted to graduate. They simply took the prescribed courses for each of the three years, at the end of which time they had the necessary 16 units for graduation (Behrens, 1949). Mrs. Sadie McLaughlin (personal interview, 2009) shared that all of the students had the same courses because they did not have a variety. They took English, History, Math, Science, and Biology. Mrs. McLaughlin had one sister ahead of her who had gone to college and had done well. Mrs. McLaughlin also shared that she was the valedictorian at Louisa Training School. She continued to maintain A – B honor roll while attending college.

After visiting 19 of 33 Training Schools in Virginia in 1926, including Louisa Training School, W. D. Greshman, Supervisor of Negro Education, sent a memorandum to all divisions across the Commonwealth regarding the curriculum and instructions in the Negro classrooms. He directed the principal of the training schools to provide closer supervision of the teachers through observations at least once a week. In the event the principal had a full teaching load, he was advised to give one class a study period so the he could get into the classrooms. Furthermore, the principal should have a faculty meeting at least once every two weeks.

Greshman also observed that the 8th graders were proficient in neither the geography of the United States nor its history; therefore, he suggested that additional instructions should be focused in this area. Also, he recommended exercises in penmanship in each grade weekly (State Board of Education Memoranda, 1926).

Extra Curricula Activities

Although limited opportunities existed at the Louisa Training School for the students to participate in extra-curricular activities, the teachers performed extra duty assignments so that the students could, in addition to having a sound academic education experience a well-rounded educational experience (personal interviews, Holmes, Mason G., and Burruss, 2009). Some of the extra curricula activities included a glee club, a dramatics group, Junior League

representatives, Choral, A Nature Study Club, and an athletic club (see photographs pages 94 and 95).

The Louisa Training School did not have the additional acreage to accommodate *The Central Virginian Newspaper*

to a facility of the size and type needed for a new comprehensive high school. However, the male and female students participated in interscholastic basketball (Beavers) and softball (*The Central Virginian Newspaper, 1952*) (see Figure 9). The school did not have a gymnasium; therefore, the students practiced sports outside coached by the biology teacher, H.S. Moss and Mr. Hubert Golden, agriculture teacher. Miss Gloria C. Crawford was the girls' basketball team coach. Mr. Burruss recalled, the students played softball and baseball in a field and the basketball court consisted of one basket (personal interview, 2009). During wet weather and the winter season, often cinders from the potbelly stove were used to cover the court on which the teams practiced. (*The Central Virginian, 1952*; *The Louisa Training Yearbook, 1948*).

Mrs. Audrey Perkins (personal interview, 2009) and Mrs. Sadie McLaughlin (personal interview, 2009) recalled Mrs. Robinette Johnson formed a girls' basketball team, served as the senior sponsor producing the first yearbook, and formed a choir in addition to teaching classes.

Mr. Spurgeon Burruss (interview, 2009) recalled Mr. Spurgeon Moss was an excellent teacher who could teach the class from the textbook without glancing at the pages. Mr. Moss was a principal and teacher at Mt. Garland before being transferred to the training school.

Mr. William Holmes (personal interview, 2009) recalled Mr. Willie Moss taught social studies and that he taught high school in New York before coming to Louisa. Mr. Spurgeon Moss taught chemistry and Mrs. Robinette Johnson taught French. Mr. Holmes recalled that Mrs. Janipher Robinson has two daughters. Janipher, named after her father, is a judge. The oldest daughter, Lillie Robinson Bennett, is a pediatrician. Mr. Holmes guessed that Mrs. Robinette Johnson (former teacher) must be nearly 100 years old and that she is a very brilliant woman.

It is noteworthy that Mr. William Holmes was late starting school because his community school burned down. Therefore, he turned 18 before he reached the 11th grade to graduate. He was drafted into the military; served his country; returned to Louisa; and completed the 11th grade to graduate in 1948 from the Louisa Training School (personal interview, 2009).

Mrs. Sadie McLaughlin recalled that Mrs. Wiley was her math teacher, and that Mrs. Wiley still lives in Richmond. Also, she remembered Mr. Harry Nuckols taught math. Mr. Harry Nuckols, in later years, became an assistant principal at Louisa County High School after

integration. Mrs. McLaughlin felt she was fortunate to start her 1st year at Louisa Training School 1st -11th grades. Her older sisters started school at a little one-room school on her father's property (personal interview, 2009).



Figure 9. The Louisa training school boys and girls basketball game at Fluvanna. (*The Central Virginian Newspaper, November 22, 1951*)

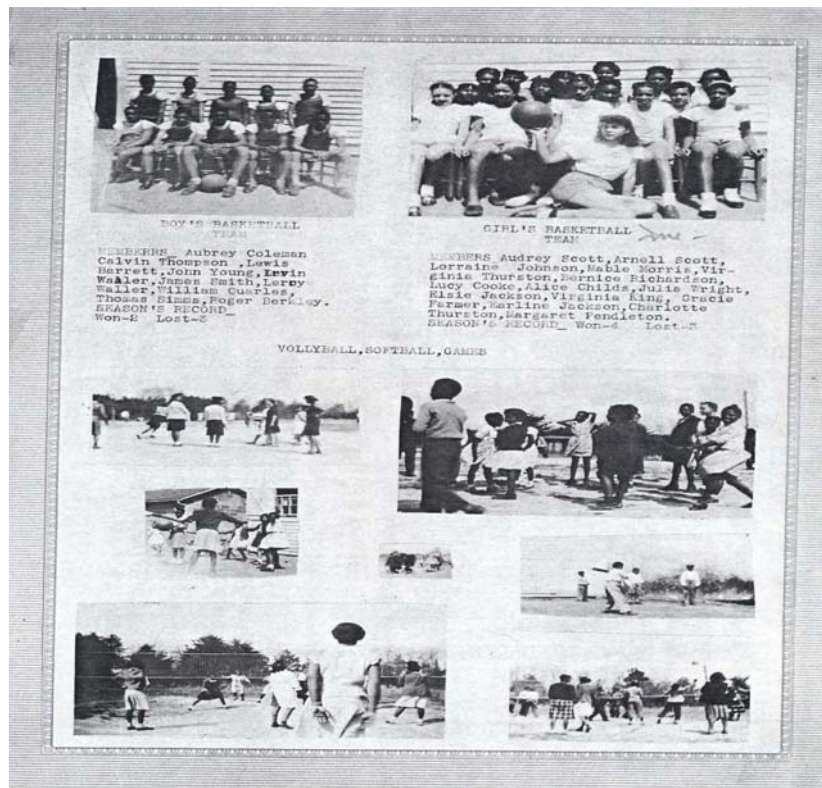


Figure 10. The Louisa training school sports and extra curricula activities. (Louisa Training School Yearbook, 1948)

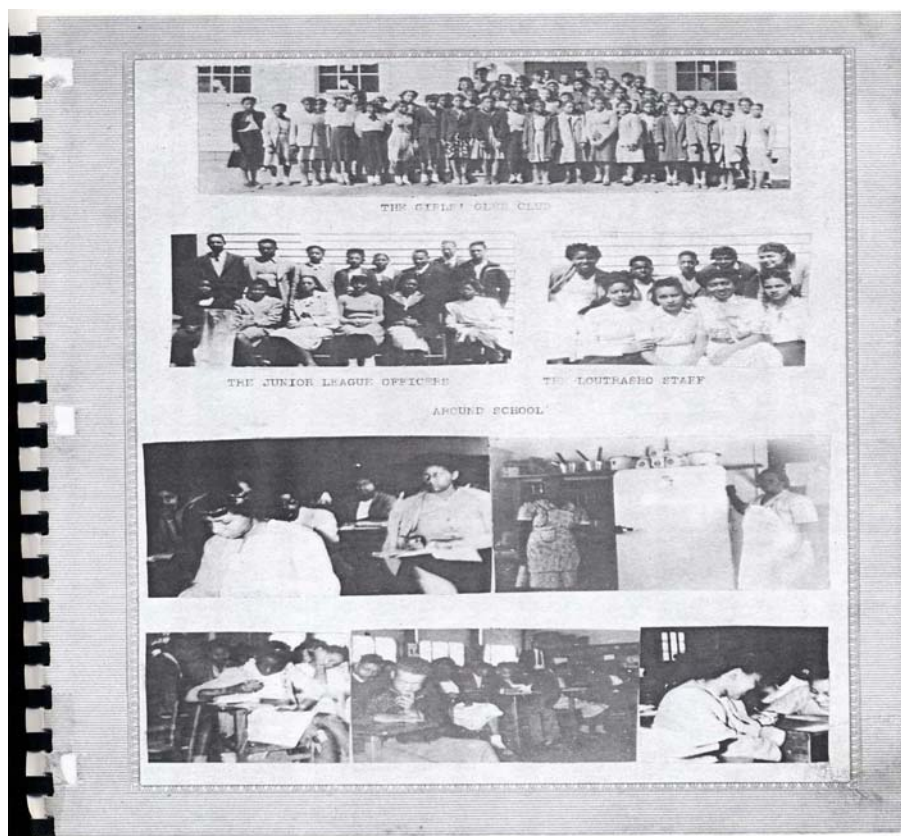


Figure 11. The Louisa training school extra curricula activities. (Louisa Training School Yearbook, 1948)

Decisions for Funding the New A. G. Richardson High School

Approximately 14 years after the Louisa Training School had been established in 1926, the Louisa School Board granted permission for the Superintendent to approach the Louisa Board of Supervisors requesting permission to apply for a loan from the State School Construction Funds. The process for having a new secondary school for Negro students began. The Annual School report for 1951-52 prepared by the school superintendent, Mr. Byrd Long, included \$86,755.34 from the School Construction Fund; \$50,000.00 from the Virginia Literary Fund loan; \$960.00 for Architect's fee; and the actual cost for new construction of \$132,175.95. The Louisa County School Board secured the needed funds to finance the construction of the new Negro high school (Louisa County Annual School Report, 1951-52).

