

**A HISTORY OF AGRICULTURAL EDUCATION IN SOUTH CAROLINA WITH AN  
EMPHASIS ON THE  
PUBLIC SCHOOL PROGRAM**

By

**Philip M. Fravel**

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APPROVED:

Stanley S. Burke, Co-Chair  
John H. Hillison, Co-Chair  
William G. Camp  
John R. Crunkilton  
Daisy Stewart

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# A HISTORY OF AGRICULTURAL EDUCATION IN SOUTH CAROLINA WITH AN EMPHASIS ON THE PUBLIC SCHOOL PROGRAM

Philip M. Fravel

(ABSTRACT)

The researcher focused on the numerous elements that led to an organized state supported system of Agricultural Education in South Carolina. Emphasis was placed upon the secondary school program, but the various contributing events leading to the formal study of Agricultural Education were identified and examined.

Many historical studies of 20<sup>th</sup> century Agricultural Education focus on the impact of the Smith-Hughes legislation. Upon deeper investigation, the Palmetto State can credit numerous influential factors that provided forms of agricultural instruction prior to 1917. The 18<sup>th</sup> and 19<sup>th</sup> century agricultural societies provided a clearinghouse for the socialization and sharing of experimental farming techniques by progressive agriculturalists. John C. Calhoun and his son-in-law Thomas Green Clemson, benefactors of Clemson Agricultural College, were members of the Pendleton Farmers Society.

Support for agricultural research came one year prior to the federal Hatch Act. The Hatch Act of 1887, followed by the Smith-Lever Act of 1914, assisted in providing fertile conditions for community recognition and need for Agricultural Education. Prior to the Smith-Lever Act, South Carolina was active in attempts to infuse Agricultural Education into the public school system and rural communities. A series of demonstration trains traversed the state providing first hand opportunities for individuals to examine the revelations in agricultural techniques. A series of agricultural clubs, including boy's corn clubs, pig clubs, and even demonstration farms on schoolhouse

grounds linked Agricultural Educators with school students. Prior to the Smith-Hughes method of vocational agriculture, students in sections of the state received textbook-based instruction in agriculture.

Passage of the Smith-Hughes legislation in February 1917 was the catalyst that created a form of Agricultural Education recognized even in the 21<sup>st</sup> century. The rapid propagation of high school programs throughout the state created an immediate demand for teachers of Agricultural Education. Clemson College, still in its infancy, quickly arose to provide a new program to train collegiate students to become what were then referred to as “Smith-Hughes men.”

Specific objectives investigated and analyzed by the researcher included:

1. Describing the development of Agricultural Education in South Carolina prior to 1900.
2. Documenting the development of Agricultural Education in South Carolina from 1900-1945.
3. Documenting the redefining of Agricultural Education in South Carolina from 1946-1990.
4. Describing the development of the teacher-training program for Agricultural Education in South Carolina.
5. Documenting the development of administrative and supervisory provisions for the vocational agriculture programs for South Carolina.
6. Describing the historical events that led to the founding of the Future Palmetto Farmers and evolution of the Future Farmers of America in South Carolina.

## DEDICATION

Recognition should first be provided to the past and present individuals who devoted their lives to providing instruction and diverse opportunities for students of Agricultural Education. The countless classroom teachers, first known as Smith-Hughes men, made significant contributions to the development and advancement of agricultural practices and leadership in this country, which has never been truly measured or recognized. One can never forget that special teacher, whom all Agricultural Educators can identify in his or her life, which left a lasting and beneficial impression that indeed represents the 5<sup>th</sup> paragraph of the FFA Creed. That paragraph states:

“I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.”

I was fortunate to be inspired and mentored by such individuals as O. Beverly Roller, Dr. James Clouse, Robert Sutphin, and my former colleagues at Strasburg High School: Ron Roller and Jim Hisghman. My fellow Clemson faculty members, Tom Dobbins, Donnie King, and Curtis White along with Administrative Specialist Charlotte Swafford, make work at Clemson University a pleasure. And last but not least, the Agricultural Education faculty and staff of Virginia Tech, the birthplace of the FFA. You all have truly motivated and helped me mature as an individual and as an educator.

Behind every successful Agricultural Educator is a good family. I have been blessed. My late father, L. A. Fravel, a first generation college student, returned to VPI after World War II to receive an Agricultural Education degree under the guidance of such legends as C. E. Richards, T. J. Wakeman, and Harry Sanders. My mother; Mary Haislip Fravel, and wife; Judith Unger Fravel, each understandably decided early to

never hold supper for the 1980s “Smith-Hughes” man of the family. Right or wrong, I generally allowed my agricultural program and FFA obligations to guide my day. That included the student who needed a ride home after practice, the co-op or SAE visits, or the Young Farmer who stopped by school at the end of the day to use the facilities or “shoot the bull.” I am indebted to my family for their understanding and the work they performed at home which permitted me to devote many hours to my students. I can never repay the debt of lost time and opportunities at home to my children, Jacob Benjamin and Catherine Leone Fravel.

Finally, I could never forget my maternal grandmother’s statement after I received my BS degree in Agricultural Education. Mary Leone Johnston Haislip, herself having been a teacher shortly after the turn of the 20<sup>th</sup> century, challenged me by saying, “Don’t just be a teacher, be a good teacher.” That challenging message carried me through my days as a high school instructor, graduate research and teaching assistant, and now as a college professor. I hope history will prove that I at least attempted to live up to that challenge.

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I have numerous individuals to recognize for their part in guiding me down the path leading to a Ph.D. and the work involving the construction of this dissertation.

First I should recognize South Carolina native Tom Dobbins for getting me into this predicament by stating in 1998, "Come on Fravel, stick around and lets work on this Ph.D. thing together." I am not sure a thank you is in order yet. Dr. Harold Allen, my Department Chair at Clemson University, pushed me to complete the dissertation for what he explained as the right reasons. Dr. Stan Burke planted the seed of attending graduate school while standing on the balcony of the Hyatt Regency Hotel in Kansas City in 1992. Dr. Burke's lesson has been, "how long do some seeds take to germinate?" Dr. John Crunkilton and Dr. John White of Virginia Tech entrusted me with two years of assistantships at Virginia Tech performing work I would have paid them to do. Dr. Crunkilton's level minded disposition and professional manner will always remain in my thoughts. Committee members Dr. Daisy Stewart and Dr. Bill Camp, who "even in hours of discouragement", maintained hope and provided encouragement to just get this thing finished. Dr. Hillison's interest and assistance in the final months became a catalyst that helped me to wrap it up. I am indebted and truly thankful to all of my committee members, who could not have been more cooperative and helpful. Thank you.

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facts found in tables and data representing the previous faculty at Clemson University and the State Staff for Agricultural Education.

Mr. Dennis Taylor of Clemson University's Special Collections library always maintained a pleasant personality and his competent staff were always eager to serve my needs on those late Tuesday evenings. Mr. Henry Fulmer of the Caroliniana Library on the historic campus of the University of South Carolina always took time to ask how things were going and to share his knowledge on hidden bits of history.

Doris Smith, Brenda French, and Paulette Gardner of Virginia Tech were always there to lend a hand, share a story, or bail me out when I needed help.

Last but not least, is my personal friend, John W. Parris, Director of the SC FFA Office of Public Affairs. Mr. Parris' unique wit, matched by his detailed knowledge and love of Agricultural Education and FFA activities over the past 50+ years, was an inspiration for selecting this topic. Thank you all.

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# **CHAPTER 1**

## **INTRODUCTION**

Rufus W. Stimson, State Supervisor of Vocational Agricultural Education in Massachusetts in 1919 and author of an early handbook for Vocational Agriculture, included the following quote from Emerson, “The better part of courage is the courage of having done the thing before” (Stimson, 1919, p. iii). A shallow interpretation of Stimson’s reference to Emerson might reflect no relation to a study on the history of Agricultural Education. Deeper thought might generate the conclusion that the early proponents of Agricultural Education were willing to take chances, prescribe an experimental approach to this new subject, and risk the possibility of failure and even starting over in some cases. A review of the available material and records that span the nearly 100 years that have progressed in formalized public Agricultural Education in America will reveal the actual courage that our benefactors possessed. Further examination can identify the numerous national and State related events that amalgamated to produce what became Agricultural Education as we now know and recognize it. Some events were successful; some were unsuccessful; while others paved the way for improvement.

### **Background for This Study**

Gould Colman (1962) described Agricultural Education as “possessing a mist-like quality of constant change; yet the subject is not entirely fluid, for this change occurs around a recognizable form” (p. V). Agricultural Education that we know today is the result of many recognizable dynamic elements and forces interacting over time. A few examples, including the early 1800s attempts at experimental agriculture promoted by

the various agricultural societies, the 1860s central governmental advancements of agriculture provided by the support of the Lincoln administration, and certainly the 1900s federal legislation such as the Smith-Hughes Act, must be examined when formulating such a study. Determining the precise beginning of Agricultural Education in South Carolina, or any state for that matter, would be only an estimate and a matter of individual opinion.

Rufus Stimson (Stimson & Lathrop, 1942) best described the roots and advancements of Agricultural Education in America through his outstanding work entitled, *History of Agricultural Education of Less Than College Grade in the United States*. Each state was requested by Stimson to draft their history as it related to Agricultural Education and submit it to Stimson for compilation. Stimson's work provided a synopsis of state-by-state history, but the details of individual events and accomplishments were general in nature. The South Carolina account found in Stimson's work begins with the early farmers' societies of the 18<sup>th</sup> and 19<sup>th</sup> century but rapidly proceeded to the landmark events of the early 1900s. The purpose of this study was to identify, organize, and document the many specific influential experiences that formulated Agricultural Education in South Carolina.

The creation of formal classes of Agricultural Education instruction in the public schools of South Carolina cannot be attributed to one particular event, individual, or point in time. Legislatively, at first glance one could conclude that Agricultural Education in South Carolina began with the passage of the Smoak-Rector Act in February 1917 (South Carolina House Journal, 1917). The passage of this state legislation, which created a formal framework for public school Agricultural Education supported by state

expenditures, was a precursor to the federal funding provided by the Smith-Hughes Act, which became available in November of 1917.

Preceding both the state and federal legislative acts, the numerous agriculturally related youth clubs, namely resulting from Agricultural Extension work, provided fertile ground for the propagation of early forms of Agricultural Education for young people (Rittenberg, 1916). An early experiment of Agricultural Education in conjunction with the leadership of the Clemson College Extension Division was the *Darlington County Experiment* of 1914. The Darlington County Experiment was a true experiment and provided a unique approach to providing Agricultural Education in the public schools of South Carolina. The results of the Darlington experiment were awaited with much national interest (Rittenberg, 1916).

As a result of the numerous and varied attempts toward promoting Agricultural Education in South Carolina, it was necessary to identify and compile their impact into a single document that will be beneficial to scholars or other individuals interested in the history of Agricultural Education in South Carolina.

### **Purposes and Objectives**

The purpose of this study was to compile and document the events and the human achievements that impacted Agricultural Education in the Palmetto State as they have occurred over the years. The study focused on formal methods of Agricultural Education as offered in the communities and public schools while providing a background on the numerous events and programs that contributed to the formalized study of Agricultural Education. The social development, economic changes and governmental influences were identified and treated as they affected educational reform

throughout the spectrum of time. The study did not examine or interpret the benefits or effectiveness of Agricultural Education. Much emphasis was placed upon the events after the first Morrill Act of 1862 and the period of time that elapsed after South Carolina's entry into the 20<sup>th</sup> century. The purpose of organizing this history into broad chronological sections was designed to identify and bring focus to the individual elements and interacting forces that have shaped Agricultural Education in South Carolina. Specifically, the objectives of the study were:

1. To organize, document, and describe the development of Agricultural Education in South Carolina prior to 1900.
2. To organize, document, and describe the development of Agricultural Education in South Carolina from 1900-1945.
3. To organize, document, and describe the redefining of Agricultural Education in South Carolina from 1946-to the time of this study.
4. To organize, document, and describe the development of the teacher training program for Agricultural Education in South Carolina.
5. To organize, document, and describe the development of administrative and supervisory provisions for the Vocational Agriculture programs for South Carolina.
6. To organize, document, and describe the historical events that led to the founding of the Future Palmetto Farmers and evolution of the Future Farmers of America in South Carolina.

## **Problem Statement**

Upon researching this subject, one will quickly realize that no definitive or complete record of historical nature has been previously compiled concerning Agricultural Education in South Carolina. Fortunately, Verd Peterson (1878-1959), the first state supervisor of Agricultural Education in South Carolina, assembled a brief synopsis entitled, *History of the Program of Vocational Agricultural Education in the Public Schools in South Carolina 1917-1958* (1960). Peterson's 45-page booklet provided a nucleus and springboard for this study. The completed work of this project will afford future historians and interested individuals an opportunity to study information that might otherwise be permanently lost.

## **Limitations**

The study is descriptive by its nature and the limitations were the availability of complete records and sufficient documentation of events. Information concerning a complete state history must span the time that has elapsed from pre-statehood through the present time.

## **Methodology**

The activities associated with historical work are not totally different from that of a laboratory scientist. The task at hand requires stating the problem, identifying questions to be answered, gathering the information or data, analyzing the collected data, and arriving at a conclusion based upon both deductive and inductive reasoning.

Historical research methodologies were implemented to achieve the objectives of the study. Both primary and secondary sources of information were reviewed to document the advancements and evolution of the subject.

Primary sources provide information based upon eyewitness accounts and reports by the actual participant or observer of an event. Primary sources used in this study included written accounts including government documents and publications, official minutes or records of events, correspondence between individuals, newspaper and magazine accounts, and research reports to name a few. Other sources such as scrapbooks, photographs, and conference proceedings provided additional primary sources of historical documentation. Locations of primary source information included, but were not limited to, the Clemson University Library and Special Collections Center, the Clemson University Agricultural Education archives, the libraries of the University of South Carolina, the South Carolina Department of Education, relevant newspapers, and State and Federal archives. A collection of oral testimony by first-hand participants was also a contributing determinant. Such participants included current and former teachers of agriculture, past and present state supervisors of Agricultural Education, and former Clemson University faculty members to list a few.

Secondary sources are the result of the interpretation of events by individuals not present during the event. Secondary sources included textbooks, journal articles, magazine articles, and other publications. A few important secondary sources that contributed to this study included the *Agricultural Education Magazine*, *The South Carolina Young Farmer and Future Farmer Magazine*, *South Carolina Education*, *The Agrarian*, and a multitude of textbooks and several master's studies found in the Clemson University library.

The process of researching large quantities of archival data was labor intensive and often led to further investigative discoveries. The researcher maintained a

conscious mode of self-criticism for the purpose of establishing internal and external validity of the documents and relics discovered during the study. Best and Kahn (1986) defined external criticism as, “the authenticity or genuineness of data” and internal criticism as, “evaluating the accuracy or worth” of authentic historical documents or relics (p. 70). For the purpose of this study, terms such as Negroes, Reconstruction, War Between the States, and other period terminology were used as a descriptive frame of reference.

### **Organization of the Study**

The content of this study was organized into eight chapters. Chapter One provides an introduction to the study followed by the background of the study, problem statement, purpose and objectives, importance of the study, limitations, methodology, and organization of the study. Chapter Two describes the development of Agricultural Education in South Carolina prior to 1900. Chapter Three outlines the development of Agricultural Education in South Carolina from 1900-1945. The post World War II period is examined in Chapter Four and describes the factors that led to the redefining of Agricultural Education in South Carolina from 1946-1990. The provisions for the training of teachers of Agricultural Education are discussed in Chapter Five. The development of administrative and supervisory provisions required by the Smith-Hughes Vocational Agriculture programs are outlined and discussed in Chapter Six. Chapter Seven relates the student youth organization to the study by examining the South Carolina Future Farmer Organization. A summary of the evolution of the statewide Agricultural Education program in South Carolina is provided in Chapter Eight.

## CHAPTER 2

### THE DEVELOPMENT OF AGRICULTURAL EDUCATION IN SOUTH CAROLINA PRIOR TO 1900

#### Geographic and Economic Developments in South Carolina Agriculture

South Carolina geographically varies from sea level by the Atlantic coast to an elevation of 3,548 feet in the western mountains that border Georgia and North Carolina. Agriculture in South Carolina through the centuries has become as diverse as the fertility of the soils that are found in the state. The tidewater, or “Low Country” as South Carolinians refer to it, was first settled in 1670 by Englishmen under William Sayle (*South Carolina*, 1927). This first permanent settlement in South Carolina became Charles Town, later named Charleston. Early nearby plantations found the soil and climactic conditions suitable for the production of rice and indigo of which both were demandable commodities in the mid 1700s. Settlers purchased and paid for their staples from England with the exports of timber products such as cypress and cedar as well as the fur of deer and other native species of wildlife. The immigrant colonists found it difficult to adapt their native cold climate agricultural practices to the soils and temperatures of South Carolina. Colonists turned to cultivated crop production consisting of Indian corn, cereal crops, fruits, and vegetables that were grown for personal consumption (*South Carolina*, 1927).

Rice and indigo were extremely valuable to the region, with one-third of the total American export of these commodities in 1768 originating in South Carolina (*South Carolina*, 1927). By the time of the American Revolution, both of these crops had drastically dropped in value because of availability elsewhere.

The American Revolution brought numerous battles to the Palmetto State. Approximately 150 engagements were fought within the borders and South Carolinian soldiers alone fought over 100 of these battles (*South Carolina*, 1927). Before the revolution, various groups of immigrants had begun to arrive. The Swiss located in Orangeburg and along the Congaree River, the Pee Dee Region (the vicinity of what is now the city of Florence) became home to Welsh settlers, and the Scotch inhabited the Williamsburg area, just to list a few. The northwest mountains became home to many settlers from Virginia, Maryland, and Pennsylvania who chose the area for its superior soil and familiar climate. Overall, the colonial White population was comprised of French, German, Swiss, Dutch, English, Scotch, and Irish. This mixture of immigrant ingredients brought classes of Cavaliers, tradesmen, artisans, and peasants that rapidly created a social stratum.

Eli Whitney's development of the cotton gin in the late 1700s created a rapid rise in the need for cotton production. The demand for increased cotton production brought the plantation system, once an institution found only in the Low Country, to the Upstate, or Western regions. This geographical change in production distribution resulted in a system of jealousy that created a struggle of East versus West for many years to come. Charlestonian, Dr. David Ramsey, expressed the views of his region (the Low Country) concerning the settlers of the western portions of the territory (the Upstate) in a letter to Thomas Jefferson in 1786 that "our back country people are as much savage as Cherokees" (Hollis, 1970, p. 13). With the rise of plantation style production of crops, the practice of slave ownership also expanded westward within the State. During this

same time period, the colonial territory of South Carolina became the eighth state to join the Union, entering on May 23, 1788.

The 1860 national Democratic convention was held in Charleston, South Carolina and the pending thoughts of Abraham Lincoln being elected to the presidency introduced a political fever within the State. The eventful election of Lincoln sparked an explosion that resulted in the secession of South Carolina from the Union in December 1860. South Carolina's departure from the Union was later followed by 10 other southern states and led to the formation of the Southern Confederacy. At the onset of what became the War Between the States, slaveholders in South Carolina numbered 26,701, which was less than 9% of the state population, and per capita wealth was third among the 34 states (True, 1929).

The mid 1860s introduced strong federal support for agriculture in several ways. Wayne Rasmussen (1965), in the 1964 United States Department of Agriculture (USDA) *Yearbook of Agriculture*, identified four laws passed in 1862 that greatly impacted American agriculture. Rasmussen listed the following:

- The Homestead Act that encouraged westward expansion and settlement
- The Morrill Land-Grant Act promoting Agricultural Education
- The establishment of the U.S. Department of Agriculture
- The act charting the Union Pacific Railroad assisting the settling of the west and the movement of agricultural products. (p. 8)

One might conclude that the 1862 Land-Grant Act set the precedence for the formalized study of agriculture in America, and in actuality, provided the first form of federal support for Agricultural Education within the states. The signing of the Land-Grant Act, which contained intentions towards benefiting all Americans, occurred during the height of the War Between the States. An interesting truth surrounding the signing of

this Act is the often-noted fact that the Land-Grant Act was signed on July 2, 1862, the very day that Union General George McClellan began his retreat after the Confederate's bloody defeat of the Federals at Malvern Hill near Richmond, Virginia (Shepardson, 1929). The passage of this legislation was certainly a reassuring demonstration of faith by Congress towards a nation bitterly divided with what most individuals would have considered to be an uncertain future. Historically, one must recall that the Land-Grant Act did not transpire overnight. Specifically, it had been presented to Congress in several forms over the years and previously defeated each time. Oddly enough, it was South Carolina Congressman Keitt who led the objections to Justin Morrill's 1856 attempt (True, 1929).

The shortage of well-trained military officers and engineers by the Union during the period of civil unrest provided insight to the student military training requirement by the Land-Grant colleges. This military training component remained throughout the early 1960s at most institutions, but compulsory military attendance was discontinued at Clemson College in 1955 (Bryan, 1979). The 1862 investment in collegiate education for lower and middle class Americans has certainly paid enormous and diverse dividends over the years. Clemson Agricultural College, as well as other Land-Grant Institutions later played an invaluable role in supplying the necessary numbers of trained agriculturalist to teach in the public schools.

Following the War Between the States, agriculture in South Carolina as a whole struggled through the dark days of the Reconstruction, but fortunately, a series of positive events would intervene. Numerous missionaries from northern church affiliations migrated to South Carolina with particular interest in providing education to

the Black populations. The Freedmen's Bureau, financed by the federal government, also began to provide education in the Charleston area for Blacks (Parks, Richardson, & Walker, 1992). Support for organized education came from private contributions and local tuition. Education for Blacks, provided mostly by individuals from the North, was greeted with mixed emotions. One must recall that during the post Civil War period, the Palmetto State was governed by what was referred to as a radical majority composed of northern "carpetbaggers" and "uneducated Negroes". Many citizens of the State looked at this system with an unfavorable attitude. William Watts Ball, former editor of one of South Carolina's most influential daily newspapers, *The State*, possibly summed up the post-war sentiment of the citizenry best in his 1932 book, *The State that Forgot* (Ball, 1932). Ball concluded that the "period of the Confederate War" did not end at Appomattox, but rather on April 10, 1877 when President Hayes ordered Federal occupation troops out of the State House in Columbia (p. 265).

One fortunate result of the Reconstruction period was the creation of legislation in 1868 that required the state to provide free public education for citizens of the state (Parks, Richardson, & Walker, 1992). A degree of deception rested in the fact that the 1868 legislation was composed with a phrase that stated that statewide education be provided "as soon as possible" (Parks, Richardson, & Walker, 1992, p. 20). Bitter resentment towards public education due to the fact that was established during Reconstruction remained for years. It was not until the shackles of Reconstruction were removed that the state began to provide tangible legislative support for public education below the collegiate level.

## **Organized Efforts for Improvements in Agriculture**

### ***Agricultural Societies***

The early farmers of America were faced with numerous obstacles that confronted their occupation. The early agriculturalists of South Carolina were no exception. South Carolina farmers dealt with a variety of climatic and geographical conditions, attacks by the native Indians, and the difficulty of securing the supplies and equipment required for farming. Typical of the American colonial period, a man would clear and cultivate the same field until the soil was nutriently exhausted, then relocate his family to a fresh plot. A new interest in the scientific approach to agriculture and an exchange of ideas and experimentation results among interested agriculturalist led to the formation of agricultural societies.

The Palmetto State can pride itself on the fact that it has a documented history of agricultural societies that were flourishing by the early 1800s. In 1823, there were 11 such agricultural societies, and by 1843, that number increased to 16 societies spread across the state (Yarborough, 1956). The first such organization was the Agricultural Society of South Carolina located in Charleston, which received its incorporation by the state legislature on December 19, 1795 (*South Carolina*, 1927). One of the most famous, and certainly a pioneer in the struggle for organized instruction in agriculture, was the Pendleton Farmer's Society that was chartered in 1817. Founded in 1815, the Pendleton Farmer's Society was an Upstate offshoot of the Low Country's Charleston Society. The Pendleton Farmer's Society meeting hall was constructed in 1828 and still exists and functions today, becoming the oldest continuously meeting farmer's society in the state. Thomas Pinckney, Jr., vice-president of the Charleston Agricultural Society,

and son of General Thomas Pinckney, was elected as the first president of the Pendleton Farmer's Society (Pendleton Farmer's Society, 1908). Pinckney's Pendleton Presidential Valedictory of June 1817 contains numerous references to the various research and improvements that were reported through the Pendleton Farmer's Society's meetings. Pinckney concluded his speech with, "I hope and persuade myself that the views of the Society, will encourage individual attempts to introduce grass fields as a regular rotation, and the last words of your first President are, "gentlemen make hay" (Pendleton Farmer's Society, 1908, p. 156). One must remember that Pendleton, located near what is now Clemson University, contained the summer homes for numerous Low Country plantation owners. Wealthy residents of the Low Country chose the Upstate region to escape the prevalent heat and insects that dominated the coastal regions during the summer. Several summer homes from this time period, such as Ashtubula and Woodlawn, remain in the Pendleton area today. The roll of members for both the Charleston Society and the Pendleton Farmer's Society is a virtual "Who's Who" of statesmen, agriculturalists and prominent family names of South Carolina and the nation.

Even in its infancy, the Pendleton Farmer's Society encouraged scientific study and witnessed reports including: *On Peas, Pea Vines, and Fattening Hogs, Grasses and Grass Lands, Farm Stock*, and various reports on vegetable, animal and compound manures to name a few, all before 1820 (Pendleton Farmer's Society, 1908). An individual can correctly conclude that these prominent landholders and members of the various Agricultural Societies were early advocates for Agricultural Education. B. F. Perry, later governor of South Carolina, addressed the Pendleton Farmer's Society in

1845 stating, “The subject of agriculture should be taught in our schools, and a portion of the students’ time devoted to its practice” (*South Carolina*, 1927, p. 112).

Thomas Green Clemson, the son-in-law of the famous statesman John C. Calhoun and later the benefactor of Clemson Agricultural College, was a notable member of the Pendleton Farmer’s Society. It has been said that the Pendleton Farmer’s Society was the mother of Clemson College (Bryan, 1949). Proof of this claim is evident through the efforts of the Pendleton Farmers’ Society in 1866 to create a separate institution other than the South Carolina College (later the University of South Carolina) for a curriculum of agriculture and mechanical arts (*South Carolina*, 1927). A signed statement by P. H. E. Sloan, a member of the Pendleton Farmer’s Society in the 1860s through the early portion of the 20<sup>th</sup> century, concurred that during a meeting of the Society on the 24<sup>th</sup> of November 1866, a committee had been formed to persuade fellow statesmen and the citizenry of the state to support an institution for educating people in the science of agriculture (Pendleton Farmers Society, 1908). That committee consisted of the Honorable R. F. Simpson, Colonel W. A. Hayne, and the Honorable Thomas Green Clemson. At the January 1867 meeting, Secretary Hayne reported that Clemson addressed the Society “in an interesting and most able and instructing discourse and submits the appeal, in the form of a circular which by direction of the Society was printed and fully circulated both at home and abroad” (Pendleton Farmers Society, 1908, p. 72). The desire of Thomas Green Clemson and the Pendleton committee became a reality 23 years later with the founding of Clemson Agricultural College of South Carolina, replacing the originally named South Carolina University as the recipient of the Land-Grant funds (Bryan, 1979).

### ***Formation of the Department of Agriculture***

Prior to the founding of Clemson Agricultural College of South Carolina, one successful effort within the state to recognize the importance of agriculture was the formation of the South Carolina Department of Agriculture. By an Act approved on December 23, 1879, the Office of Inspector of Phosphates and Special Agents, previously formed in 1872, was dissolved and those positions rolled into the newly formed Department of Agriculture (Butler, 1886). The 1879 Act provided that the Department consists of a Board and a Commissioner, who must be an agriculturalist. The specific duties of the Department were broad and comprehensive. Examples of the vast duties included regulation of the county agricultural societies, collection of statistical information, regulating the improvement of agriculture including the control of disease in both plants and animals, insect control, regulating the sale of commercial fertilizers, and to producing illustrative exhibitions of the agricultural products of South Carolina (Butler, 1886).

In terms of Agricultural Education, the Department of Agriculture did provide an exhibition of the State's products at the International Cotton Exposition at Atlanta in 1881 and one at the World's Fair at New Orleans in 1884-85 (Butler, 1886). The Atlanta display received a first and second place premium. Within the first six years of operation, the Department of Agriculture had not conducted any experimentation work. Defense for this neglect to perform research was a result of "a lack of funds due to various unusual and unavoidable expenditures which have absorbed the means..." (Butler, 1886, p. 20). One must also recognize the shortage of trained scientist to conduct agricultural research at this point in time. This shortage became more apparent

when colleges and public schools were in need of large numbers of individuals trained in the agricultural sciences upon the founding of the various Land-Grant institutions.

South Carolina's own Congressman, A. Frank Lever, in a speech at Texas A & M, on the "Legislative History of Agricultural Education" stated:

Agricultural teachers were not long is [sic] discovering that there was not much of literature, or knowledge, to teach. There was no such thing as real curriculum to follow in the teaching of agriculture. This deficiency was so apparent as to focus the agricultural leadership of the time upon methods of supplying it. Out of this thinking came the Hatch Act... (Lever Collection, "Legislative History of Agricultural Education", 1931, July 29, p. 3)

A well written synopsis of the early history of the South Carolina Department of Agriculture and its preceding events can be found in *A Review of the Operations of the Department of Agriculture of South Carolina, for the six years from its establishment to the end of the fiscal year 1885* (Butler, 1886). With the State General Assembly supporting agricultural research with the Act of December 1886, and the future arrival of federal support for agricultural research resulting from the Hatch Act of 1887, the supervision for research in the plant and animal sciences was transferred from the Department of Agriculture to the South Carolina College in Columbia (*First Annual Report*, 1889). A. C. True (1929) reported that by 1910, South Carolina had over 1,500 acres of land worked by the college farm and experiment stations.

### **Efforts to Teach Agriculture Below the Collegiate Level**

A. C. True (1929) identified that general public education provided by the State did not exist in the South prior to 1870 and at that time there were only about 160 high schools throughout America. Examining the number of higher education institutions located within the boundaries of the State in the late 1800s, one can conclude that South Carolina prior to the 20<sup>th</sup> century invested more at the collegiate level than in

grade school educational opportunities. There was an estimate that by 1860, South Carolina had 757 public schools with 20,716 students along with 226 local academies enrolling an additional 8,277 pupils (Parks, Richardson, & Walker, 1992). The combined number of students (28,993) attending these often one-roomed schools, was less than half of the potential 60,000 school age children of the State at that time (Parks, Richardson, & Walker, 1992). The period of Reconstruction after the War Between the States and the masses of northern missionaries and representatives of the Freedmen's Bureau who flocked to the State to begin the education of the freed Black population would be a separate study in itself. Most of these schools were located east of Columbia and along the coastal regions (Parks, Richardson, & Walker, 1992). The clashes between the representatives of the carpetbag government and the citizenry of the State did little to ferment support for any major educational movement between 1865 and the late 1880s. An example of the infancy of formal state supported education in the late 19<sup>th</sup> century comes from an 1877 statistic pointed out by C. K. Wright in 1927. Wright stated that there were 2,552 schoolhouses spread throughout South Carolina, and of these, over 1,300 were of log construction.

The Ben Tillman gubernatorial administration of the 1890s produced an increase in taxes for education and the establishment of the Winthrop Normal and Industrial College as a teacher training school (Parks, Richardson, & Walker, 1992). Even as advancements in basic education began to occur, there were still no high schools supported by state funding. Consequently, there is no mention of agriculture as a dedicated subject within the public school curriculum. One must understand that collegiate institutions like Clemson College and Winthrop were purposely accepting

students who had received little more than a meager elementary education. This was not unique to South Carolina as many of the original Land-Grant institutions taught subjects of secondary grade levels to incoming freshman students (True, 1929).

In terms of vocational training, America's first manual training school was founded in McCormick, South Carolina in 1797 as a result of the will of John de la Howe, a French emigrant from Charleston (True, 1929). De la Howe died in January 1797 leaving 2,360 acres and the majority of his wealth for the establishment of a school for "indigent children, preferably orphans, and preferably from Abbeville County" (Parks, Richardson, & Walker, 1992, p. 309). By 1900, de la Howe's school had 300 students enrolled and control was turned over to the State Department of Education (Parks, Richardson, & Walker, 1992).

### **Efforts to Teach Agriculture at the Collegiate Level**

A study of the records and minutes of the numerous South Carolina agricultural societies would produce evidence of the growing support for the formal study of agriculture as a profession. While other states made advancements in Agricultural Education as a result of the Land-Grant Act, South Carolina was still suffering from the affects of the surrender at Appomattox, the great populations of freed slaves, and the radical repercussions of the Reconstruction period. In addition to devastated lands drained of their resources and carpetbag politics, South Carolina soon found itself involved in an uneven swing of trade balance. Dependent upon high interest, short-term financial loans from the North, and nearly all its manufactured goods originating from outside its borders; cotton and tobacco were slowly restored to production prominence in South Carolina. The only collateral was the expected crop. Cotton once again

returned to the throne as king of the crops. The practice of placing all production efforts into a single cash crop would eventually cause disastrous consequences for the economy and welfare of the state. The dog began to chase its tail in the old adage that you needed to “Raise more cotton to buy more hay to feed more mules to raise more cotton” (Lever Collection, Cushman, C. G., 1929, February 4, p. 1).

After the War Between the States, South Carolina witnessed the reopening of South Carolina College in Columbia for White students and Claflin College in Orangeburg for Negroes. The University of South Carolina and South Carolina State University, as each would later be called, eventually provided a new hope for Agricultural Education in the Palmetto State. Unfortunately, the sale of the land script from the 1862 Land-Grant Act that should have produced a capital investment earning at least the required 5% was gone. South Carolina, under the 1870s scalawag regime of Reconstruction, lost its funds by “defalcation or dishonesty,” but the monies were later restored by the State legislature (True, 1929, p. 112). Prior to the founding of Clemson Agricultural College, an act by the South Carolina legislature on December 23, 1879, approved South Carolina College to be named “South Carolina College of Agriculture and Mechanics” to be located on the grounds of the former Institute in Columbia (*South Carolina*, 1927, p. 115). John McLaren McBryde, a graduate of the University of Virginia, a veteran of the Confederacy, and native of Abbeville, South Carolina, was selected in 1882 to the professorship of agriculture and horticulture at the South Carolina College. McBryde oversaw the development of 70 acres into agricultural experiment plots, the planting of hundreds of varieties of fruit trees, and the erection of a greenhouse (*South Carolina*, 1927). A brief history of the station’s experimental work is

included in the *First Annual Report of the South Carolina Experiment Station, ending December 31, 1888 (First Annual Report, 1889)*. The report stated:

When the South Carolina College was re-opened, in October, 1882, about 200 acres of land, belonging to the institution, were set apart for the purpose of agricultural experimentation. Numerous field tests of varieties of cotton, corn, small grain, grasses, fertilizers, &c. [*sic*], were begun under the direction of the Professor of Agriculture [John McBryde], and annually repeated down to 1888. (p. 5)

In May 1883, Professor John McBryde was elected as President of the South Carolina College, and in 1887, helped reorganize the college into the University of South Carolina (Kinnear, 1972). McBryde was recruited in 1891 to a then little known school in southwest Virginia named the Virginia Agricultural and Mechanical College located in Blacksburg. McBryde served as president of this college, later named Virginia Polytechnic Institute (V.P.I.), from 1891-1907. Ball (1932) provided further details and testament to McBryde after becoming President of the University of South Carolina. Ball proclaimed:

In the next two years the school gained in popularity and students, especially the agricultural and mechanical colleges, and was given annual revenues of sixty thousand dollars. This structure Tillmanism [Ben Tillman] tore down, and the University dwindled when Clemson was built. Overtures were made to Doctor McBryde to accept the presidency of Clemson, but he was not a man to turn his back on friends who had helped him create a university, so he went to Virginia and set the Virginia Polytechnic Institute on a newly prosperous career. Thus, South Carolina lost one of the worthiest and most accomplished and successful leaders in education that it has had. Such men could not flourish and bear [*sic*] fruit in political miasma. (pp. 214-215)

The advancements of Agricultural Education in both South Carolina and Virginia under McBryde's administrations were numerable. Ben Tillman's name became synonymous with the founding and support for Clemson College.

## ***Legislative Action***

An example of the growing support for agricultural studies came in December 1886 when the South Carolina General Assembly passed “An Act to Establish the South Carolina Agricultural Farms and Stations” providing financial appropriations for the establishment of two agricultural experiment stations, one in the Upstate and one in the lower part of the state (*First Annual Report, 1889; Acts and Joint Resolutions of the General Assembly of the State of South Carolina, 1881, pp. 732-733*). In July 1887, the location of the two stations was finalized after being advertised throughout the state. The upper farm was located in Spartanburg and the lower in Darlington. “The people of the two Counties, in their anxiety to secure establishment of the Stations in their midst, having submitted liberal offers—the first, 300 acres of land and \$2,000 in money, the second, \$5,000 in money” (*First Annual Report, 1889, p. 5*). A total of 227 acres were purchased for the Darlington location and both stations were equipped with buildings, livestock, machinery, and went into operation by the spring of 1888 (*First Annual Report, 1889*). This investment in agricultural research by the people of South Carolina was initiated prior to the financial support provided by the federal Hatch Act.

One year later the General Assembly accepted the \$15,000 annual federal grant provided by the December passage of the 1887 Hatch Act for the establishment of state agricultural experiment stations (*South Carolina, 1927*). These appropriations became available to the states in December 1887 and the additional funding was used to create a third, 120 acre experiment station, located at the South Carolina College in Columbia, soon to be renamed the University of South Carolina. Annual income to operate the

three stations was \$20,000; \$15,000 from the Hatch Funds and \$5,000 from the State Department of Agriculture (*First Annual Report*, 1889).

At the same time South Carolina was receiving the benefits generated by the agricultural experiment stations, an influential individual from Edgefield, South Carolina, B. R. "Pitchfork Ben" Tillman, was agitating an agrarian revolt in the Upstate and generating momentum to establish a separate location from the University in Columbia for the instruction of the agricultural and mechanical arts. A fact possibly unfamiliar to most is a small clause written into the original 1886 Act establishing the South Carolina Experiment Stations (*First Annual Report*, 1889). Section 5 of that Act stated:

That the Board of Agriculture shall take into careful consideration plans and specifications for an Agricultural and Mechanical College, together with probable or approximate cost of the same, and report the result of their investigation to the General Assembly at its next session. (p. 5)

In hindsight, this clause can be interpreted as a legislative foreshadow of the strong political efforts that were underway to establish a separate institution outside of the University of South Carolina for the study of agriculture and mechanics. Tillman, later elected to two terms as Governor of South Carolina prior to serving the remainder of his life as a U.S. Senator, was appointed a lifetime trustee of the Thomas Greene Clemson will. Tillman was instrumental in the founding of Clemson Agricultural College and was also influential in the 1891 establishment of the Winthrop Normal College for females in Rock Hill (Jones, 1972). Tillman's effect on agricultural policy in South Carolina and the nation is a worthy study in itself. The agricultural and industrial colleges were created and exist as a result of the public demand for education in agriculture. Credit must be given to the untiring efforts of members of the agricultural societies and the awakening, awareness, and leadership of the agrarian society under

the likes of Ben Tillman. Both Clemson University and Winthrop University have prestigious and cornerstone buildings named for Senator Tillman. Clemson University stands today as a testimony to the foresight and persistence of the early agriculturalist that made the study of agriculture possible for the rural masses.

In addition to the results of research conducted during the second year of the South Carolina Experiment Stations, the publication of the *Second Annual Report* dated December 1889, introduced some shocking news. The report stated, "In December, 1889, the General Assembly passed an Act establishing the Clemson Agricultural College at Fort Hill, in the north-west corner of the State" (*Second Annual Report*, 1890, p. 9). Specifically, Section 2 of this Act stated:

...and the same shall be, on, or as soon after the first day of November, 1890, as this Act shall take effect, withdrawn from the control of the Board of Trustees of the University of South Carolina, in whom it was vested by 'An Act entitled "An Act to amend Chapter XX [20] of the General Statutes, entitled "Of the University of South Carolina," approved December 22d, 1887.' And the said grant of fifteen thousand dollars is hereby vested in the six members of the Board of Trustees of the Clemson Agricultural College of South Carolina, chosen by the General Assembly; and an Agricultural Experiment Station shall be established in connection with the said Agricultural College... (p. 9)

In essence, the Agricultural Experiment Stations ceased to operate under the control and management of the University of South Carolina in November of 1890 and title was transferred to the newly established college on the John C. Calhoun plantation of Fort Hill (now Clemson University). The Clemson Agricultural College of South Carolina was now provided with one of the units, research, to begin its tri-part mission of teaching, research, and extension under the Land-Grant Act. G. H. Aull, Assistant Director of the Experiment Stations, in his Extension circular entitled *The South Carolina Agricultural Experiment Station, A Brief History, 1887-1930* (Aull, 1930) stated:

The real reason that the results of agricultural research are received with such apparent indifference is because of the generous manner in which the public (through the extension service, teachers of agriculture, newspapers, bulletins, etc.) is advised from day to day as to the progress being made on particular problems. (p. 37)

### ***Founding of Clemson Agricultural College***

The death of Thomas Green Clemson on April 6, 1888, resulted in the bequeath of his 814 acre Fort Hill estate (the John C. Calhoun Plantation) to the citizens of South Carolina. Clemson stipulated that his gift be conditional upon the establishment of an agricultural college. Mr. Clemson's will stated:

My purpose is to establish an agricultural college which will afford useful information to farmers and mechanics; therefore it should afford through instruction in agriculture and the natural sciences connected therewith; it should combine, if practicable, physical with intellectual education, and should be a high seminary of learning in which the graduate of the common schools can commence, pursue and finish a course of studies terminating in thorough theoretic and practical instruction in those sciences and arts which bear directly upon agriculture. (*South Carolina*, 1927, p. 116)

On December 6, 1888, Representative W. C. Benet of Abbeville introduced a bill to accept the terms of Thomas Greene Clemson's will (Bryan, 1979). The General Assembly officially accepted the terms of the will in December 1888, but Governor William Ellerbe did not approve the Act of Acceptance until November 27, 1889 (*Acts and Joint Resolutions of the General Assembly of the State of South Carolina*, 1889). With this acceptance, the Clemson Agricultural Board of Trustees simultaneously became the administrators of the 1862 Morrill Land-Grant Act and its subsequent funds. The irony rested in the fact that the Fort Hill Plantation property of John C. Calhoun, the famous orator for States' Rights, was now the site of an agricultural college, supported and operated under the funding supplied in large amounts by the central government of the United States.

Following the first graduating class from Clemson Agricultural College in 1895, there was a decline of students entering and completing degrees in agriculture. The class of 1905 only produced five graduates in agriculture. To offset this occurrence, the South Carolina legislature passed a bill in 1903 providing the State representatives of each county to award one agricultural scholarship annually to attend Clemson College. This practice continued until the early 1930s (Lightsey, 1950). By 1916, the scholarships were providing one student in each county, plus seven at-large from the State, with \$100 annually plus free tuition for each recipient (*General School Law*, 1916). A 1939 Clemson College magazine called the *The Agrarian*, stated that the Sears-Roebuck Agricultural Foundation made available 22 scholarships of \$100 each to deserving South Carolina farm boys interested in studying agriculture at Clemson College (“Editorials”, 1939). The same article stated that the yearly estimated cost of attending Clemson College in 1939 was \$400. The researcher found evidence that the Sears-Roebuck scholarship program continued at least through the fall of 1949 when 20 scholarships were awarded to first semester Clemson College freshmen (Sears-Roebuck Scholarship Awards, 1948).

The preceding events set the foundation for the future establishment of a defined system of Agricultural Education in the public schools of South Carolina. Next, we will examine the events that transpired to place Agricultural Education within the reach of both school children and adults in the rural communities of the Commonwealth.

## CHAPTER 3

### THE DEVELOPMENT OF AGRICULTURAL EDUCATION IN SOUTH CAROLINA FROM 1900-1945

#### Early Efforts to Teach Agriculture in the Communities and Public Schools

Agricultural Education did not begin to take a serious foothold in and around the public schools until America's entry into the 20th century. Fortunately, the interest was contagious and the ground was fertile for the rapid germination of this seed called Agricultural Education. The United States Department of Agriculture (USDA) began to actively chart and report the development of Agricultural Education in the public schools shortly after the beginning of the 20th century. A. C. True (1909), then the USDA Director of the Office of Experiment Stations, reported the following comments that are excerpted from his address to the Association of American Agricultural Colleges and Experiment Stations held in Portland, Oregon on August 18, 1909. True (1909) reported:

I propose first to outline briefly the present status of secondary education in agriculture in the United States. This matter has been most recently summed up in Circular No. 83 of the Office of Experiment Stations. That summary represents the conditions of things up to about the beginning of the year 1909. It is difficult now to keep pace with the spread of the movement for secondary instruction in agriculture in this country. The introduction of such instruction into the secondary schools is now progressing so rapidly and so widely that the Office of Experiment Stations is no longer able to keep a current record of the progress. (p. 1)

Representing growth at the collegiate level, a USDA bulletin from 1903 reported, "In South Carolina a building has been erected for the use of the agricultural department of the college at an expense of \$50,000, exclusive of furniture and equipment" (True, 1903, p. 598). More accurately, Clemson President P. H. Mell in a letter of January 4, 1907, described the new Agricultural Hall at Clemson College as costing \$52,000,

without equipment, but including the heating plant, the electrical wiring and necessary electrical lamps. "This does not include desks, apparatus or any furniture" (Mell Collection, Mell, P. H., 1907, January 4). This agricultural building was located on what had been the original Fort Hill South Carolina Experiment Station. Built in colonial style with red brick and large columns, graduates of Clemson College would later know this building as Sikes Hall. The Agricultural Hall and its contents were destroyed by fire in April 1925. The destruction consumed the Experiment Station records and the college's scientific collections (Eaddy, 1944). The exterior walls survived and the building was rebuilt and occupied again one year after the tragic fire. The campus library would be moved to the Agricultural Hall and remained there until the 1966, when the R. M. Cooper library opened (Bryan, 1979).

Interest in vocational education at the secondary level began to circulate nationally and legislation began to support the public sentiment. By 1903, the surrounding states of North Carolina and Georgia had passed state laws permitting and encouraging the instruction of agriculture in the public schools (True, 1903). By 1907, South Carolina was added to the list of 11 states required by law to teach agriculture in the rural public schools (Crosby, 1908). For the most part, this teaching of agriculture was provided at the elementary school level and is further discussed later in this chapter. O. B. Martin, State Superintendent of Education, listed 10 recommendations in the 1908 annual report of the State Superintendent of Education. Number Six on Martin's list stated, "I believe that the time has come when the Legislature should establish agricultural high schools. Other trade and vocational schools will follow within a few years" (*Annual Report of the State Superintendent-40<sup>th</sup>*, 1909, p. 25). Martin

restated his desire for the establishment of a hands-on style agriculture in the schools in his 1909 annual report. A few statements from Martin's section entitled "Agricultural Schools" provides insight to Superintendent Martin's sincerity to this topic (*Annual Report of the State Superintendent-41<sup>st</sup>*, 1910). These ideas included:

But text book farming is like the fabled bag of gold at the end of the rainbow. Soil and seeds cannot be learned from the printed pages. If this work is to be successfully carried on, a school farm is a necessity.

If anyone of these communities will offer twenty-five acres of suitable land adjacent to the school, the State can well afford to give five hundred dollars for equipment and one thousand dollars for the employment of a teacher of agriculture.

I therefore, recommend an appropriation of six thousand dollars for the establishment of four agricultural schools in four separate communities offering a suitable farm and the most favorable conditions for the practical teaching of agriculture... (pp. 17-19)

Martin's ideas of establishing agricultural high schools similar to the Congressional schools in other states never materialized, but his desire for agricultural and industrial education eventually became a reality. Martin remained active in his pursuit of Agricultural Education for the people of his native state.

### ***Extension Train***

One of the most innovative programs in providing agricultural and industrial education and awareness to the masses of the Palmetto State was the initiation of the Extension Demonstration Train by the Clemson Extension division that traveled the various parts of the state. Organized in 1905, this program ran for three initial seasons; the fall of 1905 and early 1906 (Mell Collection, Harper, J. N., 1907, November 12), in 1907, and again 1911 (Riggs Collection, Perkins, W. R., 1911, February 11, p. 19). This program was not an original idea as other states had implemented similar plans.

Clemson President P. H. Mell in a letter to John Hamilton, Farmer's Institute Specialist with the USDA in Washington, stated:

It is not like a train used in other states in taking simply one trip, but these cars are used as a means of reaching the farmers in every portion of South Carolina. They are side-tracked as long as the farmers in any particular locality desire the information from the officials. You can see, therefore, that this is really a school on wheels, and during the year, we spend from three to four months in steady work. (Mell Collection, Mell, P. H., 1907, January 7)

The 1905-06 Extension Train contained a large quantity of illustrative material in the form of plant specimens and mechanical apparatus from the textile, mechanical, and agricultural departments from Clemson College. President Mell pointed:

. . . managed to get a lot of very handsome lantern slides, illustrating the various lines of commercial activity so that we will be able with our stereopticons to project upon screens in the car, and if needful out night in open air, illustrations which will instruct the people in these subjects. (Mell Collection, Mell, P. H., 1905, October 5)

Positive reception of the lantern slides is provided by Professor C. S. Daggett in a January 1907 letter to President Mell. Daggett wrote, "I am sending you a copy of a Sumter paper containing a good statement in regard to the 'Magic Lantern Exhibit'" (Mell Collection, Daggett, C. S., 1907, January 31).

The Southern Railway provided two train cars for this project annually. A coach car provided living accommodations for those involved in presenting the programs and a baggage car was equipped by Clemson College with all the apparatus necessary for the exhibition and presentations. Posters announcing the purpose and arrival dates were distributed throughout the state in advance (Mell Collection, Mell, P. H., 1905, November 11).

The 1907 Extension Train season proved to be just as successful as the previous year. President Mell in the Annual Report of the Agricultural Department for 1906-07

provided a detailed summation of the Extension Train (Mell Collection, Harper, J. N., 1907, November 12). Department exhibits on the train included those provided by the Agricultural Division; the Horticulture Division; Entomological; Animal Husbandry and Dairy Division; Chemical Division; Geology Division; Mechanical Division; and the Textile Division. Ten faculty members from Clemson College and one representative of the Southern Railway accompanied the tour. Seventy-three different communities were visited and attendance throughout the tour totaled 13,398. This was quite an accomplishment for the *school on wheels*.

