

HISTORY OF VIRGINIA'S 4-H CAMPING PROGRAM:
A CASE STUDY ON EVENTS LEADING TO THE
DEVELOPMENT OF THE 4-H EDUCATIONAL CENTERS

by

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(ABSTRACT)

Residential camping has long been used as a tool to reach and teach educational concepts to youth. Since the founding of the first organized residential camp in 1823 at Round Hill School's Summer Camp in Massachusetts, private and public organizations have used camping as a means to teach youth their respective missions and goals. Although a relative newcomer in the camping business when compared to other agencies and groups, 4-H has been involved in camping since the first county camp was conducted in 1915.

Virginia has long been in the business of 4-H camping, reaching thousands of youth throughout the years on an annual basis. Now, ranked third nationally in total numbers of youth attending 4-H camping on an annual basis, the 4-H mission "...assisting youth, and adults working with those youth, to gain additional knowledge, life skills, and attitudes that further their development as self-directing, contributing, and productive members of society" continues to be carried out through the residential camping program.

The purpose of this dissertation is to describe, record and analyze the concept that provided the foundation for the Virginia 4-H camping program becoming a reality of the 4-H educational centers. It includes the early history of the camping movement in the United States, the beginnings

of the 4-H club program in the United States and Virginia, and 4-H involvement in reaching and involving youth audiences through camping programs.

The population for this study consisted of early pioneers in the 4-H camping program representing Virginia Cooperative Extension administrators and extension agents, camp staffs, and campers from both white and African-American camping programs, as separate 4-H camping programs were conducted.

A systematic document research and structured interviews of the early pioneers was conducted to reach defensible conclusions about the establishment, operation, and purpose of the 4-H camping movement in Virginia. The outcomes of this study are fourfold. First, the study serves to document the organized camping movement in the United States and the beginnings of 4-H. Second, the study explores the early beginnings of the 4-H camping movement in the country with the national 4-H camping movement. Third, the study examined the persons, events, founding and early development of the 4-H camping program in Virginia, including the separate white and African-American camping programs for Whites and African-Americans. Fourth, the study documented the history of Virginia's six 4-H educational centers. The study endeavors to contribute to the body of knowledge concerning the history of the 4-H movement in Virginia.

Dedication

To God and His unfailing love for me. My faith in His leading in my life has made me a better person, one who is more concerned about his fellow man. God sustains me at all times. His love for me helps me to live each day, no matter what the circumstances. Through faith in my Lord and Savior, Jesus Christ, I am greatly blessed to claim I John 5: 12-13.

To my wife Connie, the most important person in my life on this earth. I am thankful for your love, support, and belief in me that this project could be accomplished. You, and our two daughters, Megan and Heidi, paid a high price by sacrificing time and quality experiences that were put on hold while I worked on the study. For this high price you paid, I love you all the more. No one could have a better family support group.

To my parents, Robert and June, and the upbringing that you provided me. I am proud of my Appalachian culture and heritage, and value greatly the example you set for me with your hard work, appreciation for people of all races, and support of my endeavors. Without your help and example, I would not be what I am today. You taught me what is important in life. It is great to have Christian parents, ones who walk the talk.

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CHAPTER I

INTRODUCTION TO THE STUDY

The days of childhood bring about a multitude of experiences and memories. Adults who have participated in camp as children may remember all the fun and excitement of being with other children, recalling the activities, games, swimming, and campfires that are features of almost every camp experience. For those who had positive camping experiences, do you remember the varied opportunities that were provided from which to choose and to do so without help from a parent? Did you learn how to do something that continues to be a part of your life today?

These questions usually foster fond memories that the residential camping experience provides for thousands of youth each year in the United States and other countries of the world. One of the greatest traditions in American culture for many youth is a week at camp. For generations, this experience has been an annual summer highlight that features fun, recreation, meeting other children, softball games, and all the other opportunities that create memories of a lifetime.

Residential camping has been used as a tool to teach educational concepts to youth for many generations. A review of the literature revealed that residential camping in the United States began in 1823 with the Round Hill School's summer camp in Massachusetts (Bennett, 1968, pp. 14-17). The live-away-from-home experiences and opportunities that a residential camp provides have impacted youth in learning responsibility, citizenship practices, an appreciation of the great out-of-doors, and new skills in a large variety of subjects. The residential camping method continues to be an educational tool in reaching and teaching youth knowledge and skills.

Organizations and groups have extensive histories in the camp-business as a means by which to teach youth their respective missions and goals. With the establishment of such organizational camps as the Young Womens' Christian Association (YWCA) in 1874 and Young Mens' Christian Association (YMCA) in 1885 (Gibson, March 1936, pp. 18-19), others soon followed. The 4-H program is considered a relative newcomer in the camping business with the first county 4-H camp being conducted in West Virginia in 1915 (Stewart, 1969, pp. 16-17).

Virginia has long been in the business of 4-H camping reaching thousands of youth throughout the years. Presently, it is ranked third nationally in numbers of youth attending 4-H camping programs on an annual basis (United States Dept. of Agriculture, Extension 4-H Youth Conducted Camp Sessions, 1995). The 4-H mission--assisting youth, and adults working with those youth, to gain additional knowledge, life skills, and attitudes that further their development as self-directing, contributing, and productive members of society--continues to be carried out through the residential camping program. Virginia is unique in that it provides an educational center for each of the six geographic areas of the state, a model that no other state presently offers. These are all year-round facilities that serve as resource centers for 4-H and other youth and adults throughout the Commonwealth. Each center employs a full-time director and program director at the site.

In Virginia, youth 5-18 years of age attend residential camping events with those 5-8 years of age participating in Cloverbud 4-H Camps of 1-2 nights in length; and older members attend camps that last 2-4 nights, or even longer. Youth do not need to belong to 4-H to participate in camp, but may join 4-H as a result. Usually, 4-H camps take place at the six 4-H educational centers, with campers participating at the 4-H Center located in their respective district. These six 4-H educational centers operate approximately ten to twelve weeks of 4-H camping during the summer, as well as offering weekend events in the fall,

winter and spring months. Some 13,000 youth participate in the summer 4-H camps in Virginia. Including 4-H camping events in the fall, winter and spring, Virginia involves over 21,000 youth annually in the 4-H camping program (United States Dept. of Agriculture, Extension 4-H Youth Conducted Camp Sessions, 1995).

This study describes the concept that provided the foundation for the establishment of the Virginia 4-H camping program, leading to the eventual development of the 4-H educational centers. It includes the early history of the camping movement in the United States, the beginnings of the 4-H club program in the United States and Virginia, and 4-H involvement in reaching and involving youth audiences through camping programs.

Purpose of the Study

The purpose of this study is to systematically and objectively reconstruct the past by collecting, analyzing, verifying, and synthesizing evidence to establish facts and reach defensible conclusions about the establishment, operation, and purpose of the 4-H camping movement in Virginia.

Research Questions

This research focuses on answering five main research questions. These research questions are presented below.

1. What was the original purpose of 4-H camping for youth?
2. What policies and events led to the establishment of the 4-H camping program in Virginia?
3. To what extent was education a significant part of the beginning mission of 4-H camping?

4. How do the present purposes and approaches to 4-H camping differ from those originally set forth?
5. How did Extension administration view 4-H camping in the beginning and how does Extension administration view 4-H camping today?

Need for the Study

With tighter budgets for organizations and agencies, including 4-H, it has become more difficult to justify programs that are perceived as solely recreational in nature, or as duplications of services. The general public has often held misconceptions as to what camping is, perceiving its value as being primarily recreational in nature. Decision makers are asking many questions today about the relevance of camping. Chenery raises four basic questions being posed today by decision makers:

1. *Is (camp) worth the cost in dollars, staff time, and disruption to family and school?*
2. *Is (camp) educationally sound?*
3. *Is (camp) safe?*
4. *What do camps do that time at a playground program or a day-care program or school doesn't do, except give the kids a break? (Chenery, 1994, pp. 20-21)*

Generally, people perceive that camping is healthy, fun, and beneficial to youth. The educational component is often over-looked in terms of quality, impact, and lifelong skill development. "By and large, traditional camp has offered a 'take it or leave it' menu which typically consists of resident or day programs where children...are exposed to a variety of recreation-based activities like swimming, crafts, nature lore, sports, etc. There are variations on the theme, but that's basically the camp package" (Hillard, 1994, p. 15). Even within the Cooperative Extension System, many administrators have not previously examined the 4-H

camping program for its educational merits. "Until recently, camping has been considered only a vacation activity" (Report of the National 4-H Camping Developmental Committee, no date, p. 21).

Given the fact that recreational and activity oriented programs are often the first to be eliminated in times of diminishing resources and cutbacks in positions, camping may be in a precarious position if it is viewed as such. The educational worth and life skill development that camping provides is often overlooked. Funding partners, administrators, and youth professionals, as well as the general public, need to be informed and aware of the value and importance of camping as an educational experience opportunity and a recruiting tool to expose youth in further, back-home interests and involvement. "But how do we explain the value of camp to decision makers--notably parents, but also agency boards, camp committees, school boards, and governmental departments--who influence whether we have the opportunity to serve children and adults through camp programs?" (Chenery, 1994).

This study is important to the Virginia Cooperative Extension System (formerly known as the Virginia Cooperative Extension Service), and to Virginia Tech because presently, no systematic study exists to document the movement to establish the 4-H camping program in Virginia. Administrators, the Virginia General Assembly, the Governor of Virginia, youth professionals, and other funding partners need more information to determine the value of camping for the youth of the Commonwealth.

This study is particularly significant at a time when the Virginia Cooperative Extension System, as well as those of all other states, are increasingly being challenged as a public service that has outlived its usefulness. Finally, it was appropriate to make this study at this time while pioneers in the 4-H camping movement are still living and available for interview.

Definitions of Terms

This study employed several constructs and terms to maximize the effectiveness of the outcomes. These constructs are defined below and are based upon cited literature, or are operational in nature.

4-H--a youth focused program for boys and girls, 5-18 years of age. 4-H is associated with the land-grant universities throughout the United States, and is available in every county in every state as well as in 82 foreign countries. It is the only youth program in America, outside the public school system, that has university-researched projects and thus is educationally focused. "...the mission of the 4-H program... 'to help youth and volunteers in their development through educational programs using the knowledge and educational base of the land-grant universities and the United States Department of Agriculture'" (Rasmussen, 1989, p. 176). The philosophy of 4-H is 'learn by doing,' since it is believed that youth learn better by hands-on educational experiences. 4-H youth join community, project, or special interest clubs conducted by trained adult volunteer leaders. Each youth has the opportunity to enroll in one or more of a variety of some 150 4-H projects in 45 different subject areas (Extension 4-H Guide to Virginia 4-H Projects and Project Literature, July, 1994). The "H's" stand for Head, Heart, Hands, and Health, representing four-fold development of clearer thinking, greater loyalty, larger service, and better living.

Organized Camping--a sustained experience which provides a creative, recreational, and educational opportunity in group living in the out-of-doors. It utilizes trained leadership and the resources of natural surroundings to contribute to each camper's mental, physical, social, and spiritual growth (Standards for Day and Resident Camps, 1993 Revised, p. 3).

Camp--is a society, a society in itself and a microcosm of the larger society. As such, a camp is characterized by the same phenomena which comprise any society, it is

subject to the same social laws, driven by the same social forces, and controlled by the same social methods (Stone, 1986, p. 4).

Residential Camping--a programming event in which campers stay from several days to eight weeks. They sleep overnight in cabins, tents, tepees or other forms of shelter and participate in a variety of supervised activities (1995/96 Guide to Accredited Camps, p. 5).

4-H Camper--any youth, ages 5-18, who is registered for a residential or day camping event through the local Extension office, and is a participant in the camp.

Short Course--early statewide 4-H learning events were known as short courses; another name for early 4-H camping events; conducted on a regional or state basis (College of the Fields, 1987, p. 180).

Limitations of the Study

1. Many of the key pioneers who were instrumental in founding Virginia's 4-H camping movement are deceased and little record was made of their contributions.

2. Some of the early records of the 4-H camping program have been destroyed and are, therefore, unavailable.

3. Some of the key players still living who know the early history of the 4-H camping program in Virginia, are ill and/or have memory lapses.

4. Some of the accounts may not have been completely accurate since only success stories are often recorded without providing information about problems or failures that may have occurred.

5. The researcher is presently employed by Virginia Cooperative Extension and is part of the 4-H staff.

Methodology

This is a case study history of 4-H camping in Virginia from its beginning to the present time that includes its development, implementation, and purposes. The study techniques include document analysis of previous Extension publications, and structured interviews with pioneers and early individuals in the camping movement. For the structured interview sessions, questions were submitted in advance to these selected informants to allow them to review any documents or memories they might have had that would be relevant to the study. All interviews were tape recorded and transcribed for later analysis.

Materials and data collected during the process of this research came from (1) the official records and reports of the six 4-H educational centers, (2) the official records and reports of the College of Agriculture and Life Sciences--Virginia Tech Extension Division, (3) Agriculture Library, USDA, and (4) oral interviews with individuals who were pioneers in the 4-H camping movement. The special collections on Cooperative Extension at Newman Library here on the Virginia Tech campus were viewed as part of the study.

Organization of the Study

This study is divided into five chapters. Chapter One provides the overview of the study including introduction and related background information. Chapter Two provides an overview of the organized camping movement in America, the beginnings of 4-H and the national 4-H camping movement. Chapter Three presented a study of the founding and early development of the 4-H camping movement in Virginia, including the separate White and African American programs. Chapter Four presented the history of the six 4-H educational centers and the mission of 4-H camping, and shows data related to the Virginia 4-H camping movement. Chapter Five provides an overall summary, conclusions to the study, and recommendations for further study. A thorough review of all the relevant

literature was completed and integrated into each of the five chapters where it was appropriate.

The researcher, following the advice of his major professors, chose to use the "African American" to describe people of color who are of African descent. In order to accurately capture and reflect historical periods of time, as well as to maintain the validity of the information, terminology of different periods of time, African Americans are also described in titles and names of organizations, newspapers and documents, and in direct quotations as "Negro," "colored," or "black." Likewise, the use of "White" or "Caucasian" is used to describe Caucasian Americans, with exception of another name, title, or direct quotation uses of other names. With the use of quotations, the researcher presented the words as originally written, including capitalizations.

CHAPTER II

THE EMERGENCE OF THE CAMPING MOVEMENT IN THE UNITED STATES

The American Camping Association estimates that there are some 11,000 organized camps in the United States which serve approximately five million children and adults on an annual basis (1995/96 Guide to Accredited Camps, pp. 11-15). Organized camping has been defined as a "...sustained experience which provides a creative, recreational, and educational opportunity in group living in the out-of-doors" (Eells, 1986, p. 3). Though available to youth throughout the world, "...camping as an organized, cooperative way of living, is a comparatively recent movement and is distinctly American in its origin" (Gibson, January, 1936, p. 13).

Today, numerous agencies, organizations, churches and private groups own camp sites with some providing their own staffs, equipment and promotions, or renting camps owned by other groups or individuals. Although the goals and objectives vary according to the missions of the particular group, all recognize that camping is an effective method of reaching, involving, and teaching youth in a short time span.

Historical Foundations Nationally:

Organized Camping Movement

The organized camping movement in the United States owes its beginning to educators, a physician, and a clergyman. These pioneers "...recognized the need of bettering...life through rational, healthful living out of doors..." (Sargent, 1929, pp. 26-27).

Realizing the educational potential in the camp setting, Lloyd Burgess Sharp stated that "...summer camp has more to offer than simply recreation" (Sharp, 1930, pp. 33-46). Among the first to receive a doctorate in camping research, Sharp wrote much about educational objectives and learning in the camp setting. His dissertation, "Education and the Summer Camp," was published by Columbia University Press in 1930 (Hammerman, 1980, p. xi). According to van der Smissen, the first recorded dissertation on the assessment of camping's educational values was completed by Alcott F. Elwell at Harvard University in 1925. His study was, "The Summer Camp: A New Factor in Education." James S. Arnold completed the second dissertation at the University of Southern California in 1928. The title of his study was, "The Educational Possibilities of the Summer Camp Program" (van der Smissen, 1980, p. 113).

Early camps, reflecting the views of society, focused on single sex campers. Such was the case of the first known residential camp in the country, Round Hill School's summer camp in Massachusetts. This camp began in 1823, and was the first residential camp in the United States (Bennett, 1968, pp. 14-17). Founded by two Harvard graduates, George Bancroft and Joseph Cogswell, the camp focused on outdoor education, camping, and hiking including geologic expeditions, fishing and trapping trips (Lewis, 1968). "This remarkable but little known institution offered an education for boys which was superior in its academic content and unique in the allotment of two hours per day to physical education and outdoor activities. It was the first school in the United States to include physical education as part of the curriculum and the first to employ a teacher of gymnastics..." (Bennett, 1968, p. 14).