Construction of the new high school went as planned and in the fall of 1953, the opening of the new high school, (Archie G. Richardson Central High School, for Negroes was realized. It provided more educational opportunities for the Negro students. The teachers and students were transferred from the Louisa Training School over to the A. G. Richardson High School (Board of Supervisor Minutes, 1953).

Mr. Sprugeon Burruss (personal interview, 2009), recalled the building of the new Negro high school was an effort to silence the Negro community's parents and leaders regarding integration. To the contrary, the Negro community continued to press and the Federal government became involved in the cause of integrating schools. Finally, in 1970, integration became a reality in Louisa County. The names were taken off the A.G. Richardson High School and the Morton Elementary School as the Louisa County School Board enacted that no other school buildings would be named after people.

Transforming the Louisa Training School into Z. C. Morton Elementary School

Mr. Holmes (personal interview, 2009) recalled Louisa Training School was renamed Z. C. Morton Elementary School in 1954, after A.G. Richardson was built to replace the training school. One of the other elementary schools on route 22 was experiencing growth in enrollment that resulted in overcrowding at the school. The Louisa County School Board gave the directive to have those students bused to the new Morton Elementary School. Z. C. Morton remained strictly an elementary school for several years. Later, another elementary school was built at Trevilians and named after the last Jeanes Supervisor, Alberta Guy Despot and a new Z. C. Morton was built on the grounds of A.G. Richardson High School.

Mrs. Sadie McLaughlin (personal interview, 2009) shared that concerned parents and community leaders were trying to get A.G. Richardson High School built for years. She recalled that it was a natural thing that the Louisa Training School would cease to exist as the Negro High School.

Mr. John Thomasson shared that he was fortunate to purchase the old Training School after the Z. C. Morton Elementary was closed. When the Louisa County School Board auctioned certain school properties, he became the new owner of the school. He demolished the main building of the Louisa Training School to build Thomasson Funeral Home. Today the old cinder block kitchen was converted to a storage facility. The last building on the site has been converted into an apartment building that he still rents. Mr. Thomasson showed so much pride when he

took the researcher out front of the property to show the Historical Landmark Designation sign (personal interview, 2009). Mr. Thomasson and his wife still reside in Louisa County. It is noteworthy to share that Mr. Thomasson was the first Black community member to serve on the Louisa Board of Supervisors.

CHAPTER 7

FINDINGS

What events and factors influenced the establishment of the Louisa Training School? Early education in Louisa County was provided in a dual educational system that mirrored life in the community. Louisa did not have a county-owned secondary school for Negro students in the County before 1926. While there existed a privately owned school, Mt. Garland, in the Long Creek community of Louisa County it was not accredited and only had grades 1 to 9. This one year of secondary schooling represented the only education on that level. Parents wanting a secondary education for their children had to send them outside of Louisa County (Gordon-Lewis, personal interview, 2009; Morton letter to Behrens, 1949).

Northern Philanthropists, The Freedmen's Aid Society, the Freedmen's Bureau, the African Methodist Episcopal Church, and Northern Missionaries all contributed to the cause of education for Negro children in the rural south (Anderson, 1978).

In 1917 a group of Negro parents approached the Louisa County School Board with matching funds they had saved to receive funds from the Rosenwald Foundation to build the first county-owned secondary school for their children. The school board took their request under advisement, but informed the parents the funds were not available to build the Rosenwald School at that time. Two years later, however, the School Board built a three-room elementary school in Louisa, but chose to use other State plans rather than the Rosenwald plans. As early as 1922 the principal and 3 teachers attempted to provide secondary course work for the students. It was four years later before they witnessed the erection of their five-room Rosenwald Secondary School in 1926. It was not until 1929 when Mr. W. D. Gresham and Dr. Dillard visited Louisa County and assisted the principal in securing the designation of a training school. The school became the Louisa Training School with four years of secondary education (Morton letter to Behrens; Behrens, 1949).

What were the roles of students, parents, teachers, and administrators who attended, supported, and worked in the Louisa Training School?

As stated earlier, parents were the catalysts for change and improvement of education for their children. Parents raised funds to match the Rosenwald appropriations for a new secondary school. In addition, parents were advocates for their children in approaching the Louisa County School Board for improvements in facilities, transportation, better pay for teachers, and better

supplies and textbooks for their children. Parents bought old buses, paid community members to transport their children to school and paid for the fuel. With the progression of time, the Louisa School Board decided to assist in providing transportation, contracted community members to transport students, and performed their duty in supporting the Superintendent to secure additional funds for school improvements and facilities from the Louisa Board of Supervisors for all students.

Teachers at the Louisa Training School provided daily instruction in core subjects, French, and one year of teacher preparation to their students. In addition, they served as janitor, counselor, coaches, community leaders, transportation providers, extra curricula sponsors, and administrators.

The administrators at Louisa Training School were expected to teach classes part time. One of the administrators drove the bus for the students. The administrator was expected to perform the duties of instructional leader, evaluate teachers, and serve as a community leader.

Former students of the Louisa Training School shared many personal accounts and experiences about attending the school. They were loyal to their former teachers and recognized the exceptional efforts put forth for them. They made the best of their school life while they loathed having to walk to school while other students were transported by county-owned buses. They reflected on the lack of sufficient materials and supplies in addition to worn out “hand-me-down” textbooks they had to learn from.

What educational curricular opportunities were available to Negro students at Louisa Training School?

The curriculum for the students at the Louisa Training School included 4 years of English, Algebra I, General Math, Plane Geometry, Civics, Government, U.S. History, World History, General Science, Biology, Chemistry, French 2 years, and 4 years of physical education. In addition, the 4th year of secondary school included teacher training.

What extracurricular activities were implemented to enhance and reinforce extended learning experiences of the students attending the Louisa Training School?

The Home Extension Agent went to the Louisa Training School to work with the students in creating projects, arts and crafts, and food and nutrition projects. The teachers doubled as coaches so that the students could participate in intramural sports, clubs, student organizations where the students learned many practical skills in team building, leadership, cooperating,

character building skills, coping skills, self esteem building skills, honesty, loyalty, dependability, trustworthy, talent development, endurance, and sharing.

How did political and social events at the local, state, and national levels influence the establishment and operation of the Louisa Training School?

State and Federal Court rulings of cases before them regarding educational access in public schools and equalization of facilities, equipment, and teacher salaries forced many school divisions to address these issues or risk being in contempt of court or lose state and federal funding. Parents determined to provide better opportunities for their children to receive a good education are advocates for their children. Parents sacrificed to save for the matching funds from the Rosenwald Foundation to assist the School Board in building a secondary school for Negro students.

What factors led to the demise of the Louisa Training School? The Louisa County School Board, the Division Superintendent, and the Louisa County Board of Supervisors worked collaboratively to build a new high school for Negro students in the county. The fall of 1953 was the opening date of the new A.G. Richardson High School. Parents, community leaders, the County Leagues, and the Jeanes Supervisor continued to advocate for better school facilities for Negro students of the county. Also, the school enrollment continued to grow until overcrowding could not be ignored any longer. As the State Literary Funds became available to assist school divisions with low interest loans to build and improve school facilities, Louisa County took advantage of the opportunity.

What became of the Louisa Training School after it was no longer needed by the Louisa School Board as a secondary school? When the Louisa Training School closed and ceased to exist as it had been known, the school became an elementary school. The school was named in honor of the Jeanes Supervisor, Zelda Carter Morton Elementary School. When a new elementary school was built on the grounds of the new high school, the doors of Z.C. Morton Elementary were closed forever. When the Louisa County School Board sold the school facilities and property, a former student John Thomasson, Owner/Director of Thomasson Funeral Home purchased the Louisa Training School. The main building of the training school was demolished to make room for the funeral establishment. The old cinder block building that was last used as the kitchen was used by the new owner as a storage building. The newer two-story building was renovated and made into an apartment building that continues to be rented to families.