By 1909, efforts and methods to take Clemson College to the people had begun to change. D. N. Barrow, Director of the Clemson Agricultural Department, in his 1908-09 report to President Mell continued to support the plans for eight one-day Farmer's Institutes to be held throughout the State (Mell Collection, Barrow, D. N., 1909, June 21). Barrow added:

In your Director's opinion the agricultural college of this state has a much higher mission than that of teaching the boys that come to it. It is and should be the means of disseminating useful knowledge to all the people of the state, the actual farmers as well as the sons, those who cannot afford to go to college as well as those who are more fortunate. To do this the college should as it were go to the people. (p. 17)

To accomplish this plan, Professor Barrow suggested establishing an Extension Faculty at Clemson College who would conduct Extension schools throughout the State and make personal visits to farmers. This idea of Barrow's was five years prior to the Smith-Lever Act establishing federal funding for the Cooperative Extension Service.

The idea of a demonstration train surfaced again in 1911. W. R. Perkins, Director of the Clemson College Department of Agriculture stated in his February report (Riggs Collection, Perkins, W. R., 1911, February 11) to Acting President W. M. Riggs:

Professor Barrow is now in correspondence with the railroad authorities about securing two or three cars fitted up for laboratories, lecture rooms, and for conveying livestock. This car will be run to a station and side tracked for several days at a place during which time short agricultural courses will be given with all of the apparatus, material, and animals at hand for the work. (p. 19)

Perkins' June report (Riggs Collection, Perkins, W. R., 1911, June 24) of the same year mentioned:

The Demonstration Train, that is now on the road, will cost for hotel bills and feed and attendants for cattle between \$1500 and \$2000. I consider the train one of the best methods of doing institute work, but believe that if the idea of teaching and not merely boasting is carried out, not less than two days should be given to each stop. (p. 10)

The use of the Extension train would soon be no longer necessary and the era of the local County Extension agent and the likes of the Model-T automobile would begin to transfer the knowledge of the College to the farmers and rural populations. Interestingly enough, the Clemson Extension Service, with the cooperation of the Atlantic Coast Line railway conducted a similar Extension Train again in September 1941. The eight-car "Livestock and Better Living Train" visited 32 counties and made 45 stops providing the citizens with various exhibits and demonstrations of better farming practices ("Better Farm Living", 1941).

### ***State and Federal Influences***

Nationally, momentum for the support of Agricultural Education had accelerated with the passing of the Nelson Amendment of 1907. The Nelson Amendment provided federal funds to support the work of colleges in the preparation of teachers for the agricultural and mechanical subjects. By 1908, each state was provided \$25,000 annually through the Nelson Amendment to support the teacher preparation effort (True, 1929). In February 1908, the National Education Association organized a department of

Rural and Agricultural Education in Washington, DC, and D. B. Johnson of Rock Hill, South Carolina, was elected vice president of the organization (True, 1929). The nearly 1,600 members in attendance at this meeting endorsed a resolution proclaiming, “the great value of the study of agricultural subjects in the schools of the rural districts” (True, 1929, p. 334).

Fortunately for the future of South Carolina Agricultural Education, Professor Walter Merritt Riggs (1873-1924) was selected by the Clemson Board of Trustees in December 1909 to assume the duties of Acting-President of Clemson College (Bryan, 1979). W. M. Riggs arrived at Clemson as an instructor in 1896 and quickly arose to become head of the engineering department. Riggs is also credited with bringing intercollegiate athletics to Clemson as well as coaching its first football team (Bryan, 1979). Walter Riggs remained as Acting-President until his election as President in 1911, and continued in this capacity until his untimely death in January 1924. Riggs’ administration as President oversaw Clemson’s transformation from a struggling college to one of strong state support and national recognition. Wright Bryan (1979) wrote of Riggs:

...he [Riggs] recommended adding to the force of extension workers, sending timely articles on agriculture to the newspapers of the state, organizing former students and others to cooperate in the testing of seeds and methods of cultivation, reviving the summer Farmer’s Institutes at Clemson, and establishing short courses and correspondence courses for farmers of the state. All these ideas, later to become fixed policy, came from a man whose prior duties and experience had been entirely engineering. (p. 94)

W. M. Mahoney, a Clemson Agricultural Education graduate of 1921 and later a District Supervisor of Agricultural Education, recalled during a 1969 interview a statement made by President Riggs regarding agriculture. Mahoney remembered Riggs’ understanding

of the cultural value of training in agriculture by his statement, "A study of the land and what it would produce is of value to the individual from the cultural standpoint as well as from the practical" ("Vo-Ag Dean Reviews Agricultural Progress", 1969, p. 7).

### ***Elementary and Normal School Influences***

Much of the early public school work in agriculture nationally and in South Carolina resulted from textbook-based instruction and was often dispensed at the elementary grade level. Prescribing the exact method and content of instruction for students was not an agreeable issue. Fortunately both boys and girls were often target audiences for receiving instruction in agricultural training. In a 1905 USDA publication, Dick Crosby, specialist in Agricultural Education, indicated that in 1905, there were 182 normal schools training teachers nationally (Crosby, 1905). Of those 182 schools, 64 were providing instruction in agriculture. As early as 1909, the State Normal and Industrial School for Girls located in Rock Hill, later Winthrop College, provided instruction in agriculture for its students as it related to the school garden work (Crosby, 1910). Instruction in agricultural methods at the Rock Hill school was a result of an institution that had established a definite department of agriculture (Crosby, 1910). Another account stated that the Rock Hill school offered classes in agriculture as early as 1895 (Davis, 1912). Crosby reported in 1907 that the Normal School at Rock Hill had added courses in horticulture, floriculture, and dairying (Crosby, 1908). The reader should note that Winthrop College was a normal school that offered courses in agriculture to an all female student body. The preconceived thought that agricultural training was exclusively for males did not apply in South Carolina.

In 1909, the USDA's Office of Experiment Stations under Director A. C. True's guidance released Circular Number 90 (Abbey, 1909). Circular 90, *Normal School Instruction in Agriculture*, provided proof of USDA's support for the normal school's role in training teachers for agricultural instruction (Abbey, 1909). True provided the following endorsement in that 1909 circular:

The problem of preparing young men and women to teach elementary agriculture in connection with other branches taught in the primary school and secondary public schools is one that commands widespread and serious consideration... I therefore recommend the publication of this manuscript as Circular 90 of this Office. (p. 2)

A close examination of this 31-page circular will find a well planned program that could still serve as a template for a collegiate level teacher preparation course in curriculum and methods. The circular includes details for a school garden and a model school, which were later included in Winthrop's plans for South Carolina's Agricultural Education program.

Further proof of the intentions of the Winthrop Normal and Industrial College to follow the plan outlined by USDA can be found in *Bulletin Number 4, Elementary Agriculture and School Gardening at Winthrop*, dated April 1910 (MacFeat, 1910). This bulletin, developed and issued by Winthrop College, stated:

Every school in South Carolina should have its garden. Every teacher in South Carolina should be able to aid pupils in the making of this garden. We hope to offer suggestions which any teacher in any part of the State will be able to put into practice. (p. 5)

The author, Minnie MacFeat, acknowledged the help of Professor L. A. Niven, head of the department of Elementary Agriculture at Winthrop, for the suggested course of study (MacFeat, 1910). The introduction found in this bulletin provides much insight to the

history of elementary agricultural instruction provided at the Winthrop Normal School. A summary of these important facts included (MacFeat, 1910):

- The teaching of horticulture began at Winthrop in the fall of 1896.
- School gardening was done by the Winthrop kindergarten students prior to 1900.
- In 1907, the college added elementary agriculture to its curriculum.
- Every student in grades kindergarten through ninth grade including the student-teachers received a course in gardening.
- In 1910, boy's and girl's clubs in agriculture were formed.
- Prizes were presented for the best tomatoes, best corn, and best flowers. (p. 7)

Overall, the 40-page Winthrop bulletin was well illustrated and presented a logical and scientific approach to an applied agricultural experience in gardening. The late 20th and early 21st century interest in experiential as well as interdisciplinary curriculum certainly can look back on the school gardening program as a role model that defies the typical classroom environment.

A dilemma that was recognized as early as 1907 by Dick Crosby, USDA specialist in Agricultural Education, was the concern that 70% of the teachers of agriculture in the various states' normal schools were trained to teach subjects other than agriculture (Crosby, 1908). Crosby also concluded that:

With the liberal financial support afforded by the Nelson Amendment and the provision that a part of the money thus provided may be used in training teachers of elementary agriculture, some of the agricultural colleges have already begun to organize faculties and provide adequate facilities for such training... (p. 208)

Crosby added an important observation that, "The State Normal Schools are in the main better equipped and more experienced than the agricultural colleges with reference to providing professional training for teachers" (Crosby, 1908, p. 217). Two years later in 1909, Crosby again reported on the progress and stated that, "...normal schools all over the country are responding as rapidly as their resources will permit to the demands

made upon them for teachers having some knowledge of the principles of agriculture” (Crosby, 1910, p. 319). The normal school at Rock Hill had made Crosby’s list again in 1919. This is an interesting set of circumstances to factor when considering which State institution of higher education in South Carolina should be receiving the federal funding to train agricultural educators. This issue would surface again when the colleges and universities were competing for the appropriations provided for teacher training under the Smith-Hughes legislation.

A 1910 USDA report entitled *Progress in Agricultural Education, 1909* (Crosby, 1910) reported that agricultural colleges had increased their teaching force, enrolled more students than ever, organized departments of Agricultural Education, held summer schools and longer courses for teachers of agriculture, and published considerable literature for the use of teachers and pupils in public schools. Certainly this bulletin provides evidence that a national movement was well underway to promote the teaching of agriculture in the public school systems. Nationally by 1910, there were 630 secondary schools reporting teaching agriculture (Crosby, 1911). This figure included private schools, academies, and schools for Negroes.

### ***College Credit for Agricultural Classes***

By 1910, there was both national and state concern over the value of high school agricultural classes and how they related to college entrance requirements. The National Education Association report from its July 1910 meeting indicated that very few agricultural colleges provided entrance credit for the completion of high school agricultural courses (Crosby, 1911). An interesting note is the fact that Agricultural Educators from numerous colleges and universities addressed this same meeting held

in Boston (Crosby, 1911). As a result, the topic of science being an integral and correlated part of high school agricultural instruction surfaced at this meeting. Dick Crosby pointed out in the same report that the National Education Association stated that 36 colleges and universities were accepting a half-unit or one unit of agriculture towards entrance requirements (Crosby, 1911). Crosby's defense of high school agriculture continued to emphasize that there was no reason why colleges should not provide credit for a subject that was now so widely taught, if it was taught well. Certainly college admissions criteria for accepting Agricultural Education courses is an item of concern that has now spanned nearly a century of time.

### ***Part-Time Work with Rural Students***

C. B. Haddon was employed by Clemson in May 1910 to work with rural school students (Riggs Collection, Perkins, W. R., 1910, October 18). Haddon co-operated with county school superintendents, school organizations, and individual schools organizing boys and girls into improvement clubs. One early example was a pig club established in Saluda. Haddon also provided teacher-training courses in agriculture ranging from one to two weeks long in five different counties in South Carolina. By 1911, Professor Haddon was in charge of the Boy's Corn Club work in the State (Riggs Collection, Harper, J. N., 1912, September 16). During the 1911-1912 year, Haddon enrolled over 1,400 boys into corn clubs and an additional 300 in pig clubs (Riggs Collection, Harper, J. N., 1912, September 16, p. 8). Haddon was described by Extension Director W. R. Perkins as "a man of pleasant personality, is very much interested in his work, and possesses a great deal of energy" (Riggs Collection, Perkins, W. R., 1911, February 11, p. 5). Perkins also provided the following evaluation of Haddon's work in 1911 as:

Mr. Haddon has given his time almost exclusively, since the opening of the schools, to work with about a dozen public schools. He visits them monthly and gives them regular work. He is working in the club idea, giving each pupil something to do. (Riggs Collection, Perkins, W. R., 1911, February 11, p. 17)

Haddon later resigned his position in 1913 (Riggs Collection, Perkins, W. R., 1913, June 23). Another faculty member soon to make great contributions to Agricultural Education in the public schools, J. M. Napier, was serving as an Assistant Professor of Agronomy at Clemson College during this time period (Riggs Collection, Perkins, W. R., 1910, October 18).

Evidence that Clemson Agricultural College perceived the need to create a base for preparing and promoting Agricultural Education for the state clearly dates to 1909. President P. H. Mell's March 1909 report to the Clemson College Board of Trustees calls for a "re-adjustment of our work with the farmers so that we may do all the good possible to the man who tills the soil" (Mell Collection, Report to Board of Trustees, 1909, March, p. 1). An excerpt from Mell's lengthy report stated:

Second, The College to request from the State Board of Education the privilege to help develop the Agricultural Instruction in the High Schools of the State and that at Farmers' Extension work send well informed persons to give the boys and girls practical instruction in Agriculture and allied subjects, extending over two days. Third, That the College endeavor to supply the permanent Agricultural Teachers for the High Schools from which the best effort of the College be put forth to instruct the intelligent farmers on the work of the farm. (pp. 4-5)

Deeper examination into the minds and philosophy of the various Clemson collegiate administrators whose hands the future of Agricultural Education rested, can be provided in several references. Professor D. N. Barrow, Director of the Agricultural Department, stated in his June 1909 report (Mell Collection, Barrow, D. N., 1909, June 21) to President Mell the following conclusion from his 18-page summary:

There is not much pleasure for the average farm boy on the farm. His recollection of farm life is that of one long period of drudgery. Days of early rising and hard work make up the sum of his experience to be followed at the year maybe by the knowledge that things have just paid out. There is not much money to be spent in better clothes or very little time for indulgence in the lighter things of life that makes the heart grow glad. With such recollections these boys would not be the material of which we wish the future men of this commonwealth did they not strain every nerve to get away from the farm. If we can lighten the labor of that farm and improve the condition of their fathers so that, while still helping, he can yet afford for himself and his boy some time for the pleasures of life much can be done towards correcting this tendency. This can only be done by increasing the earning power of the farm by carrying to those parents in a convincing manner the valuable facts that science has mastered. There is scarcely a farm in the South the income from which cannot be very materially increased by the application of a few simple principles. It is to enable this college to take the lead in doing this for which your director is striving, as I am sure this is the end sought by the Board. (p. 18)

R. E. Lee, Clemson College Professor of Drawing and Design and the College's Architect, produced a series of building plans and specifications for rural school structures. Clemson College Extension Work Bulletin Volume 10, Number 2 (Lee, 1914) released in April of 1914 compiled these drawings under the preparation of the State Department of Education. A connection identifying the recognition and promotion of Agricultural Education can be found in several references within this 1914 bulletin. These references included a section on school gardens that stated:

A school lot should never be less than one acre, and the wise school board will secure school grounds containing three or four acres. With a four-acre tract, it is possible to have an athletic field and space for a school garden. The school garden should never be allowed to trespass upon the playground space. (p. 8)

An entire section of this same 114-page bulletin is devoted to the details and plans for "The Winthrop Farm School". In addition to the drawings for the main structure, the bulletin contained the following comment:

We hope this Farm School will be taken as a type for the rural schools, not only in South Carolina, but throughout the South as well. As the name "farm school"

indicates, we are trying to educate our farmers and farm-wives. We wish this to be a work shop, not a place in which lessons are recited. (Lee, 1914, p. 58)

The Winthrop Farm School structure included a second floor that could be used for community meetings and the bulletin suggested that, "...the second floor of this building could easily be divided into a large hall with two or three smaller rooms. These could be used for meetings of Farm Demonstration Agents, Tomato Clubs, Corn Clubs, etc." (Lee, 1914, p. 61). The contents of this Extension bulletin demonstrated the awareness that existed for the inclusion of Agricultural Education within the public schools of South Carolina as early as the middle of the first decade of the 20<sup>th</sup> century, as well as the cooperation that existed between the Clemson College Extension Division, the faculty at Clemson, the State Normal School of Winthrop, and the State Department of Education in Columbia. The presence of club work within the schools should be noted as well.

In educational retrospect, the school garden program, which provided a mixture of hands-on experience combined with formal instruction, was inline with the methodology expressed by John Dewey during this same point in time. Using the natural environment as a teaching laboratory was certainly a "soap box" for the legendary Liberty Hyde Bailey of Cornell University at the turn of the century as well.

### ***Ties to Cooperative Extension***

The Smith-Lever Federal Act of 1914 granted federal support for the Cooperative Extension Service in the Land-Grant colleges of the nation. The fundamental purpose of the Smith-Lever legislation was to help transfer the research-based knowledge generated by the colleges and universities as a result of the 1887 Hatch Act, to the communities and the citizens. Simply put it was, "Taking the University to the People" as Wayne Rasmussen titled it in his book written on the 75th anniversary of the

Cooperative Extension Service (Rasmussen, 1989). South Carolinians must proudly remember that it was their native son, Congressman Asbury Francis “Frank” Lever (1875-1940) of Lexington County, who co-sponsored the Smith-Lever bill. Mr. Lever lived to personally see the benefits of the Extension service and the 25<sup>th</sup> anniversary of his plan. Lever is interred in Cemetery Hill on the Clemson University campus.

### ***The Darlington County Experiment***

In 1914, an experienced Cooperative Extension agent, J. M. Napier of Darlington County, possibly became the first full-time public school teacher of agriculture in South Carolina. Napier, a former Professor of Agronomy and member of the Clemson faculty, was most recently a Demonstration Agent for Richland County. In 1914 Napier was assigned the experimental task of teaching agriculture in the upper elementary grade level within the five consolidated schools of Darlington County (Rittenberg, 1916). The Extension Division of Clemson College labeled this attempt towards Agricultural Education as the *Darlington County Experiment*. Napier visited each school on a rotational or *circuit* basis (Rittenberg, 1916). Table 1 presents some details concerning the five schools involved in the 1914-15 school year.

**Table 1**

#### *Darlington County Experimental Schools*

<b>School</b>	<b>Principal</b>	<b># Teachers</b>	<b>Miles from Darlington</b>	<b>Boys Taking Agriculture</b>
Antioch	V. E. Rector	8	16	40
Auburn	A. R. Nicholson	3	8	16
Dovesville	V. J. Rector	4	8	19
High Hill	C. W. Stucky	4	5	22
Mechanicsville	Miss Eva Dowling	3	7	18

(Rittenberg, 1916, p. 9)

Napier's plan was to give each school two one-hour periods of weekly instruction, with one of the local teachers providing recitation and review when he was not present. To be available in different neighborhoods each afternoon, Napier devised the following *itinerant* schedule (Rittenberg, 1916, p. 11):

Monday..... morning-	High Hill.....	afternoon-	Mechanicsville
Tuesday..... morning-	Auburn.....	afternoon-	Antioch
Wednesday.. morning-	Dovesville.....	afternoon-	High Hill
Thursday..... morning-	Antioch.....	afternoon-	Auburn
Friday..... morning-	Mechanicsville.....	afternoon-	Dovesville

The cost of the 1914-15 experiment totaled \$2,500, of which the Darlington County Board of Education paid \$1,000 and Clemson College paid the remaining balance of \$1,500 (*Annual Report of the State Superintendent-48<sup>th</sup>*, 1917, p. 16).

The results of the experiment were published in the Clemson College Extension Bulletin No. 36 entitled *A Rural School Experiment* (Rittenberg, 1916). The author of the bulletin, Sidney Rittenberg commented, "Few experiments in the education of South Carolina youth have been watched with so much interest as that which is being conducted in the rural schools of Darlington County by the Extension Division of Clemson College" (Rittenberg, 1916, p. 1). Rittenberg continued by stating, "Educators in this and other states wanted to know what the results had been and what the prospects were... it was not thought wise to give the experiment national publicity through outside publications until this office made an investigation and report" (Rittenberg, 1916, p. 1).

The second school year of the Darlington County experiment, 1915-16, added two additional teachers, H. L. Reaves and E. H. Pressley, to work under the supervision of Napier. Their official title was listed as Assistant Demonstrator in Agricultural

Education. The number of schools being served increased from five the first year to 14 the second year (Rittenberg, 1916). Clemson College and the Darlington County school division provided financing for the second year of the experiment jointly. Clemson College paid \$3,150 and Darlington County provided \$2,650 of Napier's salary (*Annual Report of the State Superintendent-48<sup>th</sup>*, 1917, p. 16).

The third year of the experiment, 1916-17, found Clemson College notifying Darlington County and State officials that financial support from Clemson would not be available. A decision was made to eliminate the third teacher. The salaries of the two remaining teachers of agriculture would in fact be provided by \$1,800 from Clemson College after all, \$1,000 from the Darlington County Board of Education, and \$1,500 from the State of South Carolina under the auspices of the Toole Act of 1916 which provided for the support of teaching agriculture in the public schools (*Annual Report of the State Superintendent-48<sup>th</sup>*, 1917).

As a result of the success produced by the Darlington County experiment, the South Carolina legislature in 1915 and 1916 became increasingly interested in appropriating state funds to support Agricultural Education (Napier, 1917, supplemental pages). Through the efforts of the Darlington County experiments of 1914-1915 and 1915-1916, South Carolina became one of the first states to offer true daytime vocational agriculture training for public school students. In 1917, Clemson Extension Director W. W. Long wrote (Napier, 1917):

A prominent official [not identified] of the U.S. Department of Agriculture who is connected with that bureau of the Department that has to do with the teaching of agriculture, stated to the Governor (South Carolina- Governor Richard I. Manning) that it was the first successful effort made in the United States to teach agriculture in the primary schools. (p. 6)

J. E. Swearingen, State Superintendent of Education at the time of the Darlington experiment, included in his supporting statements concerning the results of the Darlington County Experiment, the following comment; "Only ten percent of our boys enter high school or college. If agriculture is to be taught in South Carolina, the ninety percent must be reached in the public schools" (Rittenberg, 1916, p. 20). Swearingen continued to state, "While the co-operation of Clemson College is desired and even necessary, college control of the public school in any department will be detrimental" (p. 20). It is interesting to note that John Swearingen, born in 1875, was totally blinded as a result of an accidental gun discharge while hunting in January 1888 (Riggs Collection, Swearingen, J. E., 1918, October 26). Swearingen attended the South Carolina College in Columbia from 1895-1899 and became a teacher at the South Carolina School for the Deaf and Blind serving from 1889 to 1908. In January 1909, Swearingen was elected to the office of State Superintendent of Education. An examination of the advancements in modern public education under Swearingen's administration is impressive. Teacher certification, compulsory attendance, increased financial support, expansion of the number of high schools, and the retreat from the classical style of education in favor of courses in agricultural and industrial education are a few of Superintendent Swearingen's accomplishments (Parks, Richardson, & Walker, 1992).

Several local school superintendents involved in the Darlington County experiment also provided positive statements of support. Victor Rector, Superintendent of the Antioch Industrial School, stated in 1915:

I venture the statement that very few of our doctors, lawyers, preachers, or even teachers enjoy reading their Latin, Greek, or Hebrew just for a morning appetite. And yet we require Latin in all our rural schools where children can scarcely speak a correct English sentence and the boy who is killing time despising his

Latin knows nothing of how to mix a fertilizer formula or judge the qualities of the animal he feeds. We had better get away from so much theory and idealism and back to mother earth, and teach boys and girls how to more easily satisfy their wants of existence. Then we shall find it easier to satisfy the higher culture wants... Let the rural schools consolidate and transport the children...Employ experts to teach agriculture. (Rittenberg, 1916, p. 22)

Much of Superintendent Rector's personal desires became realities as a result of national support in 1917. J. M. Napier continued to teach three consecutive years in Darlington County. During the 1917-1918 year, Napier taught in 10 different schools with 115 pupils in agricultural class work and working with 65 boys in pig and corn clubs (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919). An August 1917 letter to President Riggs from Extension Director W. W. Long mentions problems from USDA Washington representative, Bradford Knapp, in relation to Napier's annual extension appointment (Riggs Collection, Long, W. W., 1917, August 8). Long complained, "I have trouble every year with Mr. Knapp in reference to the work in Darlington County. He [Knapp] seems to have taken some prejudice to Napier and gives me trouble each year in approving his memorandum of employment" (p. 2). Long further explained that, "Napier is devoting a certain number of days to actual demonstration work and a certain number of days to the teaching of agriculture" (p. 2).

Public awareness by influential individuals concerning the Darlington County Experiment certainly helped lead to the introduction and passage of legislation in the South Carolina General Assembly that promoted public support for Agricultural Education. The Smoak-Rector Act will be discussed in a separate section.

### ***Club Work***

Prior to 1914 and the Darlington County experiment, South Carolina incorporated two different methods or plans for meeting the Agricultural Education needs of the rural

children by way of the Cooperative Extension Service (Rittenberg, 1916). The first method used club work, the Boy's Corn Clubs for example, through the local school districts. A. L. Easterling, school superintendent for Marlboro County, is credited with organizing the first Boy's Corn Club in South Carolina in December 1908 (Napier, 1950). This method of Agricultural Education required the local Extension agent to make visits to the local cooperating school and provide necessary instruction and demonstration in conjunction with the classroom teacher. W. H. Barton, Assistant State Agent of Farm Demonstration for Clemson College, made excellent advancements in preparing both agents and teachers for this work. A background or philosophy for this type of work can be found in Barton's forward to his June 1915 Clemson Extension bulletin entitled, *School Room Work for Club Members and Others* (Barton, 1915) which was a series of Extension publications by Barton entitled *Farmers' Reading Course*. In addition to providing a background for this work, Barton's forward identified the cooperative relationship that had been formed between the Extension Service, the USDA, and the South Carolina Department of Education. Barton's forward stated:

Not less than ninety percent of all school children receive their education in the public schools only, and this training does not include industrial instruction. We are, therefore, partially wakening up the intellect of children to possibilities without teaching them *what* to do or *how to do it*. Such principles as are sought to be instilled by boys' and girls' club work would supply this deficiency, but it will probably never reach all children of the State or any great percentage of them without the cooperation of the schools.

With a view, therefore, to securing more economic efficiency in club work, extension work and school work, the EXTENSION DEPARTMENTS OF CLEMSON COLLEGE, the UNITED STATES DEPARTMENT OF AGRICULTURE and the STATE DEPARTMENT OF EDUCATION have entered into a cooperative agreement to make Club Work a part of the regular public school curriculum, teaching extension and club literature to boy and girl club members and others. (Barton, 1915, p. 2)

Other interesting details identified in Barton's 1915 bulletin included:

- "The ideal plan is to have the principal's home on a school farm which would be managed by him" (p. 8).
- "Boys who sow cover crops in the fall of the year are to be known as "Boy Demonstrators" and will receive visits from the county demonstration agent" (p. 10).
- "Visit the boy's plot as often as possible and encourage and inspire him in every way possible to succeed..." (p. 11).
- "School credit for home work" (p. 12).

Certainly someone familiar with the youth organizations of the Future Farmers of America and 4-H can see similarities of what would later become a foundation for both organizations. The "Boy Demonstrator" can be considered a forerunner of a membership degree or award system, and the supervised experience later required by the Smith-Hughes legislation can be associated with the home project visits and extra credit for work accomplished outside of the classroom setting.

In addition to the boy's club work, the contributions and achievements of women should not be overlooked. Marie Cromer, a teacher in Aiken County, is credited with establishing one of the first demonstration clubs for girls. As early as February 1910, Cromer, then president of the Aiken County Teacher's Association, recognized the valuable work that was being done with boys, but identified the fact that nothing was being done for the girls (Lever Collection, Seigler, Marie Cromer). To balance the opportunity for girls in South Carolina, Cromer developed a plan for what would become the Girls' Tomato Club, which involved the cultivation of a one-tenth acre plot, and included the planting, pest management, and canning of home grown tomatoes. Hearing word of the success of this novel idea, Seaman Knapp of the USDA sent staff member Oscar B. Martin of the Department to observe the activities of this program (Lever Collection, "Aiken County Blazes Trail in Demonstration Work", 1937, September

24). O. B. Martin was a native of South Carolina, having been born near the town of Central, not far from Clemson College. Martin had taught school for several years prior to his election as the State Superintendent of Education in South Carolina. Martin, a disciple of Seaman Knapp, was recruited by Knapp in 1908 to coordinate the establishment of corn clubs throughout the South. Martin later directed the Extension work in Texas (Wessel & Wessel, 1982). It was during a speech delivered by O. B. Martin to teachers attending the 1909 meeting of the South Carolina Education Association that Cromer heard Martin's outline for proposed tomato canning clubs (Wessel & Wessel, 1982). As a result of Cromer's successful tomato program, she was offered a position with the USDA organizing similar clubs over the country. These clubs were later known as canning clubs, which expanded into the various aspects of home demonstration work and 4-H Club activities. O. B. Martin provided credit to the work of the girl's club work by stating, "The girl's club work opened the doors of the homes for the agents to do demonstration work among adult women" (Napier, 1950, p. 78). A 1937 newspaper from Aiken, South Carolina recounted Cromer's accomplishments and listed her as the "Joanne d'Arc of a crusade of southern women in agriculture" (Lever Collection, "*Aiken County Blazes Trail in Demonstration Work*", 1937, September 24).

### ***Demonstration Schools***

In addition to club work, the second and lesser-known method for meeting the Agricultural Education needs of the rural children prior to the Darlington County Experiment was called the *Demonstration School System* (Rittenberg, 1916). This second method was accomplished by selecting one to five schools within a school district to serve as demonstration schools, which began in the fall of 1913 and

proceeded throughout the 1913-14 school year. The demonstration schools provided a minimum of three acres of land at the local school to be used as an agricultural demonstration plot for instructional purposes. A local schoolteacher taught textbook agriculture while the county demonstration agent visited each school to provide hands-on experience in the plots. By the time the Darlington County Experiment began in 1914, there were already 72 such demonstration schools in operation, but participation had been as high as 140 schools (Rittenberg, 1916). This drop of 50% may provide insight to the declining interest of this program.

An example of the demonstration school arrangement was illustrated by Spartanburg County Agent J. F. Ezell who reported to Assistant State Agent Barton of Clemson College, that the following schools were secured in his area: Whitestone, Grambling, Chesnee, Boiling Springs, and Pauline (Co-Op Extension Service Papers, Ezell, J. F., 1913, November 15). Demonstration Agent J. W. Rothrock of Pendleton reported on November 22, 1913:

It gives me much pleasure to inform you that all my school plots are on and put into good shape. I have had some trouble locating my fifth school, but have succeeded in getting it all right. I expect to visit these schools during the month of December and make talks. (Co-Op Extension Service Papers, Rothrock, J. W., 1913, November 22)

Agent Rothrock's five schools were Long Branch, West Pelzer, Lebanon, Denver and 3 & 20. It should be noted that J. W. Rothrock was one of the five original South Carolina county farm demonstration agents appointed by Dr. Seaman Knapp in the fall of 1907 (Napier, 1950). State Agent Barton maintained correspondence with all agents and demonstration school authorities throughout the project, providing timely advice as when to harrow, when to plant, and the following statement:

Don't allow cover crops to be disked and turned until about in the bloom stage. If you do, you lose a large portion of the benefit to the soil, and that is the main object to be attained in this demonstration—the improvement of the soil. (Co-Op Extension Service Papers, Barton, W. H., 1913, December 16)

Interest and acceptance of the school programs can be exemplified by J. F. Croffy's December 1913 letter to Barton which included, "Professor F. G. Crot, [St. Matthews, SC] our Superintendent of Education is taking a great deal of interest in the Boys Corn Club and the Girls Tomato Club and I am sure that we will have a large corn club for next year" (Co-Op Extension Service Papers, Croffy, J. F., 1913, December 22). This statement identifies the integral involvement of the club work into the Demonstration School project. Evidence that female school teachers were involved in these agricultural demonstration projects comes from the fact that Ollie Haltwanger, teacher at Hopewell School in Simpsonville, was a participant (Co-Op Extension Service Papers, Davis, J. B., 1913, November 26). Both methods, Demonstration Schools and Club Work were successful, but educationally incomplete. The Clemson College Extension Division looked for a new and better system to dispense Agricultural Education to the school children, and this resulted in the Darlington County Experiment initiated in 1914.

The Clemson Agricultural Extension Division, during the summer of 1915, was actively involved with the State Department of Education in devising a new plan to administer Agricultural Education to the students of the rural public schools (Rittenberg, 1916). The Darlington County Experiment had successfully completed its first year (1914-1915) and plans were made to extend this opportunity to additional schools for the 1915-1916 school year. Present day school administrators would be bewildered by the amount of influential power the Land-Grant's Agricultural Extension Division had on

rural education during the first two decades of the 20<sup>th</sup> century. Proof of this influence can be found in Clemson Agricultural Extension Director W. W. Long's introduction to the 1915 Extension bulletin titled, *Agriculture for School and Farm, Volume I* (Barton, Napier, & Stewart, 1915). Director Long stated:

The successful teaching of practical agriculture in the rural schools has been a perplexing problem for our educators, publicist and all those of our thinking public who turn their attention to the nation's rural affairs. Especially perplexing has this problem been in the South from two principal causes. Our poverty has generally rendered us unable to get competent, well trained teachers for this work in the country schools. In the second place, in most instances, our educators have failed to give the boy and girl text-books containing the essentials of agriculture set forth in language which the average county boy and girl can readily understand. (p. 4)

We have to that end advised the consolidation of schools and the appointment of a capable well-trained man to teach agriculture in at least five schools in a county. Each school would contribute to the teacher's pay. (p. 4)

Long's confidence in his suggestions were no doubt reinforced by the successful results of the agricultural teaching experiment in Darlington County during the 1914-1915 school year. Long's mention of the lack of adequate textbooks was certainly a sales pitch for the teaching materials being generated by the Extension service in the form of bulletins. This same Extension bulletin, *Agriculture for School and Farm*, was re-published two years later in the form of a hardbound classroom textbook (Barton, Napier, & Stewart, 1917).

### ***Textbooks and Publications***

The vast amount of agricultural instructional materials produced by the USDA in the early part of the new century, 1900-1915 for example, provided inexperienced teachers and even teachers without exposure to real life agricultural experiences, help in meeting the needs of the agricultural classroom and lecture.

In addition to the national emphasis on text materials for older students (sixth through ninth grades primarily), W. H. Barton, co-author of the *Agriculture for School and Farm* series, produced teaching materials for the fourth and fifth grade students called *Farming for Little Folks* in 1916 (Barton, 1916). This series of bulletins presented the principles of practical agriculture in a logical order that progressed to the material later covered in the *Agriculture for School and Farm* text. An examination of *Farming For Little Folks* will find the lessons and assignments challenging by today's standards considering the target audience's young age. For example, one assignment involved determining the list of materials necessary for the construction of a wood hoop silo with a capacity of 74 tons and dimensions of 12 X 30 feet. The concrete materials were based upon a 1:3:5 ratio. The forward in Barton's *Farming For Little Folks* stated, "This volume is an attempt at primerizing the subject of practical agriculture for the instruction of small boys and girls and to indoctrinate the meagerly educated parents of such children in the fundamental principles of farm practice and the logical order of practice" (Barton, 1916, p. 4).

Prior to writing *Farming For Little Folks*, Barton produced *Agricultural Stories For Children* (Barton & Rittenberg, 1916) in February 1916. The book's forward, which was directed towards the teacher claims, "Why not encourage the child to read and write about the great 'common things' about him—about those things about which he knows or should know more in order to do the most and to become the greatest in his sphere of action?" (Barton & Rittenberg, 1916, p. 3). An example of Barton's unique approach is his verbal illustration of the pollination and growth of the corn plant in the lesson entitled the "The Corn Folk." That lesson begins:

Mr. Corn is a peculiar fellow in some respects. He and his folks are so closely related and associated that nothing but death or injury can separate them. The mother is the corn 'Silk;' the father is the 'tassel,' and the children are the little corn 'grains.' The corn leaves are both 'lungs' and 'stomachs' which all the family use in common. (Barton & Rittenberg, 1916, p. 7)

Further evidence supporting the increasing interest in Agricultural Education at the elementary and secondary levels during the early 1900s was the increasing number of textbooks that were produced nationally concerning agriculture as a school subject. A review of the Clemson University library identified numerous and often ornately illustrated agriculture textbooks with early 1900 period copyright dates. An examination of their content, format, and approach to subject matter demonstrates how greatly these books varied. J. M. Napier, an early teacher of agriculture in South Carolina, became involved in the textbook business and copyrighted his own text in 1917. Napier's text, *Agriculture for the School and Farm*, co-authored with W. H. Barton, was endorsed by J. E. Swearingen, State Superintendent of Education for South Carolina (Barton, Napier, & Stewart, 1917). The R. L. Bryan Company of Columbia printed the text, which included chapters on Soil Formation, Plants and How They Grow, Terracing, Livestock, and numerous chapters on the various cultivated crops. This textbook was identified as the "South Carolina Edition, 1917" and had a list price of fifty cents. The dedication inside the cover is quite unique and reads, "To the great masses who can not or will not enter college" (Barton, Napier, & Stewart, 1917, p. i). The text's described mission was to teach the art as well as the science of agriculture. A further example of the increasing availability of textbooks for Agricultural Education is the 1912 book titled, *Agricultural Education in the Public Schools* by Benjamin Davis (1912). The Davis text listed 202 different textbooks and published papers for use in elementary, secondary, and teacher

education settings (Davis, 1912). Nearly all of the aforementioned references in Davis' text were generated after 1905.

In 1917, J. M. Napier, with the assistance of W. H. Barton, compiled, *Agriculture for Farm and School, Volume II* (Napier, 1917). Recommended for the eighth and ninth grades, this new volume was compiled with the assistance of various specialists and professors of Clemson College who provided material, suggestions, and criticisms (Napier, 1917, p. III). The formal introduction found in *Volume II* is very similar to *Volume I*, but included a brief report on the second year of the Darlington County Experiment. Extension Director W. W. Long reported:

In the fall of 1915 we appointed in addition to Mr. Napier, Messrs. H. L. Reaves and E. H. Pressley, graduates of this Institution [Clemson College], who each taught agriculture in five additional schools, making the total number of fourteen schools in which agriculture was taught by trained men. Mr. Napier, having direct charge of the work, taught only in four schools. (Napier, 1917, p. 5)

The increase in the number of Cooperative Extension Service publications being produced as a result of experiment station research was widely used by early teachers of organized agriculture. W. R. Perkins, Director of the Clemson Agriculture Department in 1911, commented on the potential use of such bulletins. Perkins stated, "I believe that such a list of publications would be very valuable to farmers, to those taking the correspondence course, and to the teachers and school children" (Riggs Collection, Perkins, W. R., 1911, June 24, p. 11).

Clemson College in the 1920s pioneered the use of Extension publications and Experiment Station research bulletins as curriculum teaching materials for the Smith-Hughes departments of agriculture. In a June 1920 report by F. H. H. Calhoun, Director of Teaching at Clemson College, Calhoun pointed out to President Walter Riggs that the

Agricultural Education Division at Clemson had been involved in producing publications. Specifically, during the 1919-1920 year, the Division began its first publication of mimeographed and printed bulletins for the use of teachers and students of Agricultural Education in the public schools (Riggs Collection, Calhoun, F. H. H., 1920, June 18).

One of the earliest sources of scientific research-based teaching materials designed specifically for teachers of agriculture originated in South Carolina in September 1924, when the Clemson College Agricultural Education Division produced and published what became a monthly Clemson publication named *Agricultural Education* (Crandall & Ayers, 1924). This Clemson College monthly publication was a summary of research, often being conducted at the experiment stations, but summarized in a format that could be used as instructional material for Vocational Agriculture teachers. Director Calhoun in his 1924-25 report (Earle Collection, Calhoun, F. H. H., Annual Report & Budget 1924-25) of the Agricultural Department to president Earle expressed the following opinion of the *Agricultural Education* publication:

The members of the research staff have cooperated very largely in getting out this publication. This seems to meet a great need and will enable Professor Crandall to give out the latest information in regard to agricultural work to the teachers of agricultural education. (p. 5)

An examination of these publications shows that extensive collaboration existed between the Clemson College Agricultural Education Division and the various Clemson collegiate departments such as Horticulture, Agricultural Engineering, and Animal Husbandry. The very first issue was devoted to the topic of agricultural economics. This publication was later renamed *Agricultural Education Monthly*, so not to confuse it with the national *Agricultural Education* magazine, published by the American Vocational Association, which began publication in January 1929. The June 1929 issue of the

national *Agricultural Education Magazine* described the Clemson publication as “...unusual among periodicals issued by teacher training departments. It is a monthly publication for teachers *and vocational students*... It would seem that the idea back of *Agricultural Education* would have application in many other states” (“Recent Publications”, 1929, p. 15). The Clemson periodical had a circulation of 3,000 issues. Further proof of the success of these materials can be documented by the 1935 report of the State Board for Vocational Education, which mentioned that South Carolina had been at the forefront in providing instruction covering economic principles and current economic developments (U.S. Department of Interior, 1935). For the convenience of the agricultural teachers, an index for the entire first nine years of *Agricultural Education Monthly* was published in Volume 9, Number 12, August 1933. The researcher discovered copies of the Clemson *Agricultural Education* chronologically produced through Volume 15, August 1939.

By 1925, the arrangement by which teachers of agriculture were freely using South Carolina Cooperative Extension publications became strained. In a letter to Clemson President E. W. Sikes, Extension Director W. W. Long proclaimed that the Extension Service was carrying the cost of these publications. (Co-Op Extension Service Papers, Long, W. W., 1925, September 24). Long pointed out the Smith-Lever law only provided for 5% of the annual appropriation be used for publications, and unless a policy would be adopted, practically all the funds would be consumed in supplying literature for the Smith-Hughes teachers. W. H. Craven, agricultural teacher at Dillon, brought the economics of this issue to mind as a result of his request for materials (Co-Op Extension Service Papers, Bryan, A. B., 1925, September 24). Craven

had requested 34 copies of 60 different Extension publications. The 2,040 items requested had an average cost of five cents per copy totaling \$102. The Extension service estimated there were over 130 Smith-Hughes teachers in South Carolina each making several requests during a yearly session. This was just one example of the strained relations that were to develop over the upcoming years between the Smith-Lever men of Extension and the Smith-Hughes men of vocational agriculture.

### **The Toole-LaGrone and the Smoak-Rector Acts of South Carolina**

In order to establish a reference point of the change that was sweeping the nation in terms of providing general public education, Rufus Stimson, State Supervisor of Agricultural Education in Massachusetts (1911-1938) provided an excellent comparison. Stimson stated, “prior to the outbreak of the Civil War, there were not forty public high schools in the United States. At the outbreak of the war with Germany [World War I], we had twelve thousand such high schools” (Stimson & Lathrop, 1942, p. 7). The increase in state and local support for general education provided opportunities for Agricultural Education to become an integral part of local school programs.

The increasing demand for Agricultural Education in the public schools of South Carolina led to the introduction and eventful passage of two important legislative Acts. First came the Toole-LaGrone Act of 1916 followed by the Smoak-Rector Act of 1917. Both of these items of legislation directly supported Agricultural Education in the State.

The Toole-LaGrone Bill was introduced into the South Carolina House of Representatives in February 1915 by Representative G. L. Toole of Aiken County. House Bill 524, “A Bill to Provide for Teaching Agriculture in the Public Schools of the State” (South Carolina House Journal, 1915, p. 457) was referred to the Committee on

Education where it was pigeon-holed by Alan Johnstone. Interestingly, Johnstone was President of the Clemson Agricultural College Board of Trustees (1907-1929) during this same point in time (Bryan, 1979). The bill was re-introduced in 1916, and after debates and amendments, was passed and signed by Governor Manning in March 1916 (*Acts and Joint Resolutions of the General Assembly of the State of South Carolina*, 1916). In summary, the final bill authorized the following provisions:

1. An annual appropriation of \$5000 to promote the teaching of agriculture. Three or more school districts must raise \$750 from taxes or private subscription to be matched by \$750 from the state to provide the salary of a teacher of agriculture.
2. The teacher of agriculture must live in the community twelve months of the year, and meet the standard academic requirements of other teachers in the state. They are to be employed for a term of three years.
3. The schools receiving the state aid must have enrollments of at least 75 students and regular attendance of 40 students. The school must have employed at least three teachers on a seven-month contract, have a local tax of eight mills and the school site must have at least two acres of land.
4. Subject to the approval of the State Board of Education, the agriculture teacher will have the right to create their course of study using materials available from the U.S.D.A, Experiment Stations, Cooperative Extension Service, etc.
5. All participating schools will be required to enroll any student, age 14 and up in the agricultural course. (pp. 880-882)

Unfortunately, no schools in South Carolina elected to participate in this opportunity.

The strict requirements dictating the large size of the school and the necessity of having three or more teachers within the schools possibly made this opportunity prohibitive in the smaller communities that greatly needed the benefits of instruction in agriculture.

Building upon the legislation provided in the Toole-LaGrone Act of 1916, the Smoak-Rector Bill of 1917 was written as a further attempt to encourage the teaching of

agriculture in the public schools. The authors, W. W. Smoak of Walterboro, and V. E. Rector of Darlington, introduced House Bill 303, "A Bill to Provide for the Teaching of Agriculture in the Public Schools of the State, and to Place the Same Under the Supervision of the State" (South Carolina House Journal, 1917, January 9, p. 26). After the necessary readings, the Smoak-Rector Act was passed on February 27, 1917 (*Acts and Joint Resolutions of the General Assembly of the State of South Carolina, 1917*), and contained the following details:

1. That \$10,000 be annually appropriated for schools performing practical classroom and fieldwork in agriculture under the supervision of the State Superintendent of Education.
2. When three or more school districts raise by taxes, private subscription, or other means \$750 for the teaching of agriculture, the State will pay an equal amount towards the salary of the teacher.
3. The agriculture teacher must be a graduate in agriculture of a state college, or a college graduate knowledgeable of agriculture, employed for a three-year period, and devotes his full time to the teaching and fieldwork of agriculture.
4. The agriculture teacher must be jointly employed by the County Superintendent of Education, the State Superintendent of Education, and the State Supervisor of Agricultural Instruction. He must hold a valid teaching certificate, must reside in the community during the twelve-month period, and may be employed as the Principal or Superintendent of his school.
5. The school must have an enrollment of 50 students and an average attendance of 30 students. The school must have two or more teachers employed six months or more. The school must have a local tax of at least four mills. The school must contain at least two acres of land, which must be used by the students and supervised by the agriculture teacher. The course of study can be determined by the agriculture teacher to meet the needs of the local community, with the approval of the State Board of Education.
6. All schools receiving State funds for agriculture must not charge fees to any students enrolled.
7. The State Board of Education is authorized to adopt a textbook on agriculture, upon the recommendation of the State Supervisor of Agriculture, for all schools NOT provided for in this Act. (p. 369)

Similarities can easily be detected between the Toole-LaGrone and the Smoak-Rector Acts. The latter bill did reduce the size requirements of the participating schools and installed a textbook adoption procedure for agriculture. The Act also mentioned the creation of a new position named State Supervisor of Agricultural Education. Clemson President, W. M. Riggs in a letter to bill patron W. W. Smoak on May 17, 1917, mentioned concern for this position (Riggs Collection, Riggs, W. M., 1917, May 17). Riggs referred to a recent conversation with State Superintendent of Education Swearingen and attention to the fact that the Smoak-Rector provided no salary for this officer. Riggs suggested:

Under the terms of the Smith-Hughes Vocational Bill, it seemed possible that half the salary of our Professor of Agricultural Pedagogy might be paid from federal sources, and I proffered the use of this officer to the Department [of Education] as State Supervisor of Agricultural Instruction. (p. 1)

To provide further insight to the politics and power struggle that was taking place, President Riggs in the same correspondence went on to add:

It may not be necessary to make any appropriation to carry out its provisions [Supervisor's position], except perhaps to provide the traveling expenses for the State Supervisor. Mr. Long [Extension Service Director] is very strong in the idea that the College should have legal connection with this work in order that it might be of the greatest value to the schools. While I am not quite as strongly of this opinion as he is, believing that the responsibility for development of the schools lies fundamentally with the State Board of Education and the State Superintendent of Education, still I am willing and desirous that the College shall give all desired assistance. (p. 2)

In a letter to Superintendent Swearingen dated May 1, 1917, Representative W. W. Smoak offered to introduce an amendment at the beginning of the 1918 legislative season to provide for the salary of the State Supervisor of Agricultural Instruction (Riggs Collection, Smoak, W. W., 1917, May 1). Smoak expected no legislative opposition to

such an amendment, but Smoak's offer was never needed. The federal money provided by the upcoming Smith-Hughes legislation would overshadow the South Carolina Smoak-Rector Act.

The passage of the Smoak-Rector Act did provide the opportunity that placed 12 teachers of agriculture in schools throughout the State prior to South Carolina receiving funds from the Smith-Hughes Act. Even though the Smoak-Rector Act was still in force in 1918, the agricultural work initiated under this method of State support was soon consumed in large-part by the forthcoming federal legislation supporting vocational education (Riggs Collection, Swearingen, J. E., 1918, February 16). One important aspect of the Smoak-Rector Act that was designed to attract men to teach agriculture was the minimum salary of \$1,500 annually for a 12-month appointment (*Annual Report of the Board of Trustees of the Clemson Agricultural College-29<sup>th</sup>*, 1918, p. 45).

Commissioner of Agriculture, A. C. Summers in his annual report of 1917, provided his blessings concerning the results of the Smoak-Rector Act (*Annual Report of the Commissioner of Agriculture, Commerce, and Industries of the State of South Carolina*, 1918). The report stated:

The General Assembly of 1917-18 will go down in history with the record of having put into operation one of the most practical pieces of legislation in the history of the State- I refer to the Smoak-Rector Act for the teaching of agriculture in the public rural high schools of the State. (pp. 25-26)

The Commissioner continued describing and praising the results and the associated "home project" work, and even pointed out that girls were involved in growing food crops under the supervision of the teachers, and stated, "The girls have gardens and poultry, and call their work 'war gardens' [World War I]" (*Annual Report of the Commissioner of Agriculture, Commerce, and Industries of the State of South*

*Carolina*, 1918, p. 25). In the tangled web surrounding Agricultural Education in South Carolina, one should note that the co-patron of the Smoak-Rector Act, V. E. Rector of Darlington, was one of the school principals participating in the original Darlington County Experiment during the 1914-1916 school years.