As educators, Bancroft and Cogswell realized the importance of direct application of learning by real-life experiences, the potential of utilizing the camp setting to teach youth through experiential education. In the summer camp programming, students were provided

opportunities to apply what they learned by doing in-the-field work. An example of this was the camp's geologic expedition, a major feature of the school's summer camp. "He (Cogswell) and some of the boys carried hammers, and he would give us a geological lecture when we sat down to rest" (Bennett, 1968, p. 15).

Another early educator who played a significant role in the beginning of the organized camping movement as a means of educating youth was Frederick William Gunn, founder of the Gunnery School in 1861. Called the father of the Organized Camp, Gunn took his wife and the entire school of sixty campers on a two-week camping trip to Welch's Point on Long Island sound near New Haven, Connecticut. Unlike Bancroft and Cogswell who recruited only boys, Gunn included both males and females in his camping events. This was done at the end of the school year in August (1861). Campers slept in tents and did their own cooking. "This...summer camp was established...in conjunction with the curriculum at the Gunnery School" (Hammerman, 1980, p. xvii). The Gunnery Camp is recognized as the first school camp and was conducted in 1861, 1863, and 1865, continuing until 1879 when more than 100 youth participated in the camp.

A fascinating fact, one that provides historical relevance to this time period, is that baseball was part of the programming at this early camp beginning in the 1861 event. Mary Gunn Brinsmade, daughter of F. W. Gunn stated, "It may also interest you to know that base ball [sic] was introduced into the Gunnery School in 1860. The game was brought to the school by three brothers, sons of Judge William H. Van Cott of New York City, the first President of the Mutual Baseball Association of that city" (Gibson, January, 1936, p. 13).

Three major movements in American society greatly influenced the beginning and early success of school camping: children' camping beginning in 1823; the Nature Study Movement which is thought to have begun in 1839; and the holistic "new education" which had swept the educational program of public schools by 1940. The latter movement was

greatly influenced by the works and beliefs of such holistic, pragmatic philosophers as William James and John Dewey (Donaldson & Donaldson, 1982, pp. 1-9).

Dr. Joseph Trimble Rothrock, a practicing physician in Wilkes-Barre, Pennsylvania, founded the first private camp known as the North Mountain School of Physical Culture, or the Rothrock Camp. "In 1876 I had the happy idea of taking weakly boys in summer out into camp life in the woods and under competent instruction, mingling exercises and study, so that pursuit of health could be combined with acquisition of practical knowledge outside the usual academic lines. I founded the school on North Mountain, Luzerne County, Pennsylvania, and designated it a School of Physical Culture...[the] multitude of such camps now (about 1923) shows that the seed fell into good ground" (Kelley, 1929, p. 210). The campers were mostly from Wilkes-Barre and Philadelphia, 12 years of age and older. Camp opened June 15 and closed on October 15, costing approximately \$200 for the four month experience. "There were twenty campers and five 'teachers' at this first camp" (Gibson, January, 1936, p. 15).

The first church camp was organized in 1880 by Reverend George W. Hinkley, pastor of a church in West Hartford, Connecticut, when he took boys from his parish on a camping trip. "He established his camp on Gardner's Island, Wakefield, Rhode Island. In his party were seven boys including three Chinese high school boys who were being educated in America" (Sargent, 1929, p. 19).

The organized camps founded by these early pioneers, educators, a physician and a clergyman, were copied and used as models by others with varying focuses, purposes, and audiences. The most significant ones are included in this study.

The first camp to be organized as a specific purpose camp was Camp Chocorua on Burnt Island in Squam Lake, New Hampshire. It was organized in 1881 by Ernest Balch, who had just completed his sophomore class at Dartmouth. The camp was designed for

boys 12-16 years of age as a result of Balch being concerned about "...the miserable existence of wealthy adolescent boys in the summer when they must accompany their parents to fashionable resorts and fall prey to the evils of life in high society" (Eells, 1986, p. 7).

Balch was the first known camp director to distribute his set of written objectives for his camp: "(1) the development of a sense of responsibility in the boy, both for himself and others, and (2) appreciation of the worthiness of work" (Benson & Goldberg, 1951, p. 7).

In his camp, which lasted for eight years, there were no class distinctions, no servants, and snobbery was not permitted in this democratic, sharing community. Allowed 25 cents a week allowance, every boy had to earn what he needed. The camp environment was designed so that each boy needed more money. "When he discovered this unpleasant fact and desired to send home for more money, he was told to go to work and earn it...they did earn at real rates the money they spent on pleasure or charity by real work, winter and summer" (Eells, 1986, p. 31). "Mr. Balch deliberately planned a camp to meet special educational needs...in Camp Chocorua...were formulated the principles which govern the management of well-organized camps of today. Methods have changed but the principles are practically unchanged" (Gibson, February, 1936, p. 18).

Dr. Edwin DeMerritte, founder of Camp Algonquin in 1886, near Boston, Massachusetts, stated, "A camp should be educational, not only in the development of character, but also in a close study of all that God created for our enjoyment...camp should be only large enough to enable the director to study each child, learn its strong and weak points and devise a means to strengthen the good and eliminate the bad...the future of the child is of paramount importance, a child received in camp is a sacred trust and must be so considered by the director" (Gibson, February, 1936, p. 27).

The goals and objectives of the earlier camps in the 1880's were:

1. To restore those values of life which come from living in the great out of doors.
2. To find joy in the simplicity of living.
3. To develop a love of nature and a study of all that God created for our enjoyment.
4. To play the game for the fun of playing and not for awards given or public recognition.
5. To rationalize the recreative impulse so that it may be a carry-over into later life.
6. To enrich life through healthful and simple pleasures.
7. To expose boys to the sound principle of work being the law of life and the love of work being the joy of life.
8. To invest boys with responsibility, personally, for others and with others.
9. To show boys that honor cannot be bought but must be won; that manliness, justice, truth, conscientiousness, have their own reward.
10. To reach boys through teaching; to mold them into men of stamina and character; to create in them a definite aim in life; to give them a conception of their Maker through an understanding of nature.
11. To lay foundations for loyalty, integrity, and respect for right of others..." (Gibson, February, 1936, p. 28).

DeMerritte practiced what he preached. "The camp was well equipped with a nature library, microscopes, herbarium, museum and a fine wild fern and flower garden. Valuable lists of the nature flora and fauna were compiled by the boys" (Gibson, February, 1936, p. 28).

The first conference for professional improvement of camp personnel was held April 15-17, 1903 in Boston, Massachusetts. Known as Camp Conference and Leadership Institute, it was headed by Dr. Winthrop T. Talbot who served as chairman of the event which was attended by approximately 100 men and several women from the Eastern states.

Girls' camps had not yet been generally accepted. During the Conference, there were meetings for the various institution camps such as YMCA and Boys Brigade, and meetings for private camps. One delegate to this conference, Robert A. Woods, stated, "Summer vacations ought to be a great deal longer than they are. The schools ought to open later in September than they do, and every facility ought to be given for this open air life (camp) in summer" (Gibson, May, 1936, p. 19). This group, referred to as the General Camp Directors Association, met informally from 1903 to 1910. To date, few written records of these meetings have been discovered, but the group met annually in either Boston or New York City.

With the increase in the number of boys camps organized in the years just prior to World War I, the need arose for an organization to help provide support, guidance and standards for these directors and camp staffs. Under the leadership and direction of Alan S. Williams, known today as the father of American Camping Association, several directors of boys' camps founded the Camp Directors Association of America (CDAA) in 1910. Membership was for those working only with boys' camps. Camps for girls were also growing in number, resulting in the establishment of the National Association of Directors of Girls' Private Camps (NADGPC) under the influence of Dr. Luther Gulick in 1916. The latter group began to include non-private camps in their organization, and the 'P' was soon dropped, becoming the National Association of Directors of Girls' Camps. Both the boys' and girls' camp directors organizations existed until 1924 when a merger took place between the two. The new organization became known as the Camp Directors Association (CDA), and continued under this name until February, 1935, when the Camp Directors Association was reorganized as the American Camping Association, the name by which it is known today (Eells, 1986, pp. 85-113).

Historical Foundations Nationally: Institution Camping

Institutions that serve children were attracted to the organized camping movement because it afforded an opportunity to better serve the respective missions in helping youth. The first institution to become involved in organized camping was the Childrens Aid Society of New York City, a part of social service work in that metropolis. Conducted for children of the city, the idea was "...born of a growing social conscience and a deep concern for the needs and conditions of the poor in the city slums and ghettos...housing, sanitation, and living conditions were wretched and wages low. Exploitation of women and children was common" (Eells, 1986, pp. 42-43). The major concern was for the health and morals of children growing up in this environment. Fresh air trips, away from the filth of the city, were made to the nearby country which were popular at the time with the general public's interest and belief in nature and fresh air. Thus, the Fresh Air Movement began in 1872. "The word 'camp' was not used in explaining these activities of the Society. Newspapers such as the NEW YORK TIMES and NEW YORK TRIBUNE daily told the story of the venture, and money was given in sums which made it possible to turn the experiment into an achievement" (Gibson, March, 1936, p. 19). Like Fresh Air organizations throughout New York City, the Tribune Fresh Air Fund was established in 1888. Included in its articles of incorporation, its mission was stated as follows: "the principal business and object of the Society shall be to aid in providing ways and means to give children living in the City of New York the benefit and enjoyment of fresh air in the country, within or without the state of New York" (Sharp, 1930, p. 8). The major cost for which the Fresh Air Fund was established was for expenses of railroad fare to transport these youth to and from the 'fresh air' experience. By 1927, the number of children sent to the country each summer from New York City averaged 16,000 annually (Sharp, 1930, p. 9).

The Young Women's Christian Association (YWCA) was the first to provide programs during vacation periods for women industrial workers, thus pioneering in the camping field for women in the United States. The first such camp was opened in 1874 at Asbury Park, New Jersey, by the Philadelphia Association. President Ulysses S. Grant gave the principal address at the opening of the camp on August 4, 1874. Called Sea Rest, it served to "...give taxed young working women of that city, whose scanty means will not admit of a sojourn by the sea, a happy and healthful vacation from toil" (Eells, 1986, p. 48). "This summer boarding and vacation house was for 'tired young women wearing out their lives in an almost endless drudgery for wages that admit no thought of rest or recreation. Any young woman who was financially dependent on her own exertions and was of respectable character was eligible" (Gibson, March, 1936, p. 28).

The Young Men's Christian Association (YMCA) conducted its first camp in 1885. Started by Sumner F. Dudley, a young businessman, the camp was attended by seven boys, all members of the Newburgh, New York, YMCA. The camp was held at Pine Point on Orange Lake, six miles from Newburgh and lasted eight days. Dudley borrowed a tent and rented a boat for this first venture. The following year, 23 boys participated in the camp (Gibson, March, 1936, pp. 18-19).

Boys' Club Camp was started by Herbert L. Farwell, and was held at Rowley, Massachusetts, for 76 boys, members of the Salem, Massachusetts, 'fraternity' as the clubs were known then. The camp lasted for seven weeks and was held July-August, 1900 (Gibson, March, 1936, pp. 18-19).

Boy Scout Camp had its beginning in August, 1910, at Silver Bay, Lake George, New York (Eells, 1986, p. 72). The first Girl Scout Camp followed two years later at Camp Lowland in Georgia. Founded by Juliette Low, founder of Girl Scouting, the camp was conducted by the Savannah, Georgia, Girl Scouts (Gibson, March, 1936, p. 27).

Camp Fire Girls conducted their first camps in 1914. Attended by some 500 girls, the camps were conducted by the Guardians' Associations of Baltimore, Chicago, and Kansas City in those cities respectively. The emphasis of these camps was on poetry, music, ceremony, ritual, color, and dramas designed to express ideas and ideals (Gibson, March, 1936, pp. 27-28). Eells, however, states that in 1910 Dr. Luther Halsey Gulick and his wife Charlotte Vetter Gulick, authorities in child health, recreation and education, founded Camp Fire. It was called Camp Fire Girls then, responding to an unmet need of girls--to experience and enjoy outdoor activities. That year, the Gulicks conducted their camp for girls on Lake Sebago, near South Casco, Maine. It was actually the second year of camping with these girls, but Camp Fire had not been organized the first year. Camp Fire's early purposes were to open new doors for twentieth century girls preparing them for the future where they could "...remove their bustles, don bloomers, and head outdoors to paddle canoes, explore hiking trails, build campfires" (Eells, 1986, p. 72).

The earliest record of a designed camp school for boys is that of one conducted July 7-August 25, 1909. Conducted by the Boston YMCA on Commonwealth Avenue Boulevard in Boston, the camp school focused on academics in the morning, and sports in the afternoon. Don S. Gates served as camp supervisor under principal William L. Phinney. "Tents were pitched in this attractive location and sessions were held from 9 a.m. to 12:30 p.m. daily, except Saturday and Sunday. The afternoons were spent in games, sports, and athletics, the boys returning to their homes for the night. Saturdays were devoted to hikes, trips to historical places, and field days" (Gibson, March, 1936, p. 28).

According to Dr. Marie M. Ready, in a bulletin issued by the Office of Education of the Department of the Interior, the public school system first adopted camping as a function in 1912. "At that time the Visiting Nurses Association in Dubuque, Iowa, established a summer camp for malnourished school children, and the camp was conducted by that

Association in cooperation with the Board of Education of that city...camping for normal children, as part of the public school system, has its beginning about 1919" (Sargent, 1935, p. 109).

Gibson stated, in his History of Organized Camping, that "adequate information concerning camps such as the 4-H Club Camps,...is not available. Extravagant figures of camp enrollments, numbers of camps, and financial values have been published but are difficult to verify" (Gibson, March, 1936, p. 29).

Historical Foundations Nationally: 4-H Clubs and Program

Prior to the organization of 4-H clubs, but having a significant impact on its development, two early pioneers led those speaking publicly against the rural secondary schools deficiencies. They were Liberty Hyde Bailey of Cornell University, and Albert B. Graham, Springfield Township, Ohio superintendent of schools. "Beginning in 1896, Bailey used funds appropriated by New York for Extension work to disseminate a series of nature study leaflets to rural schools...tried to impress on schoolchildren and teachers that the natural environment around them was a classroom" (Wessel & Wessel, 1980, p. 3). Cornell University began organizing clubs to use the nature study leaflets.

Graham, in 1901, began talking with his students and teachers about the idea of organizing experimental clubs during out-of-school hours. In 1902, the first meeting of these clubs began with students focusing on projects that they could easily understand and finish. "He asked them to test the soil on their farms with litmus paper and select the best seed corn on their father's crop for future planting in test plots...expanded the projects and introduced students to knot tying...rope splicing, and stimulated their interest in science with a microscope for viewing milk droplets and blood from a frog" (Wessel & Wessel, 1980, p.

4). These became boys' and girls' clubs and were organized in Clark County, Ohio, by Graham (Rasmussen, 1989, p. 33).

Secondly, Graham secured the cooperation of the experiment station in Wooster, Ohio. Enrolled boys were provided with seed corn grown at this facility. In planting their crops, the boys planted half of the crop with provided seed corn, and the remaining half with seed corn provided by home production. The yellow corn supplied by the experiment station produced very satisfactory results. Other boys and girls in the township were enrolled in garden clubs, growing vegetables and keeping records of their results. Thirdly, Graham enrolled several boys in growing clover with each being instructed in the litmus test. Excellent results were achieved when the boys used lime on the acid soil. The fourth project in this beginning enrolled boys and girls in growing flowers around the home. During that year (1902), these youth planted some 3,000 pansies and 3,000 rosebushes in the township (Farrell, 1926, p. 12).

With this establishment of the first boys' and girl's agricultural club in the north, and thus in the United States, the first such club to be organized in the south took place in Holmes County, Mississippi, in 1907, initiated by School Superintendent W. H. Smith (Elcan & Hughes, 1939, p. 1).

Will B. Otwell, President of Farm Institute, organized corn growing contests for boys in Macoupin County, Illinois, in 1898. Frustrated by the lack of interest shown by farmers in attending meetings, he made the decision to ignore parents and concentrate on farm young people. These corn growing contests were expanded to numerous states, resulting in the development of Corn Clubs for boys. "Otwell offered a one dollar premium for the largest yield of corn produced from midwestern seed he had collected" (Wessel & Wessel, 1980, p. 5).

As with the educational movement throughout the United States, John Dewey's influence had a great impact on the beginnings of 4-H. Dewey valued both informal and formal education, and placed emphasis on experiential learning. He stressed that a child's education must be closely tied to the diverse features of community life (Ulrich, 1950, p. 319).

Believing that philosophical theories must be put to the educational test, Dewey defined the importance of the experiences of learning. "Learning is the modification of behavior; it might occur in development of skills, changing of attitudes, developing new purposes and interests... clarifying and expanding understandings... resolutions of problems" (Lawson & Learn, 1964, p. 59). He further related that schools need to understand that books, the major materials from which students are taught, are poor substitutes for experience. Life is real; books are artificial (Horne, 1910, p. 165).

Tomato Canning Clubs were first promoted in the early part of the twentieth century by the United States Department of Agriculture; however, the first club was not organized until 1910. Marie S. Cromer of Aiken County, South Carolina, organized the first tomato canning club with forty-six young women each planting a tenth of an acre of tomatoes (Wessel & Wessel, 1980, p. 15).