CHAPTER 8

CONCLUSIONS

There were a number of factors and events that influenced the decision to establish the Louisa Training School. Virginia's Court Decisions attempted to equalize and improve Negro education (Behrens, 1949). At that time, the United States District Court mandated several Virginia counties to bring the Negro public school standards up to those of their White counterparts (Behrens, 1949).

The Negro parents and community leaders accompanied by the NAACP representatives including Oliver Hill approached the Louisa County School Board to request better salaries to attract better Negro teachers and to build a county-owned Negro secondary school (Louisa School Board Minutes, 1940). Furthermore, Negro parents of Louisa County learned of the Rosenwald Foundation and saved the matching funds to secure a county-owned secondary school for Negro students in 1917. However, the Louisa School Board deferred to act on the request and it was 10 years later before they actually got their secondary school, the Louisa Training School (Morton, 1949 personal communication).

Financially, Louisa faced many financial woes after the Civil War, World War I and World War II. Providing for a dual educational system was almost impossible. The Virginia Constitution mandated that the General Assembly establish a public school system in 1869, but, shifted the financial responsibility to the local governments (Behrens, 1949). To add to the financial hardships, it was established that there would be education through a segregated model during what became the "Jim Crow" separate but equal ideology (Behrens, 1949).

Socially, often neither the White community nor the Negro community desired to have their children attend school together. While they lived in the same community, they accepted segregation as a way of life and this ideology was perpetuated for many years (Behrens, 1949).

The school superintendent in Louisa was not only a leader, but a catalyst of change. His foresight to improve the school division, shared with the Louisa County School Board and the Louisa County Board Supervisors, contributed greatly to a gradual consolidation plan to equalize educational opportunities for all students.

The first consolidation plan included the Louisa County School Board taking over all schools within the county and closing many of the one-room schools scattered around the county and placing the students in two, three, and four-room schools (Morton, 1949 personal communication).

The second consolidation plan included the plan to build a secondary school for Negro students. In 1926, this became a reality with the opening of the Louisa Training School as the first county-owned secondary school for Negro children grades 8 – 11 (Board of Supervisor Minutes, 1922). The school earned the designation of being accredited in 1939-40 school year.

Phase three of the consolidating plans included closing more of the one and two-room schools, turning the Training School into an elementary school, Z. C. Morton Elementary, with the opening of the A. G. Richardson High School for Negro students in 1953. The Superintendent knew that integration was going to become a law that Louisa would have to abide by. The focus was to give the Negro students better school facilities to divert their attention from integration (Behrens, 1949; Board of Supervisors Minutes, 1937).

The Negro community reached beyond the Louisa community for much needed change in educational opportunities for their children. The County League and the National Association for Advancement of Colored People (NAACP) accompanied the Negro parents as they petitioned the Louisa School Board to build a secondary school for the Negro children and to improve equalization of educational opportunities (Louisa School Board Minutes, 1941; Louisa Board of Supervisors Minutes, 1941).

The fourth consolidation plan began in 1970 and included closing more schools scattered about the county and implementing integration for all students in Louisa County, in spite of much resistance in the county

The administration and teachers accepted the responsibility to teach students; however, that acceptance and dedication led to many other responsibilities beyond teaching: coaching, sponsorship, janitorial, community activist, transportation, nursing, disciplinarian, and kitchen helpers (Morton, personal communications to Behrens, 1949).

There were active parent-teacher organizations and County Leagues advocating for the schools. Parents purchased buses or makeshift buses and paid the drivers to transport students before the school board accepted the responsibility for the transportation (Holmes and Burruss personal interviews, 2009). The County Leagues were not under the direction of the school board. They did many things to support the schools inclusive but not limited to painting, raising funds, yard beautification, building repairs, obtaining supplies and furniture (State Board of Education Bulletin, 1927-28).

The students attended the Louisa Training School for 3 years 9-11th grade. The 3rd year included some courses in preparation for teaching. The program of studies included 16 courses.

There were no opportunities for personal selections. All of the courses were needed to complete the high school. Although the school had the designation of a training school it was not until 1952 vocational classes were included in the program of studies (Behrens, 1949). Also, the curriculum did not reflect the Tuskegee Model for courses that only focused on subservient roles. The courses offered included French, Plane Geometry, Chemistry, and Biology to name a few (Behrens, 1949).

Because of limited space and facilities, the opportunities were limited for extra curricula activities such as boys and girl's basket ball, drama, choir, Junior League, softball, later years, Future Homemakers of America and Future Farmers of America (Behrens, 1949). There was no gymnasium facility; therefore, all games were played outside. When the students played basketball there was one basket and no bleachers for the fans.

The secondary school, the Louisa Training School, continued to serve as the only high school for Negro students in Louisa from 1926 to 1953. The new high school for Negroes, Central High School, later named A.G. Richardson, opened in the fall of 1953. The old training school became an elementary school, named after the well known Jeanes Supervisor Z. C. Morton (Morton, personal communication, 1949).

Mr. John Thommasson, a former student at the Louisa Training School and current funeral director for Thommasson Funeral Home purchased the old training school from the Louisa School Board. He demolished it and built the funeral home at that site. He kept one of the newer buildings and turned it into an apartment building that is still used for that purpose. He also kept the old kitchen building that he uses as a storage area. There is a historical marker at the site of the old school in Louisa (Thommasson personal interview, 2009).

CHAPTER 9

RECOMMENDATIONS FOR FUTURE RESEARCH

Being mindful of the ages of the former teachers, administrators, and students associated with the Louisa Training School, the researcher recommends additional educational experiences of both the African American and Caucasian community members as it relates to education in Louisa County be documented. The experiences of students from one and two room schools have rich accounts untold. It is a fortunate opportunity that the majority of citizens in Louisa County are lifelong citizens who have long standing lives encompassed in the traditions and culture of Louisa County. These are the same citizens who could give accounts of the early years of education in Louisa and the progression to richer opportunities through the educational system.

A study of the Archie Gibson Richardson High School, the 2nd high school for African-Americans in Louisa County would add to a better understanding of improved educational opportunities for African-Americans in the county. In fact, a study of the history of other individual schools in the area, such as Mt Garland School, Mechanicsville, Apple Grove, Lime track, Trevilians, Ferncliff, Bells Cross Roads, Louisa High School told through the eyes of the former students, teachers, and administrators would be enlightening. Each school holds the silent untold stories of the participants and their experiences. Each school had its own school culture, daily life, safe haven to the students, worksite to the teachers, community center to the citizens, and school facility to the State Department of Education. The one and two room School Movement during the early years of education all experienced some type of transformation and consolidation as school boards attempted to address the ever changing needs of the communities.

Additional research would serve to add to the richness of the story of education in Louisa County of the Philanthropists, Northern Religious Denominations, the Freedman's Bureau, County Leagues, Willing Workers Club, Northern teachers, and sympathetic Whites.

The researcher came to know early on in the study there were specific gatekeepers in the community who were well respected in the school community and the social community. They have earned this type of notability from friends, family, and community associates for their roles in the education of students. A study of each gatekeeper would add to the rich documentation of education in Louisa County.

The researcher learned early in the research that it is important for the researcher to become more acquainted with the community leaders who have influence in the community and share with them the importance of capturing the rich accounts of experiences. The researcher must be able to convince these leaders that the purpose of the research or study is not to revive unpleasant feeling or unrest in the community but to show the progression of educational opportunities that improved the system. The researcher was disappointed to learn that key persons in the community who could add to the rich accounts were not willing to assist with efforts to get a more balanced perspective of the school division during the early years. This was a long and audacious process that was well worth the efforts in spite of the challenges in telling the whole story.

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APPENDIX A
BIOGRAPHICAL SKETCH OF INTERVIEW PARTICIPANTS

Name: Carl Perkins
Interview: July 5, 2009
Second Interview: (phone) August 7, 2009
Age: 90 (at the time of the interview)
Parents: Miller & Mary Perkins
Siblings: 10 - 4 living 6 deceased
Spouse: Marian Perkins
Children: Mary Perkins (deceased)
Graduated LCTS: 1938
Career: Taught Vocational Agriculture/ Hanover County Public Schools
Years of Service: 32
Retired: 1985
Post Secondary Education: B.S. - Virginia State College
Master's – University of Virginia

Name: Hortense Josephine Gordon Lewis
Interview: August 9, 2009
Interview: (phone) September 23, 2009
Age: 81 (at the time of the interview)
Parents: John & Josephine Gordon
Siblings: 4
Spouse: Jessie S. Lewis (deceased)
Children: None
Graduated Louisa Training School: 1946
Career: Taught elementary school/ Louisa County Public Schools
Years of Service: 35 (only missed 10 days during career)
Retired:
Post Secondary Education: B.S. – Elizabeth City State College
Further studies at Virginia State College
Extension classes at University of Virginia