The *Annual Reports of the State Superintendent of Education in South Carolina* indicated that there were students of agriculture as early as 1902 when 66 Whites and 35 Negroes were enrolled (*Annual Report of the State Superintendent-34<sup>th</sup>*, 1903). These reports displayed a steady increase in agricultural enrollment with 3,500 Whites and 1,419 Negroes eight years later in 1910 and then doubling by 1917 when 7,194 Whites and over 6,400 Negro students were studying agriculture in the public schools of South Carolina (*Annual Report of the State Superintendent-34<sup>th</sup>*, 1903). This enrollment was prior to any substantial federal support for Agricultural Education. The annual State Superintendent of Education report for 1918 indicated that over 1,000 students were enrolled in the 13 schools that were partially funded by Smith-Hughes appropriations. Of the 1,000 students receiving instruction, only 290 were officially reported to be enrolled under the guidelines of the Smith-Hughes requirements (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919).

### **The National Smith-Hughes Act of 1917**

A summary of the number of students receiving agricultural instruction in the public schools of South Carolina between 1902 and 1917 is shown in Table 2. These figures were provided from the *Annual Reports of the State Superintendent of South Carolina* and compiled by Yarborough (1956). These numbers provide proof of the momentum that Agricultural Education had developed after the turn of the 20<sup>th</sup> century.

These figures mostly represent work conducted at the elementary level as well as the efforts of Extension Demonstration Schools and Club Work activities on the school grounds up to the implementation of Smith-Hughes work.

**Table 2**

*The Number of Students Receiving Agricultural Instruction in the Public Schools of South Carolina between 1902 and 1917*

<b>Year</b>	<b>White Students</b>	<b>Negro Students</b>
1902	66	35
1903	618	602
1904	908	584
1905	1736	847
1906	1680	960
1907		not reported
1908	3586	1827
1909	2708	1076
1910	3500	1419
1911		not reported
1912	5685	1929
1913		not reported
1914	7311	4861
1915		not reported
1916		not reported
1917	7194	6442

(Yarborough, 1956, p. 117)

The catalyst that created and shaped Agricultural Education in a form recognizable today is undisputedly the federally sponsored Smith–Hughes Act of February 1917. The following excerpt from that Act sets the tone for the future of Agricultural Education and the indoctrination of the *vocational* programs in the public schools:

An act to provide for the promotion of vocational education; to provide for cooperation with the states in the promotion of such education in agriculture and

trades and industries; to provide for cooperation with the states in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure.... (Smith-Hughes Act, 1917)

These were the basic objectives of the Smith-Hughes Act of 1917 supporting vocational education in the public schools of America. By this time, states were already dealing with the federal mandates and stipulations of both Morrill Acts, the Hatch Act, the Smith-Lever Act, and the Nelson Act. The Smith-Hughes legislation was by far the deepest extension of the federal government in controlling the direction of education within the individual states up to that point in time. The state statute accepting the laws and provisions of the Smith-Hughes legislation was approved by the South Carolina legislature on February 27, 1917, only four days after the Act was signed by President Woodrow Wilson (*Acts and Joint Resolutions of the General Assembly of the State of South Carolina*, February 27, 1917). The *State Plan for Vocational Education* was reviewed and approved by the Federal Board on November 9, 1917 and subsequently, federal funds were made available to South Carolina on November 15 of the same year (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919, p. 10). This places South Carolina as one of the first states to accept the provisions, responsibilities, and monies associated with the Smith-Hughes Act. The passage of this national act on February 23, 1917 replaced general, academic, and agricultural literacy instruction in the public schools with *Vocational Agriculture* or what was later often referred to as *Vo-Ag*. The procedures of applying for and receiving the Smith-Hughes funds arrived too late during the 1917-18 academic year to make a full impact. Fortunately, plans for state support for Agricultural Education were already under implementation as a result of the Smoak-Rector Act.

Smith-Hughes legislation contained unique provisions that were incorporated into the overall plan. These provisions included: liberal salaries for trained teachers, each student must attend at least 90 minutes daily in classroom agricultural work, each school must supply a separate room to teach agriculture, have at least \$100 worth of equipment, provide provisions for a supervised work experience for each student, establish a system of state teacher supervision and provide teacher training at the state level (Peterson, 1918). In retrospect, one must consider what a radical change from traditional public education this federal act introduced to the state and local school officials. Especially consider the fact that work under the Smith-Hughes Act was under the absolute control of public officials. In addition to the instructional requirements, every dollar of federal money had to be matched equally with state or local money. In South Carolina, the state made it affordable for smaller local schools to meet the salary requirements of agricultural teachers by requiring that the local system provide 25%, while the state provided 25% to match the federal government's 50% contribution (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919, p. 11). The school grounds, facility, and equipment had to be provided by the local school.

The requirements set forth by the Smith-Hughes legislation no doubt helped strengthen and shape the characteristics of Agricultural Education for years to come. The supervised experience component has remained an integral part of secondary Agricultural Education throughout time and through the evolution of various funding provisions. A peculiar detail of the original Smith-Hughes legislation that provides some insight into the time period in which it was written stated, "The Smith-Hughes Act does not provide for the education of backward, deficient, incorrigible or otherwise subnormal

individuals, but only through vocational instruction to healthy, normal individuals” (True, 1929, p. 372).

The Smith-Hughes Act was signed just two months prior to the United States' entry into World War I. World War I brought attention to the fact that a large part of the American population, especially those in rural areas, were functionally illiterate. Individuals today may question if the war effort helped bring about a revolution in our educational process and created an emphasis on vocational training. In terms of agriculture, the emphasis on a strong course of nature study beginning at the elementary level and advancing to an application stage (through project work) in the upper grade levels had already begun to evolve. A similar emphasis was introduced for Home Economics and the Industrial Trades. Simultaneously, consolidation of many of the smaller community schools had begun to occur to provide economical and diverse offerings to the county units (Dill, 1920).

One of the provisions of the federal legislation required each state to select a state supervisor of Agricultural Education. President Riggs had earlier suggested that this position be economically split between the State Department of Education, which was the administrative body for the Smith-Hughes funds, with the other half of the position going to Clemson College as a faculty position in Agricultural Pedagogy for the teacher-training program (Riggs Collection, Riggs, W. M., 1917, May 17). With the blessings of then State Superintendent of Education, J. E. Swearingen, Riggs approached the Clemson Board of Trustees with this proposal. Riggs reported to Swearingen on April 5, 1917, that the Board of Trustees had authorized his plan on April 4<sup>th</sup> and had requested Riggs to enter this plan into a memorandum of understanding

with the State Vocational Board (Riggs Collection, Riggs, W. M., 1917, April 5). The search was then initiated to find one individual to fill two sets of shoes. The only other individual who would receive a similar split appointment, one-half faculty and one-half State Staff for Agricultural Education, would be the researcher, P. M. Fravel, who accepted such a position with Clemson University 84 years later in July 2001.

The search had actually begun early in 1917 to locate candidates for a position of Agricultural Pedagogy at Clemson. There appears to have been three viable candidates for this new combined position, Albert Barnett, Verd Peterson, and a man named Pratt. No further information appears to exist on Pratt (Riggs Collection, Riggs, W. M., 1917, June 2 and May 31).

Riggs sent a letter to Albert Barnett on May 2, 1917, inquiring about Barnett's possible interest in such a position (Riggs Collection, Riggs, W. M., 1917, May 2). Barnett replied to President Riggs via a letter of May 9, 1917, briefly explaining his background. Barnett concluded, "Such, in brief, are my qualifications; and, though I do not know exactly what you are expecting of the man you select, I have no hesitancy in saying that I would not be afraid to try the position" (Riggs Collection, Barnett, A., 1917, May 9, p. 1).

A letter of recommendation arrived stating that Barnett had taught "a great deal" in Smith County Schools [Tennessee] and "has proven himself to be a splendid leader of adult life as well as children" (Riggs Collection, Huffines, E. L., 1917, May 21). A lengthy follow-up letter from Barnett addressed to President Riggs dated May 21, 1917, lists the 30-year old Barnett as being single and a Professor of Agriculture at Tennessee Polytechnic Institute in Cookeville (Riggs Collection, Barnett, A., 1917, May 21). Barnett

was later interviewed in May, 1917 by a committee consisting of President Riggs, Extension Director W. W. Long, and F. H. H. Calhoun, the Director of Resident Instruction at Clemson (Riggs Collection, Riggs, W. M., 1917, May 31).

The second candidate, Verd Peterson, had been recommended to Riggs by George A. Works of Cornell University in a letter dated February 1, 1917 (Riggs Collection, Works, G. A., 1917, February 1). Peterson had recently completed class work for a Master's Degree in Agricultural Pedagogy at Cornell and had returned to Ripley, West Virginia as a county agent to complete his thesis. Works further commented on Peterson, "He is hardworking, conscientious and capable student, and I have no hesitation in commending him to you for your position" (Riggs Collection, Works, G. A., 1917, February 1, p. 1). The 38-year old Peterson submitted a letter of application to Riggs on February 6, 1917, stating his teaching experiences and educational background while adding the comment:

I am not at all anxious to leave West Virginia for work at this time but if we could make a deal on your work there I might be interested in coming, since that is the kind of work I plan to do as soon as I was ready and the opportunity offered itself. (Riggs Collection, Peterson, V., 1917, February 6, p. 1)

Peterson was later interviewed by the same faculty committee as Barnett.

Riggs in a May 31, 1917, letter to Swearingen stated that the committee had decided independently of each other to select Verd Peterson for the new position. Riggs was pleased with the written testimonials supporting Peterson and committee member Dr. F. H. H. Calhoun developed a favorable impression when Peterson lectured to one of Calhoun's classes. Riggs described Peterson to Swearingen as:

A man of medium build, with a good strong face and apparently possessed of lots of energy. His left arm is slightly smaller than his right, due to an attack of infantile paralysis when he was a small boy. The deformity is slight. I do not think

it will in any way detract from his effectiveness. He has good ideas in regard to the work he will have to do both for you and for us. (Riggs Collection, Riggs, W. M., 1917, May 31, p. 2)

On June 2nd, Barnett was informed by President Riggs:

Permit me to say that I was favorably impressed with your qualifications, although you were perhaps a little too young for the responsible position we had to fill. I shall desire to keep you in sight, because at some future time we may want to give your name consideration. (Riggs Collection, Riggs, W. M., 1917, June 2, p. 1)

Peterson's letter of acceptance is dated July 17, 1917, and stated an annual salary of \$2,200 (Riggs Collection, Peterson, V., 1917, July 17). Peterson was confirmed by the Clemson Board of Trustees on the first Wednesday of July 1917 (Riggs Collection, Riggs, W. M., 1917, May 31). By acceptance of this offer, Verd Peterson became the teacher-trainer for Agricultural Education at Clemson College as well as the first State Supervisor for Agricultural Education. Professor Peterson served in the capacity of State Supervisor of Agricultural Education from 1917 to 1946, longer than anyone in South Carolina history. Albert Barnett was later hired by Clemson College in 1920 as a faculty member for the Agricultural Education program and remained at Clemson until 1921.

The process to select the State Supervisor for Agricultural Education did not take place without the interjection of politics and ill feelings. W. W. Smoak, the patron of the Smoak-Rector Act and editor of the Walterboro *The Press and Standard* newspaper, had lobbied both President Riggs and Superintendent Swearingen heavily that the position go to W. H. Barton, Assistant State Agent and co-author of many Extension materials written to aid the early teaching of agriculture in South Carolina. The Riggs' administration files contains numerous letters and memos dealing with this situation and

the confidential dialogue that occurred between Director Long, Barton, Swearingen, Smoak, and President Riggs (Riggs Collection, Riggs, W. M., Correspondence, folder 154). It is interesting to note that the co-patron of the Smoak-Rector Act, Mr. Victor Rector, assumed the newly created position of Chair of Agricultural Pedagogy at the University of South Carolina. The University of South Carolina was positioning itself to become the teacher-training institution for Agricultural Education. That plan was never successful.

Thirteen agricultural programs in 13 different counties began operation between the early fall of 1917 and January 1918 in South Carolina under the new Smith-Hughes program of agriculture (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919). Table 3 identifies these schools.

**Table 3**

*Original Smith-Hughes Programs and Teachers*

<b>School</b>	<b>County</b>	<b>Teacher</b>	<b>Beginning Date</b>
Wagener	Aiken	C. S. Folk	January 15, 1918
Pendleton	Anderson	T. M. Cathcart	October 1, 1917
Simpsonville	Greenville	W. R. Grey	January 8, 1918
Estill	Hampton	E. W. Garris	February 25, 1918
Heath Springs	Lancaster	M. L. Eargle	December 20, 1917
Laurens	Laurens	J. C. Foster	May 27, 1918
Gray Court-Owings	Laurens	H. M. Lewis	January 8, 1918
Bennettsville (Negro)	Marlboro	G. W. Pegues	February 1, 1918
Norway	Orangeburg	A. W. Ward	December 1, 1917
Dutch Fork	Richland	I. D. Lewis	October 27, 1917
Hemmingway	Williamsburg	W. T. Clearman	January 1, 1918
Greeleyville	Williamsburg	G. H. Pearce	April 22, 1918
Hickory Grove (Negro)	York	R. J. Crockett	December 1, 1917

(*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919)

In actuality, these initial programs were 13 groups of schools, as South Carolina used the itinerant-teacher or circuit plan where the agricultural teacher traveled between several schools on a rotational basis. For example, C. S. Folk's headquarters at Wagener provided a hub for his weekly work. Within a 10-mile radius of Wagener, Folk also taught classes in Salley, New Holland, Bethca, and Kitching Mill (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919, p. 49). Negro work was performed in five community schools in Marlboro County by G. W. Peques and in five schools in York County by R. J. Crockett (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919, pp. 64-66). The only problems associated with the Negro programs during the first year was the poor conditions of the school houses, short school terms, and limited funds to provide for the matching salaries of the teacher (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919). A complete descriptive summary of the first year of activities by each of the original 13 teachers can be found in the *State Superintendent of Education's Annual Report for 1918 (Annual Report of the State Superintendent-50<sup>th</sup>*, 1919, pp. 49-66). An interesting note is that while the Smith-Hughes legislation particularly stated that in-school enrollment was to be composed of students age 14 or older, many of the original 13 teachers of agriculture reported teaching elementary classes in agriculture in addition to their Smith-Hughes students. South Carolina distinguished those students in the high schools as "senior project pupils" and those in the elementary levels as "junior project pupils" (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919, p. 64).

Formulation of the various agricultural programs in the state can be found in the letter from Extension Director W. W. Long to President Riggs on November 9, 1917

(Riggs Collection, Long, W. W., 1917, November 9). In that letter Director Long stated:

1. The following groups of schools have been organized up to the present time:

Anderson County	1 group
Greenville County	1 group
Orangeburg County	1 group
Spartanburg County	2 groups
Aiken County	1 group
Hampton County	1 group
Laurens County	1 group
Lancaster County	1 group
Richland County	1 group
Williamsburg County	1 group
Darlington County	2 groups

2. The following groups of schools are in the process of organization:

Laurens County (additional)	1 group
Oconee County	1 group
Chesterfield County	1 group
Anderson County (additional)	1 group
Darlington County (additional)	1 group
York County (Negro)	1 group

3. The following counties have requested organization of groups:

Dillon  
Lexington  
Saluda  
Pickens  
York  
Florence  
Sumter  
Lee (p. 1).

Long went on to mention that \$10,000 had been appropriated from State funds for calendar year 1917, \$13,000 from the federal Smith-Hughes funds, and the liabilities and

salaries of teachers on January 1<sup>st</sup> will total \$24,000 (Riggs Collection, Long, W. W., 1917, November, 9, p. 2).

T. M. Cathcart of Anderson County, who began work on October 1, 1917, appears to be the first Smith-Hughes teacher of agriculture in South Carolina (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919). The first year, Cathcart taught in Pendleton High School, Zion, Lebanon, Walker-McElmoyle, and Clemson-Calhoun schools. With the acceptance of the Smith-Hughes Act, South Carolina showed a steady increase in the expanding number of schools offering federally funded agricultural programs (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919). Table 4 displays the growth of the Smith-Hughes agricultural programs between its start in 1918 and the first five years.

**Table 4**

*Growth of Smith-Hughes Agricultural Programs between 1918 and 1922*

Year	No. Ag. Schools	No. Ag. Teachers	No. Students
1918	13	13	334
1919	25	25	798
1920	42	42	1,802
1921	53	53	2,319
1922	62	64	2,582

(Sixth Annual Report to Congress, 1922, pp. 248-262)

One must understand that during the 1917-18 year, there were additional schools offering Agricultural Education courses simultaneously under *state* support that did not meet the numerous requirements set forth by the Smith-Hughes legislation. After the 1917-1918 school year, all agricultural teachers in South Carolina were 12-month

employees. During the first year of Smith-Hughes instruction, students enrolled in Agricultural Education and their supervised farming programs cultivated 385 acres of field and garden crops (Ardis, 1939).

During the initial years of the Smith-Hughes legislation, and even up through the mid 1920s, one should note that the Black population of South Carolina represented slightly over 50% of the total State population (*South Carolina*, 1927). To provide education for the segregated Black students, two Black teachers of agriculture, R. J. Crockett of Blacksburg and G. W. Pegues of Bennettsville were employed for the 1917-1918 school year (Peterson, 1960). During the 1918-1919 season there were 12 Black teachers and by the end of the 1919-1920 school year, that number had expanded to 16 Black teachers (Peterson, 1920).

Proof that federal Smith-Hughes funding operated on the premise of “Spend it or Lose it” is shown in the 1922 *Federal Report for Vocational Education* (Sixth Annual Report to Congress, 1922, p. 329). A state-by-state comparison of 1922 and 1923 allotments from the federal government shows that states that ended the 1922 year with a surplus were cut that same amount for the following year. South Carolina expended all of its 1922 allotment, \$40,533.77, which included funds for all branches of vocational education under Smith-Hughes (Sixth Annual Report to Congress, 1922).

### **Establishment of the First High School Departments of Vocational Agriculture**

The evolution of the high school system in South Carolina nearly coincided with the progress and development of Agricultural Education within the State. Not until 1907 did the State legislature authorize the formation of accredited high schools, and then only in districts with a minimum population (Parks, Richardson, & Walker, 1992).

Clemson College had been accepting students who passed a basic entrance examination, but conducted classes of secondary education to bring the incoming students up to a minimum level of formal education. As a result of the lack of established high schools across the State, the preparatory department at Clemson College made provisions for numerous native sons of the Palmetto State who would have otherwise gone without a college education. O. B. Martin, State Superintendent of Education, had begun the promotion for high schools in the State as early as 1905 (Hand, 1923). Martin, later an influential figure in the formation of the 4-H clubs, thanked Clemson President P. H. Mell in March 1907 for his influence to help initiate the statewide high school movement (Mell Collection, Martin, O. B., 1907, March 8). After the high school system was established in the State, it was determined that the need to offer remediation or secondary level classes at Clemson College would not be provided unless an extreme situation warranted it. This policy can best be summarized in a statement by the Clemson College Board of Trustees, found in the 1908 State Superintendent of Education's report. It stated, "No boy shall be allowed to enter the Sub-Freshman Class unless the President shall conclude that said boy has not had sufficient facilities [adequate high school] to prepare him for a higher class" (*Annual Report of the State Superintendent-40<sup>th</sup>*, 1909, p. 261).

During late March and early April of 1909, there was an exchange of letters between Clemson President Mell and President D. B. Johnson of the Winthrop Normal School in Rock Hill. This correspondence pertained to the anticipated hiring of W. H. Hand as the State Inspector of High Schools (Mell Collection, Mell, P. H., 1907, March 29). Both presidents feared that Professor Hand would promote the academic interests

of the University of South Carolina in Columbia and neglect the agricultural and industrial missions of the collegiate institutions located in Clemson and Rock Hill. Mell, in reference to the possible appointment of Professor Hand, stated:

I would greatly regret this because the kind of education that Winthrop Normal & Industrial College is giving the girls and the character of education extended to the boys by the Clemson Agricultural College is so totally different from that given by the University of South Carolina. In these schools there must be a course of work to prepare students for Winthrop and Clemson. We need a certain amount of scientific preparation in these high schools which would be of no importance to students going to the South Carolina University, and therefore, I would be very disappointed if the State Board of Education became satisfied with simply appointing Mr. Hand as inspector. (Mell Collection, Mell, P. H., 1907, April 2, p. 1)

Professor W. H. Hand, then the Superintendent of Secondary Education, was appointed in 1907 as the State's first Inspector of High Schools (Parks, Richardson, & Walker, 1992). Hand later published the *High School Manual For Teachers* in 1911 on the authority of the State Board of Education (Hand, 1911). All details and legal requirements governing the operation and teaching policies for South Carolina's high school system were covered by Professor Hand in his high school manual. Professor Hand's academically biased opinion and expectations of Agricultural Education at that time was very different from the vocational approach soon to be outlined by Smith-Hughes legislation. Two excerpts from the Agricultural Education section of Hand's 1911 manual (Hand, 1911) included:

Today throughout the country there is an urgent and impatient demand for the teaching of agriculture in the schools. One extreme has given place to another. In time the happy mean will be found, but in the meantime we are in danger of wasting money, time and labor on unprofitable experiments. (p. 99)

I am firm in my conviction that it would be a fatal mistake for the people of this State to establish separate high schools for teaching agriculture. [Hand may be referring to the likes of the Congressional schools for Agriculture found in Virginia, Mississippi, and Alabama] To do so would be to divorce cultural training from vocational training, instead of marrying them more closely. (p. 99)

Hand's comments from the same source included "Seven Axioms of Truths" concerning Agricultural Education in the South Carolina schools (Hand, 1911). They were:

1. Any agricultural course to be effective must be set in a strong academic background. The modern farmer needs to be well-educated and well-rounded business man on the farm.
2. A course in agriculture should run three or four years. It requires time to accomplish results worth the effort.
3. Do not introduce nature study as carried on in the elementary school. On the other hand, do not bring down from the college course subjects which cannot be handled in the high school. Both these mistakes have been made in our so-called agricultural teaching.
4. It would be a mistake to require all pupils, even in a rural agricultural community, to take the agricultural course...
5. None but the competent teacher need hope to succeed in teaching a course in agriculture.
6. The high school with an agricultural course does not need more than a small plot of school ground, if any, for its demonstration work. The surrounding farms should be the place for demonstration work. Agricultural teaching not worthy of the respect and co-operation of the farmers in the neighborhood of the school is not worth spending time and money upon.
7. Not every high school with an agricultural course should direct its attention and energies toward the same thing [community based]. Remember that if an agricultural school of any type does not make the corn, the potato patch, the hog lot, and the chicken year pay for their maintenance, the school is to that degree a failure, and should not continue to attempt to delude young people into taking up farm life. (pp. 99-101)

Hand in 1911 stated in conclusion, "Teachers contemplating the organization of high school courses in agriculture are advised to study Bricker's *The Teaching of Agriculture in the High School*" (p. 101). This is the first written reference by a South Carolina school official in terms of recommending a specific book on teaching methodology for public school agriculture. The positive results of the Darlington County Experiment,

reinforced by the financial support of the subsequent Smith-Hughes Act overturned Hand's academic and narrow view for the future of Agricultural Education in the South Carolina public schools.

One of the first assignments of the newly appointed State Supervisor of Agricultural Education, Verd Peterson, was to survey the previous attempts of teaching agriculture in the State, especially reviewing the work in Darlington County (Ardis, 1939). Peterson devoted much of his first six months of employment visiting various counties and school districts throughout the State for the purpose of promoting the formation of agricultural programs within the schools. Peterson reported visiting the following counties by January 1, 1918: Aiken, Anderson, Chesterfield, Colleton, Darlington, Greenville, Hampton, Lancaster, Laurens, Marlboro, Oconee, Orangeburg, Richland, Spartanburg, Sumter, Union, Williamsburg, and York (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919). Peterson also reported that 12 teachers of agriculture were secured plus another man who would spend part of his time teaching agriculture in a rural grade school (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919). During the first school year under Peterson's supervision, 1917-1918, 290 students were enrolled in Vocational Agriculture as defined by the federal requirements. The supervised farming programs of these students produced 385 acres of field and garden crops (Ardis, 1939).

When investigating the origins of Agricultural Education at the high school level, one must recall that additional Agricultural Education programs were established in various schools throughout the state that had not met the state requirements of high school status. Peterson reported that during the 1917-1918 school year, there were

three groups of schools were operating under the itinerate plan provided under State aid (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). The schools included the work under the direction of J. M. Napier in Darlington County, I. D. Lewis in the Dutch Fork area of Richland County, and work in the Greeleyville area of Williamsburg County under the supervision of George H. Pearce. Peterson also pointed out that few women were hired by provisions of the state law to teach agriculture at the elementary level during the 1917-1918 school year (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920, p. 80). During the 1918-1919 academic year, 21 teachers serving 32 schools located in 13 different counties provided instruction in agriculture under state funding totaling \$5,215.63 (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920, p. 328). Of those 21 teachers, seven were women. Spartanburg County alone employed five of the seven female teachers (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). Specific locations of these programs and names of the respective teachers can be found on pages 82-83 of the 51<sup>st</sup> *Annual Report of the State Superintendent of Education* (1920).

L. M. Bauknight, agricultural teacher at Easley, located in Pickens County, was credited with being one of the first men to teach agriculture as a stand alone subject at a high school in South Carolina (*The Agrarian Presents*, 1942). Bauknight resigned as superintendent of schools in Latta, located in the Low Country, to begin teaching at Easley, in the Upstate, during the fall of 1919 (Shealy, 1919). Bauknight, a graduate of Newberry College, secured graduate classes at Cornell University to prepare him for teaching agriculture. Bauknight was one of the first teachers to organize an FFA chapter and provided one of the original signatures on the South Carolina application for the state FFA charter. In addition to advising the FFA, Bauknight conducted evening

classes in the various communities surrounding the community of Easley. In 1937, Bauknight was awarded the title of Master Teacher for South Carolina (*The Agrarian Presents*, 1942).

By 1920, 46 four-year high schools existed in South Carolina, but the number of annual college graduates in South Carolina far exceeded the number of graduates produced by the state's 46 high schools (Parks, Richardson, & Walker, 1992). Students were still entering Clemson College and other state institutions without first receiving a high school diploma. The first Blacks in South Carolina did not receive high school diplomas until 1929 (Parks, Richardson, & Walker, 1992).

South Carolina, as many rural states throughout the nation, operated numerous high schools within a single county. One must understand that there were 1,265 different school districts alone in South Carolina during the 1920s (Parks, Richardson, & Walker, 1992). It was not until a forced consolidation of the school districts in 1951 that this number dropped to 108 school districts. Even though the number of high schools by 1927 had risen to 279, consolidated high schools within districts and provisions for reliable public transportation of students were still in a distant future (Parks, Richardson, & Walker, 1992). The 12<sup>th</sup> grade was not added to the state's public school system until the late 1940s (Parks, Richardson, & Walker, 1992).

Proof that Agricultural Education was beginning to take a firm foothold in the Palmetto State can be found in the presidential files of Clemson President W. M. Riggs. Several letters remain, including one from out-of-state sources requesting qualified individuals to teach agriculture. A May 19, 1917, letter stated:

If you know of some Clemson graduate that wants to teach agriculture and its related science tell them to apply to... They will pay \$1000 a year of 12 months,

or maybe more. The election will be held soon. (Riggs Collection, Foster, J. C., 1917, May 19)

During the 1918-1919 school year, the statewide Agricultural Education program expanded to 20 White high schools and five Negro schools (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). Weekly reports of the 20 teachers during this period indicate that most of the instruction centered upon farm crops and soils, with only a few schools reporting work in the area of animal husbandry (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). This appears to have been in agreement with the four-year curriculum outlined by State Supervisor Peterson during the 1918 summer conference for teachers of agriculture (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). Peterson reviewed the weekly reports of teachers and even analyzed the amount of instructional time devoted to topics concerning the various cultivated crops within the state. Cotton, the number one cash crop in the state at the time, received a total of 382 different 90-minute periods of instruction between the 20 White teachers of agriculture (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). The arrival and infestation of the state by the boll weevil a few years later would add to the credibility of Agricultural Education. One must recall the fact that during the 1917-1918 school year, there were three groups of schools teaching agriculture under *state* funding. This included the continued project in Darlington as well as one group in the Dutch Fork area of Richland County and one group in Greeleyville of Williamsburg County (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). One year later, in the 1918-19 academic year, there were 13 counties totaling 32 schools receiving *state* funds to support agricultural programs not yet meeting the *federal* guidelines required by the Smith-Hughes legislation (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920, pp. 82-83).

The teachers of Vocational Agriculture during this early period often taught in two different schools daily. A. W. Ward, agricultural teacher in Orangeburg County during the 1917-18 school year found himself teaching in five different schools throughout the week. Some of these schools were as far as 18 miles from his “hub” in Orangeburg (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919). To complete his weekly rotation, Ward’s teaching duties took place in two different schools per day.

The 20 White Smith-Hughes programs for the July 1, 1918 through June 30, 1919 year are shown in Table 5.

**Table 5***White Agricultural Programs and Teachers for the 2<sup>nd</sup> year of Smith-Hughes*

<b>School</b>	<b>County</b>	<b>Teacher</b>	<b>Starting Date</b>
Wagener	Aiken	C. S. Folk	July 1, 1918- December 8, 1918
		J. S. Gee	January 1, 1919 – July 1, 1919
Pendleton	Anderson	T. M. Cathcart	
Hartsville	Darlington	P. C. Goforth	Sept 1, 1918
Latta	Dillon	L. M. Baugknight	July 1, 1918
Dillon	Dillon	E. H. Pressley	September 1, 1918
Simpsonville	Greenville	W. R. Gray	July 1, 1918 – June 1, 1919
		C. S. Watkins	June 20, 1919
Estill	Hampton	E. W. Garris	July 1, 1918
Heath-Springs	Lancaster	M. L. Eargle	July 1, 1918
Laurens	Laurens	J. C. Foster	July 1, 1918
Gray Court-Owings	Laurens	A. C. Whittle	July 1, 1918
Batesburg	Lexington	W. C. Graham	January 1, 1919
Marion	Marion	W. T. Clearman	August 15, 1918
Clio	Marlboro	W. D. Roberts	August 1, 1918
Newberry	Newberry	F. E. Armstrong	January 1, 1919
Seneca	Oconee	J. P. Coats	September 1, 1918
Orangeburg	Orangeburg	W. H. Garrison	September 1, 1918
Elloree	Orangeburg	A. P. Sites	September 1, 1918
Norway	Orangeburg	B. O. Williams	September 1, 1918
Kingstree	Williamsburg	M. M. McCord	September 1, 1918
Hemmingway	Williamsburg	W. T. Clearman	July and ½ August 1918
		J. B. Bushardt	August 15, 1918

*(Annual Report of the State Superintendent-51<sup>st</sup>, 1920, pp. 77-79)*

Programs for Black instruction in agriculture expanded from the two county programs during the 1917-18 year to five counties enrolling 185 Smith-Hughes students during 1918-1919. The Negro programs and teachers are found in Table 6.

**Table 6**

*Negro Agricultural Programs and Teachers for the 2<sup>nd</sup> Year of Smith-Hughes*

<b>School</b>	<b>County</b>	<b>Teacher</b>	<b>Beginning Date</b>
Barnwell	Barnwell	G. G. Butler	October 1, 1918
Bennettsville	Marlboro	G. W. Pegues	July 1, 1918
Orangeburg	Orangeburg	J. H. Duckett	October 1, 1918
Cross Anchor	Spartanburg	B. T. Beatty	December 10, 1918
Hickory Grove	York	R. J. Crockett	July 1, 1918

*(Annual Report of the State Superintendent-51<sup>st</sup>, 1920, pp. 83-84)*

The 25 Smith-Hughes programs of 1918-1919, including both White and Negro, received a total of \$25,517.62 of federal matching funds (*Annual Report of the State Superintendent-51<sup>st</sup>, 1920, p. 329*).

By the spring of 1939, the state program had expanded from the original 13 schools to 200 teachers of agriculture (Ardis, 1939). This increase represented new programs as well as growth in the number of students of agriculture throughout the state.

### **Development of the Secondary Programs of Vocational Agriculture**

From a very crude beginning in 1917, the Smith-Hughes form of Agricultural Education in the public schools evolved into a science based curriculum. The tremendous amount of technical material resulting from the experiment stations and dispensed in the form of federal and state Extension bulletins provided a multitude of teaching resources. As a result, traditional farming methods were becoming replaced with new farming techniques and improved productivity (Rittenberg, 1916).

Prior to analyzing the advancements of South Carolina Agricultural Education in the late 1920s and 1930s, one must understand some basic facts concerning the

agricultural and sociological base of the time period. B. O. Williams (1897-1969), rural sociologist at Clemson College composed the following facts (Ardis, 1939):

- Four percent of the farms homes had a telephone compared with a 34 percent national average.
- South Carolina farm families average 8/10 of a milk cow per family of five.
- In 1929, South Carolina Farmers produced 209 eggs per farm person compared with 1,070 for the national average.
- The state averaged 2.6 pigs per family compared with 9.6 nationally.
- In 1930, two percent of South Carolina farms reported having water piped into a bathroom, compared to eight percent nationally.
- The gross farm income per family of five was \$770 compared with \$1,825 for the national farm average for a family of five.
- In 1930, 37 percent of the farms reported having an automobile compared with a national average of 58 percent (p. 28).

These facts were not unique to South Carolina, but represented the general conditions throughout much of the Deep South during this period. On the other-hand, it does represent the challenges faced by Agricultural Educators as they worked diligently to break the chains of traditions that often dominated farming operations and practices for generations.

The earliest Agricultural Education curriculum for the Smith-Hughes program in South Carolina was developed by State Supervisor Verd Peterson for the 1918 academic year (Hand, 1918). This four-year curriculum consisted of:

- First Year: subject material- Soils and crops. Home projects- corn, cotton, tobacco, wheat, or any other crop suited for the locality.
- Second Year: subject matter- Animal husbandry. Home projects- hogs, cows, poultry, or livestock work suited to the community.
- Third Year: subject material- Horticulture. Home projects- Home orchard, garden, truck crops, suited to locality.
- Fourth Year: subject matter- Farm management and farm engineering. No home projects required, since the boys graduate from the school before the work could be completed. (p. 115)

In the same document, Peterson pointed out that, “The home project work should be supervised by the teacher of agriculture and graded as the other work of the school”

and “Under the Federal Law one double 45-minute period each day is to be given to agriculture in each year of the course” (p. 115). The “home project” or supervised study was an important and required part of the educational plan for the students of Smith-Hughes agriculture. According to Curtis W. Pennington, a former Agricultural Educator and school administrator in Anderson County, home projects in South Carolina in the 1930s and through the early 1950s typically consisted of corn, potatoes-- both Irish and sweet, tomatoes, and various forms of animal husbandry (personal interview, April 6, 2002). As Agricultural Education matured across the state, instruction and home projects expanded into horticultural crops, farm management and farm mechanics.

Teachers of the late 20<sup>th</sup> century who struggled with limited supervised experiences for their students, would be interested to know that Agricultural Educators dealt with that obstacle as early as the 1920s. South Carolina’s 1926 *State Plan for Vocational Agriculture* (Hope, 1926) made the following statement:

Occasionally it is practical to enroll a pupil in vocational agriculture who lives in town, but who has an opportunity on a near-by farm to carry on his supervised practice work. *No pupil should be enrolled in agriculture until plans have been cleared up for supervised practice work.* (p. 6)

Students were often questioned concerning their available resources and their future intentions concerning farming. A “*Boy’s Information Sheet*” that asked specific questions concerning the students family structure, farming experience, and career intentions was completed by some South Carolina students of Vocational Agriculture in 1930 (Clemson University Agricultural Education Program Archives). This same information sheet contained on the reverse side the objectives for an effective supervised practice program for all-day, part-time, and unit course students. A copy of this document can be found in Appendix A.

Agricultural Education in South Carolina during the 1920s, 1930s, and 1940s, like many states of the South, provided instruction in three unique forms of delivery; all operating under the defined guidelines of the Smith-Hughes legislation. The four types were the all-day, part-time, evening class methods, and the unit-course or day-unit schools.

### ***All-Day Instruction***

All-Day instruction was provided to students of age 14 and older who enrolled in the public high schools. These students received 90-minutes of instruction daily, then devoted the remaining school time to regular classes. The supervised farming program conducted on the home farm was an integral and required portion of the student's Agricultural Education course. High school agriculture for the most part was a two-year course of study during the early days of Smith-Hughes agriculture in South Carolina. Superintendent of Education J. H. Hope pointed out in the 1926 *A State Program in Vocational Agriculture* that, "Some give a three and very few a four year course. The work is usually begun in the 8<sup>th</sup> and 9<sup>th</sup> grades" (Hope, 1926). An important fact affecting Agricultural Education and all-day instruction at the time was the school dropout rate. Hope in 1926 stated, "Many of the boys enrolled in agriculture drop out before they reach the 10<sup>th</sup> and 11<sup>th</sup> grades. These pupils are often followed up with part-time and evening work in agriculture" (Hope, 1926, p. 6). This fact provided good reasoning for the need of educational opportunities in Agricultural Education for groups other than the daily full-time student.

### ***Day-Unit Instruction***

Day-Unit courses were provided for students located in smaller rural schools who did not have access to the all-day programs of larger schools (Peterson, 1930). Ver Peterson conducted a national research study on the day-unit school programs with 13 states participating. The results and averages were published in an article for the March 1930 *Agricultural Education Magazine* (Peterson, 1930). Peterson identified very few specifics for South Carolina other than the fact that day-unit classes generally did not always last for 36 weeks, but they did require 20 lessons per year (Peterson, 1930).

### ***Part-Time Schools***

Special part-time schools were conducted for students of smaller schools who were scattered throughout the state (Hope, 1926). Superintendent Hope reported that special part-time schools were operating in 1925 and 1926 for students between the ages of 14 and 20 who could not normally attend regular classes. These classes enrolled over 100 students the first year and over 200 in 1926. The classes were scheduled during a time of the year when most students and farmers could attend. The content of the classes was determined by the home enterprises and the needs of the students enrolled. The minimum number of class meetings was set at 15 with each meeting lasting 90 minutes. Instruction was to include English, arithmetic, citizenship, and health, in an applied method that would help the students in their farming program (Hope, 1926). W. H. Garrison, Assistant State Supervisor for Agricultural Education, published an article in the October 1929 *Agricultural Education Magazine* concerning South Carolina's work with part-time summer schools (Garrison, 1929). Garrison's article pointed out that during the 1929-1930 school year, there were 30 White and 22

Black teachers conducting part-time classes with a total enrollment of 474 students. The 1928-1929 school year had a total enrollment of 465 part-time students who completed supervised practice work yielding a labor income of \$45,625.63. Verd Peterson reported that the 1931-1932 school year found 597 pupils enrolled in part-time classes of agriculture (Peterson, 1934, May).

W. G. Crandall, Agricultural Education professor at Clemson College conducted a two-week teacher-training program during the summer of 1932 for 11 teachers of agriculture in Chesterfield and Kershaw counties. This training was specific to working with part-time students and the teachers were encouraged to bring a carload of students with them daily to the workshop (Peterson, 1934, May). J. P. Burgess, Agricultural Education professor at South Carolina State College for Negroes also conducted a special part-time training program for Black teachers of agriculture during the summer of 1932 (Peterson, 1934, May). Burgess conducted most of the teaching while allowing the agricultural teachers to observe his methodology.

### ***Summer Schools for Part-Time Students of Agriculture***

A unique project undertaking in South Carolina was the special summer school programs held during the summers of 1925 through 1929. These three-week summer programs were conducted in August for boys who were considered to be seriously interested in farming as a career, but who were not enrolled in regular classes during the previous school year. W. H. Garrison pointed out in a October 1929 *Agricultural Education Magazine* article that, "Only boys whose fathers own, or control the land on which they live, and boys who are willing to make plans for farming the coming year, are selected" (Garrison, 1929, October, p. 5). The first and second year of the program

found schools being conducted in various parts of the state. The last two years found the summer schools only being offered in one region of the state.

The first such summer schools were held in three locations throughout the state during August 1925 (Peterson, 1925, October). L. M. Bauknight, R. D. Poore, and M. M. Brissie taught 27 students at Tamassee; C. W. McLaurin, J. B. Monroe, and J. C. Sellars taught 31 boys at Fletcher Memorial in Marlboro County; while A. B. Carwile and J. S. Thurmond instructed 42 students at Erskine College. The establishment of supervised projects to be conducted on the student's home farms became an integral part of the summer schools. Instructor J. S. (Strom) Thurmond would later serve South Carolina as State Senator, Governor and the nation's longest serving U.S. Senator. Thurmond taught Vocational Agriculture for six years before becoming the superintendent of schools for Edgefield County in the fall of 1929 (Newly Elected Superintendents, 1929).

Three four-week long summer school camps were conducted in 1926. All three camps were in close proximity to the Clemson College campus. Specifically, summer school camps were located at Long Creek Academy in Oconee County, Tigerville Academy in Greenville County, and a third at Six Mile Academy in Pickens County. Ninety boys of age 14 years of age and older paid fifteen dollars each to attend the 4-week camp at Six Mile (*South Carolina*, 1927). Arithmetic, English, soils, dairying, and poultry husbandry were just a few of the topics covered at the Six Mile camp. These camps were only available to students who had not received Smith-Hughes instruction in agriculture during the regular school year.

The 1927 three-week summer part-time school was held at Summerland College beginning August 1st (Hope, 1927, October). A total of 111 boys from 10 different counties ranging in ages from 14 to 23 were enrolled. Classes in agriculture, arithmetic, English, and health were provided. The students were required to maintain their supervised farming practice under the direction of the local agricultural teacher after they returned to their homes.

The 1928 part-time school was conducted at the Edisto Academy in Seivern, July 30 through August 18. A total of 91 students from the counties of Aiken, Edgefield, Kershaw, Lexington, McCormick, Newberry, and Saluda attended this school under the supervision of Strom Thurmond (Peterson, 1928, October). The students were instructed in classes concerning agronomic and animal husbandry topics as well as classes in the traditional academic subjects including health and citizenship. Each student was provided a physical examination by a representative of the State Board of Health and suggestions for improvement of defects were provided.

The cover of the October 1929 *Agricultural Education Magazine* displayed a photograph of a large group of South Carolina farm boys attending the 1929 summer part-time school held at the Edisto Academy (Garrison, 1929). The same article also stated that during the previous summer, South Carolina summer schools had been held at denominational academies with a total expense being \$12.50 per boy for the three-week school. The subjects taught during the 1929 school included the previous 1928 curriculum of agriculture, citizenship, health, arithmetic, and English, followed by time for recreation (Garrison, 1929).

## ***Evening Schools***

Evening schools were soon designed for students who were not enrolled in the all-day programs but were engaged in farming operations on a full-time basis. The schoolhouse agricultural classroom was often the location for formal instruction but practical demonstrations often occurred in the field or on someone's farm. An evening class was required to contain more than five students and an ideal setting was recommended at 10 to 20 students per class (Hope, 1926). Superintendent of Education Hope pointed out in 1926 that little attention had been devoted to adult or evening work up to this point due to the fact that most of the emphasis and resources had been directed towards establishing high school programs (Hope, 1926).

The 1927-1928 school year concluded with 176 different agricultural teachers reaching a total of 5,022 farmers in evening classes (Peterson, 1928, December). One of the subjects taught during the year centered upon cotton production. Lessons included selecting varieties, fertilization and controlling the boll weevil, which had spread throughout the state. The production of various crops and animal production including dairy, hogs, and poultry were common topics. Class instruction was based on the latest recommendations from Clemson College and the students were expected to incorporate these practices in their farming program (Peterson, 1928, December).

To better prepare agricultural teachers for conducting evening work with young and adult farmers, a four-week summer school was held at Clemson College in 1928. Thirty-two teachers attended the summer program (Peterson, 1928, December). Specific objectives and requirements for evening classes in Vocational Agriculture were outlined by Supervisor Peterson (Peterson, 1928, December). They were:

1. There must be a group of people organized for the purpose of carrying out a systematic instruction in Vocational Agriculture.
2. There must be a course of study made up of the problems to be solved on the farms of the people who are enrolled in the class.
3. There must be a minimum of ten meetings of each evening class devoted to the problems that make up the course of study.
4. Each person enrolled in evening class must carry on supervised practice on the home farm under the direction of the agricultural teacher.
5. There must be a final report of the results of the work in the class submitted to the State and Federal Board for Vocational Education. (p. 90)

State Supervisor Verd Peterson published an article in the November 1929

*Agricultural Education Magazine* testifying to the large improvements South Carolina

had made towards evening and adult work (Peterson, 1929, November). A

complimentary editorial inset found in this article announced:

The other day Dr. C. H. Lane showed the editor [of the *Agricultural Education Magazine*] a map of the United States, which is suspended in his office, with a black-headed pin for each evening school in agriculture conducted last year. One state was conspicuous. There was scarcely room in South Carolina for all the pins required. The agricultural supervisor of South Carolina tells us in this article about this most outstanding of all states evening school programs from the standpoint of enrollment. (p. 8)

Peterson's November article mentioned that during the 1928-1929 school year, all but two White programs of agriculture conducted classes in adult education. The value of the improved practices was determined to be \$371,594.26 for the year ending 1928.

### ***Summary of Early Agriculture Enrollments***

By the end of the 1928-29 year, the statewide program had evolved and matured to a point that would easily be recognizable by students of the late 20<sup>th</sup> century.

Peterson, in his annual report to the State Superintendent of Education (*Annual Report of the State Superintendent-61<sup>st</sup>*, 1930) listed the following six statements as outstanding developments for the 1928-29 year:

1. Increase in extent and efficiency of evening classes for adult farmers.
2. Increase in interest in supervised practice and contests with high school and part-time pupils.
3. More attention given to Farm and Home Mechanics among high school pupils.
4. More exhibits of the products of vocational boys' farm work at fairs.
5. The building of a camp for vocational boys at Tamassee.
6. The further development of the organization "Future Palmetto Farmers" among vocational boys, and its affiliation with the National organization, "Future Farmers of America". (p. 23)

W. H. Washington, Dean of the School of Vocational Education at Clemson College, summarized the results of the success in reaching Agricultural Education students of all ages in 1937. Washington reported that South Carolina Agricultural Educators reached 8,077 regularly enrolled high school students, 2,719 part-time students, and 15,145 farmers enrolled in evening classes (Washington, 1938). These figures demonstrate a considerable growth in part-time and adult education from the humble beginnings of the early 1920s. R. E. Naugher, Agricultural Education Program Specialist with the U.S. Office of Education, and former Agricultural Educator from South Carolina, compiled a summary of enrollment by classes for the Southern Region in 1951-1952 (Naugher, 1953). This data displays the large enrollments that the various classes of Agricultural Education continued to maintain, even after World War II. Table 7 permits contrasting South Carolina's enrollment with surrounding states.

**Table 7**

*Enrollment by Types of Classes, 1951-52*

<b>State</b>	<b>Total</b>	<b>Adult Farmer</b>	<b>Young Farmer</b>	<b>All-Day</b>
Florida	12,234	1,113	233	10,636
Georgia	57,619	31,627	1,617	20,425
N. Carolina	41,651	7,351	5,945	28,351
S. Carolina	57,557	37,526	8,418	11,613
Virginia	17,589	5,185	2,762	9,642

(Naugher, 1953, p. 142)

Growth and expansion in the Smith-Hughes programs can be illustrated in Table 8.

**Table 8**

*Growth of Agricultural Education from 1917- 1934*

Smith-Hughes Programs by Year, Including All Types of Classes and both White and Negro Enrollment

Year	Counties	Schools	Teachers	Enrollment
1917-18	11	60	14	378
1918-19	23	75	46	763
1919-20	28	96	70	1220
1920-21	29	101	72	1571
1921-22	30	124	96	2658
1922-23	33	136	121	4000
1923-24	39	144	132	4480
1924-25	40	151	141	4975
1925-26	42	168	164	5680
1926-27	43	175	165	6116
1927-28	43	192	180	9820
1928-29	45	204	205	10282
1929-30	46	216	211	12400
1930-31	46	229	222	15891
1931-32	46	243	233	15346
1932-33	46	234	228	15867
1933-34	45	233	226	16459

(Hope, 1926, p. 12)

When interpreting the data found in Table 8, one should remember that even though the data generally shows annual growth, the true potential for growth was handicapped by the availability of teachers and necessary funds during the days of the Great American Depression. An additional obstacle was the high dropout rate in the schools. In spite of the advancements that were occurring as the result of the Smith-Hughes work, one must consider one obstacle that confronted both the Smith-Lever Extension Agents and

the Smith-Hughes teachers. That obstacle was the high illiteracy rate in South Carolina. B. O. (Barnett Osborne) Williams, a Clemson College rural sociologist, native of Easley, and graduate of Clemson's first Vocational Agricultural Education class in 1918 ("Editorials", 1939), regarded illiteracy as South Carolina's *Public Enemy Number One*. Williams identified that approximately 15% of the people age ten and older were illiterate in South Carolina at the time of the 1930 census. In other words, one in every seven persons age ten and over could not read or write, and 61% of that group lived on farms (*The South's Illiteracy Problem*, p. 4). Williams did provide credit to the Vocational Teachers and Home Extension agents for doing their part to alleviate the problem.

### ***Master Teachers***

Recognition for excellence in teaching Vocational Agriculture occurred early in the profession by identifying and naming Master Teachers. This award was based on a contest managed by the Southern Regional Federal Agent for Agricultural Education and a committee of state supervisors of Agricultural Education for the Southeast ("Master Teacher of Agriculture", 1928). The Chilean Nitrate of Soda Education Bureau sponsored this award. Specifically, the award was based on an extensive set of criteria that included ten different categories. Those categories included the instructional program, numbers of the different categories of students served, knowledge of the community, and participation in the state program were just a few of the factors. The recipient was generally provided a nine-day trip to Washington, DC at the expense of the Chilean Nitrate of Soda Educational Bureau (*South Carolina Education*, 1931).