By 1907, Graham had demonstrated that young people would join organized clubs that exposed them to agricultural science and technology; Otwell had shown the value of encouraging young people through incentives to compete. The merger of these two techniques formed the 4-H movement.

The term '4-H Club' was first used by the National Club Leader, Gertrude Warren in a national publication (College of the Fields, 1987, p. 166). In 1902, the three H's of Head, Heart, and Hands were used to discuss this youth program. Hired by the United States Department of Agriculture to work with youth, O. H. Benson gave a talk in 1911 that there

should be four H's that stood for head, heart, hands, and hustle. During this same time period, O. B. Martin, USDA director of boys' and girls' clubs, suggested that an 'H' should be placed on the petal of a four-leaf clover, and that the fourth 'H' be changed from hustle to health. In 1911, the emblem was first used as badges for club members, as well as on labels of canned produce which the canning club members sold (Cloverview, 1989, p. 2). On March 23, 1911, Benson presented a talk before the South Carolina Improvement Association on 'Rural Leadership.' In this presentation, he stated that education for leadership must be along the lines of the four H's rather than the three R's (College of the Fields, 1987, p. 24).

With the passage of the Smith-Lever Act in 1914, the Cooperative Extension Service was established throughout the United States. "Section Two of the Act begins: 'Agricultural Extension work shall consist of the giving of instruction....' Thus, giving instruction is the major function of the Cooperative Extension Service" (Sanders, 1972, p. 7).

In 1927, the motto, "to make the best better," was written by a USDA botanist, Carrie Harrison. In the same year, Otis Hall, Kansas state 4-H leader, wrote the 4-H pledge which was adopted. In 1972, the words "and my world" was added to the pledge (Cloverview, 1989, p. 2).

Historical Foundations Nationally: Separation of

Whites and African Americans in 4-H

Segregation was a reality in society during the time that the 4-H club program was in its infancy. This was especially true in the South, and to some degree in the North as well. Following the practices of their parents, African American and White youth did not join or participate in the same school, church, or youth programming events as it was socially unacceptable. African Americans and Whites had their own churches, schools,

social clubs, gathering places, and communities. Rarely did they participate in the same meeting or activity.

Beginning in 1903 when demonstration agents were employed, only White men and women were eligible. Known then as Farmers' Cooperative Demonstration Work, they did involve African Americans as participants in public demonstrations and field meetings. They enrolled African American demonstrators who followed instructions so faithfully and carefully that they were often more successful than White farmers and home makers.

Booker T. Washington played a major role for the beginning of Extension work for African Americans in the South. Founding Tuskegee Institute in Alabama, Instruction was taken to...negro farmers through its faculty, through farm conferences at Tuskegee and in local communities, and through printed bulletins...[and] also...a 'Jesup wagon,' provided with agricultural equipment to go out among farmers and demonstrate better farming methods" (Martin, 1941, p. 3).

Even though African Americans were included in the delivery of information by some White agents, they wanted their own agents. African American demonstration agents could better relate to the needs of their own farmers, while African American home demonstration agents could more easily access the homes of African American families. Thus, the first African American demonstration agent, T. M. Campbell of Tuskegee, was hired November 12, 1906. Annie Peters of Boley, Oklahoma, was appointed on January 23, 1912, as the first African American home demonstration agent (Martin, 1941, pp. 3-4). As with adult programming, 4-H was separate for Whites and African Americans with White agents working with White youth; African American agents working with African American youth.

Historical Foundations Of 4-H Camping Program

Though arriving late on the scene compared to other youth organizations, 4-H entered the camping program in the early part of the 1900's. According to Rasmussen, the earliest camp designed to teach new farm methods to boys was conducted in 1907 in Missouri. Several states began conducting 4-H camps, but West Virginia became the first state to formalize camping as a part of the 4-H program. Camp Goodluck was conducted in 1915 and was the first county 4-H camp conducted in the world, and included both boys and girls. West Virginia also established a permanent 4-H campsite in 1921, thus organizing the first state 4-H camp. "Camping offered an opportunity for many young people to develop their leadership abilities" (Rasmussen, 1989, p. 90). These club campers fished, swam, saw lantern slides, built a log raft, went boating, told ghost stories, experimented with camp cooking, and killed a rattler, the skin of which they presented to the state club leader, W. H. Kendrick (Reck, 1951, p. 200). Education played a major role in the early 4-H camping programs.

According to Farrell, the 4-H club movement has been responsible for the utilization of camping as a method for teaching rural boys and girls. "The demand for better training in demonstration work has been largely responsible for the introduction of the camp into the club program... [and] has given the boy and girl an opportunity to study and play with a large number of other boys and girls with the same interests. Although the camp idea for farm boys is as old as the club movement itself, having been used by A. P. Grout of Winchester, Illinois, as early as 1902, it did not come into general use until after the first World War. In 1924, 1,774 4-H club camps were held, with an attendance of 52,697 club boys and 61,273 club girls. Nearly 100,000 additional boys and girls not in club work attended the camps...[where] the informal character of the morning instruction and the large attendance make it inadvisable to attempt to give instruction to all members at one time...

[the] common practice [is] to divide club camps into several groups...[in which the] instructor repeats his instruction five times..." (Farrell, 1926, pp. 43-44).

With the 4-H camping movement expanding, ideas were focused on a national event involving 4-H youth from throughout the United States. "In 1925, state directors of Extension formally requested that USDA leaders sponsor a national camp in Washington, D.C." (Wessel & Wessel, 1980, p. 44). The United States Department of Agriculture sponsored the first National 4-H Camp in Washington, D.C. in 1927. The campers stayed in tents and camped on the grounds of USDA headquarters. The purposes of National 4-H Camp were to "...reward and develop junior leaders in club work, to introduce club members to their national government, and to provide an annual meeting for state leaders" (Rasmussen, 1989, p. 90). This came about as a result of 4-H's increasing growth following World War I coupled with the popularity of camping.

The first National 4-H Club Camp marked the first time that leaders of the North and South had come together to plan the future of club work. "Over the years, the two sections had developed differences in technique in working out the objectives of club work...[in] the North, club work had...grown away from schools and become organized under farm bureaus and local adult advisory groups, with voluntary leaders who were for the most part, farm fathers and mothers...[while] the South, the school was still the place of 4-H Club meetings..." (Reck, 1951, p. 218).

Chapter Summary

The organized camping movement in the United States had its beginning pioneers who recognized the educational potential in the camp setting. Educators such as George Bancroft, Joseph Cogswell and Frederick Gunn utilized the residential camp setting as a means of providing a laboratory for teaching curriculum and allowing the

students to make direct application of that teaching by actual experiences; physician Dr. Joseph Rothrock envisioned the camping environment as a means of helping weak youth become healthier, combining exercise and academic studies as a means of bettering these youth; while Clergyman George Hinkley saw the benefits of camping as a means of reaching and teaching youth from his parish, thus providing a more focused learning environment. Others designed organized camping programs based on the successes of these early pioneering ventures. Eventually, professional improvement of camp standards and camp personnel were formalized, and the first conference designed for camp personnel was held in 1903. Separate organizations were formed for boys' and girls' camp directors, leading to the eventual founding of the American Camping Association in 1935.

The various children-serving organizations recognized organized camping as a delivery mode through which to further their respective missions of improving the lives of children. Ranging from the Childrens Aid Society of New York City, the first institution to adopt organized camping as a means of better serving its youth, to many better known youth agencies that exist today, almost every such organization became involved in its own form of organized camping.

In comparison to other youth institutions, the 4-H club involvement in organized camp programs arrived late. Beginning in the early part of the 20th Century, 4-H camping focused on teaching youth and providing them with opportunities for developing their leadership abilities. The first 4-H camp focused on teaching new farm methods to boys, thus providing educational programming for youth in the camp setting.

As with other youth-serving institutions, the 4-H club program has been heavily influenced by the organized camping movement in American culture and its influence on youth. Perhaps the organized camping movement's impact can best be summed up by a statement made by Dr. Charles Eliot, president emeritus of Harvard University, in 1922,

"...the organized summer camp is the greatest contribution America has made to education"
(van der Smissen, 1980, p. 115).

CHAPTER III

4-H IN VIRGINIA

As in many other states, Virginia has a rich history with its 4-H program. Many of the early Cooperative Extension pioneers began their careers in the Commonwealth, and several of these made considerable contributions to both the state and nation. Being a southern state, Virginia also experienced many of the struggles that other states experienced with race relations. Beginning as two separate programs, one for Whites and one for African Americans, each race had a significant impact on 4-H that brought about a stronger, richer, and united single program that continues today.

As the comprehensive youth development program of Virginia Cooperative Extension, 4-H engages youth, 5 through 18 years of age, in hands-on learning experiences, using these experiential learning opportunities to teach youth the latest research based subject matter knowledge and life skill development. Youth are involved under the guidance and supervision of adult and/or teen 4-H volunteers trained by local Extension 4-H agents. Four-H is based on seven foundations: "...community centered, volunteer led, extension staff supervised, research based, home and family oriented, publicly and privately funded, and responsive to change" (Facts About 4-H, 1996, p. 1).

Four-H had its beginnings during the time in United States history when segregation was the norm. Although separate societies existed for Whites and African Americans in one country, life was not necessarily equal for both.

Historical Foundations in Virginia: Separate Education for African Americans and Whites

The American Civil War ended in 1865, abolishing slavery throughout the United States, but this did not equalize the basic rights and privileges of the races. Separate but equal social institutions existed throughout the land, but benefits for Whites and African Americans were far from being equal.

Describing the life of African American farmers during the late 1890's, John Baptist Pierce stated, "...there was a great business depression in the country. It was a very hard time for the Negroes. Grown men worked all day for fifty cents or even less; tenants could not make anything out of their cotton. They lived the year round on corn pone and bacon, and the farmers they worked for had to advance them that. The cotton hardly paid in the fall for their poor food. They were sunk in a hopeless grind of drudgery, with not one comfort in life" (The Southern Workman, 1923, August, pp. 388-389).

Life for Rural African American Children--Early 1900's

Children of these poor farmers suffered greatly from hard work, poor living conditions, inadequate health, and boredom at various times of the year when there was nothing to do. Given the fact that African Americans did not have the number of school days per year that were allocated to White children, life was hard and full of drudgery for many of these youth. Perhaps a quote by an African American farm girl living in an isolated area best captures this situation:

I'd just give anything if we had a radio to listen to. I ain't never heard one, but I just believe they'd be so much fun. I've heard a lot about them though. I hear they play pretty music and you can hear voices from way up in New York. It sure would help a lot 'round here 'cause things are so dry. Papa said he was going to get one, but I don't believe he's ever going to get enough money to buy one. I sure do think one would be a lot of company. (Johnson, 1941, p. 183)

Unequal Educational Opportunities--Whites and African
Americans

The southern states, with proportionately larger populations of African Americans, displayed major disproportionate appropriations for these citizens as compared with those who were White. In the South during the 1911-12 school year, for example, the per capita outlay for education for urban school districts was \$32, while rural districts spent only \$13 per capita. During the same fiscal year, the average expenditure for children 6-14 years of age was \$10.32 for Whites; \$2.89 for African Americans (The Southern Workman, 1920, February, p. 60). According to the Virginia Survey Commission (1920), "...colored pupils in each grade are on an average two years older than the Virginia standard ages for those grades, and eighty out of every hundred children are older than they should be...colored pupils leave school in large numbers by the fifth grade...by seventh grade, four-fifths of all colored pupils have left non-city schools and more than three-fifths have left the city schools" (The Southern Workman, 1920, January, pp. 4, 37).

Not only did the two races receive uneven levels of funding, the physical plants and quality of teachers were not equal for Whites and African Americans. T. C. Walker (1917) reflected,

I need not state that there is scarcely any comparison in the number of days the schools are kept open for Negro and those kept open for White children... Appomattox County which has 1840 white children of school age and for these she has 48 Teachers while the Negro population of school age is 1170 has only 12 Teachers. The number of days the schools kept open for white children [per year] were 6136 and the number of days kept open for Colored children were 1301, hence a difference of 4835 days in favor of White children while the school population for Negro children is only 670 less than that of the White children.

Walker further stated that White schools were built near White populations and that they were provided with school wagons and other transportation vehicles, while no provisions were made for transporting African American children.

Some of the Negro Schools are five and more miles apart and I am reliably informed by some of the Colored people that some schools are run for 2 1/2 months - in this way - The Teacher is placed at School A for 2 1/2 months and then moved to School B for 2 1/2 months which deprived the children...of any school longer than 2 1/2 months. (Walker, 1917, p. 6)

In Walker's report (1920), he provided evidence of the state's school population. The enrollment in Virginia for White children was 356,723 with 277,767 in attendance; 182,969 enrolled for African American youth with 104,405 in attendance. This represents a 77.8% attendance rate for Whites, but only 56.6% for African Americans (Walker, 1920, p. 1).

Lizzie Jenkins, a graduate of Hampton Institute in the Class of 1902, was a teacher in an African American school for several years before joining Hampton as an extension agent in home economics. Writing about her first teaching experience, Jenkins (1903) stated,

Early in September, as soon as the school was fairly settled, I had to close because the children were needed to harvest the peanuts, cotton, corn, potatoes and other crops. There was work for even the smallest ones...[we] went back in January and then there was no trouble in filling the little room to overflowing... [there] were one hundred and twenty-three pupils enrolled, with an average of eighty per day. A great many of them lived quite a distance from the school and seldom came on time...[their] parents would send word that it was time for their children to be put in higher books, although they were much too high already.

Factions of African American Community

In describing the social life of the community, located in the pines of North Carolina, Jenkins provided evidence of two major factions of African American people living there, and similar attitudes existed in the Commonwealth of Virginia:

... people whose ancestors had been slaves, and others whose ancestors had always been free...Nearly all of them owned their own homes and farms, though, to be sure, they failed to improve them ...The ex-slaves did not think the free people good enough to associate with, and if one should marry a free girl he was considered very low indeed ...the free element thought themselves a great deal higher than anyone who had been a slave... (The Southern Workman, 1903, January, pp. 47-49)

Importance of Education--African Americans

The importance of education for African Americans during this time was reflected by the State Superintendent for Public Instruction in 1919, Harris Hart. In an address before the Virginia Educational Conference that year, Hart stated, "... 90,000 white children and 85,000 colored children in Virginia were not enrolled in school." Hart advocated a compulsory school attendance law "with teeth in it" (The Southern Workman, 1920, January, pp. 3). At about the same time, President Alderman of the University of Virginia, stated that the South was spending about one-half of its incoming revenues on education. He presented a strong case for maintaining a balance between scientific studies and humanities, and promoting the idea of a liberal education for training American leaders. The training was to include biological and chemical sciences, geography and history, the study of English and modern languages, mathematics, reasoning skills, and religious training. Alderman also spoke on behalf of university research and university extension work "... which will help the Nation in its present critical hours" (The Southern Workman, 1920, January, pp. 3-4).

This environment of inadequate and unequal opportunities among White and African American society in the United States set the stage for the beginnings of the 4-H club movement. Existing race barriers, social norms, and a history of segregation presented many challenges, issues, and controversies with which pioneering Extension administrators and field agents had to contend; however, the common goal of helping both races achieve a better living standard was the driving force in dealing with these opportunities. Early Extension workers and administrators recognized the importance of education for people of both races.

Historical Foundations in Virginia:

4-H Clubs and Program

What is known today as Extension work in agriculture, family and consumer education (home economics) and youth work was being conducted long before passage of the Smith-Lever Act, which took place on May 8, 1914. The idea of teaching by demonstrations carried on by farmers themselves had been conceived by Dr. Seaman A. Knapp, known as the Father of Extension. Such demonstrations had been established in Texas as early as 1903 and had proven so successful that both the General Education Board and the Federal Government soon made liberal appropriations for extending this type of education to other Southern states (Hewlett, 1974, p. 1).

General Education Board of New York

The General Education Board of New York City so valued Extension education that it became an early partner in funding Extension's mission of reaching rural populations with university research-based education and technology. Incorporated in 1903, the General Education Board was funded by a \$1,000,000 grant from John D. Rockefeller. Leavell (1930) reports that the grant was to be operational for a ten-year period with the board's purpose of "the promotion of education within the United States of America without distinction of race, sex or creed" (Leavell, 1930, pp. 66-67). The board devoted major focus to higher education and especially that in the South.

Rockefeller provided further gifts to the General Education Board in the amount of \$10,000,000 in 1905, \$32,000,000 in 1907, and \$10,000,000 in 1909. It was his desire that education in the South be emphasized. Buck (1952) reports that this board supported

research in agriculture, teacher training, special studies, demonstrations, conferences, and nutrition in Virginia (Buck, 1952, p. 158).