Name: William Thomas Holmes
Interview: August 20, 2009
Interview: (phone) September 3, 2009
Age 82 (at the time of the interview)
Parents: Betty Nickolas
Siblings: 2
Spouse: Alethia Holmes
Children: 7
Graduated: 1948 (It is noteworthy that Mr. Holmes was drafted in the military before he could complete high school. After he served his country, he returned to Louisa County and graduated Louisa Training School).
Career: Teacher, assistant principal, principal, administrative supervisor/ Orange County Public Schools
Years of Service: 16 years
Teacher at Germana Community College 3 years
Career: Assistant to the Vice President of Student Affairs St. Paul College
Coordinator of Federal Programs Promoting Business in 6 Counties St. Paul College
Years of Service: 9
Post Secondary Education: B.S. - St. Paul College
Master's – University of Virginia
Retired: 1993

Name: Audrey Perkins
Interview: May 25, 2009
Interview: (Phone) June 18, 2009
Age: 80 (at the time of the interview)
Parents: Frank & Ella Scott
Siblings: 7
Spouse: Charles Perkins
Children 5
Graduated LCTS: 1946
Career: Beautician
Years of Service 45 (currently still working)

Name: Ethel Yancey
Interview: June 5, 2009
Interview: (Phone) July 16, 2009
Age: 76 (at the time of the interview)
Parents: Willie & Mary Morton
Sibling: 10
Spouse: Elridge Yancey (deceased)
Children: 3
Graduated LCTS: No
Career: Sewing Machine Operator/ Rockingham Sleepwear
Wolfolk Business worker
Years of Service: 11

Name John Thomasson
Interview: July 5, 2009
Interview: (phone) August 1, 2009
Age: 87 (at the time of the interview)
Parents: Joseph & Mary Thomasson
Siblings: 4
Spouse: Christine Proax Thomasson
Children: 1 (deceased)
Graduated LTCS: 1937
Career: Mortician and owner of Thomasson's Funeral Home, Louisa
Military 3 years
Years of Service: 62
Retired: (Mr. Thomasson proudly shared that he is still working)
Post Secondary Education: Mortuary School, Philadelphia, Pennsylvania

Name: Sadie McLaughlin
Interview: September 9, 2009
Interview: (Phone September 22, 2009)
Age: 74 (at the time of the interview)
Parents: Clayton & Winfred Thurston
Siblings: 5
Spouse: George McLaughlin
Children: 1
Graduated LCTS: 1951 (Valedictorian)
Career: Teacher - Louisa County Public Schools
Years of Service: 34
Retired 1990
Sadie McLaughlin continued
Post Secondary Education: B.S. Virginia State College
Master's University of Virginia

Name: Alma Mason
Interview: September 10, 2009
Interview: (phone) September 28, 2009
Age: 81 (at the time of the interview)
Parents: Martha Jannie Johnson Hughes & Mr. Hughes
Siblings: 22 (father had 11 girls and 2 boys from first marriage)
Spouse: Carvie Mason (high school sweetheart – deceased the interview)
Children: 3
Graduated Louisa Training School: 1946
Career: Teacher – Louisa County Public Schools
Years of Service: 33^{1/2}
Retired: 1984
Post Secondary Education: B.S. St Paul College

Name: Carvie Mason Jr. (deceased)
Interview: September 10, 2009
Interview: (phone) September 28, 2009
Children: 3
Age: 81 (at the time of the interview deceased 2010)
Parents: Carvie Masson Sr. and Thelma Masson
Sibling: 6
Graduated: Louisa Training School 1946
Career: Teacher Louisa County Public Schools
Years of Service: 39 years, retired 1989
Post Secondary Education: B.A. Virginia Union College and Masters in Counseling from University of Virginia
Served in the United States Army

Name: Spurgeon Burruss
Interview: August 25, 2009
Interview: (phone) mailed corrections September 22, 2009
Age: 88 (at the time of the interview)
Parents: Coley & Mynerva Burruss
Siblings: 26 (father married 4 times)
Spouse: Edna Scott Burruss
Children: None
Graduated LCTS: 1939
Career: Entered the service in 1942 (he fought in the 370 combat team, the first Black soldiers to fight in Italy against the Germans. There were approximately 20,000)

APPENDIX B
PROGRAM OF STUDIES

Table 2
Recommended Course Offerings in Louisa County Secondary Schools

<i>Recommended Course Offerings</i>	<i>Louisa High School (White)</i>	<i>Louisa Training School (Negro)</i>
English		
English (5 Years)	English (5 Years)	English (4 Years)
Advanced Literature	...	...
Systematic Grammar	...	...
Journalism	...	
Mathematics		
Algebra I	Algebra I	Algebra I
Business Mathematics	Business Mathematics	...
General Mathematics	General Mathematics	General Mathematics
Shop Mathematics	Algebra II	...
Algebra II	Plane geometry	...
Plane Geometry	Solid Geometry	Plane Geometry
Semi-technical Mathematics	Trigonometry	...
		...
Social studies		
Civics	Civics	Civics
Government	Government	Government
U.S. History	U.S. History	U.S. History
Bible	...	...
World History	World History	World History
Economics	Economics	...
Social Problems	...	...
Geography	Geography	...

(table continued)

Table 2 (continued)

<i>Recommended Course Offerings</i>	<i>Louisa High School (White)</i>	<i>Louisa Training School (Negro)</i>
Science		
General Science	General Science	General Science
Program of Studies cont'd		
Biology	Biology	Biology
Chemistry	Chemistry	Chemistry
Physics	Physics	...
Foreign Language		
Latin	Latin (3 Years)	...
French	French (2 Years)	French (2 Years)
Spanish	...	...
German	...	...
Aine arts		
General Music	...	...
Advanced Theory of Music		
Music Appreciation	...	...
General Art	...	...
Art Appreciation	...	...
Ceramics, Modeling and Sculpture	...	...
Dramatic and Speech Arts	...	...

Commercial Education		
Business Arithmetic	Business Arithmetic	...
Business Fundamentals	...	...
Bookkeeping Elementary		...
Bookkeeping Advanced	Bookkeeping Elementary	...
Office Practice or Supervised Office Experience	Bookkeeping Advanced	
Typewriting		...
Shorthand		...
Citation and	...	...
	Typing 1 and 2	
	Shorthand 1 and 2	...
Transcription		...
Commercial Law	...	
	...	

Home Economics			
Vocational Homemaking	Vocational Homemaking I, II,		...
Occupational Training in	III		...
Fields Related to			
Homemaking			...
General Home Economics	...		...
Diversified Occupations	...		...
Distributive Education			
Cooperative Retail Training			
Consumer Buying	...		...

Vocational agriculture	Vocational agriculture I, II, III		...
Industrial Arts	...		...
Trade and Industrial			
Electricity, Building Trades,			
Drafting, Machine Shop,			
Wood Working, Automobile			
Mechanics, Sheet Metal,			
Practical Nursing,			
Cosmetology, and others			

Exploratory Courses	Exploratory Courses		...
(9,12, or 18			
Program of Studies Cont'd			
weeks each in Industrial Arts,			
Agriculture, Fine Arts,			
Homemaking, Business			
Education and Music			
Physical & Health Education	Physical & Health Education (5	Physical & Health Education (4	
(5 Years)	Years)	Years)	

(Behrens, 1949)

APPENDIX C
RESEARCH QUESTIONS

1. What events and factors influenced the establishment of the Louisa Training School?
2. What were the experiences and roles of students, parents, teachers, and administrators who attended, supported, and worked in the Louisa Training School?
3. What educational and curricular opportunities were available to Negro students at Louisa Training School?
4. What extracurricular activities were implemented to enhance and reinforce extended learning experiences of the students attending the Louisa Training School?
5. How did political and social events at the local, state, and national levels influence the establishment and operation of the Louisa Training School?
6. What factors led to the demise of the Louisa Training School?
7. What became of the school after it was no longer needed by the Louisa School Board as a secondary school?

APPENDIX D
INTERVIEW LETTER

(804) 240-0125
1117 Penobscot Road
Henrico, Virginia 23227

May 4, 2009

Mr. John Thomasson
125 West Street
Louisa, Virginia 23093

Dear Mr. Thomasson:

This letter is to confirm our interview on Saturday, May 16, 2009 at 9:15 a.m. I will plan to arrive at your office fifteen minutes early to setup the audio equipment. I would like to thank you again for agreeing to participate in the historical research case study of the Louisa Training School. Your willingness to participate will provide personal accounts that will enrich the information in the study and provided a better understanding of the establishment and operation of the school.

I would like to return to you in 3-4 weeks for a second interview. The second visit will provide an opportunity for you to add anything that you would like to what I have; clarify any documentation that I might have misunderstood; or perhaps you were able to locate some photographs, artifacts, or memorabilia that you can share that would add to the research project. I will tentatively set up a second appointment at the close of the first appointment meanwhile; I will send you a copy of the transcript of the first interview to review before that visit. If you are satisfied with my documentation of your interview, I will move forward with finalizing my final transcription draft.