The first recipient of the Master Teacher of Agriculture from South Carolina was W. H. Craven in 1927, a third year teacher from Dillon (“Master Teacher of Agriculture”, 1928). Mr. G. C. Edens of Oconee County, was awarded the second Master Teacher title in 1928 (“The Year’s Work of a Master Teacher”, 1929). To provide insight to the work of a master Vocational Agriculture teacher of that time period, consider Mr. Edens’ program. He conducted two all-day classes (90 minutes each), two evening classes and two part-time classes of instruction that were divided between two different schools with 123 students enrolled. The financial returns on Eden’s students’ home project work was \$23,966.12 for the 1929 year. Mr. Eden’s accomplishments created an impressive summary for students entering the era of the Great Depression (“The Year’s Work of a Master Teacher”, 1929).

Exactly how many years this award was presented is unknown to the researcher. A review of various sources located in the Clemson University Agricultural Education archives lists the following teachers as recipients of the Master Teacher award:

W. H. Craven	1927	Dillon
G. C. Edens	1928	Keowee and Ebenezer
R. E. Naugher	1929	Loris High School
A. C. Ware, Jr.	1930	Pickens High School
J. C. McComb	1931	Cowards High School, Florence County
F. Smith	1932	Latta
L. M. Bauknight	1933	Easley
C. G. Zimmerman	1934	Conway
F. E. Kirkley	1935	Walterboro
<i>unknown</i>	1936	
L. M. Bauknight	1937	Easley
B. R. Fowler	1938	Ellen Woodside, Pelzer, SC

Funding for both the 137 White teachers and 60-70 Black teachers of Vocational Agriculture programs in South Carolina for the year ending June 30, 1931 came from

four sources (Co-Op Extension Service Papers, *Funds for Vocational Education*, 1931, June 30). The impact of the federal funds can easily be determined when examining these sources:

Federal George-Reid	\$23,000.00
Federal Smith-Hughes	\$81,107.54
State Appropriated	\$81,107.54 (must match S-H)
Local Funds	<u>\$40,000.00</u>
Total	\$225,215.08

The 1932 salaries of all six state supervisors of Agricultural Education in South Carolina were paid through George-Reid and Smith-Hughes funding formulas (Co-Op Extension Service Papers, *Funds for Vocational Education*, 1931, June 30).

### ***Entry of Agricultural Education into the 1940s***

The 1940s found Agricultural Education progressing in terms of a scientific basis for instruction in farm production while the elements of mechanics and engineering continued to evolve. The United States' entry in the Second World War created a demand for skilled workers and an urgent need for efficiency and self-sufficiency among the citizenry. The demands of the war effort also affected the availability of teachers to maintain the agricultural classrooms across the state. Most teachers of agriculture were graduates of Clemson College or other Land-Grant institutions and therefore had received R.O.T.C. (Reserve Officers Training Corps) training. In July 1942, 61 South Carolina agricultural teachers held officer commissions and were subsequently called to active duty (*Annual Report of the State Superintendent-74<sup>th</sup>*, 1943). Fourteen additional teachers were called to service as a result of the draft, not to mention those who volunteered for induction with the armed services. In all, 115 Agricultural Education teachers left the classroom during the 1941-1942 school year (*Annual Report of the*

*State Superintendent-74<sup>th</sup>*, 1943). Peterson reported that by 1944, 157 agricultural teachers had entered the military service in one capacity or another and that most of the Clemson graduates of Agricultural Education in the three previous years had gone directly into the military (*Annual Report of the State Superintendent-75<sup>th</sup>*, 1944). With nearly half of the agricultural teachers removed from the classrooms, this meant that those individuals filling the ranks often lacked adequate training and experience as educators. Local obligations of the agricultural educator such as the community cannery and farm shops made it nearly impossible for new teachers to leave their area for any in-service on the Clemson College campus.

Classroom instruction in the all-day, part-time, and evening classes were modified early during the war to reflect the needs for increased production of homegrown food products as well as commercial commodities. Commodities emphasized in the instructional program included dairy products, poultry, pork, beef, vegetables, peanuts, and soybeans (*Annual Report of the State Superintendent-74<sup>th</sup>*, 1943, p. 184). Increased emphasis in the school shop helped to provide instruction in the operation, care, and the repair of farm machinery for local farmers. During the 1942-1943 year, 250 such school shops were used by both day and evening students of agriculture (*Annual Report of the State Superintendent-75<sup>th</sup>*, 1943, p. 145). A map showing the location of these school shops can be found in Appendix B.

### ***Agricultural Education During World War II***

C. E. Young, agricultural teacher and advisor to the Blaney FFA Chapter reported, "The last two years [1942 and 1943] have shown increased production despite shortages of labor and machinery" (James, 1944, p. 131). A telegram from President

Franklin Roosevelt sent to the 1943 National FFA convention read, “Congratulations to Future Farmers of America. Your work on the farm front is vital to our success on the battle fronts of the world” (FFA Proceedings, 1946, p. 85). One must remember that during this time of great product need, production inputs, supplies, and machinery, to name just a few, were rationed or often unavailable due to the demands of war. In support of the war effort and in recognition of former Future Palmetto Farmers (FPF) in the armed services, the South Carolina Future Farmers of America (FFA) Chapters purchased \$935,841.96 of war bonds and war stamps (FFA Proceedings, 1944). In addition to purchasing war bonds and stamps, FFA members pitched in across the nation by planting victory gardens and collecting scrap rubber and metal for recycling. By the 16<sup>th</sup> National FFA Convention in October 1943, there were 107,002 former FFA members from across the nation serving in the armed forces of the United States (Tenney, 1944). This number continued to increase over the two remaining years of the war. A total of over 4,000 former FFA members nation-wide lost their lives during the war (Huff, 1946).

Organized classes in Rural War Production required the help of agricultural teachers to provide adult instruction in areas of metal working, machinery repair, improved poultry production and the canning of fruits and vegetables to name just a few (M. P. Nolan, personal interview, April 25, 2002). Verd Peterson identified the following course of instruction for war purposes that was offered by agricultural teachers in the State for out-of-school farm youth (*Annual Report of the State Superintendent-74<sup>th</sup>*, 1943):

1. Operation, care, and repair of tractors, trucks, and automobiles.

2. Metal work, including welding, tempering, drilling, shaping, and machinery repair including repair and up-keep of metal parts of farm machinery and equipment.
3. General training in woodworking, including planning a building, laying a foundation, construction of a building, repair of farm buildings, farm equipment and the use and care of woodworking tools.
4. Elementary electricity, including operation, care and repair of electrical equipment, and wiring for light and power (p. 186)

Peterson also reported that enrollment in these classes for 1941-1942 totaled 10,284 students.

### ***Community Canneries***

Howard Dantzler, who taught Agricultural Education in Branchville during World War II, stated that in many communities, the local Agricultural Education teachers of draft age were exempted from military service due to their essential nature within their community (P. H. Dantzler, personal interview, April 24, 2002). Homegrown and home-processed food became a focus for Agricultural and Extension Education. In 1940, 81 South Carolina canneries reported canning a total of 845,658 No. 2 cans of food (Stepp, 1942). A multitude of community canneries were spread throughout the state of South Carolina prior to, during, and after World War II. The map found in Appendix C identifies the location of these canneries. Many community canneries had been constructed with WPA (Works Progress Administration) funds as a result of federal relief programs during the Great Depression (*Annual Report of the State Superintendent-74<sup>th</sup>*, 1943). As early as 1936, an *Agricultural Education* magazine article by H. A. Chapman, agricultural teacher at Mauldin, emphasized the importance of the community cannery (Chapman, 1936). Chapman pointed out that in tough times (the Great Depression) the old farm system of living “out of a paper bag” was a fallacy and the canneries proved

that farmers could become more self-sufficient with the products they grow. Chapman further stated, "Today, agriculture is undergoing a tremendous change. Just what it will be tomorrow we can't truthfully predict, but of this one thing we are certain- man must continue to produce food... Now he has reached a point where the mastery of food preservation must be attained..." (p. 48).

Chapman's insight proved to be a valuable community resource during the shortages created by the demands of World War II. The school cannery of the Blaney Agricultural Program canned 2,500 quarts of food for community members and anticipated canning an additional 20,000 quarts of food for the school lunch program in 1944 (James, 1944). An article written for the January 1944 *Agricultural Education* magazine by W. C. James, Central Region Supervisor (1941-1946) of Agricultural Education in South Carolina, reported that the Blaney program had also operated a cooperative poultry dressing plant in addition to the canning enterprises. "Blaney farmers are realizing their place in a 'World at War' and are going about the business of farming in a business-like way" stated James (James, 1944, p. 131). A photograph included by James for this article contained the caption, "FFA boys help feed the Army." An August 1943 correspondence from federal Agricultural Education Specialist A. W. Tenney to W. C. James acknowledges the receipt of pictures showing the "FFA boys at Blaney dressing poultry for the army" (Tenney, 1943).

Specific details of community canneries at the beginning of World War II can be found in Circular 61, *A Survey of Community Canneries in South Carolina*, published by the South Carolina Experiment Station in April 1942 (Stepp, 1942). This study identified 140 community canneries available for the 1942 season. The study provided clear

evidence that satisfactory canning capacity existed to provide health and efficiency to the citizens of the state while reducing their dependence on commercial canneries; therefore, providing a larger commercial reserve for the armed forces. The data for this study were collected through the state office of Vocational Agricultural Education in Columbia (Stepp, 1942). Sweet potato curing houses, a fixture in most local Agricultural Education programs in South Carolina, particularly in the Upstate, were used more extensively than ever by 1941 and many new houses were erected by spring of 1942 (*Annual Report of the State Superintendent-74<sup>th</sup>*, 1943).

A report of the South Carolina Association of Future Farmers of America for 1942-43 documented the following “*activities that will help in winning the war*” (Report of the SC FFA, 1942-43). Some of those activities included:

- Face value of war bonds purchased by the State Association \$1,500.00
- Face value of war bonds purchased by chapters and members \$66,482.19
- Pounds of scrap metal collected by chapters 3,925,050
- Total acres of Victory Gardens grown by FFA members 1,545
- Total acres of Victory Gardens grown by chapters 231. (p. 1)

### ***Relations Between Smith-Hughes and Smith-Lever Programs***

The success of Agricultural Education by the mid 1920s began to create a distinct rivalry and strained relations between the Cooperative Extension Service and the public school Vocational Agriculture programs throughout the state. The only early mention of established rules governing the operation of the two organizations seems to have been written in February 1918. In a letter to Clemson Extension Director W. W. Long, Clemson President Riggs stated, “the following information in Washington may be of interest to you” (Riggs Collection, Riggs, W. M., 1918, February 26, p. 1). Specifically Riggs’ letter announced:

There was read to the Committee by Assistant Secretary Pearson an agreement which has been reached between the Smith-Lever and the Smith-Hughes forces, and which was to be presented to the Secretary at once. The terms of this memorandum are of course for the present confidential, but you may be interested in the following main points:

- (a) All agricultural extension work is to be administered by the Extension Divisions and all vocational educational work in connection with the schools, by the State Vocational Boards.
- (b) All extension work done with adults by Smith-Hughes teachers is to be done in line with the extension principles, and in cooperation with the County Agent. The County Agent is practically the deciding authority in such work.
- (c) In counties having Smith-Hughes schools and also Smith-Lever Extension Work, the Extension Work with Children shall be entirely by organized clubs for definite pieces of agricultural work. Practical Smith-Hughes work shall consist of home project work by students. Cooperative agreements may be entered into between the two forces governing any common work or division of work that may be desirable. (pp. 2-3)

### ***Investigation of Conflicting Duties***

Specific instances where the agricultural teachers, or the "Smith-Hughes Men" as they were often called, were charged with overstepping their duties into the areas of the Extension agents, was investigated by Extension Director W. W. Long. A committee meeting consisting of Director Long, representatives of both Smith-Lever and Smith-Hughes organizations, and O. B. Martin, then with the USDA from Washington, was held in Columbia on September 22, 1925 (Earle Collection, Long, W. W., 1925, September 25). The purpose of this meeting was to reach an agreement between the two organizations. Director Long reported:

Mr. Martin gave an exceedingly clear and intelligent exposition of the duties of the Smith-Lever and Smith-Hughes organizations. The committee appointed to prepare an agreement to obviate a conflict of duties between the College and the Smith-Hughes organization was composed of Mr. Martin and representatives from these organizations. Unfortunately, the committee was unable to arrive at an agreement, and it adjourned with the understanding that the chairman would call the committee together at an early date. (p. 1)

## ***Conflict Investigation Process***

Long in a September 25, 1925 letter to Extension agents throughout the state (Earle Collection, Miscellaneous, 1925), requested they reply to the following three questions:

1. Do you know of any case where either organization (Smith-Lever or Smith-Hughes) have overstepped their bounds?
2. Do you know of any spirit of criticism that exists on either side?
3. Do you have any suggestions for settling this matter?

The researcher located 26 letters of response to Director Long's request (Earle Collection, Miscellaneous, 1925). These letters geographically represent all areas of the state. A summary of these letters and responses to question No. 1 from agents would identify only a few claims of overlapping duties by the local agricultural teacher. Agent T. A. Bowen of Pickens County responded:

I will say there is a condition existing in Pickens County between L. M. Bauknight and myself that does not exist with other Smith-Hughes men of the county. Bauknight has tried ever since he has been at Easley to overstep my work or rather to ignore me as agent.

...I believe we should co-operate with the Smith-Hughes men and at the same time not losing sight that the county agent should be looked on as the leader of the agricultural work in his respective county... (October 3, 1925)

Another case of "non-cooperation" came from Extension Entomologist J. O. Pepper.

Pepper stated:

In one case there seems to be the feeling of non-cooperation and this case was in Marlboro County. Mr. McLarin, the agriculture teacher in Fletcher Memorial School was carrying on cotton dusting work in that community and did not seem to cooperate with the county agent, Mr. Stewart as I think he should have done. (October 3, 1925)

E. H. Rawls, Extension Horticulturist from Aiken also confirmed this claim against McLarin of Marlboro County (October 5, 1925).

Evidence of the fear of the encroaching Smith-Hughes Man comes from E. L. Rodgers of Greenwood. Rodgers wrote:

If you want my candid opinion, I will freely give it, as I have been in the Smith-Hughes work and believe I know some of the aims and objectives. It seems to me that Mr. Peterson (State Supervisor for Agricultural Education) has an idea that he will station Smith-Hughes men in as many districts in the county as possible, and thereby try to eliminate all the extension men in the county with the exception of specialist aid when needed. (October 7, 1925)

E. G. Godbey, Animal Husbandry Specialist from Spartanburg, possibly summed up the Extension agents' feelings that were discovered in several letters. Godbey stated:

I might say that some of the County Agents feel like the Smith-Hughes men are taking the work away from them. A few weeks ago one County Agent told me that they were getting Smith-Hughes men in all of his best communities, and that these men were able to keep in closer touch with things than he could possibly do. He seemed to fear that they would soon take the job away from him. (October 5, 1925)

The majority of the letters proclaimed no duplication of work and actually reported a high level of cooperation between the agent and the agricultural teacher. A few comments include (Earle- 16-50):

In a number of Counties, I have heard the County Agents commend the Smith-Hughes men on their splendid work, and the way they co-operated with the County Agents- E. G. Godbey, Spartanburg. (October 5, 1925)

In fact, it has been my observation that the County Agent and the Smith-Hughes men co-operate in a most friendly way- A. A. McKeown, Rock Hill. (October 6, 1925)

There has been very close co-operation between county agent work and Smith-Hughes work in this county- Ernest Carnes, Spartanburg. (October 6, 1925)

All of the Smith-Hughes men in the County have showed a fine spirit of cooperation, and are personally fine fellows. In several instances they have been

advised by Mr. Peterson 'not to get too close to the county agent'- S. M. Byars, Anderson County. (October 12, 1925)

Similar results were reported in response to question No. 2 concerning criticism.

Only a few instances were mentioned, mostly a reference to a negative comment reported to have been stated by Clemson Agricultural Education Professor, W. C. Crandall (Earle Collection, LeMaster, J. P., 1925, October 9).

In terms of suggestions for resolving future problems as requested in question No. 3, the vast majority of the respondents mentioned the lack of distinct definition of duties and boundaries for each organization, including club work. Comments included:

The dividing line between the two organizations is not very clear to me...- T. M. Evans, Conway. (October 5, 1925)

By all means, confine the agriculture teacher to his district unless directed by the County Agent otherwise – W. H. Barton, Edgefield. (October 5, 1925)

S. M. Byars of Anderson possibly summed it up best when he stated, "...I must admit that I do not know where one ends and the other begins" (October 12, 1925). E. H.

Rawl, agent from Aiken on October 5, 1925, suggested to Director Long the following formal solution:

With reference to suggestions for settling this matter, I think that the meeting held in Columbia is naturally the beginning toward the formulation of plans. These two organizations should meet and confer until some definite understanding is agreed upon. This understanding should be put into definite form and printed and put into the hands of all workers of these organizations with instructions that they be adhered to strictly. (Earle Collection, Rawl, E. H., 1925, October 5)

Evidence of written complaints surfaced again in the form of a letter from Extension Director W. W. Long to Clemson President E. W. Sikes on October 20, 1925. Long's letter, which originally included newspaper clippings, presented the following statement showing the activities of certain Smith-Hughes teachers:

To my mind, these clippings show very definitely the Smith-Hughes teachers are undertaking Extension work, and such information coming from the press must confuse the people as to the work of the two organizations. (Co-Op Extension Service Papers, Long, W. W., 1925, October 20)

### ***Resolution of Conflict***

Clemson College, in efforts to resolve these issues, went so far as to write to Senator Hoke Smith, and Representatives Dudley Hughes and A. Frank Lever, the original patrons of the two Acts. In a letter to each patron, Clemson College President, E. W. Sikes included following statement:

We are submitting to you, the best authority on the subject, a tentative agreement between the two organizations and shall greatly appreciate an expression of your opinion as to whether this agreement complies with your intentions, one of the authors of the Smith-Lever/Smith-Hughes Act. We have such deep appreciation of the value of the Smith-Hughes and Smith-Lever Acts in their beneficial results to South Carolina that we are anxious to have no confusion in the minds of the people or workers as to their interpretation. We believe you will render a valuable service in assisting us in coming to a just and intelligent conclusion. (Earle Collection, Sikes, E. W., 1925, October 26, p. 1)

The tentative agreement referred to by President Sikes was nine pages in length and covered the following areas of concern: Subject Matter, Cooperation Between Teachers and Agents, Miscellaneous Activities, Boy's and Girl's Club Work and Vocational Education, Publicity, and Procedures in Case of Difference (Earle Collection, Tentative Agreement, 1925, October 26).

Director Long investigating a solution for the problem, submitted to Clemson President Sikes on November 18, 1925, the following extract from the Proceedings of the 35<sup>th</sup> Annual Convention of the Association of Land-Grant Colleges (Co-Op Extension Service Papers, Long, W. W., 1925, November 18):

The committees have taken as their starting point the co-operative extension, or Smith-Lever Act, of 1914, and the vocational education, or Smith-Hughes Act, of 1917. As these Acts are national in scope, they have been accepted and

approved by the legislatures in all the States, and they impose certain common obligations on the agencies charged with their respective administrations in the States. While in their major aspects the objects and methods provided for in these acts are clearly distinct and separate, there are other aspects in which the functions are less clearly distinguished, making possible parallelism and overlapping unless the respective spheres of activity are determined by agreement between the officers responsible for the administration of the two Acts within the several States and unless such agreement is faithfully observed in a spirit of mutual respect and helpfulness. The problem is further complicated by the great diversity in State laws respecting functions assigned to the land-grant colleges, on the other hand, and to the State boards of departments of education, on the other. These latter complications make it impossible to draw a general memorandum of understanding which will fully apply in all States. In the majority of States there will need to be special agreements, based on existing legislation in the States. (p. 1)

Director Long's purpose in providing the above quote to President Sikes was to point out that "the respective spheres of activity" that can be determined by a meeting and written agreement between the two organizations. Long concluded this same letter to Sikes with the suggestion, "I thought you might show this to Peterson [Verd Peterson, State Supervisor of Agricultural Education] and others in order that they could understand that the agricultural colleges had thought it necessary that such conferences be held" (p. 2).

Wessel and Wessel (1982) pointed out that the Capper-Ketchum Act of 1928, which expanded Extension work and encouraged agriculture and Home Economics in 4-H clubs, created an additional strain on relations between Extension/4-H work and the Smith-Hughes programs. Wessel and Wessel stated that a memorandum of agreement was established nationally in 1918 defining the specific work of each organization, and a national committee was established in 1928 to rewrite the 1918 agreement to clear concerns raised by the Capper-Ketchum Act of the same year (Wessel & Wessel, 1982). The committee recommended that joint committees in each state be established

to handle individual problems. No reference of a 1928 national agreement appears to be mentioned in any South Carolina Agricultural Education materials, nor did the subsequent issues of the *Agricultural Education Magazine*, a national publication, appear to devote any articles to this subject. It was not until 1938 that a new national memorandum of understanding was constructed (Wessel & Wessel, 1982).

### ***Reoccurring Conflict***

Further fuel was placed upon the glowing embers of this issue when agent Claude Rothell of Saluda, sent Director Long a descriptive letter of complaint on December 12, 1925 (Earle Collection, Rothell, C., 1925, December 12). Rothell wrote:

The matter to which I refer is the overlapping of work by a Smith-Hughes man [Mr. Arnold] who is teaching agriculture at Johnston High School and who is organizing a shipment of poultry at Johnston on the 16<sup>th</sup> of December and who has on previous occasions drawn on my territory for his shipments. (p. 1)

What I had in mind when I called you up was to ask you to get in touch with Mr. Peterson and have him confine Arnold to his territory and his duty. However, since thinking the matter over it might be best to leave the matter to Arnold and myself and see how the shipment turns out. This might possibly save friction. (p. 2)

Rothell also included in his letter a copy of an advertisement that Arnold, the local agricultural teacher, had placed in the community announcing his poultry project.

Several letters of correspondence traversed between Director Long, Clemson President Sikes, and State Supervisor of Agricultural Education Peterson concerning the overlapping of responsibilities and recognition received by the two groups. Peterson sent an extensive four-page letter to President Sikes on March 24, 1926, explaining the work of one teacher in question from Spartanburg County (Co-Op Extension Service Papers, Peterson, V., 1926, March 24). Further evidence of the friction that was continuing came in the lengthy April 5, 1926, letter to President Sikes from Director

Long (Co-Op Extension Service Papers, Long, W. W., 1926, April 5). Comments made by Long included:

...the Extension Service prepared an agreement setting forth the duties of each organization which met the approval of the authors of the two bills (Smith, Lever, Hughes), and it was submitted several months ago to Superintendent Hope (Department of Education) and Director Peterson. Up to this time they have given no evidence that they intend to sign this agreement, nor will they offer any modifications. The Smith-Hughes teachers are invading every field of agriculture, both of an experimental and extension character, and unless some agreement is reached in an impartial and patriotic way the two [sic two] organizations will be forced into partisan politics which will destroy one or both of the organizations. (p. 1)

An example of Long's frustrations and fears surfaced in the following paragraph from the same letter of April 5<sup>th</sup>:

The Director of Extension of Alabama has just written me that a man has announced his candidacy for the Commissioner of Agriculture in that state, his chief plank in his platform being the abolition of the Extension Service and turning the funds over to the Smith-Hughes organization. This situation is likely to develop in South Carolina as well as in other states of the Union. It is unthinkable that the agricultural colleges will sit idly by and see the mouthpiece of their institutions devitalized by some other organization under the direction of the State Superintendent of Education, a political office. Since Superintendent Hope (Department of Education) and Director Peterson show no disposition to settle this matter, I am recommending that you and the board of trustees request the Chairman of the State Board of Education for a hearing at an early date in order that a definite agreement be reached. (p. 1)

President Sikes, in a reply to this issue, informed Long that the Clemson College Board of Trustees approved Sikes' recommendation that, "I [Sikes] be authorized to ask the State Board of Education for a hearing at an early date, in order that a definite agreement may be reached concerning the Smith-Lever and the Smith-Hughes work" (Co-Op Extension Service Papers, Sikes, E. W., 1926, April 26).

A four-page letter dated June 29, 1926 to President Sikes from Director Long, displayed the minute and sometimes biased interpretations of the legal boundaries

supposedly established between the Smith-Lever and Smith-Hughes missions (Co-Op Extension Service Papers, Long, W. W., 1926, June 29). The immediate results of the dispute may be unknown, but in 1931, a formal agreement had been drawn up and an 11-page pamphlet dated December 4, 1931 was printed and distributed to the participants of both Smith-Lever and Smith-Hughes work. This pamphlet was entitled, *Agreement Relative to Smith-Hughes and Smith-Lever Relationships in South Carolina* (Board of Trustees, 1888-1991). The inside of the front cover expressed the following sentiment:

In order that agricultural extension workers and vocational agricultural workers may better understand the specific functions of each organization, to avoid overlapping, to strengthen a spirit of harmony that the combined efforts of the two organizations may mean most to the rural population of South Carolina, this agreement relative to Smith-Hughes and Smith-Lever relationships in agriculture has been prepared.

Included in this agreement is the relationship of the 4-H Clubs and Future Farmers of America organization to the youth involved. A 1950 Clemson College handbook for agricultural Extension workers stated, "Extension workers should maintain the same friendly and cooperative spirit with the teachers of Vocational Agriculture as suggested for the representatives of other agricultural agencies" (Napier, 1950, p. 100). At the national level, in order to deal with continued complaints of conflict between the two organizations, the 1938 federal memorandum was re-endorsed in 1954, and as late as 1961, the issue was again formally discussed (Wessel & Wessel, 1982).

Even though Clemson President W. M. Riggs had passed away before this issue initially surfaced, testimony to the wisdom and foresight of this problem by Riggs can be found in a letter of October 1917 to President K. L. Butterfield of the Massachusetts

Agricultural College at Amherst (Riggs Collection, Riggs, W. M., 1917, October 19).

Riggs wrote:

I think that difficulty is likely to arise between the Boy's Corn Club work [an Extension function] and what might be termed the Home Laboratory Work, which will be a necessary part of the agricultural teaching under the Smith-Hughes Act. (p. 3)

Regardless of the ill feelings that developed between the Smith-Hughes and Smith-Lever personnel, Agricultural Education was deeply rooted into the public school system by the onset of World War II and many teachers had become fixtures in their local communities. The end of World War II brought many changes to the nation and to the role and expectations of high school agricultural programs throughout the state. Those influential changes will be discussed in Chapter 4.

## CHAPTER 4

### REDEFINING AGRICULTURAL EDUCATION IN SOUTH CAROLINA FROM 1946-1990

#### Secondary School Programs

The end of the Second World War brought many changes to our American society and to our educational programs. The rise of urbanization, increased dependence upon mechanization in farming, and the sheer numbers of returning veterans were just a few of the change agents. Governor Strom Thurmond, in a May 1950 *Agrarian* article written for South Carolina's agricultural teachers, pointed out the following facts concerning the changes in South Carolina's agriculture (Thurmond, 1950):

- In 1920 there were 1,072,479 people living on farms, in 1945 it was 682,663.
- In 1920 there were 1,304 tractors in use, in 1945 there were 12,477 with 40,000 expected to be reported in the 1950 census.
- In 1920, there were 297,741 mules and 191,00 in 1945 and expected to drop below 150,000 in 1950. (p. 5)

Extension Director D. W. Watkins, during a 1951 address, stated that between 1949 and 1950, the number of tractors in South Carolina increased 467%, the greatest increase of any of the 48 states (FFA Progress, 1954). Watkins, illustrating the time period went on to state, "There simply isn't enough power in a mule to support a family. Yet for many years our farmers struggled to prove there is" (FFA Progress, 1954, p. 20). The widespread availability of electricity and the progressive mechanization of the farm would change farming forever. This does not mean that the concept of *40 acres and a mule* did not continue to exist in South Carolina and other portions of the South for years yet to come. The world's best machinery, certified seeds, and agronomic practices were useless without educating the farmer to make use of these resources.

The number of farm tractors purchased in South Carolina between 1951 and 1955 nearly equaled all the tractors owned in the state up to 1940. The effects of the post World War II increase of mechanization on the farm was met with an increased emphasis on farm mechanics by the state Vocational Agriculture program.

By 1955, the State Department of Education and the Clemson College Agricultural Education Department had jointly produced and published the *Teachers Guide, Planning and Developing a Farm Mechanics Program in Vocational Agriculture* (Buckner, 1955). Clemson College Professor F. E. Kirkley met with groups of teachers throughout the state to provide in-service on the new materials. The guide provided an outline to assist teachers in meeting the needs of high school students, as well as young and adult farmers.

The early 1950s found Agricultural Education predominantly still devoted to the production aspect of agriculture. R. E. Naugher, Program Specialist for the U.S. Department of Education and former teacher and District Supervisor of Agricultural Education in South Carolina, pointed out some of the occurring changes facing agricultural educators (Naugher, 1953). First, Naugher stated that, "Farming is developing rapidly into a highly competitive industry..." and continued to identify specific factors facing the farmer and farm worker. A few factors included:

- a decline of the number of people living on farms while at the same time enrollment in Agricultural Education classes have risen on the average.
- farms have become more mechanized
- farm out-put has increased. (p. 142)

Naugher listed South Carolina agricultural enrollment for the 1951-52 school year as totaling 57,557, with 11,613 being all-day students while 37,526 were adult farmers and 8,418 young farmers. Naugher may have had his South Carolina friends in mind

when he concluded by emphasizing the importance for teacher in-service training to keep teachers “alert” in the future about what to teach. “They must realize that changes are taking place and that a constant adjustment in what they include in the ‘long-time community agricultural program’ will be necessary” (Naugher, 1953, p. 143).

From the initiation of Smith-Hughes Agricultural Education through the entry into the 21<sup>st</sup> century, South Carolina programs of agriculture have been predominantly single teacher departments. Greenville County alone in 1951-52 offered Vocational Agriculture in 15 different schools requiring the employment of 14 full-time and nine part-time teachers of agriculture (Moore, 1954). In 1956, there were 222 White teachers of agriculture located in 202 different departments (Watson, 1956). Of these 222 teachers, 90% were graduates of Clemson College.

If the professors and teachers of agriculture in 1919 had possessed the power to examine Agricultural Education in South Carolina 30 years into the future, they would have viewed a successful program that by 1950 had expanded into 359 White and Black schools providing daily instruction to 10,239 high school students, 9,038 Young Farmers, and 49,327 adult farmers (Vocational Education in South Carolina, 1950). Overall, the period of time between 1950 and 1959 found South Carolina Vocational Agriculture enrollments increasing from slightly over 10,000 to 13,000 students and, consequently, FFA membership and participation reached an all time high at that point.

At the same time Vocational Agriculture and FFA rosters were reaching an all-time high in the late 1940s and 1950s, adult education programs for returning veterans became an additional function of many South Carolina agricultural departments. The end of World War II and the benefits provided by the G. I. Bill of Rights found many

veterans enrolled in evening classes. Consequently, numerous teachers were needed to teach the veteran classes. Adult education for returning veterans will be discussed in a later section.

### ***Community Canneries***

Community canneries, discussed briefly in Chapter 3, continued to be an integral component of most agricultural programs in South Carolina after World War II. In early 1946, R. E. Naugher quoted a survey made in March 1945 that concluded that there were 3,142 larger-type school community canneries in the United States and that recent studies showed that the number of such canneries had increased every year since they were established as had the number of cans of processed food (Naugher, 1946).

Naugher identified the Depression of 1930-35 as the factor behind the community cannery interest, and credited Georgia and South Carolina with initiating this movement (Naugher, 1946). These canneries were predominantly located in the southeastern United States, but participation by 1945 was found in nearly all 48 states. Naugher's article provided a detailed outline and plan for conducting a five-day workshop to properly train Vocational Agriculture teachers for successfully operating a community cannery.

Evidence of the community cannery movement in the Black community is provided by the January 1948 *Agricultural Education Magazine* article by Gabe Buckman, Negro teacher educator (1937-1951) at the state A & M College (South Carolina State College) in Orangeburg (Buckman, 1948). Buckman stated that the Great Branch Community Cannery (10 miles west of Orangeburg) was available to the community during the entire year for the canning of meat, fruit, and vegetables. During

the two seasons, 10,350 quarts of food were preserved. In addition to the cannery, community services provided by the local agricultural program at Great Branch included a creosote vat for treating fence posts, and a farm shop. W. F. Hickson, also a Negro teacher educator (1949-1952) at the state A & M College at Orangeburg, submitted an article accepted by the *Agricultural Education Magazine* (Hickson, 1950). Hickson's article identified several Negro agricultural teachers who were meeting the needs of their local community. C. O. Floyd of the Edgefield Academy in Edgefield maintained a well equipped shop and cannery that provided instruction to 203 different families between July 1949 and July of the following year. J. C. Greenlee of the Ruffin Community served 691 individuals from 197 different families during the same time period. C. H. Thomas, teacher in the Jamison community provided cannery assistance to 516 individuals from 179 families. Thomas expected greater volume in the future if the cannery switched from tin cans to glass jars since they could be reused. Professor Hickson concluded his support for community programs by stating, "If an agricultural program is of any value, or worthy of praise, it must satisfy the needs of the community" (Hickson, 1950, p. 36).

### ***Increased Emphasis on the FFA***

Entry into the year 1950 found the national FFA nearing its 25<sup>th</sup> anniversary and the program of Agricultural Education in South Carolina still evolving and maturing. Public Law 740, passed by the U.S. Congress in 1950, presented the National Future Farmers of America a federal charter providing it's legitimacy as an *integral* organization rather than an extracurricular club (National FFA Organization, 2002). This federal charter allowed agricultural teachers to use class time to incorporate the techniques and

benefits of the FFA as a part of the total program. Most FFA members know that the National FFA received the Federal Charter in 1950, but few people know that it was Senator Smith of South Carolina who first proposed the idea. Senate Bill 2113 was introduced by Smith on November 14, 1929, but failed as federal charters at the time were difficult to obtain (Groseclose, 1930).

The Gold Emblem Award was presented for the first time to a South Carolina FFA chapter at the 1950 National FFA Convention. The Camden Chapter, advised by H. A. Small was recognized for its outstanding chapter accomplishments (Allen, 1950). R. D. Anderson, a former teacher of agriculture, regional supervisor, and then associate director of vocational education, received the Honorary American Farmer degree at the same 1950 convention in Kansas City. Anderson was one of the originators of the 1950 bill passed by the 81<sup>st</sup> Congress issuing a Federal Charter to the FFA. South Carolina provided its first National FFA Officer, Jimmy Willis of Clio, for the 1952-53 year. Willis served as National FFA student secretary.

### ***The 1960s***

The 1960s brought increased numbers of students to Vocational Agriculture classes with enrollment increasing every year between 1960 and 1967; with the exception of the 1965-66 school year when it dropped 1%. By 1967, 16,563 students of Vocational Agriculture were enrolled in South Carolina's public schools (Blanton, 1968). Consolidation of smaller schools into larger comprehensive high schools had begun to occur by the early 1960s. In 1961, Jesse T. Anderson, State Superintendent of Education in South Carolina (1947-1967), published the manual, *Standards for Accredited High Schools of South Carolina* (Anderson, 1961). This manual described

schools offering Vocational Agriculture as having three parts to their instructional mission. These instructional groups consisted of in-school students, young farmer classes, and adult farmer groups. Courses were described as Vocational Agriculture I, II, and III. The agricultural course descriptions, labeled I, II, and III, were the same as previously outlined in a 1952 edition of the same standards manual for 1961. Little change in curriculum content or expectations other than a slight emphasis for agricultural mechanics occurred through the 1950s and early 1960s.

Curriculum emphasis areas in the late 1960s included farm business management, forestry, natural resources management, agricultural machinery service, and ornamental horticulture (Clemson University Agricultural Education Program Archives). These were just a few examples of the new directions of Agricultural Education in terms of occupational preparation area.

In 1967, Floyd D. Johnson (1916-1984), agricultural teacher from Rock Hill, was elected Vice President of the American Vocational Association (F. D. Johnson Collection, Biographical Sketch of Floyd D. Johnson). Johnson, a 28-year veteran teacher, received both his BS and MS degrees from Clemson College. More importantly, Floyd Johnson was the only Agricultural Education representative to serve on President John Kennedy's, then later, President Lyndon Johnson's Panel of Consultants for Vocational Education. Floyd Johnson's national involvement placed him on the ground level of discussion during the formulation, development, and passage of the Vocational Education Act of 1963. The term *Vocational Agriculture* was beginning to take a back seat to a new focus towards off-farm occupational preparation. As a result, instructional areas other than farming were quickly emerging in high school agricultural

programs. Specific details are provided later in the section on the Vocational Act of 1963.

### ***The 1970s***

The 1970s could possibly be identified as the initial introduction of perpetual change in Agricultural Education. The original Smith-Hughes Act, and later the George-Barden Act, had framed Agricultural Education as a program to prepare students for farming occupations. A new philosophy was sweeping the schools that all education should be preparing all students for their chosen occupations. According to former Clemson University professor Lloyd Blanton, the idea of career exploration in junior high schools became fashionable and many states began to offer vocational classes in the 7<sup>th</sup> and 8<sup>th</sup> grades to accommodate career exploration efforts (L. H. Blanton, personal interview, April 2003). A renewed focus on life-long learning also brought new energy to the adult component of local Agricultural Education programs.

As a result of the Vocational Act of 1963, the door was opened for changes in program content and curriculum. Agribusiness, not just production based agriculture became an integral part of secondary and adult instruction. The previous requirement of “home project work” gave way to Supervised Occupational Experience Program or SOEP. SOEP maintained the required out-of-school work by the student but it did not require it to be specifically production farm work. Placement in agribusiness or other off-farm labor experience became acceptable. Horticulture, which had gradually begun to appear in South Carolina programs, became a legitimate and welcomed addition to the local programs of Vocational Agriculture (L. H. Blanton, personal interview, April, 2003).

## **Veterans and Adult Programs**

### ***Early Adult Education***

The first mention of Agricultural Education teachers in the public schools providing instruction to adult groups appears to have occurred during the 1918-19 school year. The programs in Clio (Marlboro County) and Seneca (Oconee County) instructed farmers in their areas two to three meetings per week for an estimated six-week period (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). Verd Peterson reported that the influenza and labor shortage due to the World War I made working with adults more difficult than it should normally be (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). In just 10 years, the evening class work with adults during the 1928-1929 school year found enrollments reaching 5,523 adult farmers who recorded 9,659 different improved practices on various farming enterprises (*Annual Report of the State Superintendent-61<sup>st</sup>*, 1930, p. 23). Those improvement practices included 133,104 acres of crops and 12,640 animal enterprises and produced a labor income of \$400,955.33 for the adult students of Agricultural Education (*Annual Report of the State Superintendent-61<sup>st</sup>*, 1930, p. 23).

### ***Post World War II Veterans Classes***

The Veterans Administration in conjunction with the South Carolina State Department of Education devised programs to provide classes in Agricultural Education to returning veterans. As early as the 1946–1947 school year, over 6,000 South Carolina veterans were enrolled in classes under direct supervision by over 500 special veteran teachers working under the direct relationship with the local Vocational Agriculture teachers (Barfield, 1947). Clemson College Agricultural Education faculty

members F. E. Kirkley and W. C. Bowen directed much of their efforts to assisting agricultural teachers to meet the needs of this additional duty. A copy of the Clemson publication, *The Agrarian* (Barfield, 1947), reported the specific requirements of the veteran participants. The article stated:

A veteran trainee is required to use a minimum of 46 hours per week in some actual farm work. Four hours of group instruction each week is offered to these men by the special veteran teacher. In conjunction with this, the teacher must spend a minimum of three hours each week supervising and giving instruction to the individuals. Each veteran teacher has an average of 12 veterans in his program. (p. 19)

Financed by the Veterans Administration in cooperation with the South Carolina Department of Education, the Vocational Agriculture programs were called on to provide instruction initially to over 6,000 veterans farming in the state (Barfield, 1947). R. T. "Theo" Harris, former Agricultural Educator in Oconee County stated that many agricultural departments immediately after World War II were provided additional funding to hire supplementary staff to work specifically with veteran's classes (R. T. Harris, personal interview, April 12, 2003). Curtis Pennington, retired Agricultural Educator and school administrator in Anderson County for 43 years, stated in a 2002 interview that he, along with the assistance of Veterans Program teacher T. Ed Garrison, taught 16 different veteran classes (C. W. Pennington, personal interview, April 6, 2002). By 1947, Professors F. E. Kirkley and W. C. Bowen provided necessary training to 500 or more special veteran teachers working with the veteran programs under the supervision of Agricultural Education teachers throughout the state (Barfield, 1947). Each veteran teacher was required to provide four hours of group instruction per week and a minimum of three hours per week with each individual veteran supervising their agricultural work experience. The veteran was required to be engaged in a

minimum of 46 hours per week in actual farm work. By May 1951, the number of veterans enrolled in on-farm training classes had grown to 12,892; an average of 275 veteran students per county (Poe, 1951). P. G. Chastain supervised the veteran farm training program from 1948-1954.

An example of the scope and magnitude of the South Carolina Veterans Training Program can be found in the 1951 Clemson College master's thesis by George McKenzie (1951). McKenzie stated that in his area of Seneca, the adult instruction was primarily focused to guide young men into successful and established farming operations. The findings of McKenzie's study are remarkable even by today's standards. A few statistics mentioned by McKenzie included: 50% of the adult student's educational level were below the state standards for high school graduates, and on the average, the veterans had previously completed less than seven years of school. On the other hand, results of the program were impressive. A few results included: 200% increase in farm ownership, the number of renters decreased 27%, and nearly half of the young farmers enrolled built new barns, and one in six young farmers enrolled in the classes built new homes (McKenzie, 1951).

### ***Young Farmers***

Adult education classes in agriculture in many cases became organized as Young Farmer chapters shortly after World War II (Peterson, 1960). The first written evidence of interest in forming a Young Farmer organization appears in a letter from A. W. Tenney, federal agent for Agricultural Education in Washington, in reply to a letter from Verd Peterson. This letter, dated February 27, 1948, refers Peterson to examine Utah, which had previously established an active state organization (Tenney, 1948).

The South Carolina State Young Farmer organization was formed in Columbia November 4-5, 1948. Peterson (1960) stated that, "...representatives from about fifty local groups met in Columbia and organized the South Carolina Association of Young Farmers, adopted a constitution and by-laws and worked out a plan whereby local chapters could affiliate" (p. 32). South Carolina was the third state in America to organize a State Young Farmer Association.

While no printed record of the first Young Farmer state convention could be located, the South Carolina Young Farmer organization held its second state convention December 12-13, 1949 in Columbia's Wade Hampton Hotel. Meetings began on Monday morning and continued until 6:00 p.m. that day. During the third session on Tuesday, the Honorable J. Strom Thurmond, then governor of South Carolina addressed the group (South Carolina Association of Young Farmers, 1949). Other locations for the Young Farmer state conventions through the years included Charleston, Clemson, Greenville, Hilton Head, and Myrtle Beach.

The Young Farmer organization was met with growing enthusiasm through the years. Many former members of the FFA were enrolled in adult education classes and the Young Farmer program began to incorporate many of the characteristics of the FFA into the adult program. Then and even to this day, many Young Farmer chapters elect a set of chapter officers and the State Association has maintained an annual group of officers to conduct the business of the State Young Farmer Association. A copy of the 12th annual Young Farmer convention program of 1959 held at the Hotel Wade Hampton in Columbia featured workshops on farm law, developments in weed control, dairying, vertical integration and contract farming, and farm economics (Clemson

University Agricultural Education Archives). A list of Young Farmer Executive Secretaries from 1949 to 2003 can be found in Appendix D. The State Supervisor of Agricultural Education serves as the State Advisor for the Young Farmer organization.

### **The Vocational Education Act of 1963**

The Vocational Education Act of 1963 brought a dynamic evolution for Agricultural Education in America, specifically for Vocational Agriculture. Floyd D. Johnson, agricultural teacher from York County, was a member of President Lyndon Johnson's Panel for Vocational Education during the formulation and finalization of the 1963 Act. The Act created new dimensions for the traditional Vocational Agriculture programs. More specifically, the 1963 Act was instrumental in improving and expanding programs by permitting flexibility to better align local programs with the various occupations in agriculture, including jobs that occurred off the farm (Johnson, 1965).

Floyd Johnson in a 1965 *Agricultural Education Magazine* article stated, "...the Act does not eliminate any desirable features of the program in Vocational Agriculture developed through the years. It simply makes it possible to expand and improve the program in keeping with current needs of agriculture" (p. 6). Exploration and identification of agricultural careers and occupations outside of the traditional realm was legitimized by this new federal legislation. Items of the 1963 legislation identified by Johnson that affected Agricultural Education included:

- Broadened the definition of Vocational Agriculture
- Funds could be used for the construction of buildings
- Funds could be used for the purchase of equipment
- Required the periodic review of local and state programs. (p. 6)

Specifically, section 104.60 of the 1963 Act states, "...vocational education in agriculture under the State Plan shall be designed to meet the needs of persons over 14

years of age who have entered upon or are preparing to enter: (a) upon the work of the farm or farmhouse or (b) any occupation involving knowledge and skills in agricultural subjects” (Administration of Vocational Education, 1966).

R. D. Anderson, State Director of Vocational Education for South Carolina testified before the U. S. House of Representatives Subcommittee on Education on June 16, 1966 (F. D. Johnson Collection, Statement of R. D. Anderson). Anderson stated early in his comments that:

Having given 38 years of my life to vocational education as a teacher, district supervisor, state supervisor, and now as state director, I can say without hesitation that there has never been a piece of Federal legislation that has contributed so much to the educational development of the people of our Nation as has the Vocational Education Act of 1963. (p. 2)

Anderson continued by pointing out examples of how the 1963 Vocational Act specifically helped the youth and adults of South Carolina. A few of these examples included:

1. In Vocational Agriculture, of those students who graduated and who were available for employment, 87.5 percent are now employed full time in production agriculture or in related agricultural occupations. For every young man who becomes engaged in production agriculture two were employed in occupations related to agriculture.
2. In distributive education 99.5 percent of the students are employed full time in the area in which they were trained.
3. In office occupations 73.5 percent are employed full time in occupations in which they were trained.
4. In trade and industrial education 96 percent of the young people are employed full time in industry, using skills which they developed in high school. (p. 3)

Anderson's summary, specific to South Carolina's Agricultural Education programs, provided an excellent synopsis of the evolving times of the mid 1960s and the effects of the 1963 Vocational Act. That summary, so complete, is provided in its entirety:

During the current school year, 1965-66, 300 teachers of vocational agriculture were employed in South Carolina, working in 276 high schools. Enrolled in the secondary schools are 16,317 students. In addition, 7,352 young farmers and 15,024 adult farmers are enrolled in programs to update their knowledge in agriculture and agriculture occupations. While continued importance is placed on training persons who plan to enter or are already engaged in production agriculture, increased emphasis has been given to providing programs of instruction to train youth and adults for entry into agricultural occupations other than farming. A total of 23 pilot programs in agricultural occupations for 11<sup>th</sup> and 12<sup>th</sup> grade students are being conducted this year. Courses are being offered in agricultural sales and services, agricultural mechanics, ornamental horticulture and forestry. Plans call for expanding this program to 75 schools, beginning in September [1966].

Nineteen post-high school programs were conducted in the area of care, maintenance and operation of farm machinery, farm welding, farm carpentry, ornamental horticulture and meat cutting. A total of 289 students were enrolled.

In addition, 168 special courses were conducted for out-of-school groups. The areas of instruction included: Care, Repair and Operation of Farm Machinery, Small Motors, Farm Welding, Farm Plumbing, Livestock Management, Farm Carpentry, Farm Electrification, Farm Income Tax, Tractor Maintenance, Ornamental Horticulture, and Farm Construction. There were 1,420 students enrolled in these courses. (pp. 5-6)

A departmental self-study by the Clemson University Department of Agricultural Education in October 1976 (Clemson University Agricultural Education Department, 1976) identified three major changes in the State Plan for Agricultural Education as a result of the 1963 Act. They were:

1. The establishment of Area Vocational Centers in all sections of the State.
2. Teaching two-year off-farm occupational courses (agricultural mechanics, ornamental horticulture, forestry, and agricultural sales and services) in addition to production agriculture.
3. Providing the needed training for handicapped and disadvantaged pupils. (p. 3)

## ***Shift in Curriculum***

The early and mid 1960s period was possibly the first time that traditional classroom teachers of agriculture were forced to take a look at their curriculum and compare it with the fact that fewer students were either involved in production agriculture or had the opportunity to be so involved. As a result of an outside study conducted in South Carolina during the 1961-62 school year by *School Survey Service* of Ohio, a lengthy report entitled *Vocational Education in the Public School of South Carolina* was released (Anderson, 1963).

As a result of a recommendation from this report, a 28-page document or template for self-examining the local agricultural program was produced in Columbia during February 1964. This instrument, *Evaluation and Projection of Programs of Vocational Agriculture in South Carolina* (Anderson, 1964), was published by the State Department of Education under the authority of State Superintendent Jesse T. Anderson. W. E. Gore, State Supervisor for Agricultural Education, provided the foreword in this publication. An excerpt from Gore's foreword describes the purpose of this publication. Gore stated:

The Evaluative Criteria herein outlined are to be used in determining the effectiveness of programs now in operation and to project needed adjustments and improvements of the programs to serve better the persons who are engaged in or expecting to engage in agricultural occupations in today's rapidly changing agricultural situation. Schools will benefit from the use of these criteria to the extent of the thoroughness of their application and the study that is given to organizing and adjusting the program to meet current and future needs. It will require much time and study on the part of the teachers of agriculture, school administrators and other evaluation committee members to do a thorough job. (p. i)

The survey instrument created for the local program self-study was very much like a census. It requested each local agricultural program to collect demographic information

on the community including the “Community Situation”, “Agricultural Situation”, and “School Situation”. Information collected included White and Non-White populations, the occupational status of adults, educational status of the community adults, school financial resources, percent of students transported at public expense, crop acreage, available machinery, and numerous other categories. What became of this collected data, or its impact on future program modification is unknown to the researcher.