Smith-Lever Act, 1914

In 1914, the Smith-Lever Act established the Cooperative Extension System within the United States Department of Agriculture (replacing the General Education Board), the state land-grant universities, and the counties of each state. The passage of this act "... provided for the mutual cooperation of USDA and land-grant colleges conducting agricultural Extension work and specified that the work...shall consist of the giving of instruction and practical demonstrations in agriculture and home economics to persons not attending or resident in said colleges in the several communities, and imparting to such persons information on said subjects through field demonstrations, publications and otherwise ..." (How 4-H Began, 1996, p. 2).

Morrill Acts of 1862 and 1890

The land-grant universities came about as a result of the passage of the Morrill Act of 1862 during the Lincoln administration. This act provided federal lands to establish land-grant colleges and universities in each of the states. The land-grant legislation recommended organizing a distinct administrative division in each land-grant institution to direct the many Cooperative Extension activities that were developing. In 1890, the second Morrill Act was passed which provided for land-grant colleges and universities for African American citizens in the southern region of the United States to insure that all people were served. By 1912, nearly all of the land-grant institutions in the southern states had signed cooperative agreements with the United States Department of Agriculture and had organized Extension departments. Beginning in 1912, appropriations to the state land-grant institutions were

provided by the United States Congress for development of early Extension work within the states. Since the passage of the Smith-Lever Act of 1914, Congress has continued to support 4-H (History of 4-H, 1996, p. 1).

The early beginnings of 4-H work in Virginia may be traced to an event that took place in 1906. That summer, President Dr. H. B. Frissell, of Hampton Normal and Industrial Institute, commonly known then as Hampton Institute, attended a Southern Education Board meeting in Louisville, Kentucky. During that meeting, Frissell heard a talk given by Dr. Seaman K. Knapp, an agriculturalist of the United States Department of Agriculture. Dr. Knapp's talk focused on the two-step demonstration model he had developed to get low-income farmers to diversify their crops, thereby producing enough vegetables, meat, milk, and eggs for family needs. By doing so, these farmers could become more self-sufficient (College of the Fields, 1987, p. 3).

Frissell realized the potential of Knapp's model as a method by which to reach and assist people in Virginia. During this time period, the majority of people in the Commonwealth lived on small farms that produced a variety of cash crops. Early farmers' institutes helped some farmers prosper because they applied what was learned in these institutes to back-home farming; however, low-income farmers were not involved in these institutes. These poor farmers who sold their meager crops just for survival of food and essentials, "...did not know about or adopt more profitable methods of farming...as the early farmers' institutes, experiment station work, and agricultural societies did not reach them" (College of the Fields, 1987, p. 6). Frissell decided to focus his attention on these low-income farmers.

Knapp's Demonstration Model

In essence, Frissell became an advocate of Knapp's demonstration model and "...decided to cooperate with the Southern Education Board in the promotion of its educational goals" (Heatwole, 1916, pp. 308-314). Knapp's demonstration model, described in the talk he presented in Lexington, Kentucky in May, 1906, worked not only for adult farmers, but with boys as well:

There is only one effective way to reach and influence the farming classes, and that is by object lessons. The demonstration must be simple, and, at first, confined to a small area. Two or three acres will give just as good a test as a larger tract...the farmer is more likely to successfully carry out a demonstration on a few acres than on his entire farm. When he sees the advantage of the better methods he will increase the area as rapidly as possible ...can agricultural conditions be changed by simply talking? No. By demonstration? Yes... (Martin, 1941, p. 227).

Knapp further added:

[I] have tried to think out the plans of the demonstration work carefully and ...along lines of practical utility; to form a substantial basis of evolution or revolution for changing the condition of the common people, especially among our rural population...this education of the farmer upon his farm by working out problems in the field and receiving the answer in the crib or granary is, like all education, a personal matter, and each man must acquire it for himself...it is a thing that gives life as it goes and the man grows faster than the crop. (Martin, 1941, p. 227)

Knapp's success with farmers led him to begin organizing Boys' Clubs as Junior Farm Demonstration Work. Corn was chosen as the first demonstration crop which, as Knapp stated, "... [corn] can be profitably produced in most sections of the United States... boys throughout the country have common knowledge of it from childhood, and the lessons seem easy...[corn] yields more food to the acre...when properly handled, than any other grain crop" (Martin, 1941, p. 29).

While Frissell made arrangements to begin demonstration work in Virginia with African American audiences, Dr. Joseph (J. D.) Dupuy Eggleston made plans to begin demonstration work among White farmers. J. D. Eggleston was, at that time, State

Superintendent of Public Instruction for the Commonwealth of Virginia, serving in that role from 1906-1912. After meeting with Dr. Frissell one day in Richmond in 1906, and hearing about Frissell's work and plans for carrying out demonstration work with African American farmers, Eggleston saw the value of demonstration work as a means by which to reach and teach White farmers, many of whom were content to keep on farming the same way as their fathers had done, and believing that they knew all there was to know about farming. Eggleston stated, "...this is the greatest thing that has come into the South in 50 years. We must have it in Virginia" (Eggleston, 1940, p. 9).

His vision was to see Virginia's rural life improved so much that boys would want to stay on the farms. This vision called for each boy in the program getting one acre of that boy's father's farm and grow corn following carefully the instructions laid down by the demonstration agents. His plan included contacting and involving "...twenty school divisions, use two to six boys from each of the two to ten schools in that county, and, with their parents' consent, see that each boy got an acre of land in which to grow the corn" (College of the Fields, 1987, pp. 238-239).

Eggleston then invited Knapp to a meeting in Richmond to present and explain his demonstration idea to Virginia's agricultural leaders, and to other influential Virginia leaders including Governor Claude Augustus Swanson, John McLaren McBryde, the President of Virginia Polytechnic Institute, President Alderman of the University of Virginia, Frissell, and George W. Koiner, Commissioner of Agriculture for the Commonwealth. Additionally, he wanted Knapp to meet Thomas Oldham Sandy. Eggleston recruited Sandy, better known as T. O., to work with White farmers, using Knapp's demonstration method. As a result of this meeting, Sandy agreed to begin work as the Virginia Extension agent. Sandy was employed in 1906 and was the first agricultural agent to work with White farmers, and thus is known as the father of demonstration work in

Virginia. Knapp and Eggleston both recognized Sandy's vision, grasp of new ideas, and concern for Virginia's farmers (College of the Fields, 1987, p. 251). Soon, Eggleston and Sandy began to collaborate on the idea of organizing corn clubs throughout the Commonwealth. This led to the one boy-one acre movement in Virginia (College of the Fields, 1987, pp. 238-239).

Corn Clubs Organized

In the winter of 1908, Knapp and Sandy made plans to begin starting boys' corn clubs during the spring months of 1909. Eggleston stated that "...once it became clear to Knapp that the General Education Board would fund boys' corn clubs, he had his agents appoint corn club organizers." The General Education Board did provide funding for the first corn clubs in Virginia under the leadership of Mr. Fernando Southall Farrar (College of the Fields, 1987, pp. 164-165). As a result of Knapp's visit to Virginia, and his meeting with Eggleston and Frissell, Extension work was begun in the Commonwealth (Eggleston, 1940, pp. 9-10). In his role as State Superintendent of Public Education, Eggleston made attempts to get the Agricultural Department of Virginia Polytechnic Institute to take advantage of the opportunity to adopt the demonstration method of teaching, as promoted by Knapp, "...but they laughed at it, stating that it was nothing but a fad and would soon 'peter out' (J. D. Eggleston to W. S. Green, Jr., personal communication, April 24, 1939). Thus, the Extension Service was established in Burkeville when Sandy, a resident of that community, began working as an Extension agent. Burkeville was the state headquarters for Extension work from 1907-1916.

Eggleston was selected as President of Virginia Polytechnic Institute in 1913, serving as such until 1919. In 1914, he was appointed as the first Director of Extension in Virginia, and thus served in a dual role as the President and Director until 1919. Upon his

becoming acting director of Extension on July 1, 1914, the effective date of the Smith-Lever Act, the Extension Service of Virginia Polytechnic Institute was soon established, July 9, 1914. State agents Sandy and Agnew (in charge of girls' programs) continued to maintain offices in Burkeville, but upon Sandy's retirement on July 1, 1916, the state headquarters for Extension work was transferred to Virginia Polytechnic Institute (College of the Fields, 1987, p. 257). Dr. Eggleston resigned both jobs in 1919 to accept the position as president of Hampden-Sydney College near Farmville, Virginia (College of the Fields, 1987, pp. 238-239).

From the beginning, youth work was a major focus of Extension work, carried out by demonstration and home demonstration agents, as they were then titled, in the local communities. This youth work grew into what is known today as 4-H. Four-H began as a simultaneous response to needs that existed throughout the country in a rural, agricultural population that dominated the United States, rather than as the vision of a single individual. The goal of the 4-H program was to extend agricultural education to these rural youth by organizing boys' and girls' clubs employing learn-by-doing participation in real life programs that could improve their standard of living.

These early Extension leaders for both the African American and White races pioneered work with farm and rural populations with the purpose of reaching and involving them in educational efforts to improve their standard of living. Efforts to recruit and involve farm and rural youth in 4-H clubs and programs provided a means by which boys and girls could be involved in informal learning that could be applied in a practical and useful way to real-life situations. Additionally, 4-H clubs and programs afforded an opportunity for rural youth to have social activities and experiences with other youth.

Historical Foundations in Virginia:

Separate 4-H Clubs and Programs--African Americans

Consistent with current social practice of the time, African Americans did not join or participate with Whites in early 4-H clubs. In fact, there were separate 4-H clubs for White youth and separate clubs for African American 4-H'ers.

From the very beginning, administrators in charge of what was known then as farm and demonstration work, recognized that improvement of the living conditions of African Americans in the Southern states must be their top priority. This was true in Virginia, as it was for any other Southern state. As stated by Hewlett (1974) "...[the] living standards among Negro farmers was just as important as among the Whites and that the best way to do this work with Negroes was through Negro agents" (Hewlett, 1974, p. 1). Thomas C. Walker, early extension worker, stated:

When I returned to Gloucester after graduation in 1883, three-fourths of the Negroes lived on rented lands and in one-room log cabins. My first thought was to interest them in farm life for that was the principal occupation of the people...I decided to rent a field, which I did and made the first crop, cultivating it as nearly as I could after the methods I had learned at Hampton. I need not tell you of the impression made upon the community, and of how men would come for advice as to how best to cultivate the land...Since the solution of all great problems depends largely upon the education of the masses, the Negro must be influenced to acquire the best education suited to the masses. The training at Hampton is of a most practical nature, broadening the minds of her students in the problems of life...that this idea should be carried beyond her [Hampton Institute] bounds, she [Hampton Institute] organized some years ago what is known as the extension department. (The Southern Workman, 1910, April, pp. 238-240)

Focus on African American Youth

As part of early Extension work through Hampton Institute, Extension agent, W. F. B. Williams wrote (1909) about his part in helping to improve the conditions of African American schools. "I go from school to school and make suggestions regarding their

physical conditions, and assist teachers and pupils in their work ...[I] show teachers better methods of teaching...[and] suggest changes in the seating of children in relation to the light or for other reasons...[I] helped teachers with their gardens, and aided schools in getting sewing and cooking materials, books and other reading matter" (The Southern Workman, 1910, January, pp. 52-55).

Additionally, the early administrators and agents working with African Americans recognized the importance of youth in Extension work. At the Conference of White and Negro Extension Workers on Negro Extension Work in 1920, guidelines and policies were stated including those for youth work, "...that boys' and girls' club work is regarded as an integral part of county-agent work" (The Southern Workman, 1920, May, p. 196).

The thing to be done was clear: to train selected Negro youths who should go out and teach and lead their people, first by example by getting land and homes; to give them not a dollar that they could earn for themselves; to teach respect for labor, to replace stupid drudgery with skilled hands, and to those ends to build up an industrial system for the sake not only of self-support and intelligent labor, but also for the sake of character. (Talbot, 1904, p. 157)

Dr. Frissell had a deep interest in the agricultural welfare of Virginia for both adults and youth. Under his leadership and direction, canning work spread over the state among Whites and African Americans alike. First introduced among the African American people of Virginia, Hampton Institute covered the expenses of its introduction out of internal funds (The Southern Workman, 1920, April, pp. 153-154).

Both Hampton Institute in Virginia, and Tuskegee Institute in Alabama, had much to do with the early Extension farm and home demonstration work among African Americans. These two institutions became the first African American colleges in the United States to officially join in cooperation with the United States Department of Agriculture and the General Education Board to employ demonstration agents as farm and home demonstration workers. The success of Tuskegee Institute in training African Americans for job skills, as

designed by its most famous graduate, Booker T. Washington, had a great influence on Hampton Institute and its early Extension work. In 1872, the Virginia General Assembly provided funding to Hampton Institute, "...one-third of the land grant money coming to Virginia under the provision of the Morrill Act...[the] grant has been increased by subsequent acts until Hampton's share of the fund now accounts to \$26,995.36 annually..." (The Southern Workman, 1920, March, p. 153). Thus, Hampton Institute was the first land-grant college of Agriculture and Mechanical Arts for African Americans in Virginia.

First African American Extension Agent in Virginia

The beginning of Extension work in Virginia for African Americans can be traced to the appointment of John Baptist Pierce on December 14, 1906, as "...the first Negro Farm Agent in Virginia and the second in the nation." Mr. T. M. Campbell was appointed a few days earlier at Tuskegee. Pierce was employed in Gloucester County and served there from 1906-1908 (Hewlett, 1974, p. 2).

Pierce, graduating from Tuskegee as a bricklayer, wanted to help improve the living conditions of farm families. Knowing that the tenants could have a better way of life, as he had seen at Tuskegee, he became greatly concerned about methods of helping them to achieve a better standard of living. Pierce (1923) wrote,

All those tenants could have raised vegetables for the year round if they had only known how, and they could have chickens and ducks and eggs and could have lived well...if they would learn how to do better farming, they could raise bigger crops and have enough even to sell some...[they] could live in real homes instead of huts, and could educate their children and have money in the bank. (The Southern Workman, 1923, August, p. 388)

Pierce went back to school, enrolling in Hampton Institute's post-graduate work in agriculture. Graduating in 1902, and becoming instructor in normal agricultural work in the

classroom and in the gardens, he worked there for an additional three years before being appointed as Hampton's Extension agent (The Southern Workman, 1923, August, p. 388).

In giving evidence concerning the effectiveness of demonstration work, Pierce wrote to Dr. Frissell the following account:

About 25% of the farmers who made no preparation in the fall for the corn crop before the Demonstration Work was begun, are now making preparation...last year, Mr. Bowers made 51 bus[hels] per acre on demonstration plot as compared with 25 bus[hels] per acre on old method. This year he made 90 bus[hels] per acre on demonstration plot as compared with 50 bus[hels] per acre on old method. (The Southern Workman, 1920, April, pp. 1-2)

In his article, The Negro Farmer (1916), Pierce, then District Agent in Charge of Farm Demonstration Work for Negroes in Virginia, gave evidence of one farmer's success from Lunenburg County which demonstrated the effectiveness of Extension work. The farmer, writing a letter to Pierce, stated:

First, I am out of debt. Three acres of flue-cured tobacco brought \$693.00 with a profit of \$633.00. My crib is full of corn. I have meat to serve my family of nine for a year, and enough cowpea, oat and mixed grass hay and corn stover to last three horses until grass cutting time next summer. My children are in school every day, and now I am breaking land for my 1917 corn crop. (The Southern Workman, 1920, April, p. 6)

First African American Corn Clubs for Boys in Virginia

Extension work with adults included outreach efforts with their children. Club work for African American boys began early as recorded by Pierce (1910). In his report to President Frissell, March 4, 1910, J. B. Pierce reported, "Boys [sic] Corn Clubs are being formed through the cooperation of the teachers and parents throughout my territory ...the local School Boards of Nottoway and Dinwiddie Counties have cooperated in the way of giving the farmers' children better school houses, better teachers, and longer school terms" (Pierce, 1910, pp. 12-13). Pierce's report provides the evidence for this early club work with African American boys and contradicts an account in College of the Fields, "The first club

work with Negro boys in Virginia started in 1915 at a meeting of Negro agents at Hampton Institute. Jessie M. Jones, field agent, presided" (College of the Fields, 1987, p. 165).

Pierce's early work established Corn Clubs for African American boys as early as 1910. Thus, Pierce's success in organizing African American boys into Corn Clubs was being done five years prior to that begun under Jones' leadership.

An interesting article by John L. Charity (1921), provides background of an African American club member of the early period.

My first pig club boy was Charles Lightner, a colored boy of Powhatan County, Virginia. He was twelve years old when he began club work...[his] first project was a pig, given him by his mother. He raised the pig very successfully and sold it for \$25. In 1919, he was the first to be enrolled in the corn club. He prepared his plot, and planted and cultivated it as instructed. His crop was twenty-five bushels, ten bushels above the average of the county...besides his acre of corn he had a plot of tobacco on which he made four hundred pounds, which sold for \$48...[he] now has his corn acre seeded to crimson clover for soil improvement, and his tobacco plot seeded to wheat. He takes a great deal of interest in helping his father about the farm...[the] net proceeds from his crops this year will amount to about \$178. It was by telling about Charles and his pig that I succeeded in getting a hundred boys enrolled in club work this year. (The Southern Workman, 1921, April, pp. 180-181)

Charity, a 1916 graduate of Hampton Institute, said that by organizing and conducting Farm-Makers' Club Boys helped African American farm boys to 'catch a new vision of life.'