Sincerely,

Minnie R. Outlaw

APPENDIX E
A HISTORICAL STUDY OF THE LOUISA TRAINING SCHOOL FOR NEGROES
1926-1952 IN LOUISA COUNTY, VIRGINIA

Informed Consent for Research Being Conducted for
Virginia Polytechnic Institute and State University

Participant's Name Mrs. Hortense Gordon Date August 14, 2009

This letter is to confirm your participation in the study being conducted by Minnie R. Outlaw documenting the history of Negro students educated at the Louisa Training School in Louisa County, Virginia between 1926 and 1953. The investigator believes this real-life story could inspire students to strive for academic excellence and preserve the legacy of the only Negro school with the designation of training school located in Louisa County, Virginia.

Your involvement in the study is strictly voluntary and you may withdraw your participation at any time. As a participant you are agreeing to be interviewed and share an oral history based on your connection to the Louisa Training School. The interview will be audio-recorded of your oral history.

According to your telephone conversation with Minnie R. Outlaw on the following date, time, and location were established for your interview:

Interview Date: Friday, August 21, 2009
Interview Time: 10:00 A.M.
Interview Location: Louisa County Public Library

Your interview will not exceed 1 hour- 1-1/2 hour without your consent.

If you have any questions concerning your participation in the study, please feel free to contact Dr. N. Wayne Tripp, Dissertation Committee Chairperson/ Principal Investigator at 540 231-9728; Minnie R. Outlaw, secondary investigator, at 804 261-5788.

Please retain this copy for Your Records

APPENDIX F
THANK YOU FOR PARTICIPATING IN RESEARCH LETTER

1117 Penobscot Road
Henrico, Virginia 23227

October 20, 2009

Dear _____,

This letter is written to thank you again for agreeing to participate in the historical research study of the Louisa Training School. Your willingness to participate has provided personal accounts that will enrich the information in the study and provided a better understanding of the establishment and operation of the school.

I would like to return to you in a few weeks so that you will have an opportunity to review the information that I have documented during the interview. The second visit will also provide an opportunity for you to add anything that you would like, clarify any documentation that I might have misunderstood, or perhaps you were able to locate some photographs, artifacts, or memorabilia that you can share that would add to the research project. I will call to set up a second appointment for you to review the information. If you are satisfied with my documentation of your interview, I will move forward finalizing my dissertation draft.

Sincerely,

Minnie Outlaw
Graduate Student Virginia Polytechnic Institute State and University

APPENDIX G
IRB APPROVAL

VIRGINIATECHVIRGINIATECHVIRGINIATECHVIRGINIATECH

Certificate of Completion

This certifies that

Minnie Outlaw

Has completed


Training in Human Subjects Protection

On the following topics:

Historical Basis for Regulating Human Subjects Research
The Belmont Report
Federal and Virginia Tech Regulatory Entities, Policies and Procedures

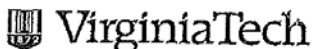
on

June 29, 2007


David Moore, IRB Chair

VIRGINIATECHVIRGINIATECHVIRGINIATECHVIRGINIATECH

APPENDIX H
IRB APPROVAL NUMBER 09-115



Office of Research Compliance
Institutional Review Board
2000 Kraft Drive, Suite 2000 (0497)
Blacksburg, Virginia 24060
540/231-4606 Fax 540/231-0959
e-mail lr@vt.edu
Website: www.lrb.vt.edu

MEMORANDUM

DATE: March 17, 2010

TO: Wayne Tripp, Minnie Outlaw

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires June 13, 2011)

PROTOCOL TITLE: A Historical Case Study: The Louisa County Training School for Negroes 1926-1953

IRB NUMBER: 09-115

As of April 13, 2010, the Virginia Tech IRB Chair, Dr. David M. Moore, approved the continuation request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at <http://www.lrb.vt.edu/pages/responsibilities.htm> (please review before the commencement of your research).

PROTOCOL INFORMATION:

Approved as: Expedited, under 45 CFR 46.110 category(ies) 6, 7

Protocol Approval Date: 4/13/2010

Protocol Expiration Date: 4/12/2011

Continuing Review Due Date*: 3/29/2011

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

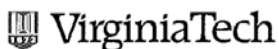
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An equal opportunity, affirmative action institution

APPENDIX I

IRB APPROVAL NUMBER 09-115



Office of Research Compliance
Institutional Review Board
2000 Kraft Drive, Suite 2000 (0497)
Blacksburg, Virginia 24060
540/231-4606 Fax 540/231-0859
e-mail irb@vt.edu
Website: www.irb.vt.edu

MEMORANDUM

DATE: April 17, 2012

TO: Wayne Tripp, Minnie Outlaw

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)

PROTOCOL TITLE: A Historical Case Study: The Louisa County Training School for Negroes 1926-1953

IRB NUMBER: 09-115

Effective April 17, 2012, the Virginia Tech IRB Chair, Dr. David M. Moore, approved the continuation request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at <http://www.irb.vt.edu/pages/responsibilities.htm> (please review before the commencement of your research).

PROTOCOL INFORMATION:

Approved as: **Expedited, under 45 CFR 46.110 category(ies) 6, 7**

Protocol Approval Date: **4/17/2012** (protocol's initial approval date: **4/13/2009**)

Protocol Expiration Date: **4/16/2013**

Continuing Review Due Date*: **4/2/2013**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

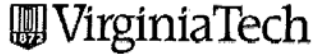
The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

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APPENDIX J
IRB REVIEW BOARD RESEARCH PROTOCOL



Institutional Review Board
Research Protocol

Email completed form and all applicable supporting documents (see, <http://www.irb.vt.edu/pages/researchers.htm#supporting>) to irb@vt.edu (PDFs preferred). Copy all investigators listed on the application.

Section 1: Project Information

1.1 PROJECT TITLE:

Historical Study "We Walked to the Schoolhouse Door...the Louisa County Training School."

1.2 PRINCIPAL INVESTIGATOR (Virginia Tech faculty only)

Name: Dr. Wayne Tripp	Virginia Tech department: Graduate School Of Educational Leadership
Email address: wtripp@vt.edu	VT PID:
Human subject protections training (required, see http://www.irb.vt.edu/pages/training.htm) completed through: <input checked="" type="checkbox"/> VT IRB Training <input type="checkbox"/> Other, certificate is attached <input type="checkbox"/> Other, training is on file with IRB office	

1.3 CO-INVESTIGATORS (Include any individual responsible for the design and conduct of the study, or who will use data for publication purposes. Attach separate pages as necessary.)

Name: Minnie Outlaw	
Email address: moutlaw51@comcast.net	VT PID -or- organization name if non-VT employee or agent: 904482871
Human subject protections training (required) completed through: <input checked="" type="checkbox"/> VT IRB Training <input type="checkbox"/> Other, certificate is attached <input type="checkbox"/> Other, training is on file with IRB office	

Name: N/A	
Email address:	VT PID -or- organization name if non-VT employee or agent:
Human subject protections training (required) completed through: <input type="checkbox"/> VT IRB Training <input type="checkbox"/> Other, certificate is attached <input type="checkbox"/> Other, training is on file with IRB office	

Name: N/A	
Email address:	VT PID -or- organization name if non-VT employee or agent:
Human subject protections training (required) completed through: <input type="checkbox"/> VT IRB Training <input type="checkbox"/> Other, certificate is attached <input type="checkbox"/> Other, training is on file with IRB office	

Include with this application a current CV, resume, or biosketch for all investigators listed above

1.4 DEPARTMENTAL REVIEWER

If required, view <http://www.irb.vt.edu/pages/researchers.htm> - click on "instructions" under Research Protocol.

Name:	VT PID:	Email:
Signature	Date	Mail (campus code: 0497), fax (540-231-0959), or scan/email (irb@vt.edu) signed page to the IRB office.

1.5 DO ANY OF THE INVESTIGATORS OF THIS PROJECT HAVE A REPORTABLE CONFLICT OF INTEREST? (<http://www.ird.vt.edu/pages/researchers.htm#conflict>)

- No
 Yes, explain:

1.6 WILL THIS RESEARCH INVOLVE COLLABORATION WITH ANOTHER INSTITUTION?

- No, go to question 1.7
 Yes, answer questions within table

IF YES
Provide the name of the institution [for institutions located overseas, please also provide name of country]:
Indicate the status of this research project with the other institution's IRB: <input type="checkbox"/> Pending approval <input type="checkbox"/> Approved <i>[include approval letter with protocol]</i> <input type="checkbox"/> Other institution does not have a human subject protections review board <input type="checkbox"/> Other, explain:
Will the collaborating institution(s) be engaged in the research? (http://www.hhs.gov/ohrp/humansubjects/assurance/engage.htm) <input type="checkbox"/> No <input type="checkbox"/> Yes
Will Virginia Tech's IRB review all human subject research activities involved with this project? <input type="checkbox"/> No, provide the name of the primary institution: <input type="checkbox"/> Yes <i>Note: primary institution = primary recipient of the grant or main coordinating center</i>

1.7 IS THIS RESEARCH FUNDED?

- No, go to question 1.8
 Yes, answer questions within table

IF YES
Provide the name of the sponsor [if NIH, specify department]:
Provide the VT Office of Sponsored Programs (OSP) proposal, grant, or fund number related to this project: <input type="checkbox"/> OSP number pending <input type="checkbox"/> Submission through OSP not required for this project
Is this project receiving federal funds? <input type="checkbox"/> No <input type="checkbox"/> Yes <i>[include grant application, OSP proposal, or "statement of work" with protocol]</i> If yes, Does the grant application, OSP proposal, or "statement of work" related to this project include activities involving human subjects that are <u>not</u> covered within this IRB application? <input type="checkbox"/> No, all human subject activities are covered in this IRB application

Yes, however these activities will be covered in future VT IRB applications, these activities include:
 Yes, however these activities have been covered in past VT IRB applications, the IRB number(s) are as follows:
 Yes, however these activities have been or will be reviewed by another institution's IRB, the name of this institution is as follows:
 Other, explain:

Is Virginia Tech the primary awardee or the coordinating center of this grant?
 No, provide the name of the primary institution:
 Yes

1.8 DOES THIS STUDY ONLY INVOLVE THE COLLECTION OR STUDY OF EXISTING DATA?

Please note: it is not considered existing data if a researcher transfers to Virginia Tech from another institution and will be conducting data analysis of an on-going study.