By 1964, the state curriculum for Agricultural Education at the high school level was being modified to meet the changing emphasis promoted at the federal level. The new curriculum was less driven by specific agricultural production competencies and promoted the broader, more general nature of agriculture as an occupation. The focus was now directed towards management, science, agricultural mechanics and the general importance of agriculture to the economy and society. In terms of the traditional student supervised experience requirement that extends to the original Smith-Hughes legislation, the new curriculum emphasized (Dempsey, 1964):

- The placement of students on a satisfactory farm setting
- The placement of students in other agricultural occupations. (p. 13)

Simply stated, the shift from *supervised farming program* to *supervised occupational experience* best summarizes the largest change that resulted from the Act of 1963. At the same time, use of commercially produced curriculum materials to meet the somewhat generic nature of broad instructional units began to find their way into local programs; programs that once were entirely based on local farming requirements. As a result, the change in focus brought about a change in curriculum in South Carolina. The new curriculum for Agricultural Education was designed to be more inclusive in

design and thereby more appealing to high school students. Characteristics of the new curriculum included (Dempsey, 1964):

- Work experience for in the various off-farm occupations
- Placement of students in farm learning experiences
- A greater appreciation of the vast and diverse fields of agriculture. (p. 13)

### ***Vocational Amendments of 1968***

The Vocational Amendments of 1968 (Public Law 90-576) were passed unanimously by both the U.S. Senate and the House of Representatives. This is quite a testimony to the desire to expand and improve vocational education throughout the nation. South Carolina's Floyd D. Johnson, past AVA President, was present at the White House during the signing of this legislation in October 1968 (Allen, 1968).

Previously, Floyd Johnson had been requested by Wayne Morse, Chairman of the Educational Committee, to testify on April 3, 1968, before the U. S. Education Subcommittee of Senate Committee on Labor and Public Welfare concerning the Acts of 1968 (F. D. Johnson Collection, Telegram, Western Union, 1968, March 4). The goals of the 1968 Amendments appear to have been aimed at providing individuals in all communities an equal access to vocational training. In addition to the many provisions of the 1968 Act, the authorization for basic state grants was increased from \$225 million to \$565 million, but never appropriated (Allen, 1968). Priority was given to the inclusion of handicapped, programs for the disadvantaged, and an expansion of the secondary programs. Funds could also be used for the construction of facilities.

### ***South Carolina Council on Vocational Education***

As a result of the 1968 Amendments, a state advisory council was required to be formed in each state, with a requirement of holding a minimum of one meeting per year.

On March 21, 1969, Governor Robert McNair, a former FFA member, appointed 11 standing members including Floyd D. Johnson (F. D. Johnson Collection, South Carolina Advisory Council on Vocational Education, 1969). A resolution signed by the Governor on February 12, 1970, listed B. Frank Godfrey, Sinway Young, Robert Harley, T. C. Kistler, Y. W. Scarborough, Currie L. McArthur, Floyd Johnson, L. H. Dawkins, I. Dequincy Newman, James B. Berry, Jr., and Charles Pendleton Ballenger, Jr. as members of the South Carolina Council on Vocational Education (F. D. Johnson Collection, McNair, R. E., 1970). The first meeting was held on February 18, 1970 at the Governor's conference room in Columbia (F. D. Johnson Collection, Minutes of the meeting, 1970). A review of the minutes of this council provided evidence the Council met again in May and June of 1970. Tom Warren, representing the South Carolina Farm Bureau, addressed the Advisory Council on June 23, 1970 and presented facts and figures supporting the need for vocational education and emphasized the whole picture of South Carolina's agricultural and agribusiness industry (F. D. Johnson Collection, Warren, 1970, June 23). A group of council members met with Governor McNair in July of 1970 and exchanged ideas concerning vocational education in the state.

An evaluation report for fiscal year 1970 entitled, *Vocational Education...in South Carolina*, was issued by the Council in September 1970 (F. D. Johnson Collection, *Vocational Education...in South Carolina*, 1970). Floyd Johnson was notified on April 20, 1972 by Governor John C. West that his services had been appreciated but Johnson had been rotated off the committee (F. D. Johnson Collection, West, 1972, April 20).

## ***Occupational Preparation***

One indication that vocational education in South Carolina complied with the guidance and career exploration component of the 1968 Amendment can be found in the publication, *Pre-Vocational Education*, prepared by the State Department of Education in 1970 (F. D. Johnson Collection, *Pre-Vocational Education*, 1970). This 105-page publication was constructed to be used by school administrators and pre-vocational coordinators to develop local programs. The publication's preface provided by Director of Vocational Education, Cecil Johnson, Jr., stated:

The Office of Vocational Education has been charged with the responsibility of providing occupational programs in South Carolina that are consistent with the manpower needs of the state under the 1968 Vocational Education Amendments. In order to best accomplish this objective, it is necessary that all those concerned with vocational education provide proper guidance to students in the seventh, eighth, ninth, and tenth grades, familiarizing them with the opportunities available in the world of work. (p. i)

Course outlines for occupational areas in agriculture were provided for Agricultural Mechanics, Agricultural Sales and Services and Chemicals, Forestry and Pulpwood Production, Ornamental Horticulture and Floriculture, and Production Agriculture.

The 1971 *Standards for Accredited High School of South Carolina* (Busbee, 1971) described Vocational Agricultural Education as “designed to meet the needs of persons who are engaged in or planning to engage in farming or other related agricultural occupations” (p. 45). The same document listed the nine approved two-year courses of Vocational Agriculture. They were:

Agricultural Production, Business Management, and Farm Mechanics  
Ornamental Horticulture  
Agricultural Sales and Services  
Floriculture  
Livestock Management  
Agricultural Mechanics

Agricultural Chemicals  
Forestry  
Pulpwood Production. (p. 44)

Frank Stover, State Supervisor for Agricultural Education (1969-1984) provided a briefing on the status of Agricultural Education in the April 1972 South Carolina Vocational Association newsletter (Stover, 1972). Stover described the statewide program as:

Planned and conducted for the purpose of educating individuals for entry level employment in agricultural production and agricultural business or providing retraining for individuals who have entered the labor market and need to develop additional competencies, basic understanding and essential skills required in agricultural occupations. (p. 16)

In the same article, Stover stated that during the 1970-71 school year, there were 210 departments of agriculture with a secondary enrollment of 13,858 students. Of that total enrollment, 2,777 students were in the occupational courses of agricultural mechanics, sales and services, ornamental horticulture, forestry and pulpwood harvesting.

Emphasis areas for the Agricultural Education State Staff during 1972 were:

1. Continuation of specialized programs in agricultural occupations at the secondary level.
2. Revision of the Curriculum Guides for courses presently offered.
3. Development of Curriculum Guides for new occupational programs.
4. Continued emphasis on working with disadvantaged and handicapped.
5. Development of new instructional materials and aides. (p. 16)

### **Federal Legislation and Their Effects Up to 1983**

The time that lapsed from the signing of the Vocational Education Act of 1963 through the mid 1980s proved to be a period of reactionary change and adaptation for Agricultural Education. A dominant theme was the inclusion of non-traditional students into vocational programs. According to Thomas Dobbins, Associate Professor of Agricultural Education at Clemson University, Agricultural Education was ahead of this

curve in one respect with a steady increase of female enrollment in Agricultural Education classes and consequential membership in the FFA (personal interview, July 22, 2003). The inclusion of handicapped and disadvantaged students was also an emphasis that was monitored by the federal government. In retrospect, the vocational education reform of the 1960s and 1970s focused on accessibility for all students rather than accountability of the resulting career preparation success of these programs.

For the first time in South Carolina, two female teachers of Agricultural Education were employed for the 1973-1974 academic year. H. Wallace Reid, a former agricultural educator and Principal of McDuffie High School in Anderson School District 5, hired Charlene Youngblood of Walhalla and Alicia Tillman Woodside of Clemson (“Two S. C. Women Voc-Ag. Teachers”, 1974). Youngblood was hired to teach Basic Agriculture and Horticulture I & II at McDuffie Vocational High School while Woodside taught four classes of Basic Agriculture at McCants, Lakeside, and Southwood Junior High Schools. For the interest of the reader, by the fall of 2003, nearly 15% of the agricultural teachers in South Carolina were females.

The 1980s witnessed the monitoring of student competency and the inclusion of diverse populations within vocational programs. In 1983, the National Commission on Excellence in Education released its study entitled, *A Nation at Risk: The Imperative for Educational Reform*. This report concluded that America’s students and graduates were not properly prepared to successfully enter the workforce or to compete academically with similar students from around the world. This study was the spring-board that led to the next major sets of educational reform acts that would help in shaping all aspects of public school education: the Perkins Acts.

## **The Carl D. Perkins Vocational Education Acts of 1984 and 1990**

The Carl D. Perkins Vocational Education Acts of 1984 and 1990 drastically changed the funding and expected outcomes for vocational education programs when compared with previous vocational legislation. Perkins funds were appropriated with criteria that included program improvement, innovation, competency-based academic accountability, and the continued call for the inclusion of disadvantaged and handicapped individuals. The Tech-Prep initiative was a result of the Perkins legislation and provided for the encouragement of applied academic concepts in the classroom for workforce preparation improvement. Encouragement for collaboration between the academic and vocational teachers within individual schools was promoted to achieve academic success while demonstrating occupational and career application. Joint conferences of the various vocational programs in the state and their respective teachers were conducted during this time period in Columbia (W. E. Keels, regional coordinator for Agricultural Education, personal interview, June 28, 2003). Seamless articulation between the high school and the postsecondary institutions was also a major focus of the Perkins Acts. New terminology such as 2 + 2, meaning creating a formal course of study that would lead a student from the last two years of high school directly into a two-year postsecondary course of study became a major emphasis.

In keeping with the changing focus, 1988 witnessed the National FFA Organization dropping the words "Vocational Agriculture" from the FFA emblem and replacing them with "Agricultural Education." Curtis White, Associate Professor of Agricultural Education at Clemson University pointed out that times continued to change

with enrollment by females in local Agricultural Education programs and Chapter FFA membership rapidly increasing (C. D. White, personal interview, September 2002).

### **Transfer of the State Program to Clemson University**

On July 16, 1996, the state's Agricultural Education program was transferred from the State Department of Education in Columbia to the Agricultural Education Department at Clemson University ("Notes from the State Advisor", 1996). This move was a result of the legislative efforts of various supporters of Agricultural Education within and outside the city of Columbia. Dale A Law, State Supervisor of Agricultural Education (1993-1996) resigned shortly afterwards. Law, whose official title was Education Associate with the State Department of Education, worked through the Office of Occupational Education. Agricultural Education in the state was officially recognized by the State Department of Education as Natural, Environmental and Agricultural Resources Education (Annual State FFA 68<sup>th</sup> Convention Program, 1995). Law had been limited by the Department of Education as to the amount of involvement he could have in the state instructional program. Law was especially restrained from carrying out his duties as the state FFA Advisor. To provide assistance with the FFA, John W. Parris assumed the duties of FFA Executive Secretary on January 1, 1996 (J. W. Parris, personal interview, December 19, 2003). Dr. Curtis White, Assistant Professor of Agricultural Education at Clemson University at the time, was appointed Interim State FFA Advisor in the fall of 1996. White served in that capacity until December 31, 1996.

On January 1, 1997, Tommy Gladden accepted the position of State Leader of Agricultural Education, replacing the previously used titles of State Supervisor and Educational Associate. This position was now located on the Clemson University

campus after being separated from the State Department of Education in Columbia. Gladden, a 1980 graduate of Clemson University and a native of Winsboro, had taught agriculture in three schools (1980-85) before becoming the Executive Secretary of the Young Farmer Association in 1985. Gladden had been previously employed by the State Department of Education from 1987 to 1990, and in 1991, returned to the classroom teaching agriculture in Chester. Gladden had most recently been an assistant principal at Fairfield Central High School before accepting the 1997 position at Clemson University.

It should be noted that the location of the state program of Agricultural Education had made a complete circle between its founding at Clemson College in 1917 until its return to Clemson University in 1997. The program and its offices were established on the Clemson College campus in 1917, moved to the State Department of Education in Columbia in 1921, and then returned to the Clemson University campus and the auspices of Clemson University's Public Service Activities (Extension) by January 1997. What began with one man, Verd Peterson in 1917, had grown to a staff of six by 1937, and by 1956, included six regional supervisors, a State Supervisor, Assistant State Supervisor, Veteran Farm Training Specialist, and an FFA Executive Secretary for a total of 10. Retirements complicated by budget cuts in the 1990s reduced the State Staff it to just one individual, Dale Law, by 1993. After the program's return to Clemson University in 1997, the state staff slowly began to reform with four individuals: P. M. Fravel, T. Gladden, W. E. Keels, and J. P. Scott performing state duties for Agricultural Education by July 2001. This structure continued until July 2003.

In July 2003, Tommy Gladden resigned and a restructure of duties occurred. W. E. Keels was appointed as Director of Agricultural Education by Calvin Schoulties, Dean of the College, and W. H. Allen, chair of the Agricultural & Biological Engineering Department. P. M. Fravel was appointed as Associate Director of Agricultural Education, and J. P. Scott became the FFA Career Development Coordinator for the state. After many months of uncertain availability to the previous position vacated by Gladden, a position description for and executive secretary for the South Carolina FFA Association was approved. The position was posted in the late fall of 2003 and interviews were conducted in January 2004. Keith Cox, an experienced agricultural teacher from Latta was selected and began duties on January 19, 2004.

## CHAPTER 5

### PROVISIONS FOR THE TRAINING OF TEACHERS OF AGRICULTURAL EDUCATION

#### Need for Teacher Training

The foreshadowing of a future teacher-training program at Clemson College first appeared in February 1911. Clemson Agriculture Department Director, W. R. Perkins, in his annual report to the President under the sub heading "Growth of College", stated the following:

The object of the agricultural education that Clemson College is to give must determine the nature of the future growth of this institution. To my mind our instruction must lead to the development of men who will know practical and scientific agriculture sufficiently well to conduct farming operations so far as to attain a high degree of success under any given conditions; to go out into the State as teachers or demonstration agents with the ability to do high class work... (Riggs Collection, Perkins, W. R., 1911, February 11, Section 2, p. 1).

Looking towards the future, Perkins referring to Extension work added:

The propaganda type of work is the most that has been used in this State up to date and is really the most effective work that can be done in the first stages of teaching farmers and while it does little real teaching or giving information, it causes the farmer to begin to think. When the thinking process starts the need of more information is soon felt and the demand for teaching is created. Finally only the giving of reliable information is wanted. This State is now passing through its period of propagandic education along agricultural lines and will be calling on Clemson for more facts than are now accessible. (Section 2, p. 5)

Further examination of Director Perkins' philosophy concerning public education can be detected in an additional statement from the same document:

In the growth of the college the education of the masses should not be neglected, because it is an obligation that is due those who have had no opportunity for improving themselves in the calling that is their life work, and cannot be safely neglected because it might seriously interfere with or retard our growth... (Section 2, p. 5)

## ***Shortage of Teachers***

The success of the early agricultural programs in the South Carolina public schools, even prior to the Smith-Hughes Act, created a difficulty in locating a sufficient supply of trained individuals to fill the demand for agricultural teachers throughout the state. As early as 1913, Clemson College understood the need to produce teachers of agriculture for the public schools. In a mid-year report by Director J. N. Harper of the Clemson Agricultural Department to President Riggs (Riggs Collection, Harper, J. N., 1913, June 23), Harper reported:

One of the greatest movements inaugurated at this institution in years was the establishment of the one year course in agriculture [summer 1912]. The inauguration of this course was for the purpose of training men to go directly from the College to the farm. Forty-one completed this course. This one year course is not intended to prepare young men for teaching agriculture, as the time spent here is not sufficient to give all the scientific training necessary for this end, but the young men who took the course are well grounded in the scientific principles of agriculture and they are fitted to become leaders in their community along all progressive agricultural lines. (p. 2)

Extension Director W. W. Long of Clemson, in his remarks concerning the success of the Darlington County Experiment of 1914-16, stated:

We can never hope to provide a trained teacher in agriculture for each school, for the reason that it is impossible to procure enough competent men and further reason that it would be impossible to raise sufficient money to pay men of this class if they were available. (Rittenberg, 1916, p. 6)

Further proof of this shortage can be found in an article published by the Columbia based newspaper, *The State*, as early as the fall of 1917 in which State Supervisor for Agricultural Education, Verd Peterson was quoted as saying:

Owing to the heavy demand for professionally trained agriculturalists, for college graduates and for well equipped teachers, both the state superintendent and the state supervisor of agricultural instruction, are encountering many difficulties in procuring competent and desirable instructors. ("Doing Good Work in Rural Schools", 1917, p. 9, col. 3)

Extension Director, W. W. Long in November 1917 stated to Clemson President Riggs that, “The chief handicap in the work [Smith-Hughes agricultural programs] at present is the matter of securing trained men to take charge of these schools” (Riggs Collection, Long, W. W., 1917, November 9, p. 2). Director Long’s lack of optimism would not limit the successful future for Agricultural Education as sufficient numbers of teachers and adequate salaries became closer to becoming a reality as a result of federal financial support. Even though federal support had been provided by the Nelson Amendment of 1907, a substantial increase in funding for teacher training came with the acceptance of the Smith–Hughes Act (True, 1929).

The need and characteristics for successful teachers of agriculture had been predicted as early as 1915. Albert Leake, in his book *The Means and Methods of Agricultural Education* (1915) wrote:

The fact is, a new type of teacher will have to be developed, ---one in whose training both the practical and academic have played a part, and one who has the breadth of vision to see the practical application of the academic and the academic application of the practical. (p. 141)

It should be noted that by 1939, there were 200 experienced teachers of agriculture in the state but there were nearly 300 schools that desired to have an agricultural program (Ardis, 1939). Both the shortage of trained teachers and the lack of adequate funding at the local level provided the largest roadblock for the immediate expansion of Agricultural Education.

### ***Clemson College Teacher Training Program***

To help resolve the shortage dilemma of trained teachers, the Agricultural Education teacher-training program at Clemson College was created and opened its

doors in the fall of 1917 with 10 students (Ardis, 1939). Officially, the program was called the Division of Agricultural Education, located within the Department of Agriculture at Clemson College, and continued to operate by that name until 1933 (Ardis, 1939). F. H. H. Calhoun, then Head of the Agriculture Department, was a supporter of Agricultural Education and even taught the first course in teacher training at Clemson (Ardis, 1939). Verd Peterson had been hired in July 1917 to serve as both teacher-trainer at Clemson College as well as State Supervisor for Agricultural Education. Peterson began his work on July 10, 1917 with an annual salary of \$2,200 (Riggs Collection, Calhoun, F. H. H., 1918, June, p. 3). The responsibilities of the two-fold position quickly became too much for one individual to handle. F. H. H. Calhoun, in a November 1917 letter to President Riggs pointed out this situation (Riggs Collection, Calhoun, F. H. H., 1917, November 20). Calhoun stated the following:

The duties of Professor Verde [*sic*] Peterson in his capacity as Supervisor of Agricultural Instruction have increased to such an extent that it seems necessary to employ an assistant to take over some of his work at the college  
...few men are available for such positions...  
...therefore, recommended that such an assistant be employed with the rank of assistant professor, half of his salary to be paid by the college and half from Smith-Hughes fund. (p. 1)

W. G. Crandall, then a graduate student at Cornell University, was recruited and accepted employment with Clemson College in January 1918 to serve as Peterson's faculty assistant (Ardis, 1939). Crandall reported for work on February 1, 1918 at a salary of \$1,500 per year (Riggs Collection, Calhoun, F. H. H., 1918, June, p. 3).

### ***First Class of Clemson College Students***

Verd Peterson reported the following individuals as members of the first Agricultural Education students completing the course at Clemson College in 1918.

They were: T. L. Ayers, C. E. Barker, R. J. Ellison, S. C. Gambrell, W. C. Graham, J. R. Martin, D. T. Mathis, B. H. Stribling, B. O. Williams, O. J. Zeigler (Peterson, 1960). All 10 students who entered the course in 1917 completed the two-year program in 1919 and seven accepted employment as teachers of agriculture within South Carolina. The remaining three men secured employment teaching in Virginia, Georgia, and Alabama (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). Ayers, Stribling, and Williams later became faculty members at Clemson College.

The teacher education course remained a two-year program at Clemson College until 1928, when it was converted to a four-year program. The first 11 years produced 64 teachers, and 541 individuals completed the four-year program over the next 30 years (Clemson University Agricultural Education Program Archives). A similar training program existed at South Carolina State College for training Negro teachers. This will be discussed in a later section.

The immediate demand and desire for teachers of Agricultural Education throughout the state during the period immediately after the acceptance of Smith-Hughes funds was substantial. In April 1921, Superintendent of Education, J. E. Swearingen stated:

Any student who was a graduate of Clemson College and had completed the teacher-training course in Agricultural Education and was recommended by the head of the Division of Agricultural Education is eligible to teach agriculture in the public schools of South Carolina and that such persons may apply directly to the local board of trustees. (Riggs Collection, Swearingen, J. E., 1921, April 29, p. 2)

Swearingen also ruled that the maximum salary of an inexperienced agricultural teacher would be \$1,500, and in no situation would it be higher than the salary of the principal or superintendent of the same school.

Verd Peterson's duties as State Supervisor consumed so much of his time that during the 1918-1919 session at Clemson, he performed very little class work with the exception of conducting the six-week summer school held on the Clemson campus in 1919 (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). Peterson continued to serve as the Head of the Division of Agricultural Education until 1921 when Peterson's appointment became full-time State Supervisor for Agricultural Education. Subsequently his office was moved to Columbia. Peterson's 1923-24 salary was \$3,500 plus a travel budget of \$1,200 (Riggs Collection, Teacher Training Under Smith-Hughes). Upon Peterson's departure from Clemson College, W. G. Crandall assumed the duties as Head of the Agricultural Education Division and maintained that responsibility until his retirement in 1946 (Ardis, 1939; Jowers, 1950).

### ***Clemson College School of Vocational Education***

Edmund Magill, professor of Agricultural Education at Virginia Polytechnic Institute (V.P.I.) stated in 1929 that teacher-training departments had four responsibilities: preparation, professional development of those in service, research and investigation, and general service to the institution and the public which is neither teaching nor investigation. It appears that the Clemson College Agricultural Education program participated in a similar four-part plan.

By 1933, interest in teaching vocational subjects had expanded to the extent that the School of Vocational Education was established at Clemson College. W. W. Washington became the Dean of the new School (Ardis, 1939). Washington, a Clemson College graduate, had previously served Clemson College as Registrar, and before that, Washington was a member of the Agricultural Education faculty. In 1933, the

Agricultural Education Department was transferred from the School of Agriculture to the School of Vocational Education, which included both the departments of Agricultural Education and the Department of Industrial Education (Ardis, 1939). By 1939, enrollment in Agricultural Education alone had risen to 280 students in the four-year program at Clemson College (Ardis, 1939).

The earliest mention of combining all Clemson College vocational teacher-training programs under one department came in 1921 (Riggs Collection, Calhoun, F. H. H., 1921, June 30). Director of Resident Teaching, F. H. H. Calhoun stated:

Professor Crandall suggest that the name of the division be changed from that of Agricultural Education, which is misleading, to that of Rural Education or Vocational Education. I [Calhoun] would favor the latter and would suggest that all vocational work [Agricultural Education and Industrial Education] at the college be combined in this one division. (p. 3)

The mid-year report of Director Harper of the Agricultural Department, dated June 20, 1916 (Riggs Collection, Harper, J. N., 1916, June 20) mentioned for the first time a course for teachers of agriculture. That letter stated:

Last year [1915] for the first time, a summer school was held at this institution,. The work was chiefly along agricultural lines for the farmers, rural ministers and corn club boys of the state. Dr. F. H. H. Calhoun, who had charge of this school, states the courses proved very popular and successful. A course was also given in cotton grading. This summer we expect to offer a course for teachers of agriculture. (p. 4)

The first written mention of the teacher-training program at Clemson College occurred in 1918. The activities of the Division of Agricultural Education at Clemson was summarized by Director of Agricultural Teaching, F. H. H. Calhoun, in his June, 1918, report of the College's Agricultural Department to President Riggs (Riggs Collection, Calhoun, F. H. H., 1918, June). Under "New Undertakings", Calhoun reported:

This year [1917-1918] we offered for the first time courses in Agricultural Education and Rural Sociology. Twelve men elected work in Education in September and but four finished. This was unfortunate for there is now a great need for teachers of Agricultural Education to carry out the provisions of the Smith-Hughes act. Efficient work has been done by both Professors Peterson and Crandall. (p. 5)

Other comments by Calhoun concerning the details of the new program included:

During the spring term four sections of Freshmen taking elementary agriculture were taught by Seniors specializing in Education. This work [the first form of student teaching] was directed by Prof. Crandall. The classes were well taught and we plan to continue this practice. (p. 6)

The Division of Agricultural Education needs to be fitted out completely as it has no equipment of any kind. (p. 7)

A stenographer is recommended for the Agricultural Education Division. It is Professor Peterson's plan to hire a girl who has taken the commercial course at a high school and train her to do the work peculiar to his office. His work will require the preparation of a large number of stencils (masters for duplication) and the mailing of mimeograph sheets to the Agricultural teachers of the state. (p. 8)

The plan for having Professor Peterson discuss educational matters with the Agricultural faculty was put into operation. Professor Peterson was absent many times on faculty meeting days, but next year I hope to make this an important part of our work. (p. 6)

Calhoun's mention of Peterson's frequent absences were related to his split-appointment that included Peterson's statewide duties as State Supervisor of Agricultural Education. Director Calhoun was very supportive of the fledgling Division of Agricultural Education and complimentary of its two faculty members. Calhoun in the same 1918 report stated:

I wish to commend especially the work that has been done this year in the Botany, Horticultural, Agricultural Education and Soils Divisions. I would commend especially the work of the following instructors: Peterson, Crandall, Aull, Rosencrans, Rouse, Barnett, Crider. (p. 4)

Calhoun also recommended the re-election of both Peterson and Crandall to the faculty for the following academic year.

Further proof of Calhoun's support came in his recommendation for full funding of the Agricultural Education Division's proposed budget for 1918-1919 (Riggs Collection, Budget, Agricultural Department, 1918-1919). The proposed budget included:

Freight and express	\$ 40.00
Stamps, stationery, & printing	\$200.00
Mimeograph supplies	\$350.00
Traveling expenses for state	
Supervisor and assistants	<u>\$1,500.00</u>
Total	\$2,100.00 (p. 4)

Calhoun mentioned that one-half of the cost of these items would be paid from Smith-Hughes funds while one-third of the travel expenses would also be covered by Smith-Hughes funding. Justification and support for the 1918-1919 budget was provided by Calhoun in the following statement:

The Agricultural Education Division has asked for what may seem a large amount for the carrying on of the Smith-Hughes work in the State and the Agricultural teacher training work at the college. I believe that this is one of the most important lines of work we are doing and that its should be encouraged in every legitimate way, especially in its infancy. The various items have been carefully considered and some of them cut down after consulting with the head of the division. The item for travel was cut from \$1500 to \$1300, but after the announcement of the three-cent passenger rate I restored it to the original amount. (p. 7)

This same 1918-1919 budget presented to President Riggs contained other interesting information concerning needed items for the Division of Agricultural Education. The budget requested equipment and furnishings for the new Division, and included the following items:

Typewriter	50
Office Equipment	115
Cases for class materials	20
Materials for making charts, maps, etc.	30
Lantern Slides	25
Psychology apparatus	<u>50</u>
Total	\$290 (p. 9)

Calhoun, justifying the requested items stated:

As this Division has nothing at all in the way of equipment I think everything asked for should be granted. There will be three men in this Division and, if the appropriation is approved, a clerk and stenographer. I think the amount asked for is the minimum in each case. (p. 14)

Under the category of "Other Matters Requiring Expenditure of Money", Calhoun requested President Riggs to consider the following items for the Agricultural Education Division:

W. G. Crandall [be raised] from temporary appointment at \$1500 to \$2000 and rank of Professor of Agricultural Education. (p. 15)

O. M. Clark [be raised] from \$1500 to \$1800 and rank of Associate Professor of Agricultural Education. (p. 15)

A stenographer and clerk is recommended for the Division of Agricultural Education. \$600 is asked for this position, \$300 to be paid by the college and \$300 from Smith-Hughes funds. The stenographic work of this office will be unusually heavy. (p. 16)

Because of the increase in the amount of state work Professor Peterson will not be able to do any teaching next year. In order to have an experienced man at the head of the important division I recommend Professor Crandall's appointment to a Professorship at \$2000, \$1000 of which will be paid from Smith-Hughes funds. The additional cost to the college by making this appointment will be more than met by paying the teachers of our drive course for Agricultural teachers next year in part from Smith-Hughes funds. These funds can also be used in paying the salaries of the instructors engaged in teaching summer courses. (pp.15-16)

The third member to join the Clemson Agricultural Education faculty was O. M. Clark. Clark remained at Clemson College until the summer of 1919 when he accepted a position of Supervisor of Agricultural Education at the University of Oklahoma at an annual salary of \$2,500, \$700 more than his Clemson salary (Riggs Collection, Calhoun, F. H. H., 1919, July 1, p. 6). Clark's original appointment at Clemson was that of an Assistant Professor of Agronomy. In late November 1917, Director Calhoun,

recognizing the nation-wide shortage of trained agricultural educators, attempted to plan for the future. Calhoun provided Clark with a leave of absence from the College to attend graduate school at Cornell during the summer of 1918 with orders to return to Clemson on November 15, 1918 (Riggs Collection, Calhoun, F. H. H., 1917, November 20).

The budget for 1919-1920 (Riggs Collection, Calhoun, F. H. H., 1919, July 1) was very much a copy of the previous year. In defense of his proposal, Director Calhoun in a July 1, 1919 report to President Riggs claimed, "The era of high prices apparently has come to stay" (p. 2). In addition to the normal request for stamps, supplies, and travel, the Division did request \$480 for a graduate assistantship (p. 4).

Calhoun submitted the following defense for the request:

I believe that a graduate assistant would be a great help in this Division, and that man would receive excellent training. Therefore, I have recommended the item. One-half of this will be paid from Smith-Hughes funds. (p. 6)

One can easily determine that administratively, Smith-Hughes funds quickly became a "sacred cow" for financing collegiate Agricultural Education programs. Additionally, \$287.50 was requested to purchase desks, desk chairs, filing cases, and cases for books and bulletins. A budgetary footnote mentioned that, "This Division does more mimeographing than all the rest of the Divisions on the campus put together, and needs an up-to-date mimeograph machine" (p. 12). One interesting note is the fact that the 1919-1920 budget contains the first request for a telephone. "A telephone should be installed in this office. With the two telephones I have asked for this year we would have a rather efficient inter-department service" (p. 13). In terms of physical improvements, Calhoun requested that a partition be placed in room No. 26 of the Agricultural Hall to

create partitions in the office of the Agricultural Education Division. "At present the Agricultural Education Division is crowded into too small a space. Three men and a stenographer are using a common office" (p. 13).

In the annual report of the Agricultural Department dated July 1919 (Riggs Collection, Calhoun, F. H. H., 1919, July 1), Director Calhoun recommended that both Peterson and Crandall be elected to permanent faculty positions. Calhoun on the other-hand reported to Riggs that, "The only serious friction that has developed during the year occurred in this Division [Agricultural Education]" (p. 9). Calhoun pointed out to Riggs that the only men who returned to campus were men who, "for physical or other causes were not able to join the S. A. T. C." [Student Army Training Corps] (p. 10). The men Calhoun referred to were men who were exempt from military service; as America was still engaged in the first World War. The friction resulted from the fact that Agricultural Education was the only course of study offered to these men at the time and many had not elected to be in that major. As a result, many students felt the rigorous demands of this program exceeded the effort they expected to produce. Calhoun stated to Riggs that, "Professor Crandall insisted on honest work and plenty of it, but from what I can find out he was not at all unreasonable in his demands" (p. 10). Calhoun continued to address the concerns of his newest division and his summation of Crandall:

Professor Crandall takes his duty very seriously and realizes that these men must be well trained, for through their failure in their teaching positions the college would lose prestige. He is a very hard worker himself, and may be a little too impatient of the limitations of the average student. If we can keep Crandall until the Division gets established and its courses and policies outlined we will be assured of a well-planned and well-organized organization. (pp. 10-11)

### ***Summer Courses for Teacher Training***

Clemson College had conducted summer courses for farmers and other citizens beginning in 1915 (Riggs Collection, Peterson, V., 1921, April 13, p. 4). This was prior to the formal inception of Smith-Hughes agriculture in the public schools. After agricultural teachers began to provide all-day instruction in the public schools, the need for teacher in-service began to surface. Additionally, summer courses were available to train teachers who held less than a baccalaureate degree. The qualifications for becoming a teacher of agriculture in 1923 were described by three classifications; Class A, Class B, and Class C. This ranged from a state-aided teacher who did not need a college education to a Class A that required the teacher to be a graduate of an Agricultural Education program from a state agricultural college (Riggs Collection, Peterson, V., 1923, April 16).

The fifth summer school on the Clemson campus came to a close on July 24, 1920 (Riggs Collection, Calhoun, F. H. H., 1920, November 11). Twenty-four Smith-Hughes men attended classes during this session. There appears to be no details of the subjects covered during this summer school. An interesting result of this same time period, 1920-1921, is the first mention of *pre-vocational* education for rural schools.

Director of Resident Teaching, F. H. H. Calhoun stated:

In view of this demand for a more extensive program in rural education, the Agricultural Education Division needs to extend its activities in the preparation of printed material on subject matter and methods of dealing with pre-vocational teaching of agriculture and vocational teaching of agriculture. (Riggs Collection, Calhoun, F. H. H., 1921, June 30, p. 3)

Clemson College conducted a summer course specifically for training teachers of agriculture in 1921 with an expected attendance of 75-80 teachers (Riggs Collection,

Peterson, V., 1921, April 13). A similar summer school for training agricultural teachers was held for four weeks beginning on June 13, 1926 (Hope, 1927). Thirty teachers participated in the class, of which most had previously taught one or more years in South Carolina. The primary goal of the summer school was to develop improvement in the evening class programs conducted by the teachers during the upcoming school year. The teachers worked in pairs and taught evening classes to farmers in 14 schools located in the immediate area of Clemson. Even though the months of June and July were traditionally busy times for farmers, attendance was reported to average 18 farmers per meeting. The teachers visited the farmers as many as six times to assist in putting lecture to practice. Clemson professors W. G. Crandall, and I. W. Duggan along with teacher-trainer, J. E. McLean, provided the summer school instruction to teachers.

Verd Peterson reported that an additional summer school for Vocational Agriculture teachers was held at Clemson College from June 9 to July 7, 1928 (Peterson, 1929, April). The summer program consisted of a four-week instructional period, which made South Carolina one of only four states conducting month long summer programs. Most states were still conducting two to three weeklong courses. Thirty-four teachers from different communities located throughout the state were selected for summer training in 1928. These 34 teachers were placed in groups of two and assigned to 17 different school communities in the vicinity of Clemson. Each group was assigned the responsibility of providing adult education to farmers in the evenings. Six evening classes were conducted by each teacher within their assigned community and a total of 729 different farmers were reported to have been enrolled and attended these classes (Peterson, 1929, April). A similar four-week course was held at Clemson

College in June of 1929 entitled, *Organization and Method in Part-Time and Evening Class Work*, at a cost of \$10 per teacher from which agricultural teachers received 5-hours of academic credit (Additional Summer Session Announcements, 1929).

A summer school specifically for in-servicing current teachers of Vocational Agriculture was held on the Clemson College campus July 2 through the 20, 1934 (Poole Collection, Summer School for Teachers, 1934). A number of college faculty members presented classes on a variety of topics including soil identification and evaluation, problems in sociology, farm management, farm credit, and a visit to the South Tyger River Soil Erosion Project. A letter dated June 22, 1934 explaining this opportunity was distributed to teachers of agriculture throughout the state by W. H. Washington, Dean of the Summer School at Clemson College (Poole Collection, Washington, W. W., 1934, June 22).

### ***Budget Matters***

The 1930s found the country in the depths of its greatest economic depression. Fear circulated that the federal government under President Hoover would suspend appropriations for vocational education. To prevent this, Clemson College President E. W. Sikes lobbied members of both the U.S. Senate and House of Representatives via telegrams in April of 1932 to give this matter careful consideration (Co-Op Extension Service Papers, Telegrams, Western Union, 1932, April 14). The amount of federal money that flowed through Clemson as a result of the various federal acts of legislation supporting vocational education was in fact a significant portion of the college's budget. Charles Prosser, the original director of the Federal Board for Vocational Education,

wrote in a letter to Paul Chapman of the Federal Board for Vocational Education the following:

The disastrous effect of a suspension of the grant even for one year. Local communities have relied upon this money in arranging their budget in order to maintain schools for the training of people for their work in life in farming and in industry. (Co-Op Extension Service Papers, Prosser, 1932, April 14)

Estimated funding for South Carolina Agricultural Education for the academic year 1931-32, for both "White and Colored", were expected to be (Sikes Collection, Funds for Vocational Education in S.C.):

George-Reid	\$23,000.00
Smith-Hughes	81,107.54
State Appropriated	81,107.54 (required matching local funds)
Local Funds	40,000.00
-----	
Total	\$225,215.08 (p. 1)

Crandall submitted in his 1920-1921 budget request two items that came under scrutiny and rejection by Director Calhoun. One was Crandall's request that dues for professional organizations be paid by the department. The second request provides evidence of the level of professional involvement that Agricultural Educators have maintained throughout the formalized history of Agricultural Education. Crandall had requested \$100 to attend meetings of the various regional and national educational organizations. Specifically, Crandall requested to attend the meetings of The National Education Association, American Association for the Advancement of Agricultural Teaching, and the National Society for the Promotion of Vocational Education (Riggs Collection, Calhoun, F. H. H., 1920, June 18). Calhoun denied this request under the reasoning that, "This establishes a precedent which I think is rather dangerous because if we allow this we would have to grant the same right to the head of any other division"

(p. 22). Clemson President Riggs, the researcher discovered, frequently made comments or added drawings and “doodling” to the margins of his papers, placed a large question mark beside Calhoun’s recommendation concerning Crandall’s request.

### ***Student Teaching***

Student teaching or *practice teaching* as it is often referred in South Carolina is an important phase of the teacher training program. This aspect of the program was first initiated at Clemson College in 1917, and has remained a continuous requirement for teacher certification at Clemson University.

The first regular method of practice teaching used during the first two years of the program at Clemson College proved to provide less than adequate experience and results. Initially this method required that students nearing completion of the program would teach the freshman class during the spring semester. Director Calhoun in his July 1919 report (Riggs Collection, Calhoun, F. H. H., 1919, July 1) to President Riggs provided the following summary of that experience:

The method by which our practice teaching is taught is not satisfactory either to the Educational Division or to the Washington (Smith-Hughes) authorities. As the work is arranged at present the freshman class during the spring term is taught by students majoring in this Division. The plan in most institutions is to have men teach in high schools under conditions exactly similar to those they themselves must meet when they begin their work. Here it is impossible for us to do that unless some plans are made so that men can be excused for six weeks during the third term to engage in this work in the agricultural high schools of the State. At a recent conference with Professors Peterson, Crandall and Mr. Hummel, representing the Department at Washington, I would not promise that we could arrange our work next year [1919-1920] so that this could be done, but it is a matter that will come up again and again until it is correctly solved. (p. 21)

State Superintendent of Education, J. E. Swearingen, favored the idea of Clemson College sending two veteran teachers of agriculture to two high schools in

close proximity to the Clemson campus for the purpose of supervising the practice teaching of Clemson students (Riggs Collection, Swearingen, J. E., 1921, April 29, p. 3).

One year after Calhoun's July 1919 report to President Riggs, specific suggestions for correcting the deficiencies in the practice teaching portion of the program were made. Calhoun's lengthy report to President Riggs dated June 18, 1920 (Riggs Collection, Calhoun, F. H. H., 1920, June 18) stated:

The question of giving practice teaching to our men majoring in Agricultural Education has been one that has given us considerable concern. Our plan of using freshman has been objected to by the head of the work in Washington. If the new curriculum be adopted it will be possible for us to allow men majoring in that division to spend their afternoons during the third term in practice teaching at Pendleton, Seneca, Calhoun and Central. This would be an ideal arrangement if it were not for the fact that these schools are situated so far from the campus. In order to bring this plan into operation it will be necessary to pay one-eighth of the salaries of the teachers of Agricultural Education at the schools where the practice teaching is introduced. Next year this would amount to \$250 for the Pendleton school and \$300 for the Seneca school. The schools at Central and Calhoun have as yet introduced no work in Agricultural Education and even though it might be introduced next year it would not be wise to add practice teaching to the duties of a new and inexperienced man. (p. 8)

The locations of these four schools by today's standards are actually in very close proximity to the college campus. The closest was the Clemson-Calhoun school near the college campus, followed by the high school in Central, five miles to the east, and the farthest being Seneca located approximately 10 miles west of campus. In terms of 1920 transportation accessibility, the location of these schools which were the closest schools offering Vocational Agriculture to campus, still provided a logistical obstacle. Director Calhoun addresses this concern to Riggs in the same report with the following comment:

In addition to this cost there will be the cost of transportation for the men majoring in Education to Pendleton and Seneca. Mr. Clinkscales has agreed to transport five or six students by automobile from the college to Pendleton for

\$4.00 per trip, and from the college to Seneca for \$10.00 per trip. This would make the total estimated cost for transportation \$700. Mr. Crandall is of the opinion that neither the Federal Board or the State will pay half of this, and the cost might be further cut down if the students return from Seneca by train". (pp. 8-9)

### ***Student Teaching Locations***

An interesting dilemma occurred between Clemson College and the Clemson-Calhoun public school located near the campus, in what is now the town of Clemson. A letter from the Clemson-Calhoun school trustees to President Riggs and the Clemson College Board of Trustees in June 1918 requested that the College provide the local school \$150 annually for eight years to support the preparation and equipping of an agricultural classroom (Riggs Collection, Calhoun-Clemson School, 1918, June 26). Riggs and the College Board agreed on July 15, 1918, to provide \$150 for the 1918-1919 school year, but would not enter into a long-term agreement. The Clemson-Calhoun School Board returned the College's \$150 by a check dated September 1, 1919, and declined any further appropriations from the College. The local school trustees were disturbed, since they thought an annual appropriation of \$150 from Clemson College over an 8-year period could be used to construct and equip a separate agricultural classroom. The College had ruled that no part of their appropriation could be used for construction purposes, only equipment (Riggs Collection, Calhoun-Clemson School, 1919, September 1). Dialog between the two parties continued and a group of Clemson College employees even petitioned the College Board through President Riggs to agree to the original eight-year appropriation (Riggs Collection, Community Committee, 1919, September 1). The correspondence between the two parties could be described as heated at times and in one case

described as “irksome” (Riggs Collection, Holmes, A. G., 1919, September 29). There is no further evidence of this agreement being finalized, but rather a recommendation to use the school as an *observation school* rather than a practice teaching location.

As of the 1919-1920 school year, the schools at Clemson-Calhoun and Central had not established agricultural programs (Riggs Collection, Calhoun, F. H. H., 1920, June 18). Director Calhoun suggested that the students participating in off-campus student teaching possibly be responsible for a portion of the transportation expenses. The 1920-1921 budget was approved with \$700 being appropriated for the transportation of student teachers and subsequently, student teachers were eventually placed into high schools in the communities surrounding the Clemson College campus.

Two practice teaching schools, Seneca and Clemson-Calhoun, were used for the 1921-1922 school year (Riggs Collection, Calhoun, F. H. H., 1922, June 9). The practice teaching at Seneca was reported to have been “exceptionally good” (p. 4). Associate Professor J. I. Tennant was hired by Clemson College on September 28, 1921 to work with the teacher training at the Clemson-Calhoun High School. Director Calhoun recommended not to re-elect Tennant for the 1922-23 season. Calhoun’s description of Tennant stated:

Tennant is a well trained man, a good teacher, a hard worker, and a man we really ought to keep. However, his record as a disciplinarian in the teacher training school [Calhoun-Clemson] is so poor that we cannot afford to give him another chance. (Riggs Collection, Calhoun, F. H. H., 1922, June 9, p. 11)

Tennant’s replacement at the Calhoun-Clemson school was G. E. Wilson, described as a “Northerner who has apparently made decidedly good in the South,” (Riggs Collection, Calhoun, F. H. H., 1923, May 10, p. 4). F. H. H. Calhoun further described Wilson as:

...bringing order out of disorder at the Clemson-Calhoun School, and has succeeded in interesting the boys of that school in agriculture work. His work was highly praised by Mr. Maltby, the Federal Board Inspector, and he evidently knows his subject and how to teach it. One of his faults is that he will not look you in the eye. (p. 4)

The 1924-25 Report of the Clemson College Agriculture Department recommended that the Vocational Agriculture department at the Clemson-Calhoun school be discontinued after August 31, 1925 (Earle Collection, Report of the Agricultural Department for 1924-25). The reasons being described as:

This school has never been satisfactory to us or to the state and federal authorities. The matter has been thoroughly thrashed out by the trustees of the local school and those in charge of the educational program of the state and it has been agreed that it is for the best interest of all concerned to drop the work. (p. 6)

It was further recommended that the authorities cooperate with the high schools at Pendleton and Central for training teachers. A plan was devised to transfer the Assistant Professor from the Clemson-Calhoun school to either Pendleton or Central, and hire an additional Assistant Professor for the remaining new location (Earle Collection, Report of the Agricultural Department for 1924-25). T. M. Cathcart, who had taught in five schools in Anderson County, including the Clemson-Calhoun school, during the initial Smith-Hughes season of 1917-1918 described the school's situation (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919):

Each of schools, except Clemson-Calhoun, is located in an excellent farming section... Most of the pupils of the Clemson-Calhoun school live in the College community and not on farms, consequently it is rather difficult to teach much practical Agriculture at this school. Some work in gardening and poultry would suit this school much better... I would recommend that this school be dropped from the group and that another school representing a farming community, near Pendleton, be included. (p. 51)

Assistant Professor C. C. Cravens was hired on September 1, 1920 to work with the teacher-training program at Seneca High School (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). W. H. Washington, replaced Cravens at the Seneca location during the 1922-23 (Riggs Collection, Calhoun, F. H. H., 1923). Washington was a 1920 Clemson College graduate and possessed a Master's degree from Iowa State at the time. Washington later became Dean of the School of Vocational Education at Clemson in 1933. Both Washington and G. E. Wilson's annual salary for 1922-23 was set at \$2,400 each (Riggs Collection, Calhoun, F. H. H., 1923). T. L. Ayers replaced Washington at the Seneca location during the 1924-25 school year (Earle Collection, Report of the Agricultural Department for 1924-25). Ayers was described as, "He has made a very fine record at Seneca and is well liked by the people of that community. He has been particularly strong in his teacher-training work" (p. 3).

The Agricultural Education Division of the Agriculture Department had a unique line item in its 1925-26 budget. A request for \$1,200 was made for the purchase of an automobile for the purpose of transporting college students to the observation and practice teaching locations of Central, Pendleton, and Seneca High Schools (Earle Collection, Report of the Agricultural Department for 1924-25). Director Calhoun provided an explanation for the request and suggested, "The Division needs to purchase a Ford touring car and Ford truck with a Jitney body for use in transporting students... We will also have to have a good size garage to store these cars" (p. 34).

### ***Additional Student Teaching Locations***

In 1937, a thorough survey of the teacher-training program at Clemson College was conducted (Sikes Collection, Survey of Teacher Training at Clemson A & M

College, 1937). The Clemson Agricultural Education division was evaluated by the following participants:

W. H. Washington, Dean, School of Vocational Education, Clemson College  
Verd Peterson, State Supervisor, Agricultural Education  
W. G. Crandall, Professor, Agricultural Education, Clemson College  
D. M. Clements, Federal Regional Agent, Agricultural Education  
H. B. Swanson, Federal Specialist, Agricultural Education, teacher training. (p. 8)

The committee among other findings recommended the possibility of developing additional centers for practice teaching within close driving distance to campus. The committee stated, "To develop a third center would materially decrease the overload on the present practice centers and would materially strengthen the entire teacher training program" (Sikes Collection, Survey of Teacher Training at Clemson A & M College, 1937, p. 9). The committee also suggested that the practice teaching experience begin earlier with the college trainee to establish relationships with several high school students during the junior year of the college students' program for the purpose of becoming more familiar with the high school students' supervised farm practice program.

During the 1928-1929 year, student teaching was being conducted at nearby Central and Seneca High Schools. To provide additional opportunity, a class was added at Liberty (*Annual Report of the State Superintendent-61<sup>st</sup>*, 1930). A total of 16 men graduated from the Agricultural Education program in 1929.

The 1938-39 Clemson College budget (Co-Op Extension Service Papers, Clemson College Budget for Agricultural Education, 1938-1939) stated that all three practice teaching schools received partial funding from Clemson College towards the

teacher's annual salary. Practice teaching locations for the 1938-1939 school year were conducted under the supervision of the following individuals:

W. E. Johnson	Seneca Practice Department
F. E. Kirkley	Central Practice Department
R. C. Alexander	Six Mile Practice Department (p. 1)

A 1938 photograph of a group of Clemson College student teachers provides evidence of the transportation provided for students. The photograph shows a bus style vehicle in the background with the words neatly lettered on the side of the bus; *Vocational Agriculture, Clemson College* (Washington, 1938).

By 1948, the student teaching locations were now referred to as *Directed Teaching* locations and included Central, Keowee, Pendleton, and Seneca High Schools (Poole Collection, Minutes, 1948, September 27). This arrangement remained the same for the spring of 1949 with all three schools located within an approximate 15-mile radius of campus (Hart, 1949). The two major portions of the directed teaching experience at that time included instruction for the all-day students with their related supervised programs and the evening classes that included adult farmers and the veterans programs.

New station wagons were mentioned in an August 1948 faculty meeting of the Agricultural Education Department to be used to transport student teachers to their respective schools (Poole Collection, Minutes, 1948, August 7). The minutes of the January 29, 1949 faculty meeting mentions the transportation of student teachers (Poole Collection, Minutes, 1949, January 29):

Since eight trainees [student teachers] and an instructor is a maximum load for a station wagon, and since directed teaching in Vocational Agriculture is being conducted in only three adjacent High Schools this year, it will be necessary to

limit the number of seniors assigned to each course in directed teaching to twenty-four, if possible, during the second semester.

Professor Bowen of the Agricultural Education Department on May 7, 1949 asked during a faculty meeting, "if governors [speed control] could be installed on the station wagons owned and operated by the department" (Poole Collection, Minutes, 1949, May 3). During the next faculty meeting on May 10, Bowen advised the faculty that, "J .T. Minyard of Anderson, South Carolina had ordered governors for the three station-wagons operated by the Department in conducting Directed Teaching" (Poole Collection, Minutes, 1949, May 10). One can only assume the reason for that request.