During the past year over 1600 boys were reached in 24 counties...[they] had projects with corn, peanuts, potatoes, cow-peas, white beans, cotton, tobacco, and pigs to the value of \$33,918 and made a profit of \$18,923...They keep accurate records of the time spent on club projects and can tell what it costs them to produce their crops. (The Southern Workman, 1923, August, pp. 391-392)

Charity further stated that each of these clubs had their own officers and were provided training in how to conduct meetings in a 'businesslike' way (The Southern Workman, 1923, August, pp. 391-392). Jessie M. Jones, field agent employed by Hampton Institute, stated that field staff "...started their work immediately with Negro boys, and participation grew, but not as rapidly as with Negro girls" (College of the Fields, 1987, p. 165).

First African American Home Agents in Virginia

Beginning club work for African American girls took place just prior to the passage of the Smith-Lever Act of 1914. On May 24, 1912, Mattie Holmes was appointed as the first African American home agent in Virginia, and was paid \$40.00 a month by the General Education board. On May 5, 1913, Lizzie A. Jenkins was appointed to work with African American families and thus became the first youth agent employed to work among African American populations in the state. Jenkins and other early Extension workers "...assisted rural families in the summer months after schools had closed. The program grew soundly in program planning...Miss Jenkins didn't organize Girls' clubs at first. She worked with mother-daughter teams in the home. The girls home economics program grew out of the needs of the home" (Hewlett, 1974, p. 2).

African American Canning Clubs for Girls in Virginia

Jenkins began organizing and conducting canning clubs among African American girls "...in thickly settled sections of the southeastern counties of Virginia." By visiting and working in the homes, Jenkins "...learned quickly what families needed, and based her program on these needs...what the farm homes needed was wood and water...enough wood to keep the house warm and do the cooking and some way to get water without going to the well or spring...[I] was always delighted to learn from a farmer's wife that she at last had running water in her kitchen and a bathroom in her home" (College of the Fields, 1987, pp. 165, 243-244).

When Jenkins began to work in 1913, she developed the home demonstration program for families. Under her supervision, individuals known as Jeannes' Teachers began assisting rural families in the summer months. The influence that Jenkins and her assistants had on youth affected the mothers as well.

In her annual report for 1915, Jenkins stated, "A number of women hesitated about joining the clubs until they saw what was being accomplished by the girls and women who were in already" (Jenkins, 1915, p. 1). At this time, Jenkins was serving as Assistant District Agent in Charge of Negro Home Demonstration Clubs. Jenkins wrote (1916),

It is most gratifying to see how the women are becoming more and more interested each year. In most cases they ask to be instructed in the same things the girls are learning. Many of them have told us that they became interested in the work because of information brought home by their daughters...and they are no longer content to be left out of the worth while things. (Jenkins, 1916, pp. 4-5)

Results of Early Extension Work With African Americans

Jenkins soon became District Negro Home Demonstration Agent for Hampton Institute. She provided evidence concerning the busy schedules, work, and impact that African American female agents were having with youth and families. In her annual report of 1916 to Ms. Ella G. Agnew, State Agent in Burkeville, she reported that there were 35 workers in 35 counties in the Commonwealth. Since Agnew was in charge of all state Extension girls' programs, under the direction of the state Director of Extension, all agents working with White and African American girls reported to her (College of the Fields, 1987, pp. 232-233).

Jenkins reported that there were 2,416 girls enrolled as members of garden, canning, sewing, and cooking clubs, plus 246 in poultry clubs. These girls reported "...1,096 individual gardens, 21,576 quarts of vegetables, and 22,778 quarts of fruit... one girl in Richmond sold \$12.53 worth of tomatoes...Reports from Supervisors for 1916 show that there were 818 canning demonstrations, 629 cooking lessons, 1111 sewing lessons for girls" (Jenkins, 1916, p. 3). Jenkins added,

A great deal has been done along missionary lines. In neighborhoods where there were unfortunate children whose parents or guardians were really unable to provide decent clothing for them efforts have been made to better those conditions...Another

way in which they have helped was in assisting girls to provide and make their clothes when they were going from home to higher schools. (Jenkins, 1916, pp. 3-4)

To capture the extent of Jenkins' work, she further reported, "Since December 1, 1915, I have traveled 12,405 miles by rail, 1,384 by team or other conveyance, attended 114 meetings with an estimated attendance of 15,149, at most of these meetings I have spoken, visited 247 club members, and 90 schools, made 74 visits to Supervisors and 150 visits to homes, sent 718 letters, and 1,283 circular letters. (Jenkins, 1916, pp. 3-4, 8-9). During the first world war, Virginia African Americans contributed greatly to the war effort. In 1918 alone, as a result of rapid growth of the canning movement, they preserved over 500,000 quarts of vegetables and fruits (The Southern Workman, 1920, April, pp. 153-154).

Early 4-H club work through Hampton Institute's Extension Department laid the foundations for future work with African American youth. The missionary zeal with which the Extension agents went about reaching and teaching boys and girls through clubs, projects, and demonstrations influenced not only the lives of these young people, but also those of their parents and members of their communities. Rural African Americans involved in Extension programs were experiencing the end results of what the Extension agents were trying to achieve--improvement of living conditions. The vision of training African American youth to teach and lead their own people was realized with this effort.

These early beginnings were investments for future African American youth involvement in 4-H clubs and programming. The success of the corn and tomato/canning clubs as methods by which to reach, involve, and teach youth, expanded to other communities and counties throughout the Commonwealth. This resulted in additional professional Extension staff members being employed, more and more youth joining 4-H, and expanded learning opportunities in a multitude of subject matter areas. Hampton Institute's experience and success with Extension programming also served as a foundation

upon which Virginia State College could build and expand in Extension work when it became Virginia's land-grant institution for African Americans in 1930. Today, Virginia State University remains a land-grant institution, working to serve both African American and White audiences in its mission.

Historical Foundations in Virginia: Separate 4-H

Clubs and Programs--Whites

Early 4-H clubs, mirroring the separation of Whites and African Americans in Virginia, were led by volunteer leaders with White adults leading White clubs and African American adults leading African American clubs. Additionally, separate club events, programs, and training sessions were conducted, a reflection of the segregation that existed in American society. Separate reports and statistical data were kept by Extension agents serving these two clientele groups. The Extension agents of both races were housed in separate offices, often in separate buildings and even different towns.

The existence of two separate Extension offices for the races created much pain and agony during this time of segregation. Carolyn Albritton, an African American, provided evidence of this sensitivity. Employed as a home economics agent in Nelson County, Virginia upon graduation from college in 1958, she served there for thirty-two years, retiring in 1990. Albritton (1996),

When I was first employed with Extension, I was called a local home agent. That was the name they gave blacks.

Employed by Virginia State College as the local home agent working for African Americans, she continued,

Whites were called home demonstration agents and we [African Americans] were called local home agents...I hate that name.

Describing the separation of offices and locations for Extension agents of both races, she stated,

My office was in Shipman, and the White agents office was located in Lovington at the Courthouse Square. My office was one room and no bathroom. I had to go to someone's house. There was no running water in my office...many times it would be so cold, I had to make my own fires...In the summer time, the screen door would be ragged and the flies would come in...the conditions were poor.

Reflecting further on this situation,

Many times I wish I had just packed up and left, but I didn't because jobs at that time were scarce for blacks.

Commenting on 4-H camping, Albritton stated,

I didn't realize what camping was all about until 1964 or 1965...education was really the ultimate goal. The children learned the aspects of living, educating them to become better citizens, using the 4-H's - head, heart, hands, and health...children learned the aspects of living to become better citizens, family living, family life.

First Club Agent in Virginia--Whites

As the national Corn Club movement spread throughout the South, the stage was set for the establishment of Corn Clubs in Virginia. When Sandy employed Fernando Southall Farrah as district agent for the southside Virginia area in October, 1907, his responsibilities included providing leadership for establishing and maintaining Corn Clubs within his district. As the first club agent hired in Virginia, and as the third demonstration agent hired in the state, Farrah "...spent the fall months of 1907 and the winter months of 1908 soliciting the interest of the farmers in his group of counties, and started demonstration work in the spring of 1908" (College of the Fields, 1987, p. 239). It was during this time that Dr. Eggleston, then serving as State Superintendent of Education, recognized the value of the Corn Clubs as a means of helping these rural youth.

First Corn Clubs for Boys--Whites

In the spring of 1909, Farrah began organizing Corn Clubs in his district, concentrating his efforts in Dinwiddie and Chesterfield counties. By the fall of that year, Farrah had enrolled 100 boys into Corn Clubs--75 boys from Dinwiddie; 25 from Chesterfield. This was the first Corn Club work organized in Virginia.

In a real way, the boys' corn club work was a series of contests in which boys competed, not only against each other, but against less progressive farming methods used by their fathers...boys were to use only average acres, not the best or worst, on their father's farms. The 100 boys...produced an average of 65 bushels of corn per acre...Their fathers were very pleased because the county average [in these two counties] for corn production was only 18 bushels per acre. (College of the Fields, 1987, pp. 239-240)

The state average for corn production at that time was only 17 bushels per acre (Cloverview, 1989, p. 1). Perhaps Rockingham County agent Charles W. Wampler (1910) best summed up the attitude of some of the adult farmers of that time who, "...had been complimented so long and so often that they began to feel as though they knew about all there was to know about farming and that they could continue to farm in the same old way and yet remain the best and wealthiest farmers in the state" (C. W. Wampler to T. O. Sandy, personal communication, May 10, 1910).

In an article entitled, "Beat His Dad," the results of the old versus new ways of growing corn is evident, but also uses a play on words:

Jimmie Jones, a project lad,
Raised more corn than his dear old dad.
Jimmie's dad was dropping kernels
Long before his Jim was born;
Being beaten, shocked the farmer,
But it didn't shock the corn"
(Agricultural 4-H Club Letter, 1922, p. 3).

The success of the Dinwiddie and Chesterfield county Corn Club work resulted in Corn Clubs being organized in the counties that had demonstration agents during the year

of 1910 (College of the Fields, 1987, p. 164). "Farrah's rationale was to teach children new production methods to increase yields and they, in turn, would influence their parents...[the] work was so successful that by 1910, all eleven counties that had agents also had the boys' corn clubs" (Cloverview, 1989, p. 1). As stated by Eggleston (1909), "No more important thing can be done in Virginia for Virginia than this movement...where brains are mixed with muscle and soil" (The Times-Dispatch, July 25, 1909).

The enthusiasm and zeal for this early club involvement is captured by a statement made by one of its early members from Nottoway County, reflecting on his experiences (1970),

...in 1910 my two brothers, George E. Hardy and Isham T. Hardy, and I grew our first corn crop. This was from the seed my father had been growing for some time, the Boone County White. My brother Isham, who was 12 years old, won first place in the state in the Boys' Corn Contest by growing 95 1/2 bushels of corn on one acre...brother George was second with 92 1/2 bushels on one acre. The first prize was a two-horse Thornhill wagon which was made in Lynchburg, Virginia, and donated by the Thornhill Wagon Co. The second prize was a single row corn planter. We each received a certificate showing the amount of corn produced... signed by Governor William Hodges Mann and Mr. B. O. James, Secretary of the Commonwealth. I have the originals now which were sent to us, and I prize them very highly. (College of the Fields, 1987, p. 240)

Rural Life for Youth--Whites

Farm work was hard, and every family member had to contribute in order to survive. In these days before equal rights for women, men were in charge in a 'man's world.' Drudgery, long hours of hard, physical labor, and frustration greatly affected children of these families. In an amusing anecdote, the following poem, "Why The Girls Left The Farm," provides insight into life on the farm from at least one female's perspective:

Why did you leave the farm, my girl,
To go to the city with its maddening whirl?
...The world is wondering in much distress
And calls for an answer from pulpit and press.

Now listen, friends, and I'll tell you why
I left the country and its clear blue sky,
And came to the city with its whirl and smoke,
...A girl in the open country reared,
Who left her home not for work she feared.

There's plenty of money in chickens, you say,
And butter and eggs are bringing big pay?
Well, suppose they are, if you never can look
for an 'eagle' to light in your pocket book,
Do you think, friends, you'd stay very long
Where dad gets the money, that to you should belong?

Now I love my dad, it's his methods I hate;
The farm's in a rut, it could be up-to-date.
If my dear old dad could only see
That something is due to mother and me
We'd hustle around with elastic step
And put in our business a world of 'pep.'
for we'd stay on the farm and not go to the city.
(Agricultural 4-H Club Letter, 1921, May, p. 3)

First Home Demonstration Agent in Virginia--Whites

With the success of the boys' club movement, Eggleston, Knapp, and Governor Mann decided that rural girls would benefit from a similar program that was benefiting rural boys. "The work was to be started in the garden for growing, to be moved into the year for canning, then through the kitchen to the pantry for storing." With financing secured from the General Education Board of New York, the United Board of Agriculture, a board created by Virginia Governor Mann in 1910 that allowed county boards of supervisors to contribute funds to demonstration work, and county boards of supervisors, this demonstration work began for girls in 1910, with the hiring of Ms. Ella Graham Agnew (College of the Fields, 1987, p. 232). Acting on the advice of Sandy, Eggleston hired her on May 31 of that year. On July 1, Agnew was appointed as the first home demonstration agent not only in Virginia, but also in the United States. "She was also the first woman appointed as a field worker for the U.S. Department of Agriculture, with the admonition from Knapp that upon her rested

the responsibility of either closing the door to women or opening an unlimited field of service" (College of the Fields, 1987, pp. 232-233).

First Tomato Clubs for Girls--Whites

With the title of State Agent, Girls' Tomato Clubs, Agnew began working right away. The first Tomato Clubs in the state were organized by her during the summer of 1910 in two counties, Nottoway and Halifax, with a two-fold purpose: to teach girls better methods of canning for family use, and to make it possible for the girls to earn money by selling properly canned tomatoes. Agnew began with the 46 girls from the two counties, each of whom planted 25 hills of tomatoes and then canned what they produced.

Each tomato club member selected a small plot of land (one-tenth acre)...and assumed responsibility for planting and cultivating the tomato plants...most were canned according to methods taught by the Extension workers. Making the canned tomatoes look 'store boughten' was considered important. (College of the Fields, 1987, p. 210)

The girls canned tomatoes for home consumption in glass jars, while those to be sold were done in tin containers.

The cold-pack method of canning was new and generated much interest among the girls and their mothers... a surer way to prevent spoilage and to retain Vitamin C than the previous method of boiling the tomatoes and pouring them into the jars. Although nutrition research was new, the importance of vitamins, especially vitamin C, was known. (College of the Fields, 1987, p. 210)

The girls were canning more vegetables than just tomatoes and thus, in 1912, the Tomato Clubs name was changed to Canning Clubs (College of the Fields, 1987, p. 210). Dr. William Skelton's mother was a member of these early Tomato Clubs in Nottoway County. Skelton, greatly influenced by his mother, joined 4-H as a young boy, became an Extension agent, and later served as Dean and Director of the Virginia Cooperative Extension Service (Skelton, 1996).

During this initial phase of boys' and girls' club programs, boys and girls did not join the same 4-H club, including those of the same race. Boys learned the latest recommended practices in farm production projects, while girls learned about homemaking. Within a few years, however, boys and girls from the same community were organized into the same club. According to Agnew, "Experience has taught that greater results are obtained in club work when all boys and girls in an individual school or community are combined in one club" (College of the Fields, 1987, p. 169). It was not until 1918 that the policy of organizing boys and girls together in community clubs became statewide. For two years (1918-1919), these clubs were known as agriculture and home economics clubs. Since 1920, they have been known as community 4-H clubs (Elcan & Hughes, 1939, p. 2

First Community 4-H Club--Whites

The first community club in Virginia was organized in Dinwiddie County in 1913. Community 4-H clubs eventually replaced the agriculture and home economics clubs. Early 4-H club affiliation with local public schools, as 4-H clubs were organized in the public schools throughout the Commonwealth, continues in some counties, linking the formal with informal education for the improved development of the youth. As part of the land-grant university system, 4-H has linkages to research-based subject matter that is the focus of its educational emphasis with youth and volunteers working with those youth.

Beginning in 1927, each 4-H club was encouraged to have a club plan of work as one of its annual goals. Additional goals included planning and conducting a county 4-H rally day, and participation in a county 4-H camp (College of the Fields, 1987, pp. 169-171).