- No, go to question 1.9
 Yes, respond only to the following sections within this document: Section 1 (Project Information), Section 2 (Justification), Section 8 (Confidentiality/Anonymity), and Section 14 (Research Involving Existing Data)

1.9 DOES THIS STUDY INVOLVE CONFIDENTIAL OR PROPRIETARY INFORMATION (OTHER THAN HUMAN SUBJECT CONFIDENTIAL INFORMATION), OR INFORMATION RESTRICTED FOR NATIONAL SECURITY OR OTHER REASONS BY A U.S. GOVERNMENT AGENCY?

For example – government / industry proprietary or confidential trade secret information

- No
 Yes, describe:

1.10 DOES THIS STUDY INVOLVE SHIPPING ANY TANGIBLE ITEM, BIOLOGICAL OR SELECT AGENT OUTSIDE THE U.S.?

- No
 Yes

Section 2: Justification

2.1 DESCRIBE THE BACKGROUND, PURPOSE, AND ANTICIPATED FINDINGS OF THIS STUDY:

Prior to the passage of integration legislation in public schools across the United States receiving federal funding, many Negro children were denied the opportunity to receive a secondary education. The purpose of this study is to investigate the first secondary school for Negro children (the Louisa County Training School) in Louisa County, Virginia. The investigation will reveal first hand accounts of the establishment and operation of the Louisa County Training School from persons who were enrolled or worked at the Louisa County Training School. **Research Questions**
 According to Creswell (1998), research problem statements in case studies are written to focus on an in-depth description and understanding. Often there is one central research question, in this case study that being, what was the implication of the establishment and operation of the Louisa County Training School as the first County owned secondary school for Negro students? The following research sub-questions were formulated using Creswell's approach as a guide for the case study.

1. What events and actors influenced the establishment of the Louisa County Training School?
2. What were the experiences and roles of students, parents, teachers, and administrators who attended, supported, and worked in the Louisa County Training School?
3. What were the educational and curricular options available to Negro students at Louisa County Training School, and how did they differ from those at the Louisa County High School for Whites?
4. What were the sports and extracurricular activities that were implemented to enhance and reinforce

extended learning experiences of the students attending the Louisa County Training School?
5. How did political and social events at the local, state, and national levels influence the establishment and operation of the Louisa County Training School?
6. What factors led to the demise of the Louisa County Training School and what became of the school after it was no longer needed by the Louisa County School Board?

2.2 EXPLAIN WHAT THE RESEARCH TEAM PLANS TO DO WITH THE STUDY RESULTS:

For example - publish or use for dissertation

The research investigator plans to use the information ascertained during the study to write her dissertation which would complete partial requirements for a doctoral degree.

2.3 DESCRIBE THE RELATIONSHIP (IF ANY) THIS IRB APPLICATION HAS WITH ANY PREVIOUS OR UPCOMING VT IRB APPLICATIONS, INCLUDING INTERIM APPROVALS:

None

Section 3: Recruitment

3.1 DESCRIBE THE SUBJECT POOL, INCLUDING INCLUSION AND EXCLUSION CRITERIA AND NUMBER OF SUBJECTS:

Examples of inclusion/exclusion criteria - gender, age, health status, ethnicity

The targeted group of subjects selected for the study are members of the Louisa County, Virginia community who can provide information on the establishment and operation of the Louisa County Training School. The research investigator is especially interested in persons who either attended, worked, or had knowledge of the establishment and operation of the Louisa County Training School. There will be no exclusion of subjects based on gender, age, health status, or ethnicity. The researcher does acknowledge the participants would persons who although are elderly now still maintain a mental capacity to participate in the study. The researcher recognizes that only Negro students attended the school and that all teachers and site-based administrators were from the Negro ethnic race; however, there are other stakeholders and community residents who are knowledgeable of the establishment and operation of the school who will be able to provide information for the study.

3.2 WILL EXISTING RECORDS BE USED TO IDENTIFY AND CONTACT / RECRUIT SUBJECTS?

Examples of existing records - directories, class roster, university records, educational records

- No, go to question 3.3
- Yes, answer questions within table

IF YES

Are these records private or public?
 Public
 Private, describe the researcher's privilege to the records: Several of the subjects participating in the study shared yearbooks, photographs, letters, bulletins, and personal mementos with me that were directly related to the Louisa County Training School that assisted me in documenting the background and historical context for the study. Also, public records were reviewed such as school reports submitted to the Virginia Department of (Instruction) Education, minutes from the Louisa County Board of Supervisors, minutes from the Louisa County School Board, news articles in the Louisa County local newspaper (The Central Virginian), a copy of a personal letter written by one of the Jeanes Supervisors in Louisa County, a dissertation written earlier, records in the Library of Congress, records reviewed in the Archives at Hampton University, Virginia State University, the Virginia State Library, Archives of Virginia Commonwealth University, archived newspaper articles at Virginia Polytechnic University, the public library in Louisa County, and records were reviewed at the Archives in Philadelphia, Pennsylvania. Also,

I had the privilege of reviewing documented and published history of Louisa County done by the Louisa County Historical Society.
Will student, faculty, and/or staff records or contact information be requested from the University? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes, visit the following link for further information: http://www.policies.vt.edu/index.php (policy no. 2010)

3.3 DESCRIBE RECRUITMENT METHODS, INCLUDING HOW THE STUDY WILL BE ADVERTISED OR INTRODUCED TO SUBJECTS:

[Include all recruitment materials with this application (required for all protocols if data will be collected from people) e.g., flyers/posters, invitation letter/e-mail, telephone recruitment script, SONA announcement, etc.]

Several of the gatekeepers within the Louisa County community have been identified as perspective participants for the study. I hope that the gatekeepers will assist me by referring me to others who would have knowledge of the establishment and operation of the Louisa County Training School. After a telephone conversation with the gatekeepers a letter establishing an appointment date and time for an interview has been developed. Also, a follow-up letter thanking the participants for participating in the study has been developed.

3.4 PROVIDE AN EXPLANATION FOR CHOOSING THIS POPULATION:

Note: the IRB must ensure that the risks and benefits of participating in a study are distributed equitably among the general population and that a specific population is not targeted because of ease of recruitment.

The population chosen by the investigator for this study will include purposeful and snow ball sampling of participants who can provide first hand accounts of the establishment and operation of the Louisa County Training school as former students, employees, or others within the community who are knowledgeable of the subject.

Section 4: Consent Process

For more information about consent process and consent forms visit the following link: <http://www.irb.vt.edu/pages/consent.htm>

If feasible, researchers are advised and may be required to obtain signed consent from each participant unless obtaining signatures leads to an increase of risk (e.g., the only record linking the subject and the research would be the consent document and the principal risk would be potential harm resulting in a breach of confidentiality). Signed consent is typically not required for low risk questionnaires (consent is implied) unless audio/video recording or an in-person interview is involved. If researchers will not be obtaining signed consent, participants must, in most cases, be supplied with consent information in a different format (e.g., in recruitment document, at the beginning of survey instrument, read to participant over the phone, information sheet physically or verbally provided to participant).

4.1 CHECK ALL OF THE FOLLOWING THAT APPLY TO THIS STUDY’S CONSENT PROCESS:

- Verbal consent will be obtained from participants *[include verbal script with this application]*
- Written/signed consent will be obtained from participants *[include consent form(s) with this application]*
- Consent will be implied from the return of completed questionnaire. Note: The IRB recommends providing consent information in a recruitment document or at the beginning of the questionnaire (if the study only involves implied consent, skip to Section 5 below)
- Other, describe:

4.2 PROVIDE A GENERAL DESCRIPTION OF THE PROCESS THE RESEARCH TEAM WILL USE TO OBTAIN AND MAINTAIN INFORMED CONSENT:

All participants in the study will be notified from the onset of the interview that they will be asked to sign a consent form. Also, participants will be told that they may opt out of the study at any time or to refuse to

answer any questions that would make the feel uneasy, embarrassed, intimidated, or self incriminating.