With the exception of the spring semester of 1949, the potential locations for students to receive student teaching experience remained relatively unchanged until the spring of 1954. The following excerpt from the February 5, 1949 faculty meeting minutes reveals the following exception (Poole Collection, Minutes, 1949, February 5):

After due discussion it was decided to allow Ed Hucks, Jr., a second semester senior, to do his directed teaching in All-Day work in the Ebenezer High School since the enrollment in this course has exceeded our transportation facilities and he is willing to furnish his own transportation and schedule this work at times satisfactory to the department. Mr. Monroe [Clemson Agricultural Education Professor] will direct and supervise his training activities.

The complications in scheduling and transporting students for their student teaching experience can best be explained by a schedule worked out by the various faculty members for the spring 1949 semester (Poole Collection, Minutes, 1949, February 5). That schedule was:

Assignments of Seniors to the different High schools for directed teaching were made, with Mr. Kirkley to direct and supervise the work of the Seniors in All-day teaching at Pendleton High School 10-1 M,W,Fr., and Adult work at Keowee High school 2-5 T.W.Th.; Mr. Stribling, the All-day teaching and adult work at the Seneca High school, 10-1 M.W.Fr., and 2-5 T.W.Th.; and Dr. White, the All-day teaching at the Central High School 10-1 M.W.Fr., and the adult work at the

Pendleton High school 2-5 T.W.Th. Mr. Bowen will devote his time during the second semester to field work out in the State and in preparing instructional material in cooperation with the State Supervisor of Agricultural Education.

### ***Off Campus Practice Student Teaching***

Prior to 1953, Clemson Agricultural Education students were limited to student teaching experiences in close proximity to campus as directed by the guidelines developed years earlier by the Clemson faculty (FFA Progress, 1954). It was not until 1954 that 22 students were placed in 11 cooperating schools located throughout the state for the first time. This new program, entitled *Off Campus Practice Student Teaching* was already being used by most other states. In 2003, Joe Wilson, agricultural teacher at Aiken High School, who attended Clemson in the late 1950s and early 1960s, explained that it was the policy of the Clemson Vocational Agricultural Education (V.A.E.) program to send student teachers to cooperating schools in pairs, even though they may be working in a single teacher program (J. Wilson, personal interview, October 7, 2003). The student teachers completed nine weeks of on-campus classroom work in theory then student-taught in the schools for six weeks. After student teaching, the students returned to campus and devoted the remaining three weeks reviewing, evaluating, and improving on any identified weaknesses (Norris, 1953). The idea for placement of student teachers throughout the state encompassed the fact that only the best teachers were to be selected as cooperating teachers. Ten teachers were selected for the initial off-campus program of 1954 (Norris, 1953). They were:

L. J. Carter	Wampee
J. M. H. Clayton	Belton
C. W. Pennington	Anderson
Floyd Johnson	York
W. F. Moore	Taylors
C. H. Cooler	St. George

Boyce Todd	Saluda
Frank Chastain	Central
A. L. Smoak	Smoaks
H. L. Stoudemire	Mullins (p. 16)

A 1965 *Agrarian* article stated that there were 20 student teaching training schools distributed throughout the state (Caldwell, 1965). The first eight weeks of the semester were devoted to a “block-schedule” where the students completed several courses on campus at an accelerated pace. The remaining eight weeks of the semester were devoted to “directed teaching”, or actual student teaching. The participating high schools were used on a rotational basis rather than consecutive years. The high schools identified for 1965 were:

Conway  
Indianland  
Loris  
McBee  
Pelion  
Pendleton  
Saluda  
Southside (Florence)  
Wade Hampton  
Wagner  
Allendale  
Bells  
Crescent  
Daniel  
Darlington  
Fort Mill  
Hollywood  
Pickens  
York (p. 9)

### ***Growth of Vocational Agricultural Education at Clemson College***

By 1950, the Clemson Department of Agricultural Education had evolved from a one-man operation in 1917 to a faculty of five professors under the leadership of J. B.

Monroe. The May 1950 *Agrarian* (Jowers, 1950) listed the duties of the Agricultural Education faculty members to include:

- J. B. Monroe- Head and teaches courses in Agricultural Education and graduate courses in occupational guidance.
- B. H. Stribling- Educational Psychology and other courses involving teacher training, and devotes much time to graduate advising.
- W. C. Bowen- Assist with the teaching and training of teachers, FFA work, and spends time with teachers out in the state.
- F. E. Kirkley- works with high school teachers and boys, adult farmers and veteran students. (p. 24, 26)

A complete listing of the various members of the teaching faculty in Agricultural Education at Clemson College and Clemson University can be found in Appendix E.

By June 1957, Vocational Agricultural Education at Clemson College had exceeded 1,000 graduates of the program since its start in 1918 (Buckner, 1957). A survey conducted in 1940 of the first 410 graduates of the program determined that:

56% were teaching Vocational Agriculture  
21% were engaged in some field of agriculture other than teaching  
6% were teaching in an area other than agriculture  
17% were in various business, professional, and miscellaneous occupations  
(Buckner, 1957 p. 30)

New undergraduate courses that became mainstays in the late 20th century were added for the fall of 1975 (“New Undergraduate Courses Approved”, 1975). Ag Ed 100 Orientation and Field Experience, Ag Ed 200 Supervised Field Experience I, and Ag Ed 300 Supervised Field Experience II, each a 1 credit course, were designed to provide the Agricultural Education student with hands-on experience and opportunities to view actual high school programs in action and possibly assist with FFA and Young Farmer activities prior to student teaching.

### ***Graduate Program***

It appears that the very first graduate degree awarded by Clemson College occurred in 1924 when P. H. Hobson was awarded the Master of Science Degree in Agricultural Education (Poole Collection, Minutes, 1932, October 7). The graduate program in Agricultural Education at Clemson College and later Clemson University experienced change over the years. A department self-study dated October 1976 (Co-Op Extension Service Papers, Departmental Study Report, Agricultural Education, 1976, October) identifies recommended changes that did not meet with university approval. Prior to January 25, 1964, the department offered a Masters of Science (MS) Degree in Agricultural Education. In 1964, the Masters of Science degree was replaced with a non-thesis Master of Agricultural Education (MAG) Degree. It was recommended by the Clemson University Agricultural Education faculty of 1976 to reinstate the MS degree, but as of 2003, only the MAG degree remained available.

### ***Collegiate Student Organizations***

The Clemson Agricultural Education program has maintained three student organizations at one time or another over the years. The organization included the Alpha Tau Alpha Honorary organization, Collegiate FFA, and the Society for the Advancement of Agricultural Education.

#### ***Alpha Tau Alpha***

The Kappa Chapter of the Alpha Tau Alpha (A.T.A.) national professional honorary organization for Agricultural Education was formed on the campus on May 28, 1932 (Alpha Tau Alpha, 1996). J. W. Talbert served as the first President of the 34 members chartering in 1932. The chapter has remained active through the years with

the exception of a five-year period of inactivity reported between 1941 and 1947 (Poole Collection, Minutes, 1947, December 3), and one year between 2002 and 2003. As of Spring 2002, 454 members have joined the Clemson chapter of A.T.A. (ATA chapter files).

### ***Collegiate FFA***

The second Agricultural Education organization on the Clemson campus was the Clemson Collegiate FFA Chapter (CCFFA). Collegiate FFA Chapters began to appear shortly after the National FFA was formed in 1928. The University of Missouri chartered the first collegiate level chapter in 1935 and by 1936 seven collegiate chapters existed in the United States (Barger, 1936). Organized at Clemson during the 1936-37 school year ("Clemson has FFA Chapter", 1938), the CCFFA provided Agricultural Education students with first hand opportunities concerning the operation of an FFA chapter to better prepare them for becoming future FFA advisors. At the time of chartering the Collegiate Chapter, Collegiate FFA membership was limited to upperclassmen enrolled in Agricultural Education ("Clemson has FFA Chapter", 1938). Clemson College students enjoyed the benefits and experiences of FFA membership and continued to do so over the next several decades. F. E. Kirkley of the Clemson Agricultural Education faculty served as the Collegiate FFA Advisor from 1956 through his retirement in 1971. No formal records of the Clemson FFA chapter appear to have survived the years, but numerous Clemson alumni provide testimony to have been members of an active Clemson chapter through the 1960s. The CCFFA was disbanded in 1971 and replaced by the Society for the Advancement of Agricultural Education (SAAE) under the

leadership of Clemson University professor J. Alex Hash (personal communication, 2002).

During the fall of 1980, a group of Clemson Agricultural Education students began expressing interest in re-forming a Collegiate Chapter of the FFA. After meeting with the Agricultural Education faculty and the State Leaders of Agricultural Education, a new charter, No. 229, was issued on March 6, 1981 by the National FFA Organization to form the a new Clemson Collegiate FFA Chapter (CCFFA). Tom Dobbins served as the new chapter's first president (T. R. Dobbins, personal interview, April 2002) and Jim Daniels became the faculty advisor of the chapter. Daniels held that position for the next ten years (James Daniels, personal interview, April 2002).

The CCFFA was structured after the traditional FFA chapter model. The Clemson Chapter became actively involved in the state and National FFA Conventions, various state FFA contests and numerous civic and community improvement activities. However, the CCFFA's main concern soon focused on the recruitment of students to the College of Agricultural Sciences at Clemson University. From 1979 to 1986, enrollment in the College of Agricultural Sciences dropped from a high of over 1,000 students to just 390 students (James Daniels, personal interview, April 2002). To help reverse this drop in enrollment, CCFFA members visited high schools and conducted recruiting activities to help increase enrollment in the College. At the same time, members of the CCFFA began to come from university-wide majors, including Chapter President Al Harmon, who was an Electrical Engineering major.

As Clemson University Agricultural Education advanced toward the 21<sup>st</sup> century, the CCFFA's focus was modified slightly to provide educational activities for all college

students, not just Agricultural Education majors. The reasoning was based on the thought that the CCFFA would assist students in developing their career preparation (James Daniels, personal interview, April 2002). Monthly meeting topics were selected that generally applied to the diverse majors that now comprised the CCFFA membership. At the same time, FFA events were retained that applied to students who were planning to become teachers of agriculture. Exposure to FFA activities was very beneficial to students prior to securing their own program after becoming an Agricultural Education teacher and FFA advisor. CCFFA members in the late 1990s and at the time of this research could still assist with district and state FFA Career Development Events [contests], provide assistance with the State and National FFA Conventions, and even help the South Carolina Young Farmer and Agribusiness Association with its numerous activities throughout the year.

### ***Society for the Advancement of Agricultural Education***

According to J. Alex Hash, Professor Emeritus of Clemson University, Clemson students of the early 1970s decided that the idea of Collegiate FFA was too “high schoolish” and searched for an organization to replace the long standing collegiate FFA at Clemson (J. Alex Hash, personal interview, May 2002). In 1971, a committee was appointed to develop the necessary bylaws and constitution for the new (SAAE) organization with Dr. Hash serving as the faculty advisor. Strict policies were drawn up for the approximately 55 members at the time of its founding. For example, a member could not miss a meeting without a valid excuse that had to be pre-approved by the executive committee. After two unexcused absences, the member in question was dropped from the active roster and would have to petition the organization to be

reinstated (J. Alex Hash, personal interview, May 2002). The Summer 1976 edition of the *South Carolina Young Farmer and FFA Magazine* stated that the objectives of the SAAE organization were to develop leadership, motivate scholarship, facilitate social development and promote professional growth (“Spotlighting Clemson University SAAE”, 1976). A set of six officers that mirrored the FFA were elected each school year.

The members of the Society for the Advancement of Agricultural Education participated in competitions between other similar clubs as well as establishing an Agricultural Education student exchange program between Clemson and the University of Georgia, North Carolina State University, and the University of Tennessee. Members also assisted with South Carolina FFA Contests and other events at the annual State FFA Convention. Representatives from this organization attended and observed the National FFA Conventions in Kansas City. To fund such activities, the Society held an annual barbecue dinner during a home football game, and generally sold over 1,000 dinner plates. An awards banquet was held each year at *The Southerner* restaurant in Easley where the society annually presented a \$100 scholarship that could assist with books or tuition for the receiving student. During the College of Agriculture’s annual awards day, an outstanding Agricultural Education junior and senior were presented a gold candle in an engraved aluminum holder. The SAAE remained an integral part of the Clemson Agricultural Education Program until the fall of 1980 (J. Alex Hash, personal interview, May 2002).

### ***Location of the Agricultural Education Program at Clemson***

The Agricultural Education program at Clemson College and later Clemson University has been housed in numerous locations on campus. During its infancy, the

Division of Agricultural Education was housed in the Agricultural Hall, which is now Sikes Hall. Upon the completion of the new agricultural hall, later named Long Hall, the program moved into offices there. Undocumented rumors contend that Agricultural Education was later housed in Hardin or Godfrey Hall with Industrial Education. In the late 1950s, the Agricultural Education department moved into the first floor of the newly completed Clemson Agricultural Center, or formally named at that time as the Plant and Animal Science Building. This building was later named the Poole Agricultural Center and often referred to as the *P & A* by students (“Clemson’s New Agricultural Center”, 1957). Agricultural Education maintained its headquarters in Room 144 of the *P & A* until 1972 when it was relocated into Tillman Hall as a department within the College of Education (Lloyd Blanton, personal communication, January 15, 2004). A 1976 Self Study (Clemson University Agricultural Education Department, 1976) stated that Agricultural Education was located in 108 Tillman Hall, with faculty and staff located on the first floor with classroom, laboratory, and storage located on the second floor. A storage area was also available in the basement of Godfrey Hall. The 1976 study stated that, “the department would relocate in the near future to Godfrey Hall along with the ROTC...” (Clemson University Agricultural Education Department, 1976, p. 22). That prediction did not materialize. As a result of physical renovations to Tillman Hall, the department vacated in 1980 and secured temporary offices on the fourth floor of the Nursing Building, now Edwards Hall. The Nursing Building was home to Agricultural Education from 1980-1982. During the 1982-83 year, the Department returned to Tillman Hall, locating in the basement area of G-01.

In 1984, the Department abruptly left the College of Education and their offices in Tillman Hall and returned to the College of Agriculture Sciences and the Plant and Animal Science Building. This move was prompted by a philosophical difference between the Agricultural Education department and the Dean Matthews of the College of Education. Lloyd Blanton, professor of Agricultural Education during the time, recalled that Dean Matthews thought there were very few differences between high school Agricultural Education programs and the Industrial Arts programs throughout the state (Lloyd Blanton, personal interview, January 2004). Consequently, the Dean was pursuing the merger of the Agricultural Education Department with Industrial Education at Clemson University. For this and other supplemental reasons, Department Chair John Rodgers, Student Body President Kirby Player, who happened to be an Agricultural Education major, and the remaining faculty members of the department successfully lobbied to move Agricultural Education back to the College of Agriculture Sciences.

The Agricultural Education Department maintained offices in 112 P & A for over ten years until its move to the 109 Office Suite area of Barre Hall. Evidence of the move can be found in the May 5, 1995 minutes of the Department of Agricultural Education (Clemson University Agricultural Education Program Archives). Dr. Curtis White stated that, "Dr. Schoulties (space allocation for the college) called on Thursday, May 4, 1995 to inform us that the movers will be here on Wednesday, Thursday, or Friday to move furniture, etc. out of Room 110 and room 106" (Clemson University Agricultural Education Program Archives, Faculty Minutes, May 5, 1995). The Department, later

becoming a program in 1997 under the Department of Biology Instruction & Agricultural Education, remained in 109 Barre Hall until spring 2002.

In April 2002, the Agricultural Education Program, still operating under the Department of Biology Instruction & Agricultural Education, moved into second floor offices in McAdams Hall. P. M. Fravel, a faculty member joining in July 2001 had already established his office in 219 McAdams. Faculty members T. R. Dobbins, D. R. King, and C. D. White moved to McAdams while D. K. Layfield and S. Sporange chose to remain in Barre Hall (personal recollection, P. M. Fravel). On July 1, 2002, Agricultural Education separated from Biology Instruction and became a program under the Agricultural and Biological Engineering Department. W. Harold Allen served as Interim and then later Department Chair.

### ***Summary of the Evolution of the Agricultural Education Department***

The Agricultural Education department in addition to maintaining offices in various locations on campus, has been under the auspices of several Departments and even Colleges at Clemson. The founding of the Agricultural Education at Clemson in 1917 began as a Division of the Agricultural Department. This relationship remained even when the Division was raised to Department status. In 1933, the Department of Agricultural Education was transferred to the School of Vocational Education that also included the Industrial Education Department. Eventually, the Department returned to the College of Agriculture and remained there until its transfer to the College of Education in 1972. In 1984, the Agricultural Education Department returned to its roots in the College of Agriculture and has remained there. Reduced enrollments in the Department and even the College of Agriculture in the early 1990s led the University to

examine the feasibility of merging departments. The earliest evidence of this is an August 31, 1993 memo from Agricultural Education Interim Head, Lloyd Blanton, to the faculty and staff (Clemson University Agricultural Education Program Archives). The memo mentions that Dr. Holly Ulbrich of the Strom Thurmond Institute had agreed to assist the Agricultural Education faculty in determining its strategy for remaining as a department. Further details come from a September 11, 1993 memo (Clemson University Agricultural Education Program Archives) from Blanton to the faculty and staff. Blanton's memo included the following:

“Based upon conversations with Ulbrich and Becker of the Strom Thurmond Institute and with your inputs of things important to the Department and yourselves, we propose to use the attached items to guide us in our discussion with other units. It is not to be used as a script; it is to help us think through and get answers most likely to impact upon our proposal to the Administration.”

Barbara Hawkins, Department Secretary, recorded in the minutes of the September 2, 1993 faculty meeting, conclusions stated by Ulbrich of the Strom Thurmond Institute. Ulbrich concluded that, “from the six [options] discussed, we actually only have two options; Ag Mech or College of Education.” Several years were to pass before any University action was taken that resulted in a change of status for Agricultural Education.

The threat of a merger for Agricultural Education became a reality in 1997. The minutes of the Agricultural Education faculty meetings (Clemson University Agricultural Education Program Archives) provided a chronological sequence of events. The earliest recorded evidence comes from the February 7, 1997 meeting when Acting Chair, Dr. Curtis White, reported to the faculty that the possibility of a merger has been discussed by the Dean and Provost (Clemson University Agricultural Education Program

Archives). White stated that a letter had been sent to the Administration with three proposals. They were:

1. Provide Agricultural Education with three years to obtain Departmental status.
2. Initiate discussion with Agricultural & Biological Engineering [who administered the Agricultural Mechanization & Business degree program).
3. Initiate discussion with Agricultural Economics.
4. Initiate discussion with Family and Youth Development.
5. Initiate discussion with Biology.

By March 1997, dialog had been established with Agricultural & Biological Engineering Department and the Biology Program (Minutes, March 7, 1997). During the April 11, 1997 faculty meeting, Curtis White announced to the faculty that it appeared that Agricultural Education would most likely merge with the Biology Program. The minutes of the May 9 meeting report that Dean Wehrenberg requested that the merger between Agricultural Education and Biology be completed by July 1, 1997. The same minutes stated that Agricultural Education at the time consisted of two full-time faculty members, C. D. White and J. G. Harper, three part-time faculty members, R. Holliday, R. Poling, and R. Lambert, and one administrative assistant, Stacy Whitacre. The Biology program consisted of nine faculty members, three laboratory assistants and one administrative assistant. From that group, three members of the Biology faculty were selected to work cooperatively with the Agricultural Education faculty. They were Doris Helms, Jerry Waldvogel, and Ken Wagner. Dan Smith, Extension Director, served as Acting Faculty Chair of Agricultural Education beginning July 1, 1997 until a new Chair was selected. The new Department was later named Biology Instruction & Agricultural

Education with William “Bill” Surver serving as the Department Chair. Biology Instruction maintained their offices in Long Hall and Agricultural Education and continued to occupy their office in Barre Hall. Department Chair Surver maintained an office in both locations (personal recollection, P. M. Fravel).

Beginning in early 2002, an initiative to separate Agricultural Education from Biology Instruction was underway. Supported by the Agricultural Education teachers within the state, a resolution provided by Farm Bureau, and the fact that the College of Agriculture Forestry & Life Sciences was going through a re-organization provided the necessary impetus to support this move. The Agricultural & Biological Engineering (ABE) Department had previously been under close scrutiny of Dean Wehrenberg. The facilities and offices of McAdams Hall, home for ABE, had been targeted as a potential new home for Computer Science and Engineering on campus (personal recollection, P. M. Fravel). The addition of the Agricultural Education program to ABE, which already administered the Agricultural Mechanization & Business program, was a logical combination. The possible merger with ABE and the Agricultural Mechanization program had been suggested by the Agricultural Education faculty as early as 1993. The belated merger with the Agricultural & Biological Engineering Department officially occurred on July 1, 2002. Beginning in May 2003, the ABE department lost over 10,000 square feet of teaching laboratory space for the construction of a new building for Computer Science, which attached to McAdams Hall.

### **Establishment of the Department of Vocational Agriculture at State Normal, Industrial, Agricultural and Mechanical College**

Prior to the 1890 Morrill Act, Black colleges in Virginia, Mississippi, and South Carolina were receiving a portion of the original 1862 Land-Grant funds (True, 1929).

With these funds, Claflin College in Orangeburg began offering courses in agriculture for the Black population by 1872 (*South Carolina*, 1927). On March 12, 1872, the state legislature approved the founding of the Agricultural College and Mechanics Institute in Orangeburg to be an affiliate of Claflin College (*South Carolina*, 1927). During this same period in time, there were no similar collegiate institutions in South Carolina offering agriculture in their curriculum for White students.

McMillan (1952) stated that, "The South Carolina State College for Negroes has the odd historical experience of having been born at three different times: in 1872, 1876, and 1895-96" (p. 167). An example of this rebirth occurred in the fact that the relationship with Claflin remained intact until 1896 when the Normal Industrial Agricultural and Mechanical College was established and separated financially from Claflin College (*South Carolina*, 1927). Numerous names have been used and applied to this institution over the years. Someone researching this fact would discover the following names: State Normal, Industrial, Agricultural and Mechanical College, State A & M, A & M College at Orangeburg, South Carolina State College, South Carolina State, State Colored College at Orangeburg, and others.

Negro Extension work in South Carolina began in 1907 with E. P. Jenkins being appointed as Farm Demonstration Agent in Bamberg County (Jeffords, 1950). The Negro Extension Service was organized and supervised from the South Carolina State College in Orangeburg. The Smith-Hughes Act can be considered the starting point for organized instruction for rural education for Blacks in agriculture. Provisions for the White students under the Smith-Hughes legislation also provided for Black instruction in secondary in-school programs as well as out-of-school youth and adult farmer classes

in Agricultural Education. Even though the enactment of the Smith-Hughes vocational legislation was to reach both races, it did not prevent the segregated South to continue to operate separate schools for the two distinct groups.

Federal funds for the 1917-18 school year were provided to Clemson College, the State Colored College in Orangeburg, and the normal school at Winthrop to train vocational teachers to meet the needs created by the new Federal Act of 1917 (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919). Superintendent of Education, J. E. Swearingen, in his 1918 annual report (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919) commented on the potential of the Negro institution in Orangeburg. Swearingen stated:

The broad industrial curriculum of the State Colored College at Orangeburg will be particularly helpful in introducing vocational work into the Negro schools. Since industrial education of the Negro is approved by all, I believe that this feature of the law opens up many possibilities for the betterment of the Negro race, for more intelligent labor and for enlarged production, especially on our farms. (p. 12)

The teacher-training program for Negro teachers of Agricultural Education officially began at the Colored Normal Industrial, Agricultural and Mechanical College on March 1, 1918 (*Annual Report of the Board of Trustees of the Colored Normal Industrial, Agricultural and Mechanical College of South Carolina-22<sup>nd</sup>*, 1918). B. F. Hubert was hired to teach rural sociology, farm management, bee culture and poultry; receiving a portion of his salary from Smith-Hughes funds (*Annual Report of the Board of Trustees of the Colored Normal Industrial, Agricultural and Mechanical College of South Carolina-22<sup>nd</sup>*, 1918). Hubert provided part-time instruction to 12 students enrolled in Agricultural Education prior to his departure for France to work with Negro

soldiers regarding agriculture (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). Hubert left a prescribed course of study for his students to follow in his absence.

The President of the Colored Normal Industrial, Agricultural and Mechanical College in his 1918 report (*Annual Report of the Board of Trustees of the Colored Normal Industrial, Agricultural and Mechanical College of South Carolina-22<sup>nd</sup>*, 1918) to the State Superintendent of Education described the teacher education program at Orangeburg:

We have not been able to carry on the class room work as had been planned, owing to a depleted teaching staff. Much of the instruction has been along practical lines. Young men have given certain duties to perform and made to study their work while holding down jobs. In this way what is believed to be the best kind of instruction work has been done. Five men received special certificates from the department this year. (p. 13)

State Supervisor of Agricultural Education, Verd Peterson, summarized (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919) the need for better Negro teacher training after the completion of the 1917-18 initial year of teaching under the Smith-Hughes programs. Peterson stated:

The Negroes are much in need of better trained teachers and better organized subject matter for this work. Plans are on foot to have the A. & M. College at Orangeburg help out in this matter. A summer school will be held there next summer [1919] and all the colored teachers of Agriculture in the State will attend. (p. 67)

Peterson later stated that he spent considerable time assisting the professors of agriculture at South Carolina State to, “. . . up grade and adjust the subject matter to the abilities and needs of the trainees” (Peterson, 1960, p. 19). Peterson also mentioned that Negro student teaching in the early years was conducted at the Great Branch School located near the Orangeburg campus.

Between 1917 and 1927, the teacher-training course at South Carolina State remained a two-year program of study until the four-year program was established in 1928 (Peterson, 1960, p. 20). By 1928-29, the Division of Agricultural Education under the supervision of teacher-trainer J. P. Burgess taught the senior courses as preparation for teaching agriculture. These classes included: Materials and Methods in Vocational Agricultural Education, Vocational Education, School Management and Supervision, Practice Teaching, and Projects and Accounts. Students were required to compile lesson plans necessary to complete a course for 12 months (*Annual Report of the State Superintendent-61<sup>st</sup>*, 1930).

Student teaching during this time period was accomplished by sending seniors in pairs to either one of six centers in Orangeburg County, or to the local high school on campus. By the mid to late 1950s, locations for Black student teachers had expanded to 15 different schools (Peterson, 1960).

Seven students completed the teacher training program in 1928 (Peterson, 1928, October), and eight students finished in 1929 prepared to teach agriculture in the state (*Annual Report of the State Superintendent-61<sup>st</sup>*, 1930). In summary, a total of 64 completed the two-year program between 1919 and 1928 and 541 men completed the four-year course of study between 1928 and 1958 (Peterson, 1960).

South Carolina State College terminated all agricultural programs leading to a bachelor's or master's degree in May 1971 (F. D. Johnson Collection, DeCosta, 1969). In its place, L. C. DeCosta, Dean of Agriculture at South Carolina State College announced in April 1969 that a memorandum of understanding was established between South Carolina State College and Clemson University to begin during the fall

of 1969. Students at South Carolina State could enroll in a two-year pre-agricultural curriculum and upon successful completion of that program, transfer to Clemson University where they would complete the requirements for a B.S. degree from Clemson University. No individuals have elected to enroll in this program, but it still remains available in 2003.

The following is a summary of the Agricultural Education faculty at South Carolina State College that provided teacher training between 1918 and 1965.

Benjamin F. Hubert	1918-1920
F. Marcellus Staley	1920-1925
H. E. Sutton	1925-1926
J. P. Burgess	1926-1944 and 1947-1948 (Armed Service 1944-1947)
Gabe Buckman	1937-1951
Taber G. DeCosta	1946-1947
W. F. Hickson	1949-1952
M. N. Sullivan	1952-1960
B. V. Murvin	1960-1965 (Peterson, 1960, p. 20)

### **Annual Agricultural Teachers' Conferences**

South Carolina's teachers of agriculture have a long tradition of meeting as a group with the purpose of receiving technical training, discussing current needs, and advancing their professional standing. As early as March 1922, the teachers of agriculture from across the state met as a department within the State Teachers' Association meetings (Peterson, 1920). This department, referred as the Department of Teachers of Vocational Education, met along with Industrial Education teachers, but

specific presentations directed towards agricultural teachers were conducted. L. M. Bauknight, agricultural teacher from Easley, presented *Measuring Supervised Practice Work* which was certainly an important topic for the time period. During the March 1923 State Teachers' Association meeting in Columbia, C. H. Lane, Federal Agent for Agricultural Education, addressed the State School Superintendents in attendance with a talk entitled, "*Some Interpretations of Vocational Education Less Than College Grade*" (Program of the 37<sup>th</sup> Annual State Teachers Conference, 1923, p. 5). By the time of the 41<sup>st</sup> Annual Meeting of the South Carolina Teachers Association in March 1927, the teachers of agriculture were conducting discussions in their own section called the *Agricultural Section* under the Department of Vocational Education (Program of the 37<sup>th</sup> Annual State Teachers Conference, 1923). Topics for that section in 1927 included "The Junior Vocational Society", "Plans for Promoting Thrift", and "The Vocational Council" (p. 180). By the 44<sup>th</sup> meeting of the State Teachers Association in November 1929, the number of agricultural teachers had warranted the formation of their own department; the Department of Teachers of Vocational Agriculture (Program of the 43<sup>rd</sup> Annual State Teachers Conference, 1929). A review of the agendas for the various agricultural meetings held in conjunction with the annual South Carolina State Teachers Association during the late 1920s through March 1939 reveals a mixture of topics that included agricultural curriculum and instructional topics, but also included the expanded emphasis on the youth organizations of the Future Palmetto Farmers and later the Future Farmers of America (*South Carolina Education, 1920-1939, Vols. 4-20*).

## **Early Conferences for Teachers of Vocational Agriculture**

The first in-service training for Smith-Hughes teachers of agriculture in South Carolina was held on the Clemson College campus in conjunction with a planned agricultural summer school July 1 through August 10, 1918 (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). The agricultural teachers from the recent 1917-1918 academic year, along with the new teachers for 1918-1919 were requested to attend. A total of 30 teachers attended the 1918 summer conference and 26 individuals returned to teaching that fall. Three men entered military service and one became engaged in farming (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). Fourteen of the 30 men enrolled were graduates of an agricultural college and had previously completed courses in education. The bulk of the conference was devoted to organizing curriculum and teaching materials to be presented during the upcoming school year (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919). Courses provided during the 1918 in-service included: Soils, Farm Crops, Animal Husbandry, Poultry Husbandry, Materials and Methods for Teaching Agriculture and Principles of Vocational Agriculture Teaching (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). This first convocation of experienced teachers of agriculture helped galvanize the state program with a unified approach in terms of curriculum and methodology for the 1919-1920 school year.

Mention of Clemson College's interest in providing in-service to teachers of Vocational Agriculture occurred by Director Calhoun in a June 1920 report to President Riggs. Calhoun was aware that agricultural colleges in the North had been providing short courses of instruction to teachers of agriculture and suggested that Clemson consider doing the same. Calhoun's reasoning was stated, "Very few of us have had

special training in pedagogy, and I believe the small cost of securing such an expert for a week or two would be more than repaid by increased efficiency” (Riggs Collection, Calhoun, F. H. H., Folder 336, 1920, June 18, p. 14).

The earliest evidence of a specifically planned conference for Agricultural Education teachers was held on the campus of Clemson College beginning on Wednesday June 4 through Tuesday June 10, 1924 (Earle Collection, Program for Conference of Agricultural Teachers, 1924). Activities were held each day of the week-long conference with the exception of Sunday. The workshops began at 8:30 a.m. and continued through 5:00 p.m., including the last day of the meetings. The conference appears to have been a mixture of short subjects and formal classes. For example, the topic of *Job Analysis in Teaching Agriculture* was presented by A. P. Williams twice per day during the first four days of the conference.

### ***Regional Meetings of Vocational Agriculture Teachers***

In addition to providing an annual summer conference, State Supervisor Verd Peterson implemented a series of regional conferences for teachers of agriculture each year. The earliest remaining evidence of these meetings appears to be a meeting held at A. J. Thackston High School for the Orangeburg section of teachers on September 4<sup>th</sup> and 5<sup>th</sup>, 1925 (Peterson, 1925, October). One week later, the school programs of the mid-state met at Lexington on September 11 and 12. Other conferences were held that fall in other regions of the state. Dates included September 18 and 19 in Dillon, October 2 and 3 in Seneca, and the final regional meeting being conducted at Inman on October 9 and 10, 1925 (Peterson, 1925, November). The initial purpose of those regional meetings was to review and approve the annual program for each teacher of agriculture

and to provide suggestions for meeting that program. A series of winter regional conferences was held beginning in February 1926 (Peterson, 1926, March). The winter meetings were devoted to students' supervised practice projects and part-time work during the summer schools. The practice of conducting two regional meetings during the academic year has been a continued practice throughout the years and into the 21<sup>st</sup> century.

Prior to the late 1960s, South Carolina conducted separate annual teacher's conferences for its Black and White agricultural teachers. According to I. C. Gillispie, former teacher at Colleton and Wilkinson High Schools, the Black teachers frequently conducted their meeting at South Carolina State College in Orangeburg while the White teachers generally met at Clemson College (I. C. Gillispie, personal interview, April 25, 2002). An example of this separation of the two groups can be illustrated by the 1926 summer conferences. White teachers of agriculture met at Clemson College on June 3-10, 1926, while Black teachers of Vocational Agriculture, Home Economics, and Industrial Education subjects met at the Colored Normal Industrial, Agricultural and Mechanical College [South Carolina State College] in Orangeburg the week of June 21-26. The Black in-service training activities were held in conjunction with a planned rally of contests and activities for Black students of vocational subjects (Peterson, 1926, March).

During the summer of 1929, the state conducted a one-week conference for White teachers and a separate state-wide conference for Negroes (*Annual Report of the State Superintendent-61<sup>st</sup>*, 1930). The State Negro College in Orangeburg also conducted a summer school for 20 teachers concerning improving evening course work

for adults. Six locations in Orangeburg County were used to provide actual experience for the teachers (*Annual Report of the State Superintendent-61<sup>st</sup>*, 1930).

During the 1928-1929 year, South Carolina State College for Negroes was the host location for a regional conference of Smith-Hughes agricultural leaders representing the states of Alabama, Florida, Georgia, North Carolina, South Carolina, and Virginia (*Annual Report of the State Superintendent-61<sup>st</sup>*, 1930). This conference was conducted by Federal Vocational Education Field Agent H. O. Sargent and assisted by State Supervisor Verd Peterson and Assistant State Supervisor W. H. Garrison.

The 1948 Vocational Agriculture Teachers' Conference was held at Clemson College beginning Monday, June 28 through July 2. Workshops held on Tuesday and Thursday were devoted to rotating four groups of teachers through various parts of the College's research areas. Five major learning opportunities were planned for each of the four stations. These stations included pasture work, beef cattle, agronomy work, and agricultural engineering experiments (Poole Collection, Minutes, 1948, June 23). Clemson College professors delivered the technical content for these tours. Wednesday was devoted to a day of recreation with a tour to nearby Table Rock State Park.

The annual teachers' conference was often the location to promote the adaptation of necessary changes such as curriculum content. During the August 1961 conference held at Clemson College, discussions and workshops were devoted to farm business management and how it should be incorporated into the high school programs (Rish, 1961). The 1977 teachers' conference listed 12 special interest workshops. They were: nursery operations, acetylene welding, gardening, weed control, preparing teaching aids, soil identification and land treatment, tractor operation, construction of

storage cabinets, structures, artificial insemination, communications and public relations, and FFA activities (Annual Teachers Conference, 1977).

An interesting outcome of the July 1963 Agriculture Teachers Conference at Clemson College was establishment of the South Carolina Agriculture Teachers' Benevolent Aid Society (F. D. Johnson Collection, Constitution and By-Laws, 1963). A Constitution and By-laws were drawn up and approved by the teachers. The purpose of this organization was to provide financial assistance to families of members of the society. In the event of the death of a teacher, \$5.00 was to be collected from each member to be forwarded to the surviving family. Permanent records were to be kept in the office of the State Supervisor of Agricultural Education. Agricultural teacher Barry Hawkins, 2000-2003 state treasurer for the South Carolina Association of Agricultural Educators (SCAAE), formally known as the South Carolina Vocational Agriculture Teachers Association (SCVATA), stated in 2003 that he thought the Benevolent Aid Society had ceased to function a few years prior to his election as treasurer in 2000 (Barry Hawkins, personal interview, December 17, 2003).

Both the 1962 and 1964 annual teachers' conferences were held at the Cherry Grove FFA Camp near North Myrtle Beach. The 1962 theme was "Developing an Instructional Program to Meet the Needs in our Changing Agricultural Situations" and was conducted July 10-13 (Gore, 1962). The 1964 conference was held June 29-July 2, with Lt. Governor Robert McNair serving as the guest speaker (F. D. Johnson Collection, Truett, 1964).

The 2000 summer teachers' conference was conducted on the campus of Clemson University, but subsequent years found the conference being conducted off-

campus in different locations throughout the state. Locations included Florence in 2001, Greenville in 2002, and Aiken in 2003. The 2004 teachers' conference returns to the Clemson University campus.

## CHAPTER 6

### THE DEVELOPMENT OF ADMINISTRATIVE AND SUPERVISORY PROVISIONS FOR SMITH-HUGHES AGRICULTURAL EDUCATION PROGRAMS

#### State Level Supervision

South Carolina, under the initial auspices of the Smith-Hughes legislation, has always employed a State Supervisor of Agricultural Education. Verd Peterson served in this capacity from 1917-1946, the longest term of any state supervisor in South Carolina. Peterson was originally hired in 1917 to serve the state in two capacities. Fifty-percent of Peterson's time was to be devoted as professor of Agricultural Education pedagogy at Clemson College, and the remaining time to serve as State Supervisor of Agricultural Education throughout the state. This agreement lasted until 1922 when Peterson was relocated to Columbia where he devoted 100% of his time to state supervisory duties. Evidence of the friction that occurred between Clemson College Director of Resident Instruction, F. H. H. Calhoun, and Professor Peterson that led to Peterson's departure from campus can be found in a statement made by Calhoun in June 1921 (Riggs Collection, Calhoun, F. H. H., 1921, June 30). Calhoun stated:

...we will never have the fullest development of the agricultural teaching work in the State until we have a bigger and broader man in the position of State Supervisor [Peterson] of Agricultural Education. (p. 9)

Peterson's departure from Clemson College did not transpire without controversy. Dr. Calhoun submitted to President Riggs on January 17, 1921, a seven-page document including nine additional pages of "evidence" outlining what Calhoun perceived as problems with Peterson (Riggs Collection, Calhoun, F. H. H., 1921, January 17). Calhoun's outline on Peterson was based on four sections: 1. Lack of ability to co-

operate, 2. Lack of principle, 3. Relations to the division, and 4. General reputation. This is quite a revealing and less than flattering document.

A 1926 ruling by the Federal Vocational Board determined that up to 30% of the teacher-training funds could be used for state and local supervision (Federal Board for Vocational Education, 1926). Verd Peterson had suggested to Clemson College Teaching Director F. H. H. Calhoun in 1920 that he [Peterson] intended to have an Assistant State Supervisor for Agricultural Education to be paid from state funds (Riggs Collection, Calhoun, F. H. H., 1920, June 18). It was Peterson's desire that this position be located on the Clemson campus but this met with objection by Calhoun who was already short of adequate office space for existing faculty and staff. An Assistant State Supervisor for Agricultural Education, E. W. Garris, one of the original 13 Smith-Hughes teachers of agriculture, was first added to the staff in 1921. Garris served as Assistant State Supervisor until 1924 when he requested a one-year leave of absence to attend Peabody College in Nashville, Tennessee (Earle Collection, Annual Descriptive Report, 1924-25). After completing graduate school, E. W. Garris became State Supervisor of Agricultural Education in Florida on September 1, 1925 (Peterson, 1925, October).

W. H. Garrison, a sixth year teacher from Fletcher Memorial School in McColl, had replaced Garris as acting Assistant State Supervisor in South Carolina during Garris' leave of absence (Earle Collection, Annual Descriptive Report, 1924-25). Peterson and Garrison during the 1924-25 school year made 82 promotional trips, 33 instructional trips, and 204 visits to local programs for inspectional purposes (Earle Collection, Annual Descriptive Report, 1924-25). Garrison left October 1, 1925 to enroll in vocational graduate work at Peabody College (Peterson, 1925, October). J. B.

Monroe, a graduate of Clemson College and teacher at Marion, was appointed to fulfill Garrison's duties while on study leave. Garrison returned by fall 1926 and assumed his duties as assistant state supervisor. At that time J. B. Monroe departed South Carolina for a teacher-training position at the State Normal School in Huntsville, Texas (Peterson, 1926, October). Monroe returned to the Clemson College faculty in 1934.

Specific qualifications for the position, as well as duties for the State Supervisor of Agricultural Education were outlined in 1938-39 (Co-Op Extension Service Papers, Agricultural Education, 1938-39). The qualifications for the position were listed under three categories: Education, Experience, and, General. In summary, the state supervisor must be a graduate of a state agricultural college and have 18 semester hours of college credit in Agricultural Education and completed some graduate work in vocational education and supervision. The state supervisor must have had at least six years of teaching experience in Vocational Agriculture work or its equivalent in schools conducting all phases of Vocational Agriculture work, and must have at least two years of farming experience after age 12. The state supervisor must be at least 28 years of age and have had experience in leadership with farmers and teachers and show ability in administrative activities and rural development. The specific duties of the position were listed under three specific categories: Promotional, Inspectional, and Instructional.

The 1939 *State Plan for South Carolina Vocational Education* (South Carolina State Plan for Vocational Education, 1939) describes the complex funding for the supervision of vocational education in agriculture to be paid from federal funds using the following formula:

The State Board of Vocational Education will provide for the full-time supervision by qualified supervisors. The salaries for supervisors may be reimbursed from

teacher training funds, both Smith-Hughes and George-Dean, not to exceed 50% in so far as funds are available; or from Smith-Hughes funds appropriated for the salaries of teachers, supervisors or directors of agricultural subjects, not to exceed 50% in so far as funds are available; or from George-Dean funds appropriated for the salaries of teachers, supervisors and directors of agricultural subjects, not to exceed 66-2/3% in so far as funds are available. (p. 2)

Statewide supervision for Agricultural Education continued through the years and these positions were still provided in the *South Carolina State Plan for Vocational Education* for 1971 as required by the Vocational Education Amendments of 1968 (F. D. Johnson Collection, South Carolina State Plan for Vocational Education, 1971). The entire hierarchy from the State Superintendent on down the chain of command is outlined in this document. Agricultural Education was listed as one of eight programs under the Office of Vocational Education. South Carolina maintained a State Supervisor of Agricultural Education and six *District Consultants* as they were later referred throughout the 1970s. Job descriptions for both the State Supervisor and District Consultants are listed in the 1971 document. Even though they were named District Consultants and later *Regional Coordinators* rather than supervisors, their main duty was “the responsibility for general supervision” (pp. 13-14).

### **Regional Level Structure and Supervision**

The number of Vocational Agriculture programs and teachers continued to grow after the formal inception of Agricultural Education in 1917. Table 8 illustrates this fact through the 1934 school year. State Supervisor Verd Peterson and an Assistant State Supervisor continued to handle the demands of this compounding situation until a staff of capable assistants, or regional supervisors could be secured. In a dated [June 1932], but unknown author’s report in the Sikes Administration files (Co-Op Extension Service Papers, Figures for fiscal year ending June 30, 1932), it was noted that the salaries of

all six state supervisors at that time, both state and regional level, could be paid from George-Reid and Smith-Hughes funds. The six positions at that time included the state and assistant state supervisor and four regional supervisors.

R. E. Naugher, a native of Mississippi and graduate of Mississippi A & M, was the first regional supervisor of Agricultural Education, accepting that responsibility in 1931. Naugher supervised several counties in the Pee Dee region of the state from 1931-1943 ("National Official of FFA", 1963). Additional regional supervisors were added throughout the state as the statewide Vocational Agriculture program continued to expand. The state has been divided into several multi-county supervisory regions over the years. At one time there were as many as six regions, each with a supervisor, and as a result of shrinking state budgets, there were only three regions with three regional coordinators when South Carolina entered the 21st century.

The specific duties of the regional supervisors of Agricultural Education were also outlined in the 1938-1939 plan presented to Clemson President Sikes (Federal Board for Vocational Education, 1926). The qualifications were defined as being the same as the state supervisor with three main categories of duties: Promotional, Inspectional, and Instructional. The specific duties were more related to the local programs under the supervision of the regional supervisor. A summary of the individuals who have served as regional supervisors of Agricultural Education can be found in Appendix F.

### **Changes in Administrative and Supervisory Personnel**

The state program for Agricultural Education has been fortunate to be continuously served with a series of individuals serving as State Supervisor of Agricultural Education over the years. Since Vocational Agriculture's beginning in 1917,

and through the period of Natural, Environmental, and Agricultural Resources Education (NEARE) of the 1990s, and now into the 21<sup>st</sup> century, South Carolina has maintained the position of State Supervisor or *State Leader* of Agricultural Education as it was later called. The regional supervisory staff has not been as fortunate. Budget cuts and Department of Education restructuring in the 1990s temporarily eliminated the regional positions. After the state program for Agricultural Education was moved from Columbia to the Clemson University campus in 1996, these positions were eventually reinstated in-part. William “Billy” Keels, a former teacher from Crestwood High School assumed duties in the Pee Dee Region beginning January 27, 1997 and James Ulmer, teacher at Holly Hill-Roberts, became the Sandhill Regional Coordinator on February 17, 1997 (Clemson University Agricultural Education Program Archives, 1997). In addition to supervisory duties in the schools, Keels’ duties also included the state FFA camp and the Young Farmer & Agribusiness activities. Upon Ulmer’s resignation in 1999, the position was filled by James P. Scott, a native of Pennsylvania, and recently from Ohio. Tommy Gladden served as both State Leader and the Region 1 Coordinator for the Upstate. The researcher, P. M. Fravel, accepted a split appointment as 50% Clemson University faculty and 50% Regional Coordinator for the Upstate in July 2001. Fravel had previously been a classroom instructor of agriculture in Virginia in addition to graduate work and teaching at Virginia Tech. This state supervisory structure remained intact until Tommy Gladden’s resignation in July 2003. At that time, Billy Keels assumed the position of *State Director* for Agricultural Education in South Carolina. Fravel was appointed Associate Director of Agricultural Education with instructional and supervisory duties for half the state beginning in July 2003.

### ***State Supervisors of Agricultural Education***

With the assistance of Frank Stover, Sr., former State Supervisor of Agricultural Education, coupled with details established by Verd Peterson (1960), a list of individuals who have served as State and Assistant State Supervisor of Agricultural Education, was compiled. Those individual's names are found in Appendix F.

## CHAPTER 7

### THE SOUTH CAROLINA FUTURE FARMER ORGANIZATION

Organizing both boys and girls of the rural schools into clubs was an emphasis for early agricultural educators of the 20th century. W. H. Garrison, Assistant State Supervisor of Agricultural Education, stated in a 1933 article that, "Before 1925 several organizations of vocational boys had sprung up in South Carolina. Examples of these were at Hemingway, Laurens, Easley, and several other places" (Garrison, 1933, p. 136).

#### ***Junior Vocational Society***

In South Carolina, after vocational subjects were introduced into the public schools, a club named the *Junior Vocational Society* began to form. Belton High School Vocational Agriculture teacher L. H. Eleazer, and Home Economics teacher Agnes Medlock began to organize such a society for their students in the fall of 1926 (Peterson, 1926, November). The Belton vocational programs conducted a student-parent and school official banquet on Thursday night, December 10, 1925 (Peterson, 1926, February). State Supervisor Verd Peterson from Columbia and R. D. Maltby of the Federal Board for Vocational Education were both in attendance.

Agricultural teacher J. O. Bethea of the Lydia High School also formed a Junior Vocational Society by February 1927 (Peterson, 1927, February). The Agricultural Section of the State Teachers Association Conference of 1927 devoted a portion of their afternoon meeting on March 24 to the topic of The Junior Vocational Society with four teachers, including J. O. Bethea, presenting on the subject (Program of the 41<sup>st</sup> Annual State Teachers Conference, 1927). Other joint banquets between Vocational Agriculture

and Home Economics programs such as those in Gaffney High School and Antioch Industrial School during the 1926-27 year may have been the result of programs with Junior Vocational Society chapters (Peterson, 1927, February). The Gaffney vocational banquet had 170 people in attendance including Verd Peterson. The researcher has been unable to find any national affiliation for the Junior Vocational Society.

### **Founding of the Future Palmetto Farmers**

W. H. Garrison in 1933 stated that the first statewide meeting of the Future Palmetto Farmers (FPF) was conducted in 1926 during the State Fair in Columbia (Garrison, 1933). The researcher found no remaining evidence of this 1926 meeting or the selection of individual student members to serve as state officers of the FPF organization. To the contrary, Garrison had previously published an article in the September 1929 *Agricultural Education Magazine* (Garrison, 1929, September) that stated:

A State Fair School, which is associated with the state meeting of Future Palmetto Farmers has been held for the past two years and will be continued. Approximately 100 schools have been represented by delegates each year. (p. 11)

This contradicts Garrison's 1933 article due to the fact that the fair had not yet been held at the time of his 1929 article (the State Fair was held in October) and that the "past two years" would mathematically result in the fact that the two previous years would be 1928 and 1927.

According to an October 1927 *South Carolina Education* magazine article, the agricultural teachers of South Carolina decided at their July 1927 annual teacher's conference to create a state organization for their full-time day students of Vocational Agriculture (Hope, 1927, October). At this same July conference, the teachers also

established 15 objectives for local programs of Vocational Agriculture to accomplish during the 1927-1928 school year. Objective Number 8 stated, “*Chapter of Future Palmetto Farmers*’- each teacher will organize a local unit of the state-wide organization of this name conducted under the adopted Constitution and By-laws” (Hope, 1927, November, p. 54). An October magazine article by State Superintendent of Education James H. Hope stated (Hope, 1927, October):

This organization is to be known as the “Future Palmetto Farmers” and has as its purpose the promotion of vocational work among the high school pupils. North Carolina, Virginia and many other States in the Union are forming similar organizations. (p. 18)

### ***Election of the First FPF State Officers***

Election of the first State Officers of the Future Palmetto Farmers (FPF) was held at the State Fair in Columbia during the 3<sup>rd</sup> week of October 1927 (Hope, 1927, December). The following students were selected as FPF officers:

President	Guy Whetstone of Wagener
Vice President	Truex Padgett of Fairview School from Steedman
Secretary	Dudley Kell of Keowee School from Oconee County
Treasurer	Marion Gohagen of Furman (p. 86)

An executive committeeman from each of the seven Congressional districts of the state was also selected to serve for the 1927-1928 year. Five objectives for the 1927-28 *Program of Work* were established at that time by the FPF officers (Hope, 1927, December). They were:

1. To provide opportunity for cooperative business activities of the members of the organization.
2. To make it possible for vocational pupils to engage in the activities of an organization and to have them affiliate with the various farmer’s organizations of the state.