First State Extension Office

As mentioned previously, the first state office in the state for demonstration work for Whites, was located at Burkeville, remaining there from 1907-1916, when the office of Extension work was transferred to the state agricultural college, Virginia Polytechnic Institute, at Blacksburg. It has continued there to the present time. Until 1917, there was no special 4-H club department in connection with Extension work, as demonstration agents reported club work directly to the state agent in charge of Extension work. In 1917, a state club department was added to the Extension organization with Charles G. Burr being appointed as state boys' club agent. The following year, Ms. Hallie L. Hughes was appointed as state girls' club agent. Through the early developmental period of boys' and girls' club work, the principal emphasis was placed on individual demonstration, and it was not until after the establishment of the state club department that the emphasis in club work was placed on the development of a well-rounded life for rural youth (Elcan & Hughes, 1939, pp. 2-3).

As with African Americans, Whites too had their Extension pioneers who laid a solid foundation for future 4-H club work among Virginia's youth. Successes with boys' corn club work resulted in not only greater production yields, but also influenced how their dads farmed. Likewise, 4-H girls were taught growing and canning skills which resulted in better nutrition, home grown food on the home tables, and a method by which they could earn money by selling their canned produce. These accomplishments led club leaders to expansion of the curriculum in order to teach additional subject matter to youth participants.

Historical Foundations in Virginia: 4-H Camping Program

Prior to established 4-H camps, county short courses were organized and conducted for the purpose of involving youth in live-away-from-home learning experiences. The terms "club camp," "club encampment," and "short course" were used interchangeably prior to 1920 to describe what we know today as 4-H camping (College of the Fields, 1987, p. 180). These beginning types of 4-H camps were mostly day camps or overnight camps held on a county basis utilizing the facilities of nearby schools or colleges (Douglas, 1979, p. 6). According to Hughes (1919), "...a short course is a regular house party composed of girls from one county, or several counties, who come together to learn more about their particular club project and about club work in general, and to have a good time...[they] usually last two to six days, and are held in some place centrally located, and where accommodations for a group of 25-50 girls may be found (Agricultural Club Letter, 1919, June, p. 2). This definition expanded to include boys and co-ed audiences, as well as defining other facilities as sites for short courses.

As stated by Skelton (1996), referring to the reasons 4-H camps were started in Virginia,

...they were established to provide educational experiences that you couldn't get back in your local club or your community...it has been an educational program from the very beginning...camp provides an opportunity for youth to...work on knowledge, skills, and attitudes...

Historical Foundations in Virginia: 4-H Camping for Whites

Although boys were involved in 4-H club work prior to the involvement of girls, the reverse is true with the 4-H camping program for Whites. Girls were involved in short courses, as well as 4-H camps, before boys in Virginia. The first state short course for girls was conducted in 1915 at Harrisonburg Normal School, Harrisonburg, Virginia. This was actually conducted as a district event, but became the first such event to be held anywhere in the Commonwealth. Participants were members of Canning and Poultry clubs (Elcan & Hughes, 1939, p. 5). Thus, 1915 marks the year in which short courses and camps became a part of the Virginia 4-H program. (Agricultural Club Letter, 1918, July-August, pp. 1-2).

First 4-H Club Camp

As with short courses, girls participated in the first 4-H club camp to be held in Virginia. The camp took place in 1917 for Loudoun County club girls. "The girls were quartered in a large house provided free for our use for the week...we enjoyed preparing as well as eating the food which the youngsters brought from their homes: fresh fruit, vegetables, and some cured meat and canned food...the girls make jelly and practice canning" (College of the Fields, 1987, p. 180). The emphasis of this event was education with improved canning and cooking techniques.

According to Douglas (1979), the county home agents reported in 1917 that girls in "...every county attending some camp or short course...the earliest county camps and short courses were Bedford, Loudoun, and Clarke...Eastern College, William and Mary, Hampton-Sydney, Farmville, and Harrisonburg Normal Schools" (Douglas, 1979, p.5).

Growth of 4-H Camping

Four-H club camping spread throughout the state as more and more youth were recruited into this popular summer event. "Most of these camps ran for one week...[and] were organized so as to develop group responsibility, to give opportunity for the development of leadership and to provide for information and inspiration" (Elcan & Hughes, 1939, p. 8). Among the early sites utilized for club camping in the Commonwealth were normal schools, colleges, houses, cottages, and other facilities at little or no cost. Specific examples included Curles Neck Farm in Henrico County, the Sabot Hill Farm in Goochland County, and the Boy Scout Camp in Nelson County. From the early beginnings and continuing through the 1950's, Virginia 4-H camp programs "...were conducted at rented churches, Boy Scout and private camps, at state park facilities, and other camps owned by service clubs...in nearby states of West Virginia and Tennessee were also rented" (College of the Fields, 1987, p. 180).

Early Camp Participant

Ms. Embra Tillotson of Lynchburg, Virginia, participated in the District 4-H Short Course at Hampden-Sydney College in 1931. In an interview with her (1995), she reflected on her experiences

...the short course at Hampden-Sydney was not like living in an actual camping situation, we lived in the old college dormitories; the dining hall, kitchen and sleeping quarters were all in the old college building...[they] did have a new gymnasium...we had use of that...It was fun.

Adding comments about this event, Tillotson stated,

For many it was probably the first time they had been away from home, farthest other than up to the store or church and the school...[this] was a new experience to so many that after they got used to being away from home the first night, it was a real deal.

Commenting on the educational value of the short course, Tillotson recalled,

...they had some classes in the mornings...health or good grooming...some phase of cooking...or like looking your best...the...principles of uplifting the young person's life and giving them something to strive for and to work toward and to recognize others and this drudge of every-day living.

The method of payment for this short course is fascinating. Tillotson provided this insight,

...there wasn't much money then as we talk in terms of money these days. Some...parents were hard put to send a child or two...to a camp...They had food at home and they had vegetables, milk, butter and products put away for the winter,...but they didn't have ready cash...a bushel of potatoes,...a bushel or a sack of cabbage heads or a sack of beets or maybe a couple or three dozen eggs. Whatever they had...could add that in and that helped to pay your way to camp.

Adding further,

...when the bus rolled down the road picking up people...[we] saw little fellows standing by the road with their luggage...there happened to be one who had a big rooster. They let him get on the bus and he went to Hampden-Sydney with his big rooster and the took the rooster as part of his payment on his stay at camp...we don't know what happened to the rooster but they might have had a good time with the rooster in the kitchen.

Ms. Tillotson stated that perhaps her parents paid her way to short course by sending vegetables (she did not remember how her parents paid for her trips to short course). She attended short course at Hampden-Sydney for "four or five years" (Tillotson, 1995).

The practice of these early camping programs was 4-H project instruction. This practice "...has been replaced with activities that meet additional developmental interests and needs of participants...recognized as a vital part of the educational process of children and adults." Programs for these early camps were planned by adults. "From the late 1920's to the present, more and more programs have been developed with representative 4-H members, volunteer leaders, Extension...personnel planning together...programs that are enjoyable educational, healthful, inspirational, and which complement unit 4-H programs" (College of the Fields, 1987, pp. 181-182).

Girls' Short Course

College campuses soon became popular places to conduct short courses, and included such sites as Averett College, Hollins College, and others (Agricultural Club Letter, 1918, July-August, pp. 1-2; January, 1919, pp. 1; 4). With emphasis on learning, education of youth was a major part of these early short courses. In referring to the Virginia State Short Course for Girls at Farmville and Harrisonburg in 1919, "...most of the prizes offered for work in the Canning Clubs are of an educational nature." Canning techniques, poultry training and other educational programs were conducted at this short course (Agricultural Club Letter, 1918, July-August, pp. 1-2).

Short courses proved to be an effective method of recruiting and involving youth in educational programming that included having a good time with other youth of similar age. The popularity of these events spread throughout the Commonwealth. Evidence of this popularity was stated in a 1919 news release describing dates of county short courses.

Pittsylvania County, at Averett College, July 23-26.

Westmoreland County, June 9-13.

Augusta County, near Staunton, August 2-9.

Prince Edward County, June 24-27.

Charles City, James City, and New Kent County Short Course at Williamsburg, June 16th to 19th.

Roanoke County Short Course, at Salem, June 18-20

(Agricultural Club Letter, 1919, May, pp. 1-2)

Boys' Short Course

The first State Short Course for boys was conducted on the campus of Virginia Polytechnic Institute in August, 1918. This event was held in conjunction with the adult Farmers' Institute, August 7-9, Wednesday - Friday. One hundred and ten boys were registered for this short course; however, a total of 114 youth participated. An interesting

fact is that four girls managed to register and participate in the first 'boys' short course. During the opening assembly on Wednesday morning, the welcome address was presented by Dr. J. D. Eggleston, President of Virginia Polytechnic Institute (Virginia 4-H Club Letter, 1939, May, p. 2). During this short course, the participants promoted and supported the policy of organizing co-ed clubs. Additionally, the ground work was laid for a short course that included both boys and girls. This resulted in the organization and preparation for the first state short course for boys and girls the next year (Cloverview, 1989, p. 2).

Short Course for Boys and Girls

Conducted on the campus of Virginia Polytechnic Institute, the first state short course to include both boys and girls was held August 4-9, 1919. Known officially as Boys' and Girls' Short Course, the event attracted 167 boys and girls from 39 different counties. During the week-long program, girls were divided into two teams: Red and Blue, while boys were divided into gangs: A, B, C, and D. These are interesting labels in that the label 'gangs' has a negative meaning in today's American society; however, this was not the case in 1919. This system provided an effective method by which to manage participation in educational programming and activities. Club member Chapman Binford of Prince Edward County became the first president of a Short Course in Virginia.

Education was the major thrust of this first state short course. The curriculum was tailored to the needs of the population of the time, the vast majority of whom lived on farms. Among the variety of educational programs provided, youth could select classes in "...Feeds and Feeding, Corn Production, Poultry Judging, Soils, Fertilizers, Lime, Farm Machinery, Fairs, Records, Home Nursing, Personal Hygiene, Girls' Wardrobe, Home Planning, Milk and Butter, Exhibits, Personal Accounts and Records, Table Manners, and others." Following a week of learning, being on a college campus, being with others, and having fun,

the participants departed for home on the 'Huckleberry' train (Agricultural Club Letter, 1919, September, pp. 1; 4).

Early Short Course Participants

Charlie Wampler (1996) provides a summary of benefits that he received from the 4-H camping and short course experience as a boy,

...we had classes and had judging classes...a campfire every night and sing songs and have activities together...making friendships and...meeting people from all over the state probably would be the most memorable thing for me...I think we went because it was a week away from home, but you couldn't help but learn something...part of our time was spent in group discussion, general assemblies...The general theme of our week's discussion ...it was educational and ...social.

Victor Myers (1996) confirms Wampler's views,

I think Charlie's got it right, it's the people we met that brings the remembrance in many years and lot of the head boys at Blacksburg did a lot of judging around and I got to know them pretty well...each year, you wanted to go back the next year...it was highlights of the 4-H club.

Wampler is the son of the second county farm agent employed in Rockingham County, who was among the first county agents in the United States when appointed to begin work in 1910-12 (Eggleston, p. 44). Charlie Wampler went to state 4-H Short Course, according to his interview, in 1925, 1926, and 1927. Myers went first in 1921. Both attended and participated every year that they were eligible.

Several short courses were conducted during the early beginnings of 4-H work for Whites. The Greene County 4-H Short Course was conducted at the Church of the Brethern Industrial School in 1924, and was attended by 23 girl club members representing various 4-H clubs in that county. "The program consisted of instructions in canning of fruits and vegetables, preserving and jelly making...demonstration in table service...and steps in conducting club meetings..." Recreation, games and songs were also features of this event. "Upon their arrival the girls were divided into groups...roses and daisies. There was

friendly rivalry throughout the week and each group was scored on care of rooms, attention, punctuality, stunts and club spirit" (Agricultural 4-H Club Letter, 1924, September, p. 3).

Dan Brubaker, now residing in Harrisonburg, was a 4-H member from Franklin County. He attended the National 4-H Camp, in Washington, DC, in 1951 as one of the four delegates representing the state of Virginia. During that same year, he attended State 4-H Short Course in Blacksburg, serving as president. Reflecting on his experiences and benefits received at Short Course, he stated,

I guess the one aspect...is the overall classes and the instruction that we received. I'm sure that was very important because it comes back to the friendships that you make and just learning to work and incorporate and be with other people...you had any number of topics you could choose from and classes you could go to...We learned a lot. (Brubaker, 1996)

Tri-State Encampment

Experimental 4-H camping programs were tried during the early years. One of these was a real adventure, considering the conditions of roads, or lack thereof, during this time period. This was the Tri-State Encampment conducted at Grottoes, Virginia, in Augusta County, and taking place from August 23-28, 1920, for male club members from Virginia, West Virginia, and Maryland. "The central idea of this encampment, the idea around which the whole program is built, is to train the club members for rural leadership, to teach every boy who attends practical lessons in country usefulness and to prepare him as a medium for modern rural development" (Agricultural Club Letter, 1920, July, pp. 1; 4). The boys were at least 14 years of age, slept in tents, and paid \$7.00 each. A total of 90 boys participated in this first Tri-State Encampment with 45 from West Virginia, 9 from Maryland, and 36 from Virginia (Agricultural Club Letter, 1920, July, pp. 1; 4). Newsletters of this time period report that these youth took classes in mechanical engineering, livestock, camp craft,

aquatics, leadership, and four-fold life of physical, social, mental, and spiritual development (Agricultural Club Letter, 1920, September, p. 2; October, p. 1).

As the state of Virginia did not have a statewide road system in the 1920's, individual counties were expected to maintain their own roads; however, the state did have a fairly good railroad system throughout most of the Commonwealth. This rail system was heavily used by citizens to get from one major town to another. During this time period, Virginia's public school system "...reached into all areas of the state. This made it possible for all boys and girls throughout the rural sections of the state to obtain a start in education" (Douglas, 1979, p. 7). The use of automobiles and trains had an effect on the population of the state, rendering all residents, both young and old, more mobile than had previously been the case.

First Camp Facility Built for 4-H--Jamestown

As the 4-H program grew, with county, district, and state short courses achieving success in attracting and educating youth, the first Virginia 4-H camp was built. Jamestown 4-H Camp facility was constructed in 1928 about eight miles from Williamsburg on the James River and one mile north of historic Jamestown Island. This original five and one-half acre site was made available through the efforts of C. J. Jehne, Agricultural Agent for the Chesapeake and Ohio Railroad. Jamestown 4-H Camp became the first of its kind owned and operated for 4-H members in the state of Virginia. Jehne was appointed as the first business manager for this camp. For two years prior to this time, "...a 4-H Camp had been held on St. George's farm about one mile further up the river using tents for barracks and cooking under some of the numerous buildings located on this farm" (Jamestown 4-H Camp: Past and Present, 1946, p. 3).

During the first year, a dining hall with a small kitchen attached in the rear, and eight cottages were built just in time for the first camp conducted there during the week of June 18-23, 1928.

Only one 4-H encampment was held that year, but 4-H Club members from fifteen counties attended... represented were Goochland, Louisa, Hanover, Henrico, King William, King and Queen, Lancaster, Charles City, New Kent, James City, York, Warwick, Elizabeth City, Accomack and Northampton...250 club members, agents, and leaders attended this first camp. (Jamestown 4-H Camp: Past and Present, 1946, p. 3)

In 1929, the second year of operation for Jamestown 4-H Camp, a ten year old 4-H club boy from Dinwiddie County participated in a week-long 4-H camping program there for the first time. Later, as an active member of the Virginia Tech 4-H Alumni Club, he was selected as a delegate to the National 4-H Camp in 1937. This boy was William Skelton, who later served as a county 4-H agent, district agent, and then Dean and Director of the Virginia Cooperative Extension Service (Skelton, 1996).

Carolyn Vaughn attended the Jamestown 4-H camp every year from 1941-1947, beginning when she was twelve years old. When asked about her remembrances of her camping experiences and the most important thing she learned, she reflected,

...teaching impressionable children how to get along in life...4-H...reinforced the basic doctrine...to respect my environment, my fellow man and...to care for them.

Powell's Fort Valley Camp

In 1940, a newly constructed camp was opened in the George Washington National Forest. Powell's Fort Valley Camp, located eleven miles from Woodstock, was constructed by the Forestry Department using Civilian Conservation Corps (CCC) guidance and labor. This camp began conducting 4-H camps in 1940; however, the camp was not built exclusively for 4-H use. The first camps to use the facility were the Northern District 4-H

camps with three separate camps being conducted that summer, August 5-10; 12-17; and 19-24, with the counties of Clarke, Frederick, Loudoun, Page, Shenandoah, Rockingham, and Warren conducting their 4-H camps during the three sessions (Virginia 4-H Club Letter, 1940, June, p. 1).