4.3 WHO, FROM THE RESEARCH TEAM, WILL BE OVERSEEING THE PROCESS AND OBTAINING CONSENT FROM SUBJECTS?

The sole and pricipal investigator (myself) will oversee the process and obtain consent from the subjects for the study.

4.4 WHERE WILL THE CONSENT PROCESS TAKE PLACE?

Consent forms will be signed prior to the interviews.

4.5 DURING WHAT POINT IN THE STUDY PROCESS WILL CONSENTING OCCUR?

Note: unless waived by the IRB, participants must be consented before completing any study procedure, including screening questionnaires.

After each subject has been contacted and agrees to participate in the interviews, they will be notified that they will be required to sign a consent form prior to the interview.

4.6 IF APPLICABLE, DESCRIBE HOW THE RESEARCHERS WILL GIVE SUBJECTS AMPLE TIME TO REVIEW THE CONSENT DOCUMENT BEFORE SIGNING:

Note: typically applicable for complex studies, studies involving more than one session, or studies involving more of a risk to subjects.

A copy of the consent form will be enclosed in the intial letter confirming the participants to participate in the study . An explanation of the consent form will be further reinforced and collected at the onset of the interview.

Not applicable

Section 5: Procedures

5.1 PROVIDE A STEP-BY-STEP THOROUGH EXPLANATION OF ALL STUDY PROCEDURES EXPECTED FROM STUDY PARTICIPANTS, INCLUDING TIME COMMITMENT & LOCATION:

All study participants will be interviewed using a predetermined set of open end questions when needed. The interviews will take place at a predetermined location at a predetermined time. Each interview is expected to take 1-11/2 hours. A copy of the transcribed interview will be mailed to the participants prior to the second visit so that the participants will have ample time to read over the information, recall additional information to share, edit the transcription without feeling rushed because the investigator is present.

5.2 DESCRIBE HOW DATA WILL BE COLLECTED AND RECORDED:

[Include all data documents (e.g., questionnaire, interview questions, etc.) with protocol]

Participants in the study will be interviewed to obtain data that will be useful to the study. Interview questions for the study are included with this document.

5.3 DOES THE PROJECT INVOLVE ONLINE RESEARCH ACTIVITES (INCLUDES ENROLLMENT, RECRUITMENT, SURVEYS)?

View the "Policy for Online Research Data Collection Activities Involving Human Subjects" at <http://www.ird.vt.edu/documents/onlinepolicy.pdf>

- No, go to question 6.1
- Yes, answer questions within table



IF YES	
Identify the service / program that will be used:	
<input type="checkbox"/>	www.survey.vt.edu, go to question 6.1
<input type="checkbox"/>	Blackboard, go to question 6.1
<input type="checkbox"/>	Center for Survey Research, go to question 6.1
<input type="checkbox"/>	Other
IF OTHER:	
Name of service / program:	
URL:	
This service is...	
<input type="checkbox"/>	Included on the list found at: http://www.irb.vt.edu/pages/validated.htm
<input type="checkbox"/>	Approved by VT IT Security [Include approval correspondence with protocol]
<input type="checkbox"/>	An external service with proper SSL or similar encryption (https://) on the login (if applicable) and all other data collection pages.
<input type="checkbox"/>	None of the above (note: only permissible if this is a collaborative project in which VT individuals are only responsible for data analysis, consulting, or recruitment)

Section 6: Risks and Benefits

6.1 WHAT ARE THE POTENTIAL RISKS (E.G., EMOTIONAL, PHYSICAL, SOCIAL, LEGAL, ECONOMIC, OR DIGNITY) TO STUDY PARTICIPANTS?

None

6.2 EXPLAIN THE STUDY'S EFFORTS TO REDUCE POTENTIAL RISKS TO SUBJECTS:

No risk identified

6.3 WHAT ARE THE DIRECT OR INDIRECT ANTICIPATED BENEFITS TO STUDY PARTICIPANTS AND/OR SOCIETY?

The benefits of including the participants identified are enormous in that, they can provide first hand accounts of the establishment and operation of the Louisa County Training School as primary sources.

Section 7: Full Board Assessment

7.1 DOES THE RESEARCH INVOLVE MICROWAVES/X-RAYS, OR GENERAL ANESTHESIA OR SEDATION?

- No
 Yes

7.2 DO RESEARCH ACTIVITIES INVOLVE PRISONERS, PREGNANT WOMEN, FETUSES, HUMAN IN VITRO FERTILIZATION, OR MENTALLY DISABLED PERSONS?

- No, go to question 7.3
 Yes, answer questions within table

IF YES	
This research involves:	
<input type="checkbox"/>	Prisoners

<input type="checkbox"/> Pregnant women <input type="checkbox"/> Fetuses <input type="checkbox"/> Human in vitro fertilization <input type="checkbox"/> Mentally disabled persons
--

7.3 DOES THIS STUDY INVOLVE MORE THAN MINIMAL RISK TO STUDY PARTICIPANTS?

Minimal risk means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily activities or during the performance of routine physical or psychological examinations or tests. Examples of research involving greater than minimal risk include collecting data about abuse or illegal activities. Note: if the project qualifies for Exempt review (<http://www.irb.vt.edu/pages/categories.htm>), it will not need to go to the Full Board.

- No
- Yes

IF YOU ANSWERED "YES" TO **ANY ONE** OF THE ABOVE QUESTIONS, 7.1, 7.2, OR 7.3, THE BOARD MAY REVIEW THE PROJECT'S APPLICATION MATERIALS AT ITS MONTHLY MEETING. VIEW THE FOLLOWING LINK FOR DEADLINES AND ADDITIONAL INFORMATION: <http://www.irb.vt.edu/pages/deadlines.htm>

Section 8: Confidentiality / Anonymity

For more information about confidentiality and anonymity visit the following link: <http://www.irb.vt.edu/pages/confidentiality.htm>

8.1 WILL PERSONALLY IDENTIFYING STUDY RESULTS OR DATA BE RELEASED TO ANYONE OUTSIDE OF THE RESEARCH TEAM?

For example – to the funding agency or outside data analyst, or participants identified in publications with individual consent

- No
- Yes, to whom will identifying data be released?

8.2 WILL ANY STUDY FILES CONTAIN PARTICIPANT IDENTIFYING INFORMATION (E.G., NAME, CONTACT INFORMATION, VIDEO/AUDIO RECORDINGS)?

Note: if collecting signatures on a consent form, select "Yes."

- No, go to question 8.3
- Yes, answer questions within table

IF YES
Describe if/how the study will utilize study codes:
If applicable, where will the key [i.e., linked code and identifying information document (for instance, John Doe = study ID 001)] be stored and who will have access?
<i>Note: the key should be stored separately from subjects' completed data documents and accessibility should be limited.</i>
<i>The IRB strongly suggests and may require that all data documents (e.g., questionnaire responses, interview responses, etc.) do not include or request identifying information (e.g., name, contact information, etc.) from participants. If you need to link subjects' identifying information to subjects' data documents, use a study ID/code on all data documents.</i>

8.3 WHERE WILL DATA BE STORED?

Examples of data - questionnaire, interview responses, downloaded online survey data, observation recordings, biological samples

All information inclusive of consent forms, interview questions, responses, any other personal information will be located in a locked file cabinet in my computer room at my home.

8.4 WHO WILL HAVE ACCESS TO STUDY DATA?

The chairperson and committee members of my dissertation committee will be allowed to have access to the information based on need in assisting me with the final draft of my dissertation.

8.5 DESCRIBE THE PLANS FOR RETAINING OR DESTROYING THE STUDY DATA

The study data will be retained in my locked file cabinet for 5 years before being destroyed (shredded).

8.6 DOES THIS STUDY REQUEST INFORMATION FROM PARTICIPANTS REGARDING ILLEGAL BEHAVIOR?

- No, go to question 9.1
 Yes, answer questions within table

IF YES

Does the study plan to obtain a Certificate of Confidentiality?

No
 Yes (Note: participants must be fully informed of the conditions of the Certificate of Confidentiality within the consent process and form)

*For more information about Certificates of Confidentiality, visit the following link:
<http://www.irb.vt.edu/pages/coc.htm>*

Section 9: Compensation

For more information about compensating subjects, visit the following link: <http://www.irb.vt.edu/pages/compensation.htm>

9.1 WILL SUBJECTS BE COMPENSATED FOR THEIR PARTICIPATION?

- No, go to question 10.1
 Yes, answer questions within table

IF YES

What is the amount of compensation?

Will compensation be prorated?

Yes, please describe:
 No, explain why and clarify whether subjects will receive full compensation if they withdraw from the study?

Unless justified by the researcher, compensation should be prorated based on duration of study participation. Payment must not be contingent upon completion of study procedures. In other words, even if the subject decides to withdraw from the study, he/she should be compensated, at least partially, based on what study procedures he/she has completed.