3. To encourage sound business principles and thrift in farming on the part of all the members of the organization.
4. To make the greatest possible use of the scientific data developed by the Clemson Agricultural Experiment Station and the United States Department of Agriculture.
5. To help make vocational training in Agriculture of the greatest possible service to the upbuilding of farm life in South Carolina. (p. 86)

### ***FPF Activities***

The Future Palmetto Farmers were off to a successful start and with prompt support of the teachers of agriculture. The Agricultural Section of the South Carolina Teachers Association during its March 1928 convention devoted a session to the “Demonstration Meeting of Future Palmetto Farmers” and “Thrift Clubs” (Program of the 42<sup>nd</sup> Annual State Teachers Conference, 1928, p. 170). On Friday April 13, 1928, the Future Palmetto Farmers from Orangeburg County held their first FPF Rally (Hope, 1928, May). State Superintendent of Education, J. H. Hope addressed the group and the FPF charters for each chapter were formally presented. Additional FPF Rallies were conducted for Spartanburg County on April 23, Greenville County on April 26, and Anderson County conducted its Rally on April 27, 1928.

The early state conventions of Future Palmetto Farmers were held in conjunction with the State Fair in Columbia; the earliest being 1927 (Garrison, 1929, September). Returning in October of 1928, the second annual meeting of the delegates of the Future Palmetto Farmers was once again conducted at the state fair grounds in Columbia in conjunction with what was called the State Fair School. Enthusiasm for the new organization is evident by the fact that nearly 100 of the 110 state FPF chapters sent delegates (*Annual Report of the State Superintendent-61<sup>st</sup>*, 1930). Further explanation of State Fair Schools will be discussed later.

## ***State Fair School***

The formation of the Future Palmetto Farmers and a nearly week-long school for Vocational Agriculture students conducted during the State Fair in Columbia appears to be directly related. An article in the October 1927 *South Carolina Education* magazine (Hope, 1927, October) that reported the state's agricultural teacher's decision to form the Future Palmetto Farmers also stated:

A school for vocational pupils will be held at the State Fair this year. Each department is entitled to send one pupil to this school for a period of four days. The State Department of Education, the Adjutant General's office and the State Fair Board are cooperating. (p. 18)

This is the first mention of the State Fair School discovered by the researcher that helped in placing the official founding of the Future Palmetto Farmers in October of 1927.

The nearly weeklong State Fair School initiated in 1927 provided the opportunity for each local Vocational Agriculture program to select and send one student to the school October 17-21, 1927 (Hope, 1927, December). The *South Carolina Education* magazine of January 1928 (Senn, 1928) published Vocational Agriculture student representative Oliver Senn of St. Matthews description of his week at the 1927 State Fair School. Senn had won the essay contest sponsored by State Superintendent of Education, J. H. Hope. Senn's description begins:

In conjunction with the South Carolina State Fair last fall, a State Fair School for Vocational Agriculture boys was held. Practically every agricultural department in the State was represented at this school.

Each boy was required to write an essay on the school. Mr. J. H. Hope, State Superintendent of Education, offered a five-dollar gold piece to the boy who wrote the best essay. This prize was won by Oliver Senn of the St. Matthews High School. (pp. 117-118)

Senn's essay continued and described the daily events of the fair school. Senn stated:

On Monday afternoon, Oct. 17, about 120 representative vocational agricultural students gathered, for the first time, at the fair grounds to study the State Fair. Each boy carried his own blankets. Cots and a large sleeping tent were furnished and we secured meals at one of the attractive church booths at the fair grounds. (p. 118)

Senn's mention "for the first time" lends credit to the theory that the FPF was founded during the State Fair School, and the fact that the first State Fair School was held in October 1927; that 1927 must be the founding year, not 1926.

State Supervisor Verd Peterson announced in October 1928 that the State Fair School would be conducted that year (Peterson, 1928, October). Peterson stated:

The State Fair School for vocational Boys will be conducted again this year. One boy will come from each Department of Agriculture in the State to attend the State Fair School as a delegate from his local organization of the Future Palmetto Farmers. The activities of the school will be devoted to the study of Fair Exhibits, instruction in Citizenship and Thrift, and to the activities of the State Organization of Future Palmetto Farmers. (p. 26)

The 1928 State Fair School was held October 20-25. The essay contest sponsored by the State Superintendent of Education was won by Wesley Murph of St. Matthews High School. Murph's descriptive day-to-day essay of the week's events was published in full in the January, 1929 *South Carolina Education* (Murph, 1929). Murph's essay included the election of the PFP Executive Committee and state PFP Officers for the 1928-1929 year. Murph's essay published in the magazine is the last reference to a State Fair School that the researcher discovered.

S. F. Horton, a 1932 graduate of Clemson College, and former Agricultural Educator from Loris, recounted his experiences as a young student attending the FPF activities at the State Fair in 1927 or 1928 (S. F. Horton, personal interview, April 2002). Among Horton's recollections were the sleeping arrangements provided by a large

circus style tent. A sudden storm caused the tent to collapse on the students' accommodations.

### ***Degrees of FPF Membership***

Prior to the Future Palmetto Farmers chartering with the national Future Farmers of America organization in 1928, the Future Palmetto Farmers had established three degrees of active local membership (Clemson University Agricultural Education Program Archives). They were the Green Hand, Palmetto Farmer, and Palmetto Planter. The Green Hand and Palmetto Farmer were awarded to students by the local chapter while the Palmetto Planter was confirmed by the state organization. Specific requirements for membership were outlined in the Constitution and By-Laws, which had been created one year before the application for a national FFA charter in November 1928. These membership degrees were later brought inline with the three local degrees established by the national organization of FFA. Those FFA degrees are Greenhand, Chapter Farmer, State Farmer.

### ***National FFA Charter***

The 1930s found an increasing emphasis on the newly created national organization for students of agriculture, the Future Farmers of America (FFA), which was founded in 1928. Many states and localities had created various corn clubs and agricultural clubs in the earlier part of the 20<sup>th</sup> century, but it was the founding of the FFA that brought the youth of various states together under one national umbrella.

On November 13, 1928, W. H. Garrison, Assistant State Supervisor of Agriculture in South Carolina, submitted a letter of application for a National FFA Charter to Blacksburg, Virginia. Garrison enclosed the proposed State Constitution and

Bylaws, a copy of the State Program of Work, a list of local chapters, and a check for \$5.00 to the attention of Mr. Henry C. Groseclose (National FFA Archives). Groseclose, National FFA Executive Secretary/Treasurer, and an original founding father of the FFA, was at that time an Agricultural Education faculty member at Virginia Polytechnic Institute (Virginia Tech) in Blacksburg. Groseclose was later the first individual to receive the Honorary American Farmer Degree from the National FFA.

The application for a national FFA charter stated there were 96 South Carolina Future Palmetto Farmer chapters and 2,077 members at the time of application. A listing of those chapters can be found in Appendix H. Many of these original chapters are still active by the same names today, while some have merged under the consolidation of schools through the years.

Officers for the South Carolina Association for 1928-29, which was the year of chartering with the national FFA, were (Murph, 1929):

President	James Jarret of Ninety Six
Vice President	Howard Barnhill of Gaffney
Secretary	Marion Edwards of Marion
Treasurer	Henry Daly Kleckley of Lexington
Reporter	Leon Hutto of Salley
Advisor	Mr. Verd Peterson of Columbia (p. 117)

The officers for 1928-29 had been elected on Wednesday, October 24, 1928 during the State Fair in Columbia (Murph, 1929). Each officer had one more year of school to complete and had recently received the FPF's Planter's Degree. The Executive Committee members representing each Congressional district had been selected on Monday October 22, 1928.

### ***First National FFA Convention***

Wallace Grant of Pickens and Carl Smoak of Orangeburg were the two Future Palmetto Farmer delegates from South Carolina who were present during the formation of the Future Farmers of America in Kansas City during November 1928 (Hope, 1929, January). The National Congress of Vocational Agriculture students were meeting in conjunction with the American Royal Livestock Show that was held annually in Kansas City. It was at this meeting that the details of the national Future Farmer Organization were finalized. It was during this same convention that Guy Whetstone (possibly Whitestone) of Wagener became the first FFA member from South Carolina to receive the American Farmer Degree. Whetstone was one of only 10 FFA members from the United States receiving this degree at the first national convention (Sampson, 1953).

South Carolina had chartered school chapters of Future Farmers prior to 1928 under the name Future Palmetto Farmers (FPF), modeled after the Virginia Plan. The name Future Farmers, as applied to an organization, began in Virginia (Future Farmers of Virginia) in 1926 when Walter S. Newman, state supervisor and a founding father of the FFA, presented the idea for a statewide organization to a state meeting of agricultural students (Link, 1932). South Carolina became the fifth of six states to receive a national charter from the FFA organization at the 1928 convention (National FFA Organization, 2002). The original Future Palmetto Farmers Certificate of Incorporation by the state of South Carolina is dated July 2, 1929 (Clemson University Agricultural Education Program Archives). Officially, South Carolina continued to operate under the Future Palmetto Farmer title until the 12th day of June 1940, when the corporation name was legally changed to the South Carolina Association of Future

Farmers of America (Clemson University Agricultural Education Program Archives). The 1940 certificate listed the Board of Directors as, Verd Peterson, J. T. Rodgers, W. M. Mahoney, W. R. Carter, and W. C. James.

### **Founding of the New Farmers of South Carolina**

Prior to the formation of the New Farmers of South Carolina for the Negro students of agriculture, there is evidence that Black students of Vocational Agriculture were already involved in organized contests and activities within the state. During June 21-26, 1926, Black vocational students met at the State College in Orangeburg to compete in a series of contests during an event named "Vocational Week" (Peterson, 1926, March, p. 234). These contests included: savings accounts, an exhibit of garden produce, musical entertainment, largest student delegation, and over-all best program in vocational education awards were also provided to participants in athletic events, essay contests, best records, sewing, and best shop work to name a few. A similar event was conducted by the South Carolina Colored State Fair in 1927 and is reported to have occurred annually for several years (Peterson, 1960). A tent was provided and Black students of Vocational Agriculture were invited to attend the State Fair for a week of camping and recreational events.

Specific dates for the founding of the New Farmers of South Carolina could not be located by the researcher. State Supervisor Verd Peterson reported that the organization was formed in 1928 (Peterson, 1960). Peterson also claimed that the state organization chartered nationally in 1937 under the name New Farmers of South Carolina. There were 120 chapters and 2,700 members statewide at that time (Peterson, 1960). The founding of the state organization seems to parallel the

establishment of the Future Palmetto Farmers for the White students of agriculture. The FPF organization was formally established at a meeting of student delegates at the White State Fair in Columbia.

The earliest documented mention of the New Farmers of South Carolina discovered by the researcher came in the 1929 President's report for the Colored Normal Industrial, Agricultural and Mechanical College (South Carolina State College) found in the 1929 *Annual Report of the State Superintendent of Education (Annual Report of the President of the Colored Normal Industrial, Agricultural and Mechanical College of South Carolina, 1929)*. It was reported that nearly each of the 61 Negro agricultural programs in the state operated a local chapter of the New Farmers. The same report stated, "During the Colored State Fair a statewide organization was perfected. There were sixty-eight boys and fifteen teachers in attendance, who were addressed at intervals by interested citizens" (p. 30). Thomas J. Miller of the Kershaw County Training School was the winner of the best essay on the State Fair School and received a \$5.00 gold piece from President R. S. Wilkinson of the State A & M College at Orangeburg (*Annual Report of the President of the Colored Normal Industrial, Agricultural and Mechanical College of South Carolina, 1929*). The first Modern Farmer Degree of the South Carolina NFA was awarded at the 1929 State Fair School for Negroes in Columbia (*Annual Report of the President of the Colored Normal Industrial, Agricultural and Mechanical College of South Carolina, 1929*). This arrangement of state fair events and sponsored essay contests mirrors what the White students had experienced at their state fair in October of the same year.

### ***Degrees of NFA Membership***

Membership in the New Farmers of America was very similar to those earned by FFA members. The four degrees of the NFA were the Farm Hand, Improved Farmer, Modern Farmer, and Superior Farmer (Wakefield & Talbert, 2000).

### ***NFA Activities***

The New Farmers of America in South Carolina operated very similarly as the Future Palmetto Farmers. A state convention was held at the Negro State College in Orangeburg. Judging contests in livestock, and public speaking were conducted in addition to events involving talent and quartet that were unique to the NFA (I. C. Gillispie, personal interview, April 25, 2002). A joint meeting of the NFA and Negro Future Homemakers met annually at the State Fair for Negroes, which also occurred in the FFA (Peterson, 1960). A national convention of the NFA was generally held in Atlanta, but other southeastern cities were also the host for this annual event.

J. P. Burgess was identified by Peterson as being the first State Advisor of the NFA (Peterson, 1960). Peterson also listed the following individuals who served as South Carolina State NFA Advisors:

W. A. White of Grey Court

D. T. Robinson of Great Branch

C. H. McLeod of Ellore

G. A. Anderson of Fountain Inn

Gabe Buckman of SC State College

W. F. Hickson of SC State College (p. 31)

In May 1951, there were 1,970 members of the New Farmers of South Carolina (Poe, 1951). By 1958, that membership had expanded to slightly more than 4,000 NFA members (Peterson, 1960). In 1965, the national organizations of the NFA and FFA merged into one single organization, the FFA. One must understand that even though the students of Agricultural Education across the state had become members of one organization, the FFA, the students attending the schools offering Agricultural Education were still separated by segregation.

### **Evolution of the FFA in South Carolina**

By November 1929, 35 states had become affiliated with the National FFA Organization (Stimson & Lathrop, 1942). The *Agricultural Education Magazine*, which was a monthly national publication for teachers and professors of Agricultural Education, devoted much of each issue to the affairs of the FFA for several decades. H. M. Hamlin, the editor of the February 1929 issue of the *Agricultural Education Magazine* commented, “The attempt to build a strong national organization will not prove to be a mere flash in the pan” (Hamlin, 1929, p. 2). Hamlin was very accurate in his prediction as much of the foundation for which local chapters of the FFA build their program upon today was actually constructed during the infancy of the FFA.

Evidence of South Carolina’s emphasis on helping the fledgling student organization become a success can be found in the program of the 45<sup>th</sup> Annual Convention of the South Carolina Teachers Association in March of 1931. The Friday morning session was devoted to six separate topics concerning the FFA. Those six topics were:

1. A Program of Work for Each Chapter
2. National FFA Chapter Contest

3. National Public Speaking Contest
4. Insignia and Uniforms
5. Tamassee Summer Camps
6. The Relationship of the Future Palmetto Farmer Work to the Economics of South Carolina. (pp. 204-205)

### **The 1940s**

The 1941 State FFA Convention was conducted in Columbia during August (*Annual Report of the State Superintendent-73<sup>rd</sup>*, 1942). Thirty-seven members were raised to the State Farmer Degree. National Delegates and a livestock judging team traveled to the National FFA Convention in Kansas City during October of 1941. Ellis McMillian, a member of the New Prospect chapter of Spartanburg County, received the American Farmer Degree. McMillian become the sixth South Carolina FFA member to receive this highest award (*Annual Report of the State Superintendent-73<sup>rd</sup>*, 1942).

Financial investment and thrift became an expected portion of Agricultural Education instruction as well as a focus for the FFA. Financial savings between chapters became a common occurrence and contests were based on per person savings and investment figures. In South Carolina, a student thrift contest for 1929 was arranged with the help of the Pioneer Life Insurance Company of Greenville (South Carolina Thrift Contest, 1929). Students were provided with record books to keep track of their projects and savings. The emphasis on citizenship, leadership and career development by the FFA has remained a central theme throughout the past 75 years.

The years during World War II found many activities throughout the nation being placed on hold. The 1942 State FFA Convention was held at the Dentsville FFA Camp near Columbia on December 4-5. There were three delegates from each of the five supervisory regions present for this convention. Fifty-one members were raised to the

State Farmer Degree and a State Program of Work related to winning the war was adopted by the chapter delegates (Report of the SC FFA, 1942-43). Gilbert Hardee of Loris and Franklin Rivers of Hampton received the American Farmer Degree at the National FFA Convention held in October of 1942 (*Annual Report of the State Superintendent-74<sup>th</sup>*, 1943). World War II also caused limited attendance at the national FFA conventions during this same time period. The national FFA scaled back its activities as a result of the war.

An annual event at the State Fair in Columbia for many years prior to World War II and through the mid 1960s was the joint meeting of the Future Farmers and the Junior Homemakers held on Tuesday of the State Fair (J. W. Parris, personal interview, March 2002). The 1941 Junior Homemaker and Future Farmer Day was attended by 1,100 members from both organizations (*Annual Report of the State Superintendent-73<sup>rd</sup>*, 1942). Activities for the 1942 State Fair continued with the State FFA Association providing an educational exhibit demonstrating the work being conducted by the State's Agricultural Education programs and how it related to the war effort (*Annual Report of the State Superintendent-74<sup>th</sup>*, 1943). FFA members continued to exhibit their calves, poultry, and crops. The grand champion beef calf was shown by Thomas Walker of the Manning FFA Chapter. J. M. Eaddy was Walker's agricultural teacher (*Annual Report of the State Superintendent-74<sup>th</sup>*, 1943).

The Annual Report of the South Carolina FFA Association reported the following war theme accomplishments of the 1942-1943 year (*Annual Report of the State Superintendent-74<sup>th</sup>*, 1943):

- \$1,500 face value of war bonds and stamps purchased by the state association
- \$66,482.19 face value of war bonds purchased by chapters and individuals
- 3,925,050 pounds of scrap metal collected by chapters
- 185,100 pounds of paper collected by chapters
- 176,805 pounds of rubber collected by chapters
- 1,545 acres of victory gardens grown by members
- 231 acres of victory gardens grown as chapter projects. (pp. 151-152)

William Patrick Vinson of Columbia was South Carolina's first National Star Farmer finalist, winning that award in 1945 (FFA Proceedings, 1945). Vinson and his widowed mother operated a 145-acre farm consisting cotton, corn, oats, soybeans, peanuts, hogs, and beef calves.

Unknown to many, the 1948 state FFA convention normally held in early summer, was cancelled due to polio, a dreaded disease that affected many children and adults of the time period. A letter from A. W. Tenney (1948, August) to Assistant State Supervisor W. E. Gore stated:

Thank you very much for informing me that the South Carolina State F.F.A. Convention has been cancelled due to the rapid spread of polio in your area. Personally, I think this is a very wise move. I am sorry, however, that you will not be able to have your convention as planned. Perhaps you can hold it at a latter date after the polio epidemic has passed.

### ***The 1950s***

A 1951 newspaper clipping identified the 24th annual State FFA convention being held on the campus of the University of South Carolina in Columbia ("SC FFA Meet", 1951). The three-day convention opened on Monday, July 9, 1951 and ended with State Farmer Degrees being awarded on the morning of Wednesday July 11.

Jimmy Willis, past state FFA president from Clio located in Marlboro County, was elected to the office of National FFA Student Secretary for 1952-53, making Willis the first national FFA officer from South Carolina. A highlight of Willis' national experience

was meeting former President Harry Truman and sitting in Truman's personal chair in Missouri (J. Willis, personal interview, June 2002). A sleek streamlined train entitled the "Jimmy Willis Special" departed Columbia on Sunday October, 11, 1953 with a stop in Spartanburg to pick up 100 Up State FFA members for a total of more than 200 South Carolina FFA members on its 31 hour trip to the 1953 Silver Anniversary National FFA Convention (Dabney, 1953, October 12). The South Carolina delegation stayed at the Town House Hotel (Dabney, 1953, October 12). The six-car special returned from Kansas City through Nashville on Saturday, October 17 visiting the Grand Ole Opry. The group marched in formation through the six blocks from Union Station to the Ryman Auditorium (Dabney, 1953, October 17). Alvin Newell of the Marion South Carolina Swamp Fox Chapter summed up the week-long adventure like most FFA members who have experienced a national FFA convention; "You have to see it to believe it" (Dabney, 1953, October 17). Willis, shortly after graduation from Clemson College, became a regional advertising manager for the *National Future Farmer Magazine* in Alexandria, Virginia, and later an advertising executive in Virginia with his own firm (J. Willis, personal interview, June 2002). Willis' Vocational Agriculture teacher was George McKenzie.

South Carolina's second national FFA Officer was Joe Hughes, Jr. of the James F. Byrnes High School located in Duncan. Hughes, a past state president, was elected in 1959 as a National FFA Vice President for 1959-60. Hughes completed studies at Clemson College and later earned a PhD at Oklahoma State University, where he became employed enjoying a long and rewarding career as an Extension 4-H Livestock

Specialist. Hugh's high school agricultural teacher was Ben Blackwell (J. Hughes, Jr., personal interview, June 2002).

### ***The 1960s***

The 1960s became a time of change for the FFA organization at both the state and national levels. The State Association continued its tradition of quality membership and awards recognition program. During the October 1960 National Convention in Kansas City, five Clemson College students received the coveted American Farmer Degree. Those individuals were James Bowling and George Paul Jones both from the James F. Byrnes Chapter, Benjie Rhoad of Bamberg, Hugh Durham from Piedmont, and James Jameson of Pendleton (Sparks, 1960).

The third National FFA officer from the Palmetto State was Robert Rish of Pelion. Rish had served as state president during the 1965-66 year, and as a national convention delegate in 1965. Rish was elected as the Southern Region Vice President for 1967-68. Rish later completed a 30-year career with the United States Navy. Rish's high school FFA advisor was Frank Stover, Sr. (R. Rish, personal interview, June 2002).

In 1965 the New Farmers of America, the Black student organization for Vocational Agriculture, merged with the National Future Farmers of America organization. James Ulmer, agricultural teacher from Orangeburg, expressed in 2003 the sentiment of former NFA members when he stated that, "It was not a merger, but rather a take over" (J. Ulmer, personal interview, September 17, 2003). Ulmer went on to point out that there was no retention by the FFA of any characteristics that were unique to the NFA organization. Prior to 1965, separate FFA/NFA state and national conventions were conducted for the segregated organizations.

In 1969, for the very first time, females were constitutionally admitted to membership in the National FFA (National FFA Organization, 2002). This opened the door for increasing opportunities and enrollment of females in both the Agricultural Education classes and the FFA.

### ***The 1970s***

In just a few years after females were provided with the opportunity to join the FFA, South Carolina elected its first female state FFA officer in 1973. Tempie Thompson of the Conway FFA Chapter was installed as the state reporter for 1973-74. In addition to becoming the first female FFA state officer, Thompson was also the first female FFA member in South Carolina to:

- Participate in the state public speaking contest
- Receive the State Farmer Degree
- Serve as an official delegate to the National FFA Convention
- Receive the coveted American Farmer Degree (T. Thompson, personal interview, April 2002).

In 1971, South Carolina elected its first Black FFA State Officers. Alfonza Ragin of the Furman Chapter was installed as secretary and Reginald Henderson of the Ruffin Chapter served as the sentinel. The years 1970-1979 produced 88 American Farmer Degree recipients from South Carolina (Clemson University Agricultural Education Program Archives). Professor F. E. Kirkley received the national FFA's Distinguished Service Award at the 44<sup>th</sup> National FFA Convention in 1971. Kirkley had recently retired from Clemson University after 30 years, and a total of 42 years of service to Agricultural Education.

The South Carolina FFA Foundation was formed on August 21, 1975 (Clemson University Agricultural Education archives).

### ***The 1980s***

Laurie Staggs of the Dorman Chapter became the first female South Carolina State FFA President in 1981. She was preceded by Frank Parker of St. Matthews who served in 1980-81 as the first Black President of the South Carolina FFA Association. Bill Head from the Walhalla Chapter was the 4<sup>th</sup> high individual in the Nursery-Landscape contest at the 54<sup>th</sup> National FFA Convention of November 1981. Two years later, Brian Clinkscales of the Crescent Chapter and Clayton Richardson of Britton Neck were national regional finalists in proficiency awards. Barry Todd of the Loris Chapter was recognized as a national regional finalist for the Start Agribusinessman in 1989. Ben Hardy was Todd's advisor. The decade of the 1980s found American Farmer Degrees awarded to 66 South Carolina FFA members (Clemson University Agricultural Education Program Archives).

### ***The 1990s***

The 1990s provided a series of changes for the state staff for Agricultural Education and the positions of State FFA Advisor and Executive Secretary. Earl Frick had served as the state advisor from 1969-1993. To replace Frick, Dale Law was hired in 1993 as state supervisor and assumed the duties as FFA Advisor. Law's involvement in the student organization became limited by the direction of State Superintendent of Education Barbara Nielsen (Curtis White, personal interview, October, 2003). Upon Law's resignation in 1996, John Parris, recently retired as Director of South Carolina's Land Resources Commission, assumed the duties as Executive Secretary for the State

FFA Association. In 1997, James Ulmer assumed the duties of FFA Executive Secretary followed by James Scott in 2000 through 2003.

FFA Legislative Appreciation Day, conducted in Columbia during FFA Week each year, was initiated in 1996 by John W. Parris. Parris continued to organize this annual event attended by hundreds of FFA members and advisors each year. Even with the numerous changes in personnel through the 1990s, the State FFA Association remained active producing 52 American FFA Degree recipients. The numerous teachers who helped to maintain a strong State FFA Association should receive proper recognition for their efforts.

### ***Entry into the 21<sup>st</sup> Century***

South Carolina entered into the new century with State FFA membership gradually increasing. Executive Secretary Jim Scott stated in the August 13, 2002 FFA Board minutes that SC FFA membership had shown three consecutive years of growth since the 1998-99 year FFA (South Carolina FFA Board Minutes, 2003, January 14).

In January 2001, a check for one million dollars was presented to the SC FFA from the SC FFA Foundation to initiate a thorough renovation and improvement to the FFA Leadership Center (camp) at Cherry Grove (W. E. Keels, personal interview, May, 2002). Several dormitories have been completely remodeled.

South Carolina FFA celebrated its 75<sup>th</sup> anniversary in 2002. The 2002 State FFA Convention, held in the Brooks Center Auditorium on the Clemson University campus hosted the celebration. A luncheon for former and retired teachers of agriculture was organized by John Parris and P. M. Fravel. Over 100 former teachers and their spouses were in attendance. Speakers at the luncheon included the three past National FFA

officers from South Carolina: Jimmy Willis, Joe Hughes, and Robert Rish. All three had returned to Clemson for the 75<sup>th</sup> anniversary where they presented their FFA jackets to the Agricultural Education program for future display (P. M. Fravel, personal recollection).

### **South Carolina FFA Public Relations**

South Carolina has been fortunate to have maintained a stable system of public relations for Agricultural Education and the FFA since the early 1950s. The FFA Executive Secretary often coordinated the duties associated with publicizing the activities of the State FFA while assisted by the editor of the State Association's magazine. In the late 1990s, the South Carolina FFA Foundation began financially supporting an individual to maintain an office of public affairs and the related expenses of that office. Specific advancements in public relations over the years will be examined individually.

#### ***The Future Palmetto Farmer***

A newsletter entitled the *Future Palmetto Farmer* was once produced for FFA members across the state. The researcher was able to locate only one issue, Volume 2, Number 2, dated April 1938 (Clemson University Agricultural Education Program Archives). This particular eight-page issue was devoted primarily to the features of the various FFA camps located throughout the state, but did contain state and national FFA items of news. The April 1938 issue stated that each issue was edited by the state Supervisors after receiving articles from members and advisors.

## ***The South Carolina Young Farmer and Future Farmer Magazine***

The *South Carolina Young Farmer and Future Farmer Magazine* (SC YF & FF Magazine) was first printed in June 1950 with the distribution of Volume 1, Number 1 reaching members across the state. Frank Barton, the newly appointed State FFA Executive Secretary, served as the first General Manager of the magazine along with Jim Whitten as editor (*South Carolina Young Farmer and Future Farmer Magazine*, 1950, June). The *SC YF & FF Magazine* published as many as 11 issues during 1951, but averaged four to six issues per year thereafter. Issue Number 1 contained 20 pages of FFA and Young Farmer news. The numerous activities of the State Young Farmer Organization and the FFA throughout the years are well documented by this magazine. Reports of contests, veteran classes, various fairs, and local and state activities of the FFA comprised a majority of each publication. The articles and photographs found in the issues of this magazine are essential in studying the history of the South Carolina FFA as well as the adult and secondary programs of the state. A review of the *South Carolina Young Farmer and Future Farmer Magazine* from its beginning identified the following individuals serving as editors:

James E. Whitten, Vol. 1, No. 1 June 1950 through Vol. 7, No. 4, Summer 1956

Wilbur McCartha, Vol. 8, No. 1 Fall 1956 through Vol. 21, No. 3, Summer 1970

W. M. Harris, Vol. 22, No. 1, Spring 1971 through Vol. 34, No. 1, Spring 1984

Nelson Peach, Vol. 34, No. 2, Summer 1984 -- Vol. 35, No. 1, Summer 1985.

Wilbur McCartha, Vol. 35, No. 2, Fall 1985 through Vol. 39, No. 3, Winter 1989.

Ron Elliott, Vol. 39, No. 4, Spring 1990 through Vol. 41, No. 3, Winter 1991.

Ed Crosby, Vol. 41, No. 4, Spring 1992 through Volume 45, No. 6 Spring 1996.

The final issue of the *SC YF & FF Magazine*, in true magazine format, ended with Volume 45, Number 6, dated spring 1996. Beginning in the fall of 1996, the magazine format was replaced with an “insert” style publication, but retaining *South Carolina YF & FFA* for its title. This insert was placed into the National FFA magazine, *New Horizons*, that FFA members received. Bi-monthly publication of the inserts began with the September/October 1996 issue and continued until the last insert was printed in May/June 2000. The insert publication was replaced in 2000 with a new statewide Agricultural Education magazine, *AgriBiz!*. The Clemson University Agricultural Education archives maintains a near complete set of the *South Carolina Young Farmer and Future Farmer Magazine*.

### ***AgriBiz! Magazine***

A new magazine called *AgriBiz!*, subtitled: *the South Carolina Agricultural Education Magazine*, premiered in 2000. John W. Parris, Executive Director of the SC FFA Office of Public Affairs, created, edited, and produced the first copy in the fall of 2000. This magazine continues to be published four times per year and highlights the numerous Agricultural Education activities in the state. Both FFA and Young Farmer events are reported, but each issue contains articles related to various aspects of Agricultural Education affecting the state’s agricultural industry. Each issue has contained a headline article often highlighting the new innovations that comprise both the agribusiness and general agricultural interests of the state. *AgriBiz!*'s full color format and high quality paper have made a lasting impression on all who have examined it. Each issue totaled 12,000 copies printed with 10,000 copies being mailed out directly to members and supporters of Agricultural Education within and outside the

borders of the Palmetto State (J. W. Parris, personal interview, December 19, 2003). This magazine is financially supported by the South Carolina FFA Foundation and a small portion of members' annual dues.

### ***The South Carolina FFA Office of Public Affairs***

The South Carolina FFA Office of Public Affairs was established on July 1, 1995. John W. Parris began in this capacity as its first Executive Director in 1996. Parris, a native of the Spartanburg area and a former agricultural teacher in Chester and Anderson, had recently retired as Executive Director of the South Carolina Land Resources Commission. Parris assumed duties for the FFA in January 1996 and immediately located his office in the AgFirst Farm Credit Bank building, formerly the Federal Land Bank, in downtown Columbia. Unbeknown to Parris at the time, Parris had located in the same office space once occupied by Frank Barton, South Carolina's first FFA Executive Secretary nearly 50 years earlier (J. W. Parris, personal interview, December 19, 2003). Parris also assumed the responsibilities as the State FFA Executive Secretary effective January 1, 1996. Parris served in that capacity for one year and returned to the full time duties of FFA public affairs. Parris' report of activities for his first month, January 1996, was over five pages long (Clemson University Agricultural Education Program Archives). Parris handled all the news releases and public relations affairs of the State FFA Association as well as publicizing the events of countless local and regional FFA and Young Farmer & Agribusiness Association activities. Numerous FFA events related to public relations and unique to South Carolina were initiated and conducted by Parris. Such activities include the Annual Legislative Appreciation Day in Columbia, Palmetto FFA Breakfast at the National FFA

Convention, State Fair Luncheon, and others. Over 600 FFA members, advisors, and official guests attended the 2003 State Fair Luncheon, held in the executive skybox suites of the Williams-Brice Stadium in Columbia. In recognition of Parris' lifetime contributions to Agricultural Education and the FFA, he was recognized and awarded the National FFA's VIP Citation at the 2003 National FFA Convention in Louisville.

### **FFA Camping Programs**

South Carolina FFA can boast of a long history of successful camping opportunities for its members. At one time or another, as many as six different FFA camps operated in the various geographic regions of the state to serve Future Farmers and New Farmers of America (NFA). The September 1940 *Agricultural Education Magazine* (Higgins, 1940) stated that the South Carolina FFA Camping program began in 1925, which would have preceded the founding of the Future Palmetto Farmers. On the other-hand, the earliest documentation appears to come from the April 1929 *Agricultural Education Magazine* ("Camp for Future Palmetto Farmers", 1929) that discussed the founding of a camp for Future Palmetto Farmers. A 1940 article in the *Agricultural Education Magazine* (Higgins, 1940) summarized a study of FFA camps across the nation. South Carolina was one of eight states that reported operating FFA camps at the time. In terms of total acreage, South Carolina was third in 1940 with 50 acres, following Georgia and Kentucky with 150 and 100 acres each.

Prior to World War II, a portion of the state's FFA Camps were constructed and improved by funds provided by FFA members and federal money from the WPA (Work Progress Administration) and NYA (National Youth Administration) (*Annual Report of the State Superintendent-74<sup>th</sup>*, 1943). Verd Peterson (1960) stated:

The N.Y.A. groups were taught by the emergency teachers [teachers who taught classes to unemployed rural people] in the construction of farm shops and in the erection of buildings and accommodations for Future Farmer camps of the State Works Progress Administration funds were often used to help secure materials to erect these buildings to be used for public purposes. (p. 39)

The annual designated camping period for South Carolina was listed as three months. The focus of the camping program was recreational and the camping fee for the late 1930s and 1940 was fifty-cents per camper. In general, a local teacher of agriculture was in charge of the camp in his immediate area. FFA Camps in South Carolina operated through the 1941 season but camping activities were later placed on hold as a result of America's entry into World War II. Shortages of gasoline and automobile tires was claimed to have "handicapped" the 1942 season (*Annual Report of the State Superintendent-73<sup>rd</sup>*, 1942, p. 184).

Separate camps for the FFA and NFA were operated throughout the state to serve the segregated White and Black student groups. By the mid 1950s, geographically, there were two camps in the Low Country coastal region, one in the mountains of the Upstate, and two in the mid portion of the state; one for FFA members at the Dentsville FFA camp outside of Columbia and one for NFA members at Orangeburg.

### ***Tamassee Camp***

The first FFA Camp established in South Carolina was the Tamassee Camp located in Oconee County. The Rotary Clubs of Seneca and Walhalla, located in the foothills of the Blue Ridge mountains approximately 30 miles north-west of Clemson, purchased 50 acres of land near an existing Daughters of the American Revolution (D.A.R.) school in 1928 (Objectives of the New South Carolina Program, 1930). Plans

were immediately made to construct cottages, provide a source of water, and to secure electricity from the nearby D.A.R. school. In June of 1929, the Vocational Teachers Association of South Carolina were actively assisting in the construction of a state camp for the FFA organization. The Tamassee FFA Camp first opened its doors for the summer 1929 season. The new camp was later the host for the state agricultural teachers' conference of 1930, having opened for its second season on June 1, 1930 (Peterson, 1930, May). The teachers at this conference composed and adopted 15 objectives for the upcoming school year (Objectives of the New South Carolina Program, 1930). Objective Number 10 stated, "An educational and recreational trip will be arranged for the boys in each school, making all possible use of the Future Farmer camp at Tamassee" (p. 84). A new dining hall was constructed prior to the 1937 camping season, but lacked pipes for water. A camp committee had previously been formed and a visit to the camp by the committee on February 17, 1938 generated a list of 10 suggestions to improve the facilities and camping program for the future ("Camp Issue", 1938).

By the late 1930s, the Tamassee camp could accommodate 38 members at a time. A suggested schedule that allowed as many as 176 FFA members to visit per week had one group arriving on Monday and departing Friday while a new group arrived Friday and departed on Sunday ("Camp Issue", 1938). Such a camping experience was reported by 18 members of the Antioch FFA Chapter during 1937 ("Camp Issue", 1938). The chapter described "going up on the 18<sup>th</sup> and returning on the 22<sup>nd</sup> of June" (p. 6). The members enjoyed swimming, horseshoe pitching, boxing, climbing to the top of Tamassee Knob, and a picture show in Walhalla; all during the first day at camp. Similar

to several written and oral reports, the Antioch Chapter stated, “The main feature of the return trip was a few hours stop at Clemson College. Here the boys visited the Y.M.C.A.; the cattle and hog barns; the experiment station, and a general birds-eye view of the college buildings” (p. 6). Countless FFA members across the Palmetto State were possibly influenced to attend the state’s Land-Grant institution as a result of visits arranged through their agricultural teachers and FFA chapter. By 1950, the 49.5 acre Tamassee camp had been expanded to accommodate 120 campers (“Lets Go to Camp”, 1950). When the FFA Association decided to sell the camping properties across the state, the Tamassee property, with its timber tracts, was the last FFA property sold. The first tract, 20.62 acres was sold in March 1999 and the remaining 26.99 acres were sold in April 2001(L. H. Blanton, personal communication, February 2004).

### ***Bluffton Camp***

The second FFA camp to open was Bluffton in 1930. The Bluffton camp was located at the southern tip of the state near the coast and just north of Savannah, Georgia. As a result of the success of the Bluffton FFA camp, the camp was moved to a more appropriate location in 1937 (“Camp Issue”, 1938). A 200 foot by 400 foot lot was purchased at All Joy Beach, located along the May River on Route 33, approximately two miles east of Bluffton. By April 1938, two cabins, each capable of housing 32 members, and a dining hall had been constructed. Similar to the Tamassee schedule, the Bluffton camp of the late 1930s operated on two shifts of campers per week. One group would arrive on Monday and depart by noon Thursday and another group would arrive Thursday, departing by noon Monday. Saltwater fishing at low tide and swimming at high tide were just a few of the available recreational activities. As with all early FFA

camp, cooking facilities were provided, but the visiting FFA chapter must furnish its own food and cook. R. D. Anderson, regional supervisor from the Walterboro region produced a newsletter in 1938 entitled the "Bluffton Camper" ("Camp Issue", 1938, p. 7). No surviving copies of this document have been located by the researcher. By 1950, the Bluffton camp was home to four barracks style sleeping cabins, an office, canteen, a kitchen with four dining rooms, a bathhouse, recreation hall, and a home for the camp caretaker ("Lets Go to Camp", 1950).

### ***Murrell's Inlet***

Following the footsteps of the coastal camp at Bluffton, the third FFA camp opened in 1937 at Murrells Inlet. At the time, Murrell's Inlet was located on U.S. Route 17 approximately 13 miles from Myrtle Beach ("Camp Issue", 1938). The property including the camp building was purchased for \$5,000 (Allen, 1951). The money was raised by local chapters of that supervisory region without help from outside sources. The main two-story building was seated in a grove of pine trees while the rear of the building overlooked the inlet. A large fishing pier was added. Campers could arrive after noon on Tuesday and stay until noon Friday. This arrangement allowed up to 180 members per week, and nearly 1,300 FFA members visited this camp in 1937 alone ("Camp Issue", 1938). A running water system, sinks, showers, electric lights, and a new dining hall had been installed by the 1938 camping season. During World War II, the federal government took possession of the Murrell's Inlet camp for the war effort and retained control through the early part of 1948 (Reynolds, 1948). During the spring of 1951, two new cottages were built across the street from the original two-story camp barracks and opened for FFA members in May of that year (Allen, 1951). Each side of

the cottages was fully equipped with a complete kitchen, living room, bath, and bedroom to sleep six people. The cafeteria was also remodeled in the early 1950s and served meals to campers prepared by two camp cooks. The Murrell's Inlet camp could accommodate 115-120 boys at a given time and was visited by 1,200-1,400 campers each summer during the late 1940s and 1950s. The price for attending the camp in 1951 was \$8.25 for the week (Allen, 1951). That cost was increased one year later in 1952 to \$8.75 ("Time to Think About Going to Camp", 1952). H. C. Edens, agricultural teacher at Myrtle Beach High School during this time, was the camp superintendent throughout the existence of the camp. The last season the Murrell's Inlet camp operated was 1958 and the FFA Camp Committee recommended and authorized the sale of the camp in December 1958. The sales contract for the Murrell's Inlet FFA Camp was signed on February 6, 1959 (Gore, 1958). The sale of this property helped to finance the property for the new Cherry Grove FFA Camp.

### ***The Orangeburg NFA Camp***

The Black members of the South Carolina New Farmers of America (NFA) were provided with a state camp near Orangeburg in 1937 (Peterson, 1960). Thomas Cade, a local Black businessman of Orangeburg, donated the land to the organization. The original deed to the New Farmers of South Carolina described 62 acres being recorded on March 31, 1934. Verd Peterson (1960) gives credit to J. P. Burgess and W. W. Wilkins of South Carolina State College and M. F. Whittaker, president of South Carolina State, with developing the buildings and facilities of the camp. Peterson also stated that a majority of the funding and labor was provided by New Farmer members and their teachers of agriculture.

A swimming pool was constructed for the 1966 camping season (*South Carolina Young Farmer and Future Farmer Magazine*, 1966). This was one year after the merger of the FFA and NFA, but still under the auspices of segregation. The Orangeburg NFA camp's final season for Vocational Agriculture students was in 1970. The facility was leased to other organizations in 1974, 1975, and 1976 for summer youth programs (Nielsen Collection, Utilization of Orangeburg FFA Camp). The Orangeburg camp property was transferred to the South Carolina FFA Foundation in November 1991 (Nielsen Collection, Orangeburg County, 1991) and later sold by the FFA Foundation in June 2000.

### ***Dentsville Camp***

The fourth camp to be constructed was the Dentsville FFA Camp, located on Highway 1, approximately 10 miles northeast of Columbia near the Sandhill Agricultural Experiment Station. The original camp was located near Columbia at Dents when construction had slowed and the U.S. Army took control of the camp for use by Fort Jackson during World War II (*Annual Report of the State Superintendent-73<sup>rd</sup>*, 1942). The Dentsville camp, which opened in the late 1940s, could accommodate 100 campers ("Lets Go to Camp", 1950). Four barracks style sleeping cottages, two kitchen facilities, and two recreational buildings served the basic camping needs of FFA members ("Time to Think About Going to Camp", 1952). In 1951, showers and lavatory facilities were added to the sleeping barracks ("Time to Think About Going to Camp", 1952). The 1952 camping fees were set at twenty-five cents per member to offset miscellaneous camp costs. Each visiting chapter had to provide their own food and perform their own cooking. As a result of its location, the Dentsville camp was often the overnight stopping

point for chapters crossing the state. This camp originally contained two tracts of land totaling 138 acres. One tract was eventually bisected by the construction of Interstate-20 and nearly 20 acres was consumed for that construction (Nielsen Collection, Reese, 1974). An example of the value on the original investment can be determined by the 1974 appraised value of the resulting 115-acre Dentsville property at \$1,210,000. Interstate-77 later required nearly 17 additional acres. The remaining acreage was sold by the SC FFA Foundation in April 2001.

### ***Cherry Grove FFA Camp***

In the 1950s, the members of the State Association of FFA concluded that a modern facility was needed to provide the FFA camping needs for members throughout the state. In 1956, the state legislature appropriated \$125,000 for the initial construction of the facilities for such a camp (Peterson, 1960). That camp became the Cherry Grove FFA Camp, which opened its doors for the first camping season in 1957. The remaining FFA camps were closed by 1958, and all FFA camping operations were conducted at Cherry Grove while the NFA camp was maintained at Orangeburg. The focus of the camping programs of the late 1950s and early 1960s had expanded to include educational/craft type activities in addition to the standard recreational theme (“FFA Camps Open”, 1967). H. C. Edens, former camp director of Murrells Inlet, assumed the duties of Camp Director at Cherry Grove upon its opening in 1957. Edens began service at Murrells Inlet in 1937 and served as camp director at Cherry Grove until his effective resignation of May 31, 1995 (Clemson University Agricultural Education Program Archives).

The 34-acre Cherry Grove FFA Camp has a long and more complex construction history than the previous camps. The previously mentioned camps were owned and maintained by the South Carolina Association of Future Farmers of America. By the late 1950s, it was determined that one state-owned camp with modern facilities should be created (FFA Camping and Leadership Training Program, 1991). The real estate of the Murrell's Inlet Camp was sold to help finance the purchase of the land for the Cherry Grove facility. The various dormitories or barracks as they were sometimes referred, along with the guests house, gymnasium, cafeteria, and other structures and improvements were constructed in various phases over the years. Between 1980 and 1992, the State FFA Association had spent over \$297,000 of its own money for the maintenance, necessary equipment, and capital improvements for the Cherry Grove FFA facility (Nielsen Collection, Tighe, 1992, April 8). The State Department of Education continued to pay the salary of the camp caretaker and partial insurance expenses by a grant through 1996 (Clemson University Agricultural Education archives).

### ***FFA Relations with the State Department of Education***

In early 1991, State Superintendent of Education, Barbara Nielsen, began to investigate the FFA properties including the camps and beachfront cottages. The beachfront cottages are separate facilities and located across the inlet from the Cherry Grove Camp. A brief summary of the facts concerning the Cherry Grove facility and the beach cottages was compiled for Superintendent Nielsen in 1991 (FFA Camping and Leadership Training Program, 1991). That 1991 summary stated the following:

- Thirty acres of land were purchased by the FFA in 1953 and deeded to the State of South Carolina in 1956 for \$5.00 and other valuable consideration for

the State Legislature to appropriate not less than \$250,000 to construct permanent buildings [by Act #813 of the 1956 General Assembly, section 13].

- Four additional acres adjoining the Cherry Grove Camp were purchased with FFA funds and deeded to the State in 1960.
- Four lots on the beach were purchased in 1954, 1958 and 1960 by the South Carolina Association of FFA to provide access for swimming by campers.
- A chapter house was built to provide restrooms, showers and storage of first aid and water safety equipment.
- Another duplex cottage was built on the adjoining lot. These cottages have been made available to agriculture teachers who serve as local FFA chapter advisors. Since the Association is a non-profit organization rental rates are established based on the cost of maintaining the cottages.
- When the construction of the buildings for the camp was completed, the State Legislature appropriated funds for the caretaker's salary and maintenance of the facilities.
- In the mid 60s all state funds for maintenance were eliminated and it became necessary for the FFA to provide all funds for maintenance and repairs as well as purchase new equipment and supplies.
- The camp property owned by the State of South Carolina is listed on the fixed asset records of the Department of Education and has been managed and operated by the South Carolina Association of FFA.
- The financial records are audited annually by a CPA and copies of the report are provided to the Department of Education and all FFA Chapters.
- The Office of Vocational Education has contracted for a number of years with the Horry County School District to pay the caretaker's salary with federal vocational funds for the maintenance and security at the state youth leadership training camp.
- The property is insured through the Insurance Reserve Fund. The Office of Vocational Education has budgeted \$600 yearly and the FFA has paid for the balance of the premium. For 1991 the FFA paid \$839.47 of the annual premium of \$1,439.47. The FFA beachfront property represents a small portion of the total property value covered by the policy.
- The camp director's salary has been paid in full by the FFA since 1978 and other staff have been employed to operate the camp. (pp. 2-3)

By November 1991, Superintendent Nielsen attempted to establish a clear separation of the responsibilities of the Department of Education, the duties of the state staff for Agricultural Education, and the obligations of the State FFA Association. During that time, Nielsen investigated one option that would return the ownership of the Cherry Grove Camp to the FFA. Nielsen also released a statement to the press. A portion of that press release includes:

It appears that use of the beachfront house may have been used exclusively by a select few people at rental rates far below comparable beach properties.

The State Department of Education should not own, manage or finance properties like these for the use of some students and a select few school administrators and teachers. We cannot justify spending taxpayer's money on properties like these, while we are hard pressed to get textbooks in our classrooms, cut class sizes, and give pay raises to teachers (Nielsen Collection, "For Immediate release").

Nielsen in the same press release did praise the FFA for its service to the students of South Carolina. Policies and procedures governing the operation of the FFA Teachers Cottages had previously been established under State Supervisor of Agricultural Education Frank Stover (Nielsen Collection, Stover, undated). For example, availability of the cottages were based upon the rule that, "On May 15, cottages not rented to teachers of agriculture, teacher educators and supervisors for the month of June may be rented to others during the month of June" (p. 1). The same rule applied for the months of June and July. The rental fees for cottages No. 1 and No. 2 at Cherry Grove Beach were priced at \$50 per week for a one-bedroom cottage with sleeping accommodations for six persons. Cottages No. 3 and No. 4 were two-bedroom facilities that could accommodate 10 persons and rented for \$70.00 per week. The titles to the beach properties were later transferred from the South Carolina Association of Future Farmers of America to the South Carolina Future Farmers of America Foundation on

December 9, 1991 (Nielsen Collection, Horry County, 1991). Other remaining FFA camp properties were also transferred to the SC FFA Foundation at this time. Members of the FFA Advisory Council approving the various transactions on October 19, 1991 were: Hugh McClimon, Earl Frick, W. P. Lloyd, Lee Sloan, Clark Woods, Allen Williams, and Drefus Williams (Nielsen Collection, Horry County). The SC FFA Foundation Advisory Council was not composed of any Department of Education employees as voting members.