Purposes of 4-H Camp

During the initial year that Powell's Fort Valley Camp operated, an article appeared in the Virginia 4-H Club Letter (1940) that stated the values of camp, "It is a good thing for members to think over the real reasons for going to camp. From the camper's viewpoint, it offers him a good time, but there are objectives which campers should consider...:

1. To have recreational and educational experiences away from home.
2. To meet and learn to get along with other young people of their own age and interests through committee work, program planning, and living together, as well as through sports and trips.
3. To meet the necessity for taking responsibility for their acts without family protection.
4. To explore subject matter, such as nature study, handicraft, and music, that cannot be given as successfully through local leaders; to introduce new subjects that will be of interest when the boys and girls go home; and to present new angles of old interests; in short, to enrich the club program and the camper's background.
5. To train and use leadership abilities as well as to develop intelligent followership.
6. To experience group responsibilities and learn to meet them.
7. To be rewarded for good club work and inspired to better membership" (Virginia 4-H Club Letter, 1940, June, pp. 1; 4).

Holiday Lake 4-H Camp

The second 4-H camp owned and operated for Virginia 4-H'ers, was an old Civilian Conservation Camp in Appomattox County, located at Holliday Lake State Park. This camp was named after the same family of Holliday; however, only one 'l' was used in the name, Holiday Lake 4-H Camp. Located across the lake from the state park, the camp began operations in 1941, having been wired for electricity in the spring of that year. H. C. Wilhelm of Charlotte Courthouse was employed as business manager and Adis Mantiply, 4-H club leader from Amherst County, as recreation leader (Virginia 4-H Club Letter, 1941, August, p. 1). Youth from this area had previously camped at Hollins College, Hampden-Sydney College, and other facilities within that geographic area (Douglas, 1979, p. 11).

The official opening of the Holiday Lake 4-H Camp took place on June 23, 1941 with the first group of 4-H'ers to be involved in a 4-H camping event. A total of 126 participants attended this camp with 110 4-H members, 8 volunteer leaders, and 8 Extension agents. This week-long camp, which ended June 28, was made up of 4-H members from Franklin, Halifax, Henry, Patrick, and Pittsylvania counties. These counties had formerly conducted their annual 4-H camp at the Hargrave Military Academy facilities in Chatham, Virginia (Virginia 4-H Club Letter, 1941, August, pp. 1-2).

During the four weeks of camp that were offered that summer, Holiday Lake 4-H Camp had campers from the counties of Amherst, Appomattox, Bedford, Buckingham, Charlotte, Cumberland, Campbell, Franklin, Fluvanna, Goochland, Halifax, Henry, Pittsylvania, Prince Edward, Nelson, and Patrick. Jamestown 4-H Camp, well established by this time, provided four weeks of 4-H camp in which the counties of Amelia, Accomack, Brunswick, Caroline, Charles City, Chesterfield, Culpeper, Essex, Elizabeth City, Fauquier, Goochland, Hanover, Henrico, James City, King William, King & Queen, Louisa,

Lunenburg, Madison, Mathews, Middlesex, Mecklenburg, New Kent, Nottoway, Nansemond, Norfolk, Northampton, Orange, Princess Anne, Prince William, Powhatan, Spotsylvania, Sussex, Warwick, Westmoreland, and York conducted 4-H camps (Virginia 4-H Club Letter, 1941, June, p. 3).

With the establishment of these two permanent 4-H camp facilities in Virginia, and the use of Powell's Fort Valley Camp for 4-H, the way was paved for future camp development that would serve the needs of numerous county 4-H camps. The idea of having one camp facility to serve several counties within one geographic area began to become the norm in Virginia as future 4-H camps were established.

The 4-H camping program for Whites grew in popularity and interest throughout the early years. During the Second World War, 4-H camps were conducted in the state, but the curriculum focus shifted to war-time needs and included such topics as first aid, stopping food waste, canning, soil conservation, forestry, gardening, storage of root crops, and others (Virginia 4-H Club Letter, 1944, September, p. 1). The State 4-H Short Course was held most years during the war.

The 4-H camps conducted prior to the development of Jamestown and Holiday Lake 4-H camps were held within the individual counties or, in some cases, districts. A review of the early issues of the Virginia 4-H Club Letter and other programs and documents housed in the state 4-H office at Virginia Tech, clearly indicate that the majority of these camps were conducted in individual counties for the 4-H youth of local residents. The district camps were usually conducted for two or three counties within close proximity to one another. This was done for ease of driving and getting youth together from a similar area.

Jamestown 4-H Camp conducted the first State Poultry 4-H Camp, August 16-21, 1947. Some 70 participants from 24 counties participated in this event designed to provide

training in poultry production, judging, egg grading, and giving demonstrations (Head, Heart, Hands, and Health of Virginia, 1947, October, p. 3).

4-H Camp Farrar

1948 marked the year for the beginning of Camp Farrar, named for Fernando Southall Farrar, pioneer boys' corn club agent in Virginia. Located at Virginia Beach on 85th Street, the camp was located a short walking distance from the ocean and was established on land leased from the State Division of Parks, a part of Seashore State Park. In its initial season, eight weeks of 4-H camps were conducted for approximately 200 campers per week. Campers from Princess Anne, Norfolk, Nansemond, Southampton, Sussex, Surry, and Isle of Wight counties conducted 4-H camps during this summer (Head, Heart, Hands, and Health of Virginia, 1948, September, p. 1). Camp Farrar became the home for the counties and cities south of the James River, while Jamestown 4-H Camp served those counties and cities north of the river.

By 1949, Virginia's 4-H camping program included representatives from every county in the Commonwealth but Arlington County (Head, Heart, Hands, and Health of Virginia, 1949, September, pp. 1; 4). The trend for every county to involve its youth in a 4-H camping experience, resulting in increased numbers of campers, clearly displayed a need for additional camps to be established to meet the needs of youth.

Historical Foundations in Virginia: 4-H Camping for

African Americans

Just as Whites and African Americans did not join together in the early days in 4-H club programs, the same was true for the early 4-H short courses and camps. Prior to

established 4-H camps, African Americans and Whites participated in separate events and activities, including camps.

Hampton Institute's early involvement as the leader in Extension work with African American families, focused on education and recreation for youth. With the thought in mind that 'all work and no play makes Jack a dull boy,' early Hampton Institute Extension educators

...took definite steps during 1921 to bring the club boys together in groups for instruction and recreation. Five group meetings were held during the year, four of which were county meetings and one a tri-county meeting. Over 200 boys were reached with instructive agricultural and recreational programs in these meetings...[in] 1922 seven county group meetings were held for club boys and one five-county meeting with over 300 boys in attendance at the eight meetings...programs were similar and consisted of...corn and potato judging contests...games of a helpful nature. At three of the meetings motion pictures were furnished by the Hampton Institute Extension Service" (The Southern Workman, 1923. August, p. 32).

Tri-County 4-H Short Course for African Americans

Early 4-H camping for African American 4-H youth was not conducted at the individual county level. Rather, several counties combined together to conduct the first event for these youth that resembled a 4-H camping event. This was the Tri-County 4-H Short Course conducted in 1921 in Powhatan County. Lewis (1996) reported that the three counties included Powhatan, Goochland, and either Prince Edward or Amelia Counties (Lewis, 1996). Hewlett (1974) reported a total of seventy-one youth participated in this event (Hewlett, 1974, p. 1).

The 1922 enrollment for African American males in 4-H work totaled 1,339 in 39 clubs. During that year, a total of eight short courses were conducted for instruction on recreation and education. It is interesting to note that the number of African American 4-H

males entering college for the first time totaled 41, while 35 reported that they had their own bank accounts (Agricultural 4-H Club Letter, 1922, March, p. 4).

First African American Short Course in Virginia

With the success of these group meetings, the 4-H rally of 1921 and 1922, and the growth and expansion of 4-H work among African Americans in the early 1920's, Lizzie Jenkins helped establish the first state short course for African American youth in Virginia at Hampton Institute in 1923. This event was conducted during the week of August 28-31, and was attended by 119 boys, 62 girls, 8 women, 10 men, and several demonstration officials representing 29 counties throughout Virginia (Cloverview, 1989, pp. 2; 26).

Known as the Negro Farm and Home Makers' State Club Short Course, education was of primary importance for the participants during their week on campus.

The boys and girls became real Hampton students during their short stay, living in the dormitories, eating in the students' dining room, and following a regular and full schedule from the rising bell till taps. The work of the course included talks on personal hygiene, illustrated demonstrations, in the form of playets...lectures and...demonstrations on soils, testing seed corn, and judging for the boys;...girls were taught to recognize and select five cotton fabrics ordinarily used for underwear, and to make wool flowers.

Educational programming for girls also included

...proper dress for house work, school, and party.

During this short course,

participants took part in trips to the Institute library, poultry plant, church, trade school, horse barn, and cow barn. (The Southern Workman, 1923, October, pp. 510-511)

All was not focused on education, judging, and lectures.

Games, yells, and songs made up a goodly portion of the program. Rival county yells caused much merriment...was an auto trip to Langley flying field, a picinc [sp] at Shellbanks, the school farm, along with a 'dog roast' on the banks of the river. On two evenings there were movies in Ogden Hall. On Thursday evening the Frissell memorial organ was played. (The Southern Workman, 1923, October, pp. 510-511)

The impacts of this event for African American youth is demonstrated in the reports that were written to Hampton Institute following the short course. "Each of the 29 counties represented at the short course rendered a progress report of work done by the Farm and Home Makers' Clubs during the past year...this is very interesting, showing the number of organizations, membership, exhibits at fairs, prizes, and amount of money raised and won. Sixty-two of the girls had started bank accounts and the boys had bank deposits of approximately three thousand dollars ..." (Agricultural 4-H Club Letter, 1923, October, p. 3).

The success of this first short course for African American youth led to the event being conducted annually. The third annual State Short Course of Farm and Home Makers' Clubs was conducted at Hampton Institute during the week of August 18-22, 1925, and demonstrated a growth in numbers as well as in areas of educational programming. The attendance at this event had grown to 265 participants from 24 counties. "The aim of this course was to give special instructions in clothing work and poultry culling to the girls, and testing seed corn, poultry culling, and rope splicing to the boys." Although the emphasis on educational programming was dominant, there was time for recreational and social activities. "...the boys and girls played ball and croquet...[and] also enjoyed a large victrola which was on the lawn" (Agricultural 4-H Club Letter, 1925, June, pp. 2-3).

Move from Hampton Institute to Virginia State

Short courses continued at Hampton Institute from 1923 to 1930 when the land grant college moved to Virginia State College. Following this move, funding, accountability, and supervision of programs for both African Americans and Whites became the

responsibility of the director of the Cooperative Extension Service at Virginia Polytechnic Institute (College of the Fields, 1987, p. 258).

At Virginia State, the short courses continued as an annual event, with exception of two years during World War II (1942 and 1943), until 1965. The success of the short course program for African American youth fostered other camping ventures. Beginning in 1941, the first Negro Conservation Camp, as it was officially named, was conducted at Virginia State College, August 5-7. This camp, the first such event for African American youth in the Commonwealth, had 57 members in attendance with 44 boys and 13 girls, representing 32 counties. Additionally, some 30 farm and home agents attended this camp which featured educational programming in forestry, soils, conservation of animal life, and conservation (Virginia 4-H Club Letter, 1941, October, p. 3). With exception of 1942 and 1943, short courses and conservation camps were conducted for African American youth during the second World War, but classes taught at these camps focused on war-time needs (Virginia 4-H Club Letter, 1944, September, p. 1). The State Conservation Camp for African Americans was conducted annually at Virginia State through 1961, the last one being held August 1-3 (Head, Heart, Hands, and Health of Virginia, 1961, March, p. 4).

Regional 4-H Camp for African Americans

Additional opportunities for African American youth in Virginia were provided for camping experiences. Several youth from throughout the Commonwealth attended the first regional 4-H camp for "...negro boys and girls conducted in Baton Rouge, Louisiana during the week of August 24-31, 1948" (Head, Heart, Hands, and Health of Virginia, 1948, August, p. 2). This camp for the 17 states in the southern region of the United States was also a success. The third annual "...regional 4-H club camp for negro farm boys and girls..." was held at Virginia State College in Petersburg during the week of August 8-15,

1950. The week-long event included 4-H club members from all 17 southern states and the Virgin Islands. The camp featured "...discussions, lectures, recreation, and tours of historic Virginia...geared throughout to the 4-H theme Better Living for a Better World" (Head, Heart, Hands, and Health of Virginia, 1950, October, p. 3). This camping event continued through the years, rotating among the various states within the Southern Region and the District of Columbia, with the final event conducted at Howard University in Washington, DC, in August, 1961. Known from the beginning as the Regional 4-H Club Camp for Negroes, this final event's name changed to Regional 4-H Conference for Negroes (Head, Heart, Hands, and Health of Virginia, 1961, October, p. 2).

Prior to the Civil Rights Act of 1964, Virginia Cooperative Extension provided programming according to prevailing social arrangement, "...but in many instances meetings were integrated and whites served blacks and vice versa...[and] both races often worked together, however, even against public social pressures for separation (Bruce, 1929, p. 219). The early 1960's were times of great change. During this time, the separate Extension operations serving African Americans and Whites were integrated into one. William Daughtry, Director of Virginia Cooperative Extension Service from 1962 to 1966, pointed out that Extension had integrated its 4-H camps before the passage of the Civil Rights Act of 1964 by the United States Congress (Virginia Extension Magazine, 1989, p. 5).

Former African American Agent

Clarence Stith reported on the first 4-H camp that was conducted for African American youth at one of Virginia's 4-H camps. Reflecting on this, he stated,

...the first camp that I attended was Camp Jamestown, and at the time I was a...part-time Agricultural Agent. My position then was to recruit 4-H members to go to camp, that was the first camp we had blacks in the state of Virginia...it was right around '63 or '64...this was one of the first camps of all blacks...held in Jamestown because of the historical sites.

Further reflecting, Stith added,

We focused on food and nutrition, we focused on dress, we focused on recreation and...learning experiences.

In responding to the question about White and African American youth participating in the first 4-H camp together, Stith provided this insight,

The reaction of the kids were very good; however, we did have professional people try to instill some things into the program. The kids had no problems. We did have some professional people try to produce some separations...the kids, when left alone, they weren't having a problem...we had some parents that instructed the agents when they left the county on the bus if they were not separated on the bus, 'I'm going to pull my kids off the bus'...Camping helped to bridge the gap there in relationships because the kids came back and they had fun and they talked about the different ones that they met and they even communicated with them so it was things that kids educated the parents.

Stith, in responding to useful information to present to today's 4-H professionals, administrators, and funding partners as it relates to 4-H camping, provided this input,

...the 4-H camping program is one of the best tools designed for leadership development...kids express things that they have learned in life and those things that they learned in life should be memories for them forever. (Stith, 1996)

Former African American Administrator

As counties and cities throughout the Commonwealth began to merge from two separate 4-H programs, divided by race, to one combined integrated program, the clubs and camps began to include both Whites and African American youth into the same groupings. The 4-H camps began integrating in the early 1960's. Charlie Elliott, an African American Extension administrator whose career extended over 30 years, spent 28 years as a county agricultural and 4-H agent, three years as a district agent, and four years as an administrator at Virginia State University. In referring to the first time African Americans attended 4-H camp, he provided the following account:

...our supervisor...asked the white county agent how many campers did he have coming to 4-H camp (from our county)...he told him and that was that. So I told him, no, we have some coming too.

When the white agent said, "I thought you all were going to Virginia State, Elliott responded,

I said no! If the group from Campbell County goes anywhere, it will go to West Central [4-H center] and of course that pricked everybody's ears and we didn't go that summer, but we went the next summer.

Later, Elliott reflected on the integrated camping program in reference to campers getting along:

We really never had any real problems that I would consider real problems. Once we decided that we were going to do certain things. (Elliott, 1996)

Short Course for Whites and African Americans and Name Change

Having been conducted as separate short courses for Whites and African Americans throughout the years since their beginnings, the first short course conducted for youth of both races was conducted at Virginia Tech in 1966. The name 'State 4-H Short Course' was changed to 'State 4-H Congress' in 1967. Since the merged event of 1966, State 4-H Congress has continued as an annual event to the present day, having celebrated its 75th anniversary in 1996.

Chapter Summary

It has often been said of Americans, "we all came here on different ships, but we are all in the same boat now." This statement holds true for the separate races in Virginia as it relates to the 4-H program. Each race arrived in a separate manner to a place in which youth

received educational programming through the 4-H club and camp program that has, through the years, enabled youth to learn life skills--those that last throughout a lifetime.

The rich history that Extension pioneers from each race has brought to play on the 4-H camping program, laid the foundations that has made Virginia a nationally recognized leader in the 4-H camping field today. No other state has the 4-H educational center concept, a 4-H educational center located in each of the six geographic regions of the Commonwealth, thus enabling youth from each county and city of the state to camp at a 4-H center that is located close to home.

Immediately following the American Civil War, an event that abolished slavery within the boundaries of the United States and its territories, education was a major focus for people of both races. During this time of "separate but equal" society of White and African American people, all was anything but equal. In actuality, there were unequal opportunities for youth of these races in terms of education, as rural youth received less financial support than those who were urban; African American students were provided disproportionate amounts of funding in the South as compared to what Whites received; the former had fewer school days, fewer teachers, and less opportunities to stay ahead as compared to those who were White.