Section 10: Audio / Video Recording

For more information about audio/video recording participants, visit the following link: <http://www.irb.vt.edu/pages/recordings.htm>

10.1 WILL YOUR STUDY INVOLVE VIDEO AND/OR AUDIO RECORDING?

- No, go to question 11.1
 Yes, answer questions within table

IF YES
This project involves: <input checked="" type="checkbox"/> Audio recordings only <input type="checkbox"/> Video recordings only <input type="checkbox"/> Both video and audio recordings
Provide compelling justification for the use of audio/video recording: It is easier to manage an interview and to interact with the participants during the interview process by taping the responses to refer back to later when the data is being reviewed, compiled, analyzed, categorized, coded, and drawing inferences from the data.
How will data within the recordings be retrieved / transcribed? If I can afford it I will hire a professional transcriber to transcribe the data. If I cannot afford a transcriber, I will transcribe the tapes myself.
How and where will recordings (e.g., tapes, digital data, data backups) be stored to ensure security? All of the tapes will be kept in the locked file cabinet in my computer room at my house.
Who will have access to the recordings? The co-chairpersons of my dissertation committee will have access to the recordings on a per needs basis as they assist me in preparing the final draft of my dissertation.
Who will transcribe the recordings? If I can afford it I will hire a professional transcriber to transcribe the data. If I cannot afford a transcriber, I will transcribe the tapes myself.
When will the recordings be erased / destroyed? All of the tapes will be kept in the locked file cabinet in my computer room at my house for 5 years before being destroyed.

Section 11: Research Involving Students

11.1 DOES THIS PROJECT INCLUDE STUDENTS AS PARTICIPANTS?

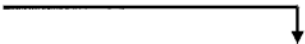
- No, go to question 12.1
 Yes, answer questions within table

IF YES
Does this study involve conducting research with students of the researcher? <input type="checkbox"/> No <input type="checkbox"/> Yes, describe safeguards the study will implement to protect against coercion or undue influence for participation:
<i>Note: if it is feasible to use students from a class of students not under the instruction of the researcher, the IRB recommends and may require doing so.</i>

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<p>Will the study need to access student records (e.g., SAT, GPA, or GRE scores)?</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes <i>[Include release consent / assent / permission form(s) with this application]</i></p>

11.2 DOES THIS PROJECT INCLUDE ELEMENTARY, JUNIOR, OR HIGH SCHOOL STUDENTS?

- No, go to question 11.3
- Yes, answer questions within table 

IF YES
<p>Will study procedures be completed during school hours?</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes</p> <p>If yes,</p> <p style="text-align: center;">Students not included in the study may view other students' involvement with the research during school time as unfair. Address this issue and how the study will reduce this outcome:</p> <p style="text-align: center;">Missing out on regular class time or seeing other students participate may influence a student's decision to participate. Address how the study will reduce this outcome:</p>
<p>Is the school's approval letter(s) attached to this submission?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No, project involves Montgomery County Public Schools (MCPS)</p> <p><input type="checkbox"/> No, explain why:</p> <p><i>You will need to obtain school approval (if involving MCPS, click here: http://www.irb.vt.edu/pages/mcps.htm). Approval is typically granted by the superintendent, principal, and classroom teacher (in that order). Approval by an individual teacher is insufficient. School approval, in the form of a letter or a memorandum should accompany the approval request to the IRB.</i></p>

11.3 DOES THIS PROJECT INCLUDE COLLEGE STUDENTS?

- No, go to question 12.1
- Yes, answer questions within table 

IF YES
<p>Some college students might be minors. Indicate whether these minors will be included in the research or actively excluded:</p> <p><input type="checkbox"/> Included</p> <p><input type="checkbox"/> Actively excluded, describe how the study will ensure that minors will not be included:</p>
<p>Will extra credit be offered to subjects?</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Yes</p> <p>If yes,</p> <p style="text-align: center;">What will be offered to subjects as an equal alternative to receiving extra credit without participating in this study?</p> <p style="text-align: center;">Include a description of the extra credit (e.g., amount) to be provided within question 9.1 ("IF</p>

YES⁹⁹ table)

Section 12: Research Involving Minors

12.1 DOES THIS PROJECT INVOLVE MINORS (UNDER THE AGE OF 18 IN VIRGINIA)?

Note: age constituting a minor may differ in other States.

- No, go to question 13.1
 Yes, answer questions within table

IF YES
<p>Does the project reasonably pose a risk of reports of current threats of abuse and/or suicide?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes, thoroughly explain how the study will react to such reports:</p> <p><i>Note: subjects and parents must be fully informed of the fact that researchers must report threats of suicide or suspected/reported abuse to the appropriate authorities within the Confidentiality section of the Consent, Assent, and/or Permission documents.</i></p>
<p>Are you requesting a waiver of parental permission (i.e., parent uninformed of child's involvement)?</p> <p><input type="checkbox"/> No, both parents/guardians will provide their permission, if possible. <input type="checkbox"/> No, only one parent/guardian will provide permission. <input type="checkbox"/> Yes, describe below how your research meets <u>all</u> of the following criteria (A-D):</p> <ul style="list-style-type: none">Criteria A - The research involves no more than minimal risk to the subjects:Criteria B - The waiver will not adversely affect the rights and welfare of the subjects:Criteria C - The research could not practicably be carried out without the waiver:Criteria D - (Optional) Parents will be provided with additional pertinent information after participation:
<p>Is it possible that minor research participants will reach the legal age of consent (18 in Virginia) while enrolled in this study?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes, will the investigators seek and obtain the legally effective informed consent (in place of the minors' previously provided assent and parents' permission) for the now-adult subjects for any ongoing interactions with the subjects, or analysis of subjects' data? If yes, explain how:</p> <p><i>For more information about minors reaching legal age during enrollment, visit the following link: http://www.irb.vt.edu/pages/assent.htm</i></p>
<p><i>The procedure for obtaining assent from minors and permission from the minor's guardian(s) must be described in Section 4 (Consent Process) of this form.</i></p>

Section 13: Research Involving Deception

For more information about involving deception in research and for assistance with developing your debriefing form, visit our website at <http://www.irb.vt.edu/pages/deception.htm>

13.1 DOES THIS PROJECT INVOLVE DECEPTION?

- No, go to question 14.1
 Yes, answer questions within table

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IF YES
Describe the deception:
Why is the use of deception necessary for this project?
Describe the debriefing process: <i>[Include debriefing form with this application]</i>
Provide an explanation of how the study meets all the following criteria (A-D) for an alteration of consent: Criteria A - The research involves no more than minimal risk to the subjects: Criteria B - The alteration will not adversely affect the rights and welfare of the subjects: Criteria C - The research could not practicably be carried out without the alteration: Criteria D - (Optional) Subjects will be provided with additional pertinent information after participation (i.e., debriefing for studies involving deception): <i>By nature, studies involving deception cannot provide subjects with a complete description of the study during the consent process; therefore, the IRB must allow (by granting an alteration of consent) a consent process which does not include, or which alters, some or all of the elements of informed consent.</i>
<i>The IRB requests that the researcher use the title "Information Sheet" instead of "Consent Form" on the document used to obtain subjects' signatures to participate in the research. This will adequately reflect the fact that the subject cannot fully consent to the research without the researcher fully disclosing the true intent of the research.</i>

Section 14: Research Involving Existing Data

14.1 WILL THIS PROJECT INVOLVE THE COLLECTION OR STUDY/ANALYSIS OF EXISTING DATA DOCUMENTS, RECORDS, PATHOLOGICAL SPECIMENS, OR DIAGNOSTIC SPECIMENS?

Please note: it is not considered existing data if a researcher transfers to Virginia Tech from another institution and will be conducting data analysis of an on-going study.

- No, you are finished with the application
 Yes, answer questions within table



IF YES
From where does the existing data originate?
Provide a detailed description of the existing data that will be collected or studied/analyzed:
Is the source of the data public? <input type="checkbox"/> No, continue with the next question <input type="checkbox"/> Yes, you are finished with this application
Will any individual associated with this project (internal or external) have access to or be provided with existing data containing information which would enable the identification of subjects: <ul style="list-style-type: none"> ▪ Directly (e.g., by name, phone number, address, email address, social security number, student ID number), or ▪ Indirectly through study codes even if the researcher or research team does not have access to the master list linking study codes to identifiable information such as name, student ID number, etc or

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▪ Indirectly through the use of information that could reasonably be used in combination to identify an individual (e.g., demographics)

No, collected/analyzed data will be completely de-identified
 Yes,

If yes,

Research will not qualify for exempt review; therefore, if feasible, written consent must be obtained from individuals whose data will be collected / analyzed, unless this requirement is waived by the IRB.

Will written/signed or verbal consent be obtained from participants prior to the analysis of collected data? -select one-

This research protocol represents a contract between all research personnel associated with the project, the University, and federal government; therefore, must be followed accordingly and kept current.

Proposed modifications must be approved by the IRB prior to implementation except where necessary to eliminate apparent immediate hazards to the human subjects.

Do not begin human subjects activities until you receive an IRB approval letter via email.

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