By the spring of 1992, negotiations were underway jointly between the FFA Association and the State Department of Education to approach the State Budget and Control Board for the purpose of transferring the Cherry Grove Camp to the FFA (Nielsen Collection, Tighe, 1992, April 8). The FFA Association was willing to accept 100% of the future cost of operating the camp. That proposal never materialized. A long-term lease was negotiated.

### **FFA Contests and Awards Program**

Judging events and competitions have been at the core of FFA activities since the organization's inception. However, the first Vocational Agriculture student livestock judging event in South Carolina was conducted prior to the formal organization of the FFA or FFA. On June 6 and 7, 1923, Vocational Agriculture students composed of three-man teams traveled to the campus of Clemson College to participate in the event conducted jointly by the College and the State Department of Education (Riggs Collection, Judging Contest, 1923). A four-page memo was distributed to teachers of agriculture in advance explaining the details of the event including eligibility, rules, awards, the breeds to be judged, and a registration deadline of May 25, 1923. During

the contest, students were provided two minutes to present a set of oral reasons defending their placings. E. W. Garrison, Assistant State Supervisor of Agricultural Education, represented the State Department of Education during this contest.

### ***Regional Contests***

The first mention of regional contests conducted throughout the state came in February, 1926 (Peterson, 1926, February). At that time, plans were underway to conduct four or five one-day judging contests in various parts of the state as preliminary events prior to the state contest to be held at Clemson College, possibly during the agricultural teacher's conference. Proof that the planned regional judging events did in fact occur comes from the report by L. W. Alford of Walterboro that his students participated in the district (Congressional districts) judging contest held at Summerville in the spring of 1926 (Peterson, 1927, February).

The emphasis placed on the importance of judging events can be found in a list of department objectives created by agricultural teachers at the July 1927 annual teacher's conference. One of those objectives for the year included: "*One Judging Contest*- the pupils in each school will take part in either a district or state livestock or crops judging contest" (Hope, 1927, November, p. 54). By March 1928, an outline of suggestions for contests and fairs had been developed jointly by the state supervisors and teachers of agriculture (Hope, 1928, March). The researcher was unable to locate a copy of that document.

Details for the 1928 state and regional contests were announced in May 1928 (Hope, 1928, May). It was determined that district judging contests would be conducted prior to May 20<sup>th</sup> in each of the seven Congressional districts of the state. The district

contests were elimination events held prior to the state judging contests at Clemson College on June 6-7 of 1928. The winners of the state contests then advanced respectively to the National Dairy Show in Memphis and the American Royal Stock Show in Kansas City.

Judging contests continued to be held in the Congressional districts during the spring of 1930 as elimination events prior to the state contests in Clemson (Peterson, 1930, May). The two highest teams from each Congressional district were allowed to advance to the state contest held at Clemson College on June 4-5, 1930. The national events followed in Kansas City and St. Louis that fall. A more complete description of the 1930 state events are located in the May 1930 *South Carolina Education* magazine (Peterson, 1930, May). Details for the district events were:

The following is the schedule for District Contest: April 25, State Hospital farm near Columbia; May 2, Coast Experiment Station near Summerville, and J. B. Douthit's farm near Pendleton; May 9, Thornwell Orphanage, Clinton, and Pee Dee Experiment Station near Florence; May 16, R. B. Caldwell's farm near Chester and Horace Holley's farm near Aiken.

Each School will be represented by a team of three boys. Approximately 135 schools will enter the contest.

Enterprises to be judged are as follows: dairy cows, poultry, hogs, mules, corn, oats, Irish potatoes, and peach trees. (p. 288)

### ***National Contests***

Participation in national level contests became a first for South Carolina in the fall of 1927 (Hope, 1927, December). A team was sent to the National Dairy Show held in Memphis that year. Team members were: Elmore Bryant and Earle Taylor of Pendleton, and Herbert Golightly and Lloyd Stone of Inman. S. C. Jones, agricultural teacher at Pendleton, was the coach for the team. There were teams from 32 states in attendance at the national contest.

The winners of the 1928 state judging contests selected to attend the national dairy event held in Memphis were Capers Lewis of Pickens, Grover Irick of Orangeburg, Virgil Williamson of Pomaria, and William Morgan of Edgefield. The team's coach and advisor was G. P. Saye of Little Mountain and Pomaria (Hope, 1928, November). One can conclude that the winning teams at that time were composed of the three highest scoring individuals, rather than selecting the chapter with the top overall score.

Members of the state winning team that judged livestock at the 1928 American Royal Livestock Show in Kansas City were: Dwight Pace and Wallace Grant from Pickens and Carl Smoak from Orangeburg. W. H. Garrison, Assistant State Supervisor attended as the team's coach (Peterson, 1928, December). The team placed 16 out of the approximately 30 state teams participating (Hope, 1929, January). Grant and Smoak were also the South Carolina delegates to what was the formational meetings and first National Convention of the FFA that was in Kansas City, November 18-21, 1928.

The team representing South Carolina at the 1930 national livestock event in Kansas City was the team from Oakley Hall High School in Chester County (Peterson, 1930, May). This is the first mention of a national judging team composed of the highest chapter rather than a composite team of the three highest individuals. Team members were: Ellis Reid, Roger Reid, Wylie Carpenter, and coach/advisor R. A. Taylor.

The National FFA conducted its first national public speaking contest in November 1930 ("Activities of Future Farmers", 1930). South Carolina immediately adopted procedures to conduct a state contest to provide a contestant for the Southern Regional event of 1930 ("Activities of Future Farmers", 1930). Two years later, William Bagot Searson, Jr. of the St. Paul High School of Yorges Island, located in Charleston

County, won the national FFA Public Speaking Contest on November 14, 1932. As a result of this accomplishment, Searson's photograph was placed on the cover of the February 1933 *Agricultural Education Magazine* (1933). Searson had previously won the state contest held at the University of South Carolina in July and then the Southern Regional contest in Memphis on October 8, 1932. Searson received a gold medal and a \$400 cash award for winning the state event (1932).

The 1935 Poultry team of Lloyd Martin and Harry Smith of Seneca placed third in the national contest in Kansas City during October of 1935 ("News and Notes", 1935).

### ***Individual Contests***

As early as the 1929-1930 school year, South Carolina had established sponsorships to conduct various contests for individual students and Future Palmetto Farmers. State awards were provided in the following areas through various years:

- Cotton Growing- Chilean Nitrate of Soda Educational Bureau and the Cotton Co-operative (Hope, 1929 February)
- Sweet Potato Growing- South Carolina Sweet Potato Growers Association
- Poultry Growing- South Carolina Poultry Association
- Thrift Contest- Pioneer Life Insurance Company (South Carolina Thrift Contest, 1929, p. 4)
- Soil Improvement Contest of 1930- American Lime Company of Knoxville (Peterson, 1930, April, p. 254)
- Co-Op Essay Contest- SC Cotton Growers Cooperative Association (Peterson, 1930, May, p. 286)

Contests in production crops yields were a source of motivation for Vocational Agriculture students. South Carolina established statewide contests in corn and cotton production by the beginning of the 1928-29 school year (Hope, 1929, February). The results of a few of those early contests are found in Table 9.

**Table 9**

*Early Crop Yield Contests*

<b>Year</b>	<b>Contest</b>	<b>Winner</b>	<b>School</b>
1928-29	Corn Growing	Jeff Early	Orangeburg High School
1928-29	Cotton Growing	John Amos Arant	Pageland High School
1929-30	Corn Growing	Pelham F. Way	Elloree High School*
1929-30	Cotton Growing	Nash Gray	Gray Court-Owings High School
1930-31	Corn Growing	Manning Till	Orangeburg High School
1930-31	Cotton Growing	Byrom Gresham	Mauldin High School

\*(Activities of Future Farmers, 1930, p. 210)  
(South Carolina Education, 1931, May, p. 285)

As a result of the crop growing awards, the students won a trip, often to Washington, DC, provided by the Chilean Nitrate of Soda Education Bureau (Hope, 1929, February).

The limited activities as a result of the Second World War can be seen by the reduced number of state contests held during the 1942-43 school year. The only state contests conducted during the year (1942-1943) were the Speaking Contest, Food for Victory, and Vocational Agriculture War Achievement Contest (Report of the SC FFA, 1942-43). Specific details of these events are unknown to the researcher.

***FFA Executive Secretary***

South Carolina FFA employed its first State FFA Executive Secretary shortly after World War II. The large post-war enrollments in Vocational Agriculture classes and expanded FFA membership provided ample reason for establishing such a position. Frank L. Barton, a former teacher of agriculture from Woodruff High School had most recently been serving as a regional supervisor for Agricultural Education (“Barton Named State FFA Executive Secretary”, 2002). Barton began his duties as executive

secretary in 1949. John W. Parris stated in 2002 that, “Barton was instrumental in advancing the FFA public relations of the state and was instrumental in starting the *South Carolina Young Farmer and Future Farmer* magazine in 1950 (J. W. Parris, personal interview, December 19, 2003). Barton served as Executive FFA Secretary for 10 years before becoming employed with the Federal Land Bank in Columbia.

The following individuals have served as FFA Executive Secretary in South Carolina:

Frank L. Barton	1949-1959
L. L. Lewis	1959-1965
Frank R. Stover	1965-1969
J. Earl Frick	1969-1994
John W. Parris	1995-1996
James Ulmer, III	1997-1999
James P. Scott	1999-2003
Keith Cox	2004-present

The State Supervisor/State Leader for Agricultural Education has always served in the capacity of State Advisor for the South Carolina Association of FFA.

## CHAPTER 8

### SUMMARY

Determining the actual beginning of a movement would appear easy when applying the laws of physical science. When identifying the origins of Agricultural Education in South Carolina, no particular event in time can be considered the beginning. This is especially true in the public school system as a number of events can be identified that contributed to the movement prior to and after the federal Smith-Hughes Act of 1917.

#### **Agricultural Societies**

A study of Agricultural Education in South Carolina could not begin without an examination of the impact provided by the numerous agricultural societies that flourished in the late 1700s and continued feverishly throughout the 1800s. Yarborough (1956) identified 11 agricultural societies that were organized by 1843 and an additional five societies being formed prior to 1845. The Pendleton Farmer's Society, founded in 1815 (Pendleton Farmer's Society, 1908), located near Clemson University is one of the nation's oldest continually meeting agricultural societies. The Pendleton Society, with such members as John C. Calhoun and son-in-law Thomas Greene Clemson, is often claimed to have been *the Mother of Clemson College* as a result of the numerous meetings held at this location and the resulting administration of Thomas Greene Clemson's will, which founded Clemson Agricultural College.

#### **Federal and State Influences**

Wayne Rasmussen (1965) listed four factors resulting from federal legislation that greatly supported American agriculture. They were:

- The Homestead Act that encouraged westward expansion and settlement
- The Morrill Land-Grant Act promoting Agricultural Education
- The establishment of the U.S. Department of Agriculture
- The Act charting the Union Pacific Railroad assisting the settling of the west and the movement of agricultural products. (p. 8)

South Carolina, suffering from the affects of the War Between the States and the repercussions of the Reconstruction period, did in fact create its own Department of Agriculture by late 1879 (Butler, 1866). This was a milestone even though the Department was not involved in experimental research resulting from “a lack of funds due to various unusual and unavoidable expenditures which have absorbed the means...” (Butler, 1886, p. 20). If individuals could place themselves into this time period, the shortage of trained scientist to conduct agricultural research would easily become apparent. A paradoxical situation quickly came to light when the appreciation and demand for agricultural research became a reality and there were few individuals holding the necessary education and training to fulfill these positions. The Land-Grant institutions would rise to fill that void.

The final location of the Land-Grant institution in South Carolina resulted from a political gerrymander so to speak. The South Carolina College, later to be named the University of South Carolina, was the original recipient of the Land-Grant funds. Prior to the founding of Clemson Agricultural College, the South Carolina legislature by an Act on December 23, 1879, approved South Carolina College to be renamed “South Carolina College of Agriculture and Mechanics” (*South Carolina*, 1927, p. 115). This institution was located on the same grounds of the former college in Columbia. John McLaren McBryde, a native of Abbeville, South Carolina, graduate of the University of Virginia, and a veteran of the Confederacy, was elected to the professorship of

agriculture and horticulture at the South Carolina College in 1882 (*South Carolina*, 1927). McBryde oversaw the development of 70 acres into agricultural research plots and orchards. In May 1883, Professor McBryde was elected as President of the college, and in 1887 helped reorganize the college into the University of South Carolina (Kinnear, 1972).

At the same time that the University of South Carolina was settling into its role at the agricultural Land-Grant institution of the state, an agrarian revolt in the Upstate regions led by B. R. "Pitchfork Ben" Tillman, later governor, was generating momentum to establish a separate location from the University in Columbia for the instruction of the agricultural and mechanical arts. A fact possibly unfamiliar to most is a small clause written into the original 1886 Act establishing the South Carolina Experiment Stations (*First Annual Report*, 1889). Section 5 of that Act stated:

That the Board of Agriculture shall take into careful consideration plans and specifications for an Agricultural and Mechanical College, together with probable or approximate cost of the same, and report the result of their investigation to the General Assembly at its next session. (p. 5)

In hindsight, this clause was a legislative foreshadow of the strong political efforts that were being organized to establish a separate institution for the study of agriculture and mechanics. That institution would become Clemson Agricultural College, founded in 1889.

Shortly after the turn of the new century, the USDA began to chart the progress of Agricultural Education through a series of annual bulletins (True, 1929). By 1903, the surrounding states of North Carolina and Georgia had passed state laws permitting and encouraging the instruction of agriculture in the public schools (True, 1903). By 1907, South Carolina was added to the list of 11 states required by law to teach agriculture in

the rural public schools (Crosby, 1908). For the most part, instruction in agricultural topics was provided at the elementary school level. O. B. Martin, State Superintendent of Education, listed 10 recommendations in his 1908 annual report of the State Superintendent of Education. Number Six on Martin's list stated, "I believe that the time has come when the Legislature should establish agricultural high schools" (*Annual Report of the State Superintendent-40<sup>th</sup>*, 1909, p. 25). Martin restated his desire for the establishment of a hands-on style agriculture in the schools in his 1909 annual report. A few statements from Martin's section entitled "Agricultural Schools" provided insight to Superintendent Martin's sincerity to this topic. Martin's comments included:

But textbook farming is like the fabled bag of gold at the end of the rainbow. Soil and seeds cannot be learned from the printed pages. If this work is to be successfully carried on, a school farm is a necessity. (*Annual Report of the State Superintendent-41<sup>st</sup>*, 1910, pp. 17-19)

Martin's ideas of establishing agricultural high schools similar to those in Virginia and Alabama never became a reality. The philosophy of the state followed the rule that an education in agricultural subjects should be available to all rural students.

Not until 1907 that the state legislature authorize the formation of accredited high schools, and then only in school districts with a minimum school population (Parks, Richardson, & Walker, 1992).

### ***Part Time Work with Rural Students***

Prior to the establishment of large numbers of high schools in the state, C. B. Haddon was employed by Clemson College in May 1910 to work with rural school students (Riggs Collection, Perkins, W. R., 1910, October 18). Haddon cooperated with various county school superintendents, school organizations, and individual schools organizing boys and girls into improvement clubs. One early example was a pig club

established in Saluda. Mr. Haddon also provided teacher-training courses in agriculture ranging from one to two weeks long in five different counties in South Carolina. By 1911, Professor Haddon was in charge of the Boy's Corn Club work throughout the State (Riggs Collection, Harper, J. N., 1912, September 16). During the 1911-1912 year, Haddon enrolled over 1,400 boys into corn clubs and an additional 300 in pig clubs (Riggs Collection, Harper, J. N., 1912, September 16, p. 8). A description of Haddon's work can be found in a report by Extension Director W. R. Perkins written in February 1911. Perkins stated:

Mr. Haddon has given his time almost exclusively, since the opening of the schools, to work with about a dozen public schools. He visits them monthly and gives them regular work. He is working in the club idea, giving each pupil something to do. (Riggs Collection, Perkins, W. R., 1911, February 11, p. 17)

The Corn Clubs, Pig Clubs, and the Tomato and Canning Clubs involving school age girls would later provide a framework and foundation for the Future Farmers of America (FFA) that became integral with Vocational Agriculture and the 4H Club associated with Extension work.

### ***Extension Train***

One of the most innovative programs in providing agricultural and industrial awareness to the citizens of the Palmetto State was the initiation of the Extension Demonstration Train by the Clemson Extension division. First organized in 1905, this program ran for three initial seasons, the fall of 1905 and early 1906 (Mell Collection, Harper, J. N., 1907, November 12), again in 1907, and 1911 (Riggs Collection, Perkins, W. R., 1911, February 11, p. 19). This program was not an original idea as other states had implemented similar plans. Clemson President P. H. Mell in a letter to John Hamilton, Farmer's Institute Specialist with the USDA in Washington, stated:

It is not like a train used in other states in taking simply one trip, but these cars are used as a means of reaching the farmers in every portion of South Carolina. They are side-tracked as long as the farmers in any particular locality desire the information from the officials. You can see, therefore, that this is really a school on wheels, and during the year, we spend from three to four months in steady work. (Mell Collection, Mell, P. H., 1907, January 7)

The 1905-06 Extension Train contained a large quantity of illustrative material in the form of plant specimens and mechanical apparatus from the textile, mechanical, and agricultural departments from Clemson College.

Posters announcing the purpose and arrival dates were distributed throughout the state in advance (Mell Collection, Mell, P. H., 1905, November 11).

The 1907 Extension Train contained departmental exhibits including those provided by the Agricultural Division, the Horticulture Division, Entomological, Animal Husbandry and Dairy Division, Chemical Division, Geology Division, Mechanical Division, and the Textile Division. Ten faculty members from Clemson College and one representative of the Southern Railway attended the tour. Seventy-three different communities were visited and attendance throughout the tour totaled 13,398. This was quite an accomplishment for the *school on wheels*. The use of the Extension Train soon became unnecessary as the era of the local County Extension agent and the likes of the Model-T automobile began to transfer the knowledge of the college to the farmers and other rural populations.

### ***Demonstration Schools***

In addition to club work, an additional, but lesser-known method for meeting the Agricultural Education needs of the rural children was called the Demonstration School System (Rittenberg, 1916). This method operated by selecting one to five schools within a school district to serve as demonstration schools for agricultural techniques.

Beginning in the fall of 1913 and proceeding throughout the 1913-14 school year, the

demonstration schools incorporated a minimum of three acres of land at the local school to be used as an agricultural demonstration plot for instructional purposes. A local schoolteacher taught textbook agriculture while the county demonstration agent visited each school to provide hands-on experience in the plots. By 1914, there were still 72 such demonstration schools in operation, but participation had been as high as 140 schools (Rittenberg, 1916).

### ***The Darlington County Experiment***

During 1914, an experienced Cooperative Extension agent, Mr. J. M. Napier of Darlington County, possibly became the first public school teacher of agriculture in South Carolina. Napier, a demonstration agent for Richland County was assigned the experimental task of teaching agriculture in the upper elementary grade level within the five consolidated schools of Darlington County (Rittenberg, 1916). The Extension Division of Clemson College labeled this attempt towards Agricultural Education as the *Darlington County Experiment*. Napier visited each school on a rotation or *itinerant* basis (Rittenberg, 1916, p. 4). Napier's plan was to provide each school two one-hour periods of weekly instruction, with one of the local teachers providing recitation and review when he was not present.

The results of the experiment were published in Clemson College Extension Bulletin No. 36 entitled *A Rural School Experiment* (Rittenberg, 1916). The author of the bulletin, Sidney Rittenberg, commented that, "Few experiments in the education of South Carolina youth have been watched with so much interest as that which is being conducted in the rural schools of Darlington County by the Extension Division of Clemson College" (Rittenberg, 1916, p. 1). Rittenberg continued by stating, "Educators

in this and other states wanted to know what the results had been and what the prospects were... it was not thought wise to give the experiment national publicity through outside publications until this office made an investigation and report” (Rittenberg, 1916, p. 1). The second school year of the Darlington County Experiment, 1915-16, added two additional teachers, H. L. Reaves and E. H. Pressley, to work under the supervision of Napier. This successful experiment paved the way for state legislative support for Agricultural legislation prior to Smith-Hughes funding.

### ***The Toole-LaGrone and Smoak-Rector Acts***

The increasing demand for Agricultural Education in the public schools of South Carolina led to the introduction and eventful passage of two important legislative acts. First came the Toole-LaGrone Act of 1916 followed by the Smoak-Rector Act of 1917. Both of these items of legislation directly supported Agricultural Education in the state.

Representative G. L. Toole of Aiken County introduced the Toole-LaGrone Bill into the House of Representatives in February 1915. House Bill 524, “A Bill to Provide for Teaching Agriculture in the Public Schools of the State” (*South Carolina House Journal*, 1915, p. 457) was referred to the Committee on Education where it was pigeonholed. The bill was re-introduced in 1916, and after debates and amendments, was passed and signed by Governor Manning in March 1916 (*Acts and Joint Resolutions of the General Assembly of the State of South Carolina*, 1916).

Building upon the legislation provided in the Toole-LaGrone Act of 1916, the Smoak-Rector Bill of 1917 was written as a further attempt to encourage the teaching of agriculture in the public schools. The authors, W. W. Smoak of Walterboro, and V. E. Rector of Darlington, introduced House Bill 303, “A Bill to Provide for the Teaching of

Agriculture in the Public Schools of the State, and to Place the Same Under the Supervision of the State” (*South Carolina House Journal*, 1917, p. 26). The Smoak-Rector Act was passed on February 27, 1917 (*Acts and Joint Resolutions of the General Assembly of the State of South Carolina*, 1917). Similarities can easily be detected between the Toole-LaGrone and the Smoak-Rector Acts. The latter bill reduced the size requirements of the participating schools and installed a textbook adoption procedure for agriculture. The Act also mentioned the creation of a new position named the State Supervisor of Agricultural Education.

### ***Smith-Hughes Act***

A summary of the number of students receiving agricultural instruction in the public schools of South Carolina between 1902 and 1917 would show a growth from 66 White students of agriculture to over 7,000 students in 1917 (Yarborough, 1956). This growth provided proof of the momentum that Agricultural Education had developed after the turn of the 20<sup>th</sup> century. The catalyst that created and shaped Agricultural Education in a form recognizable today is undisputedly the federally sponsored Smith–Hughes Act of February 1917. By 1917, the various states were already dealing with the federal mandates and stipulations of both 1862 and 1890 Morrill Acts, the Hatch Act, the Smith-Lever Act, and the Nelson Act. The Smith-Hughes legislation was by far the deepest extension of the federal government in controlling the direction of education within the individual states up to that point in time. The South Carolina statute accepting the laws and provisions of the Smith-Hughes legislation was approved by the state legislature on February 27, 1917, only four days after the federal Act was signed by President Woodrow Wilson (*Acts and Joint Resolutions of the General Assembly of the State of*

*South Carolina*, February 27, 1917). The *State Plan for Vocational Education* was reviewed and approved by the Federal Board on November 9, 1917 and subsequently, federal funds were made available to South Carolina on November 15 of the same year (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919). This places South Carolina as one of the first states to accept the provisions, responsibilities, and monies associated with the Smith-Hughes Act. The passage of this National Act on February 23, 1917 replaced general, academic, and agricultural literacy instruction in the public schools with “Vocational Agriculture” or what was later often referred to as *Vo-Ag*. The process of applying and receiving the Smith-Hughes funds arrived too late during the 1917-18 academic year to make a full impact. Fortunately, plans for Agricultural Education were already under implementation as a result of the Smoak-Rector Act.

Smith-Hughes legislation contained unique provisions that were incorporated into the overall plan for Agricultural Education. These provisions included: liberal salaries for trained teachers, each student must attend at least 90 minutes daily in classroom agricultural work, each school must supply a separate room to teach agriculture, have at least \$100 worth of equipment, provide provisions for a supervised work experience for each student, establish a system of state teacher supervision and provide teacher training at the state level (Peterson, 1918). In retrospect, one must consider what a radical change from traditional public education this Federal Act introduced to the state and local school officials. Especially consider the fact that programs under the Smith-Hughes Act were under the absolute control of public officials. In addition to the instructional requirements, every dollar of federal money had to be matched equally with state or local money. In South Carolina, the state made it affordable for smaller local

schools to meet the salary requirements of agricultural teachers by requiring that the local system provide 25%, while the state provided 25% to match the Federal government's 50% contribution (*Annual Report of the State Superintendent-50<sup>th</sup>*, 1919). The school grounds, facility, and equipment had to be provided by the local school.

The requirements set forth by the Smith-Hughes legislation no doubt helped strengthen and shape the characteristics of Agricultural Education for years to come. The supervised experience component has remained an integral part of secondary Agricultural Education throughout time and through the evolution of various funding provisions.

One of the provisions of the federal legislation required each state to select a state supervisor of Agricultural Education. Clemson president W. M. Riggs had earlier suggested that this position be economically split between the State Department of Education, which was the administrative body for the Smith-Hughes funds, with the other half of the position going to Clemson College as a faculty position in Agricultural Pedagogy for the teacher-training program (Riggs Collection, Riggs, W. M., 1917, May 17). A search was initiated in 1917 to find one individual to fill two sets of shoes. Verd Peterson, a recent graduate student from Cornell was later hired and became the first full-time teacher-trainer for Agricultural Education at Clemson College as well as the first State Supervisor for Agricultural Education. Peterson served in the capacity of State Supervisor of Agricultural Education from 1917 to 1946, longer than anyone else in South Carolina history. The only other individual who would receive a similar split appointment, one-half faculty and one-half state staff for Agricultural Education, was P.

M. Fravel, who accepted such a position with Clemson University 84 years later in July 2001.

### ***Clemson College Teacher Training Program***

To help resolve the shortage dilemma of trained teachers in the state, the Agricultural Education teacher-training program at Clemson College was created and opened its doors in the fall of 1917 with 10 students (Ardis, 1939). Officially, the program was named the Division of Agricultural Education, located within the Department of Agriculture at Clemson College (Ardis, 1939). Verd Peterson who had been hired in July 1917 to serve as both teacher-trainer at Clemson College as well as State Supervisor for Agricultural Education, began his work on July 10, 1917 with an annual salary of \$2,200 (Riggs Collection, Calhoun, F. H. H., 1918, June, p. 3). W. G. Crandall, then a graduate student at Cornell University, was recruited and accepted employment with Clemson College in January 1918 to serve as Peterson's faculty assistant (Ardis, 1939).

The original class of 10 students who entered the course in 1917 completed the two-year program in 1919 and seven accepted employment as teachers of agriculture within South Carolina. The remaining three men secured employment teaching in Virginia, Georgia, and Alabama (*Annual Report of the State Superintendent-51<sup>st</sup>*, 1920). The teacher education course remained a two-year program at Clemson College until 1928, when it was converted to a four-year program. The first 11 years produced 64 teachers, and 541 individuals completed the four-year program over the next 30 years (Clemson University Agricultural Education Program Archives). A similar training program existed at South Carolina State College for training Black teachers.

## **Supervisory Provisions for Agricultural Education Programs**

South Carolina, under the initial auspices of the Smith-Hughes legislation, first employed a State Supervisor of Agricultural Education in 1917. A 1926 ruling by the Federal Board for Vocational Education determined that up to 30% of the teacher-training funds could be used for state and local supervision (Federal Board for Vocational Education, 1926). Verd Peterson, State Supervisor had suggested to Clemson College Teaching Director F. H. H. Calhoun in 1920 that he [Peterson] intended to have an Assistant State Supervisor for Agricultural Education to be paid from state funds (Riggs Collection, Calhoun, F. H. H., 1920, June 18). An Assistant State Supervisor for Agricultural Education, E. W. Garris, one of the original 13 Smith-Hughes teachers of agriculture, was first added to the staff in 1921. Garris served as Assistant State Supervisor until 1924 when he requested a one-year leave of absence (Peterson, 1925, October). W. H. Garrison, a sixth year teacher from Fletcher Memorial School in McColl, replaced Garris as acting Assistant State Supervisor in South Carolina during Garris' leave of absence (Earle Collection, Annual Descriptive Report, 1924-25). Peterson and Garrison during the 1924-25 school year made 82 promotional trips, 33 instructional trips, and 204 visits to local programs for inspectional purposes (Earle Collection, Annual Descriptive Report, 1924-25).

Statewide supervision for Agricultural Education continued through the years and these positions were still provided in the *South Carolina State Plan for Vocational Education* for 1971 as required by the Vocational Education Amendments of 1968. This document listed Agricultural Education as one of eight programs under the Office of Vocational Education. South Carolina maintained a State Supervisor of Agricultural

Education and six District Consultants as they were referred to throughout the 1970s. Even though they were later named regional consultants and later regional coordinators rather than supervisors, their main duty was “the responsibility for general supervision” (F. D. Johnson Collection, South Carolina State Plan for Vocational Education, 1971, pp. 13-14).

R. E. Naugher, a native of Mississippi and graduate of Mississippi A & M, was the first regional supervisor of Agricultural Education, accepting that responsibility in 1931. Naugher supervised several counties in the Pee Dee region of the state from 1931-1943 (National Official of FFA, 1963). Additional regional supervisors were added throughout the state. The state has been divided into several multi-county supervisory regions over the years. At one time there were as many as six regions, each with a supervisor, and as a result of shrinking state budgets, there were only three regions with three regional coordinators when South Carolina entered the 21<sup>st</sup> century.

Ever since Vocational Agriculture’s beginning in 1917 and into the 21<sup>st</sup> century, South Carolina has maintained the position of State Supervisor or State Leader of Agricultural Education as it was later called. The regional supervisory staff has not been as fortunate. Budget cuts and Department of Education restructuring in the 1990s eliminated the regional positions. After the state program for Agricultural Education was transferred from Columbia to the Clemson University campus in the fall of 1996, these positions were eventually reinstated in-part.

### **Full Circle**

The state program for Agricultural Education in South Carolina has traveled full circle in its 85 years of existence. What initially started on the campus of Clemson

College in 1917 was transferred to the State Department of Education in Columbia in 1921. By January 1997, the program returned to Clemson University under the auspices of Clemson University's Public Service Activities (Extension). What began with one man, Verd Peterson in 1917, had grown to a staff of six by 1937, and by 1956 included six regional supervisors, a State Supervisor, Assistant State Supervisor, Veteran Farm Training Specialist, and an FFA Executive Secretary for a total of ten. Retirements complicated by budget cuts in the 1990s reduced the state staff it to just one individual, Dale Law, by 1993. After the program's return to Clemson University in 1997, the state staff slowly began to reform with four individuals, P. M. Fravel, T. Gladden, W. E. Keels, and J. P. Scott, performing state duties for Agricultural Education by July 2001.

### ***Founding of the Future Palmetto Farmers***

According to an October 1927 *South Carolina Education* magazine article, the agricultural teachers of South Carolina decided at their July 1927 annual teachers' conference to create a state organization for their full-time day students of Vocational Agriculture (Hope, 1927, October). At this same July conference, the teachers establish 15 objectives for local programs of Vocational Agriculture to accomplish during the 1927-1928 school year. Objective Number 8 stated, "*Chapter of Future Palmetto Farmers*"- each teacher will organize a local unit of the state-wide organization of this name conducted under the adopted Constitution and By-laws" (Hope, 1927, November, p. 54). An October magazine article by State Superintendent of Education James H. Hope stated (Hope, 1927, October):

This organization is to be known as the 'Future Palmetto Farmers' and has as its purpose the promotion of vocational work among the high school pupils. North Carolina, Virginia and many other States in the Union are forming similar organizations. (p. 18)

Election of the first state officers of the Future Palmetto Farmers (FPF) was held at the State Fair in Columbia during the 3<sup>rd</sup> week of October 1927 (Hope, 1927, December). The early state conventions of Future Palmetto Farmers were held in conjunction with the state fair in Columbia; the earliest being 1927 (Garrison, 1929, September). Returning in October of 1928, the second annual meeting of the delegates of the Future Palmetto Farmers was once again conducted at the state fair grounds in Columbia in conjunction with what was called the State Fair School. Enthusiasm for the new organization was evident by the fact that nearly 100 of the 110 State FPF chapters sent delegates (*Annual Report of the State Superintendent-61<sup>st</sup>*, 1930). This organization, which joined the national Future Farmers of America organization in 1928, has remained an active organization for students of Agricultural Education for over 75 years.

The Agricultural Education program, though not unlike the evolution in many states, has experienced unique events that have helped shape it and maintain its continual existence since 1917. The influences of the early agricultural societies that prompted public support for agricultural experimentation and education, mixed with a dose of Southern politics, led to the establishment of Clemson College. This Land-Grant institution, blessed with the Walter Riggs presidential administration (1909-1924) that greatly supported and nourished the young collegiate and state programs of Vocational Agriculture, was in itself a result of perfect timing. The shortage of trained teachers led to the establishment and continual growth of the teacher-predatory program at Clemson. The formation of the Future Palmetto Farmers and the eventual membership

into the National FFA organization was again a matter of foresight coupled with proper timing.

The individual components of the statewide Agricultural Education program, the teacher-preparatory program at Clemson University, the state Agricultural Education programs in the public schools, and the FFA organization, produce a sum that is greater than the individual parts. This study has investigated the components and the resulting history of Agricultural Education in the Palmetto State. It has not investigated nor provided credit to the innumerable benefits of this program to the participants or the citizens of the Palmetto State.

Suggestions for further research would include a documented chronological history of the FFA and NFA in South Carolina. The teacher education program at South Carolina State for the preparation of Black teachers of agriculture is an area that future attention should be devoted.

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Appendix A

"Boy's Information Sheet"

BOYS' EXPERIENCE SHEET

Date Oct 21, 1930

Name Harris Williams Age 18 Weight 150 Condition of Health Good

Grade in school 10<sup>th</sup> How many years lived on farm 18

How many summers worked on farm 10 How many brothers \_\_\_\_\_ Sisters \_\_\_\_\_

Brothers age 12-25 Sisters age 19-26 Is your father living? yes

Fathers age 52 Does he operate the farm himself? yes

If not, how operated? \_\_\_\_\_

What is your fathers occupation? Farming

What crops have you grown yourself? Crop Cotton Acres 9 Yield 8 bales

Value \$450 Crop Corn Acres 4 Yield 80 bu Value \$80

What animals do you own? None

How long have you owned them? \_\_\_\_\_

Name other things you own Shot Gun

Name other farming you have done yourself Peas, Cane, Vetch

List the kind of work you can do on the farm Planting  
Plowing  
weeding

Name the jobs your father and others do on the farm that you can't do None

Do you plan to farm as a life work? If times don't get better, I'm not

If you do not plan to farm, what do you plan to do? \_\_\_\_\_

If you plan to farm and do another kind of work what is it? \_\_\_\_\_

What improvements have you made on home farm? \_\_\_\_\_

What farm organization do you belong to? FFA

What other organizations? \_\_\_\_\_

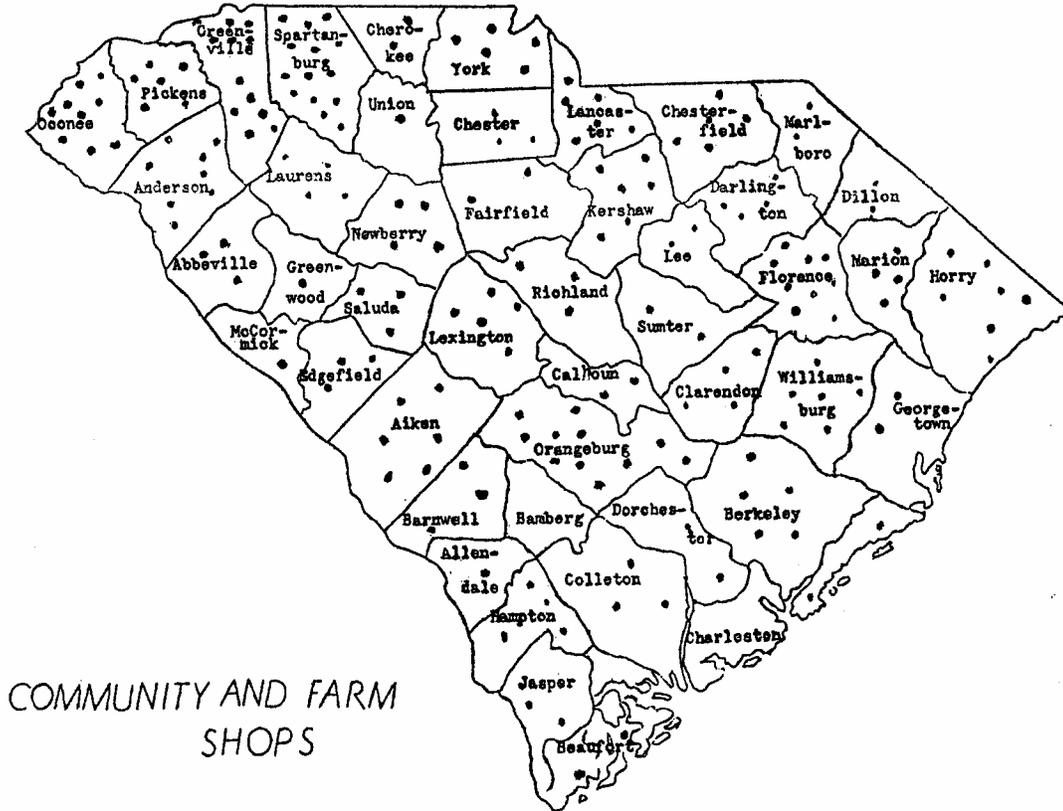
What farm magazines do you read? Progressive Farmer

What other magazines do you read? \_\_\_\_\_

What newspapers do you take? Charlotte News, Evening Herald

## Appendix B

### Location of Community School Shops During World War II



Appendix C

Location of Community Canneries During World War II

COMMUNITY CANNERY PLANTS



## Appendix D

### Young Farmer Executive Secretaries, 1949 to 2004

#### [Young Farmer & Agribusiness Association]

P. G. Chastain	1948-1954 (Adult Program- Veterans Farm Training)
H. P. McClimon	1969-1984
T. Gladden	1985-1988
R. S. Willis	1988-1993
S. Glenn	1993-1995
J. Copelan	1995-1997
W. E. Keels	1997- present

## Appendix E

### Teaching Faculty of Agricultural Education at Clemson College and Clemson University, 1917-2004

Verd Peterson	1917-1922
W. C. Crandall	1918-1946
O. M. Clark	1919-1920
Albert Barnett	1920-1921
J. I. Tennant	1921-1922
T. K. Sisk	1919-1925
D. G. Sturkie	1925-1926
W. H. Washington	1925-1927
T. L. Ayers	1927-1934
W. Duggan	1929-1931
A. J. Paulus	1931-1934
J. B. Monroe	1934-1959
B. H. Stribling	1934-1960
B. A. Klutts	1934-1935
W. C. Bowen	1934-1972
Dr. T. A. White	1937-1959
F. E. Kirkley	1941-1971
T. E. Duncan	1943-1948
Dr. L. H. Davis	1959-1970
Dr. J. H. Rogers	1960-1965, 1968-1988
Dr. E. T. Carpenter	1968-1980
Dr. A. K. Jensen	1962-1967
Dr. J. A. Hash	1965-1992
Dr. R. E. Linhardt	1971-1975
Dr. Walter Cameron	1971-1971
Dr. L. H. Blanton	1972-1995
Dr. J. H. Daniels	1976-1988
Dr. J. R. Mercer	1980-1993
Dr. G. C. Shinn	1988-1993
Dr. C. D. White, Sr.	1989-present
Dr. J. G. Harper	1990-1998
Dr. R. W. Poling	1991-1993
Dr. T. R. Dobbins	1999-present
Dr. D. R. King	1999-present
Dr. D. K. Layfield	1999-2003
Dr. P. M. Fravel	2001-present
Dr. S. Sporace	2001-2003

## Appendix F

### Regional Supervisors of Agricultural Education

#### Central Region

J. L. Southerland	1936-1941
W. L. James	1941-1946
W. E. Gore	1946-1954
P. G. Chastain	1954-1965
L. L. Lewis	1965-1969
Tommy Gladden	1985-1986
R. S. Willis	1988-1990
James Ulmer	1997-2000
J. P. Scott	2000-2003 (began service as FFA CDE Coordinator July 2003)

#### Lower State Region

R. D. Anderson	1937-1946
W. R. Carter	1946-1975
W. P. Lloyd	1975-1993

#### North Central Region

J. L. Southerland	1937-1941
R. F. Palmer	1941-1945
P. G. Chastain	1946-1947
F. L. Barton	1948-1949
W. M. Harris	1949-1983

#### Pee Dee Region

R. E. Naugher	1931-1941
J. H. Yon	1941-1943
C. G. Zimmerman	1948-1964
L. J. Carter	1956-1975
Cecil Johnson	1946-1966 (Assistant Supervisor)
J. E. Frick	1966-1969 (Assistant Supervisor)
W. M. Keels	1997-present (also became State Director in 2003)

#### Up State Region

E. R. Alexander	1937-1941
W. M. Mahoney	1941-1970
H. P. McClimon	1971-1984
Tommy Gladden	1997-2001 (also served as State Leader, 1997-2003)
P. M. Fravel	2001- present (became Associate State Director, 2003)

## Appendix G

### State and Assistant State Supervisors of Agricultural Education

#### State Supervisors of Agricultural Education

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Verd Peterson	1917-1946	
R. D. Anderson	1946-1954	
W. E. Gore	1954-1965	
P. G. Chastain	1965-1969	
Frank R. Stover, Sr.	1969-1984	
Hugh McClimon	1984-1992	
J. Earl Frick, Jr.	1992-1993	(Education Associate)
Dale A Law	1993-1996	(Education Associate)
Tommy Gladden	1996-2003	(State Leader)
W. E. Keels	2003- present	(State Director)

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#### Assistant State Supervisors of Agricultural Education

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E. W. Garris	1922-1924	
W. H. Garrison	1924-1925	
J. B. Monroe	1926-1927	
W. H. Garrison	1927-1936	
J. L. Sutherland	1936-1941	
W. C. James	1942-1946	
W. E. Gore	1946-1954	
P. G. Chastain	1948-1954	(Veterans Farm Training Program)
P. G. Chastain	1954-1965	
L. L. Lewis	1965-1969	
R. E. Naugher	1965-1966	(Agricultural Occupations Division)
Hugh P. McClimon	1968-1971	(Agricultural Occupations Division)
P. M. Fravel	2003-present	(Associate Director)

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## Appendix H

### Future Palmetto Farmer Chapters at the time of Chartering with the National FFA

<u>Name of School</u>	<u>Enrollment when organized</u>		
		Heath Springs	30
		Buford	45
		Gray Court-Owings	25
		Laurens	21
		Clinton	23
		Lexington	25
		Chapin	24
		Fairview	18
		Gilbert	17
		Blenheim	12
		Fletcher Memorial	27
		Marion	45
		Mullins	33
		Britton's Neck	10
		Centenary	18
		Pomaria	18
		Little Mountain	18
		North	22
		Elloree	19
		Neeses	19
		Springfield	19
		Four Holes	10
		Orangeburg	18
		Cleveland	18
		Westminster	21
		Keowee	21
		Ebenezer	13
		Walhalla	26
		Salem	18
		Pickens	18
		Central	10
		Easley	45
		Blythewood	23
		Ridge Spring	32
		Saluda	15
		Inman	15
		Cross Anchor	31
		North Pacolet	7
		Woodruff	20
		Landrum	10
		Campobello	16
		Kingstree	24
		Hemingway	31
		Hebron	13
		Greelyville	16
		Hickory Grove	34
		York	26
		Fort Mill	14
		TOTAL	2,077
Belton	14		
Honea Path	39		
Pendleton	19		
Williamston	14		
Wagener	24		
Salley	23		
Monetta	22		
Allendale	21		
Dunbarton	23		
Williston-Elko	20		
Monck's Corner	41		
St. Matthews	21		
Pine Grove	11		
McClellanville	16		
Gaffney	33		
Blacksburg	25		
Manning	24		
Pageland	42		
Ruby	23		
McBee	13		
Chesterfield	25		
Walterboro	24		
Antioch	15		
Lake Swamp	15		
Lydia	18		
Hartsville	21		
Latta	29		
Lake View	32		
Dillon	20		
Edgefield	15		
Johnston	31		
Jenkinsville	10		
Monticello	16		
Olanta	20		
Ninety Six	14		
Mauldin	24		
Ellen-Woodside	16		
Traveler's Rest	16		
Mountain View	24		
Greer	18		
Fountain Inn	22		
Estill	25		
Furman	13		
Loris	15		
Ridgeland	24		
Bethune	18		
Mt. Pisgah	11		
Blaney	10		

# Professional Vita of P. M. Fravel, Clemson University

1. **NAME AND ACADEMIC RANK**

Philip M. Fravel, Lecturer and Associate Director for Agricultural Education

2. **DEGREES**

Ph.D., Career and Technical Ed, Virginia Polytechnic Institute & State University 2004  
M.S., Vocational and Technical Education, VA Polytechnic Institute and State University 1997  
B.S., Agricultural Education, Virginia Polytechnic Institute and State University 1981

3. **NUMBER OF YEARS ON THIS FACULTY, DATE OF ORIGINAL APPOINTMENT, POSITIONS, AND DATES OF SERVICE**

Total Service: 3 years Original Appointment: July 2001  
50% Faculty appointment- Lecturer, Agricultural Education & Ag. Mechanization Programs  
50% District Coordinator- Secondary agricultural education programs

4. **OTHER RELATED EXPERIENCE**

Instructor of Agricultural Education Sherando High School, Stephens City, VA 2000-2001  
Graduate Research & Teaching Assistant, VA Polytechnic Institute, Blacksburg, VA 1996-2000  
Instructor of Agricultural Education, Strasburg High School, Strasburg, VA 1982-1996

5. **CONSULTING, PATENTS, ETC.**

Consult with various high schools within and outside the state concerning teaching facilities  
Assist programs within and outside the state concerning FFA activities and CDEs.  
National FFA Agricultural Mechanics Career Development Event

6. **PROFESSIONAL REGISTRATION**

Collegiate Professional Teaching Certificate  
Secondary Administration Endorsement

7. **PRINCIPLE BLICATIONS OF LAST FIVE YEARS**

"Factors that Influence African-American Students Not to Enroll in Secondary Agriculture Courses and Not to Pursue Agricultural related Careers as a Profession", Dobbins, T., King, D., Fravel, P., Keels, W., Covington, C., Spring 2002. Presented in Las Vegas, December 2002.  
"Personal Safety on the Home and Farm", The South Carolina Young Farmer and Agribusiness Association State Convention, January 2002.  
"Agricultural Education & the FFA in SC", Fravel, P. M. and Stover, F. R. Sr., Agri Biz Magazine, January-June 2002.  
"Agricultural Mechanics Lesson Plans," compact disk formatted lesson plans prepared for Clemson University student teachers, January 2000, Revised and distributed 2002.  
An Assessment of Computer Skill Levels Among User Groups on Campus, Dobbins, T., Fravel, P., Wood, P., Werth, P., LaBone, E., and J. Hirt, College and University Media Review, Spring 1999.  
A True Student Exchange Program Between Virginia Tech and University of Orange Free State in South Africa, Fravel, P. M., Crunkilton, J. R., and White, J. M. AIAEE Conference, Trinidad, March 1999.

8. **SCIENTIFIC AND PROFESSIONAL SOCIETY MEMBERSHIPS**

Gamma Sigma Delta National Agriculture Honor Society  
Phi Delta Kappa Professional Education Fraternity

Kappa Delta Pi International Education Honor Society  
-Secretary/Treasurer 1998-99, Interim President- 1999  
Omicron Tau Theta Professional Honorary Society  
Alpha Tau Alpha Honor Fraternity  
Alpha Gamma Rho Agricultural Fraternity  
National Association of Agricultural Educators (old NVATA)  
South Carolina Association Agricultural Educators

9. **HONORS AND AWARDS**

Clemson University Board of Trustees Award for Faculty Excellence- April 2003  
Outstanding Young Alumnus- 2001-2002, Virginia Polytechnic Institute, College  
Of Agriculture and Life Sciences  
Belton-Honea Path High School Honorary Chapter Farmer Award- 2002  
Clemson Collegiate FFA Tiger Farmer Degree Award- 2002  
Professor T. J. Wakeman Graduate Scholarship- 1996 and 1997  
Honorary State FFA Degree- Virginia  
Teacher of the Year, Strasburg Chamber of Commerce  
National FFA Superior Chapter Award- seven of fourteen years  
Area FFA Proficiency Award Winners- numerous  
State Winning and National Finalist- FFA Proficiency Awards- several  
Area and State Star Farmers and Star Agribusinessmen finalist and winners- several  
State FFA Degree Recipients- numerous  
American FFA Degree Recipients- five (others taught and advised)  
Virginia State FFA Officers- three (others taught and advised)  
State Winning FFA Senior Agricultural Mechanics Team- 1992 and 1994  
State Winning FFA Jr. Agricultural Mechanics Team- 2001

10. **INSTITUTIONAL AND PROFESSIONAL SERVICE IN THE LAST FIVE YEARS**

- Agricultural Education Undergraduate Curriculum Revision Committee
- Agricultural Education Graduate Curriculum Committee
- Agricultural Mechanization & Business Curriculum Committee
- Created a new laboratory facility design for McAdams teaching laboratories
- Supervised the renovation and construction of the new agricultural mechanics teaching laboratories
- Served as the Agricultural Education liaison for the Space Committee in McAdams Hall
- Investigated and received grants from Briggs & Stratton for the donation of small engines to be used in the teaching laboratory and for state teachers. Total value in excess of \$23,000
- Taught Ag Ed 100, 400, 406, 425/625, 815-Agricultural and Power Mechanics
- Taught Ag Mech 205- with labs
- Served as Co-Advisor for the Clemson Collegiate FFA Chapter
- Advisor for the Alpha Tau Alpha Agricultural Education Honorary Society
- Faculty advisor of the Alpha Gamma Rho Agricultural fraternity
- Presentation made at Las Vegas, NAAE research meeting- December 2002
- Chaired and served on graduate student academic program committees

11. **PROFESSIONAL DEVELOPMENT ACTIVITIES IN THE LAST FIVE YEARS**

- Attended the annual State Conference for Teachers of Agriculture- 2001-2003
- Attended national research meetings- AAAE, NAERC, SAAS, SAREC
- Attended national meetings- State Supervisors of Agriculture
- Planned and conducted regional meetings of agricultural teachers
- National FFA Inservice for State Leaders of Agriculture