With these inequalities, there existed one area in which there was a common bond. Both African Americans and Whites had a great want for better living conditions and life in general for their people--better living, better food, and most importantly, better educational opportunities for their children. The latter became a priority of early educators, Extension administrators, and Extension agents as documented by early accounts. Dr. Hutcheson, former Director of Virginia Cooperative Extension (1920) stated that education was very important to rural people. "White and colored farmers in Virginia feel that they need educational opportunities for their children commensurate with the educational facilities

offered in towns and cities...agents are helping farmers solve their serious problems by showing them how to till their land more scientifically, how to market their goods more profitably, and how to make rural home life more attractive to themselves and their children" (The Southern Workman, 1920, March, p. 102). The stage was set for the beginnings of the 4-H movement during this time of inequality and transition period in Virginia's history.

Tables are included to provide a concise summary of important 4-H events and dates. This enables the reader to better understand the significance and timing of events that are recorded in Chapter III. Table 1 provides a summary of important dates for 4-H programming events for Whites, African Americans, and merged programs for both races. Table 2 provides a history of 4-H camps in Virginia. Table 3 provides other important events and dates that were important in the history of the Virginia 4-H program.

Today, African American and White youth participate together in 4-H camping programs conducted at the six 4-H educational centers. The diversity and strength of the 4-H camping program in the Commonwealth provides a quality educational experience for youth of all races.

Table 1

Events in Virginia 4-H

EVENTS	YEAR - WHITES	YEAR - AFRICAN AMERICANS	YEAR - BOTH WHITES AND AFRICAN AMERICANS
First Corn Clubs for Boys	1909	1910	-
First Tomato Clubs for Girls	1910	1913	-
First Short Course for Girls	1915	-	-
First Short Course for Boys	1918	-	-
First Short Course for Boys and Girls	1919	1923	1966
First Tri-State Encampment	1920	1948 (*)1	-
First Tri-County 4-H Rally	-	1921	-
First Community 4-H Club	1913	not known	1964
First 4-H Club Camp	1917	1941 (*)2	1964

(*)1 - Regional Negro 4-H Camp

(*)2 - Negro 4-H Conservation Camp

Table 2

4-H Camps in Virginia

4-H CAMPS	YEAR FIRST STARTED
First 4-H Club Camp (Loudoun County)	1917
Jamestown 4-H Camp facility	1928
Powell's Fort Valley Camp (*)3	1940
Holiday Lake 4-H Camp	1941
Camp Farrar 4-H Camp	1948

(*)3 - Used by 4-H, but not a 4-H facility

Table 3

Other Important Events and Dates

EVENTS	DATES
Smith-Lever Act to Establish Extension System in the United States	1914
Morrill Act of 1862 - Whites	1862
Morrill Act of 1890 - African Americans	1890
First African American Extension Agent Employed in Virginia	1906
First African American Extension Home Agents Employed in Virginia	1912
First Extension Club Agent Employed in Virginia	1907
First Extension Home Demonstration Agent Employed in Virginia (and the United States)	1910
First State Extension Office Established in Virginia - Burkeville	1907
Hampton Institute Moves to Virginia State as the 1890 Land-Grant College	1930
State Extension Office Moves From Burkeville to Virginia Polytechnic Institute in Blacksburg	1916

CHAPTER IV

HISTORY OF VIRGINIA'S 4-H EDUCATIONAL CENTERS

Under the leadership of Dr. William 'Bill' Skelton, State 4-H Agent, Virginia's 4-H camping program changed to a concept unknown anywhere else in the country. Instead of 4-H camps, there would be 4-H centers. Dr. Skelton conceived the idea of the 4-H educational center concept in the late 1950's. The model involved establishing a 4-H center in each geographic area of the Commonwealth, and was promoted for numerous reasons such as, "(1) there was a dearth of 4-H camp facilities and equipment in Virginia; (2) rented facilities within and out of the state were not adequate to accommodate the numbers who wanted to participate in the regular summer type camp; (3) district and county Extension staffs wanted facilities within their districts for their client groups to conduct programs; and (4) volunteer 4-H leaders, county 4-H councils, 4-H honor clubs...and other groups in many counties wanted facilities where they could meet at appropriate times throughout the year to plan programs and/or receive training" (College of the Fields, 1987, p. 182).

The 4-H center concept was promoted by early Extension leaders in the belief that both the public and private sector leaders would support the 4-H center development because of their understanding of 4-H program principles. Additionally, the major concern was for cost effectiveness with the 4-H centers being designed for year-round use by 4-H, as well as other groups when not utilized by 4-H, as is true with so many other states' 4-H camping programs.

According to a study by Bullard (1979), "4-H and Extension have millions of dollars invested in camping programs and facilities. Volunteer leaders have invested valuable time and talents...However,...most of the camping facilities...are used only a few weeks each year" (Bullard, 1979, p. 58). Virginia's approach has been different in that the

4-H educational centers are used year-round with several counties and cities sharing one central educational center located in the geographical area in which these counties and cities are located. Thus, Virginia's facilities are used by 4-H and other groups almost weekly throughout the year.

These beliefs have been verified as major fund development has taken place at each of the six sites with approximately 30 million dollars of estimated value existing currently. Three of the six 4-H centers currently employ full-time fund developers. As stated by Skelton (1996),

...the reason was we wanted the people to feel like this was their 4-H center...we could visualize that we wanted the key citizens in the area to feel this is our 4-H center, and we wanted the extension agents in each one of the six districts to feel like, this is our 4-H center...We have more public support, more public image for 4-H than through all of the rest of Extension put together. (Skelton, 1996)

Support for the 4-H center concept was provided by administrators and staff of both Virginia Tech and Virginia State University in the beginning, and has continued throughout the years.

...VPI administrators, program personnel and... engineers and other staff, worked with the board of directors in each of the six districts to establish a center in each district...Virginia State University administrators and staff have supported the 4-H center concept from the beginning. Recently, the president of Virginia State University, as well as its Extension administrators and staff, has been increasingly supportive of 4-H centers. (College of the Fields, 1987, p. 183)

In documenting the historical foundations of these centers, they are recorded in the order in which they were founded. The development of these sites came about over a period of about 20 years.

Southwest Virginia 4-H Educational Center

The first center to be developed as an educational center was the Southwest Virginia 4-H Educational Center near Abingdon, Virginia. Dr. Skelton served as Virginia's State

4-H Leader from 1950-1962. During this tenure, he reorganized the 4-H program throughout the state in the late 1950's. This included plans for construction of a 4-H center in each district. The Southwest District 4-H leaders wanted a center near Abingdon, and began to work toward achieving this goal.

Prior to its establishment, counties in southwest Virginia utilized several camp sites by 4-H club groups in the early years. This included the Civilian Conservation Corps (CCC) Camp at Hungry Mother State Park near Marion; however, this site was not adequate to take care of the total needs of the district. Later, 4-H groups began using other camps in nearby states that included Camp Clyde Austin near Greeneville, Tennessee; Camp Summers 4-H Camp near Hinton, West Virginia; Camp Caesar 4-H Camp near Webster Springs, West Virginia, and Jackson's Mill State 4-H Camp in central West Virginia near the town of Weston.

Additionally, Crocket Springs in Montgomery County, Virginia was one of the early 4-H campsites, as was Camp Pocahontas near Lodi in Washington County; however, Camp Pocahontas was used primarily by 4-H youth of that county. An example of one of these early camps was the Wythe County Girls' 4-H Camp that was held in 1923. The camp was "...held on the banks of New River near Austinsville June 23 to June 30...Tents were used entirely for housing all who attended...pitched and wooden floors put in them by the Bertha Mineral Company..." (Agricultural 4-H Club Letter, 1923, August, p. 1).

Douglas (1979) stated, "The customary or usual type of organization was to divide the campers into four groups to facilitate depth in leadership development, program content, management and esprit de corps...activities and events...planned and carried out by each group. Subject matter classes were taught both to tribal groups and also in smaller special interest groups" (Douglas, 1979, p. 9).

In 1948, Appalachian Electric Power Company donated a 90 acre tract of land on the south side of New River just across from Claytor Lake State Park for the purpose of developing an educational-recreational center for youth and adults in Southwest Virginia that would serve the counties and cities from Roanoke to Lee. "The land was originally deeded to VPI and remained in this same status for a period of some years." Through a fund raising drive to develop the facility, some \$15,000 was raised by 4-H youth and adults in southwest Virginia, mostly by selling... "reading study lamps...to teach the importance of good lighting ..." (Douglas, 1979, p. 12).

Two major factors contributed to the reluctance of people in the Southwest District to build a 4-H camp facility near Claytor Lake: (1) the site was not centrally located to serve the counties in the district, and (2) people were hesitant to build a facility that was owned by Virginia Tech. Since the land was given to Virginia Tech, and therefore could not be given to an independent 4-H corporation, "...the people in the Southwest District did not want to put donated money into state-owned property" (College of the Fields, 1989, p. 58). Thus, alternate ideas were being discussed at this time. Mr. P. B. Douglas, district agent for the Southwest District, and Mr. W. H. Groseclose, Washington County Extension Agent, proposed the idea to the Chairman of the Washington County Board of Supervisors in 1957, "...that the Washington County Poor Farm, located on the Hillman Highway just outside of Abingdon was unoccupied and not being used in a productive and useful way at the present time...suggested that it might be possible...to develop this property into a 4-H camping facility for use by all the counties in the Southwest Extension district." After much delay, negotiations, and time spent looking at other properties, the decision was made to pursue the Poor Farm property. The Board of Supervisors, with exception of one member, voted to approve the transfer of this property if approval could be obtained from the Virginia

General Assembly. The abstaining member did not vote either for or against the decision, and thus the vote was unanimously in favor of the Poor Farm being converted for the establishment of a 4-H camp.

"A request was made to the Representatives in the General Assembly to seek enabling legislation, permitting the transfer of the property from Washington County to the Southwest Virginia 4-H Center, Inc." The Southwest 4-H Educational Center was officially organized on March 28, 1958 at an organizational meeting in Abingdon, and thus became the first 4-H camp facility to be named as an educational center prior to its construction. The Poor Farm property had many natural features along with several old buildings including a six-room wood frame house, a livestock and hay storage barn, two wooden and six brick cabins.

The center began operations in 1960 with seven weeks of 4-H camps for 900 4-H campers of the Southwest District. The first camp was held for 4-H'ers from Bland, Carroll, Giles, Grayson, Pulaski, Smyth, Washington, and Wythe counties (Head, Heart, Hands, and Health in Virginia, 1960, October, p. 4). Since that time, the center has operated annually with 4-H campers from the southwest region of the state utilizing the camp facilities.

The center presently serves as an all-year-round facility that houses 4-H camps, programs, and conferences throughout the year. It is home to the 13 counties which conduct 4-H camps at this site. They include the counties of Bland, Buchanan, Carroll, Dickenson, Grayson, Lee, Russell, Scott, Smyth, Tazewell, Washington, Wythe, and Wise. The property contains 75.75 acres of land and houses approximately 225 campers per week. The estimated value of the facilities and property has been valued at \$2 million. As with other 4-H educational centers, it is managed by a board of directors and is supervised by a 4-H center director. The history of the center directors and program director are as follows:

<u>Directors</u>	<u>Years of Service</u>
Mr. Curtis Addison	1958-1967
Mr. Theodore Ingle	1967-1975
Mr. Henry Snodgrass II	1975-1990
Mr. Roy Kiser	1990-1992
Mr. D. Brian Calhoun	1992-1996
Mr. Greg C. McMillan	1996-present

Program Directors

Ms. Sandra Fisher,	1993-present
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Smith Mountain Lake 4-H Educational Center

Prior to the establishment of the West Central 4-H Educational Center, now known as the Smith Mountain Lake 4-H Educational Center, some of the counties in that district camped at Hollins College near Roanoke. The literature contains many stories of early short courses that were conducted there. In reference to an early short course, "Roanoke County Short Course for girls was held at Hollins College, June 11-14, 1923, with 34 girls from 8 clubs. Also, 3 leaders were present. Program focused on bread, sewing, canning, bead work, basketry, etiquette, and parliamentary practice. Demonstrations were given in testing baking powders, selection of cotton materials for undergarments, and canning budget. 50 visitors also came" (Virginia 4-H Club Letter, 1923, July, p. 4).

The second 4-H educational center to be established as such in the state was organized and developed as the West Central 4-H Educational Center. The plans were proposed in the late 1950's by Mr. J. Berman Flora, District Agent for the West Central District, and Ms. Margaret Svoboda, District Home Agent. These two were assigned as head of the men and women programs respectively for the Extension Service. A group of far-sighted citizens met in 1963 and proposed to build a center that would be called the West Central 4-H Educational Center.

With endorsements and encouragement from the State 4-H Club Department, Virginia Tech administration, business and civic leaders and others, a steering committee was selected with Mr. James H. Moore of Roanoke, named as General Chair-person. The proposed center, as envisioned by the steering committee, would feature a complex that could accommodate between 200-250 youth at a time, and would include buildings, teaching facilities to provide for educational programming, a swimming pool, water and sewage system, a recreation area, and parking spaces. "The Center would be owned by the 4-H Clubs in the West Central District. It was to be incorporated and operated as a non-profit self supporting corporation. Member counties...would have representatives known as a Board of Directors." (West Central 4-H Educational Center History).

Prior to its establishment, 4-H'ers from this district camped at 4-H camps in West Virginia and 4-H camps in other districts in the state, and rented church camps. In 1962, the counties of the West Central District camped 1304 4-H members at two other 4-H camps, the Southwest 4-H Educational Center and at Holiday Lake 4-H Camp. "In the middle 1960's, an understanding was reached between the Appalachian Power Company and VPI to move the location of this development to the Smith Mountain Lake impoundment on the Roanoke River south of Roanoke. During this time period, it became known that 32.3% of the total state 4-H enrollment lived in the West Central District made up of 16 counties. VPI deeded back the 90 acres on Claytor Lake to the Appalachian Power Company..." In 1964, this company donated a 112 acre tract of land "...on the southside of Blackwater River, a tributary of the Roanoke River, near the Burnt Chimney Community in Franklin County..." to the newly formed West Central 4-H Educational Center (Douglas, 1979, p. 12). The center is located approximately 23 miles southeast of Roanoke and east of Rocky Mount, Virginia.

The cornerstone laying ceremony was conducted on September 11, 1965, and the center opened in June of the following year. The first year of operation for the West Central 4-H Educational Center was 1966, with over 2,000 campers. In 1985, the name was officially changed from West Central 4-H Educational Center to Smith Mountain Lake 4-H Educational Center to better reflect the relationship and location of the center. The name of West Central District no longer exists. This all-year-round facility presently has the largest number of 4-H campers participating in 4-H camps in the state each year and serves the counties and cities of Allegheny, Augusta, Bath, Bedford, Botetourt, Campbell, Craig, Danville, Floyd, Franklin, Giles, Halifax, Henry, Highland, Montgomery, Patrick, Pittsylvania, Pulaski, Roanoke County, Roanoke City, Rockbridge, and Rockingham. The center was given another large tract of land by Appalachian Power Company and currently has 120 acres of property and can accommodate 300 campers per week. The estimated value of this property has been determined to be \$10 million. The center is supervised by a 4-H center director and managed by a board of directors. The history of the number of directors is extensive:

<u>Directors</u>	<u>Years of Service</u>
Mr. J. Berman Flora	1965-1966
Mr. Charles Clement	1966-1977
Mr. Lewis Campbell	1977-1983
Mr. Jim Hayes	1983-1987
Mr. John Gill	1987-1988
Mr. Mark Humphrey	1988-1990
Mr. Ted Carroll	1990 (May to October)
Mr. Wayne Garst	1990-1991
Ms. Joyce Gilliam	1991-1992
Mr. Marvin Heimbach	1992 (March to August)
Mr. J. Michael Williams	1992-1994
Dr. Wayne Compton	1994-1995
Ms. Deanna Brand	1995-present

Program Directors

Ms. LaWanda Ravoira	1991
Mr. John Meadows	1993-1994
Mr. Mark Newbill	1994
Ms. Sally Ramey	1995
Mr. Ron Sanderson	1996-present

Jamestown 4-H Educational Center

Jamestown 4-H Camp, previously described in Chapter III, was established in 1928. The six-acre piece of land was owned by the National Park Service, but deeded to 4-H by the Chesapeake and Ohio Railroad. The camp consisted of very rustic wooden structures with about 250 participants being able to camp each week.

Early district short courses were conducted at William and Mary College in Williamsburg prior to the opening of this camp facility. The short course conducted there August 20-25, 1923, reported that "...110 club members, 6 club leaders, and 10 farm and home demonstration agents attended...the largest delegation was brought from King and Queen and King William counties..." The girls were given instructions in room improvement, poultry, and bread making, while the boys were involved in dairying, rope tying, poultry, gardening, and stock judging. "The recreation consisted of base ball, basket ball, boxing, etc....club members were taken to Jamestown Island one afternoon and to Camp Eustis and Yorktown another afternoon...club members gave a public program on the William and Mary campus Friday afternoon at which a number of very interesting demonstrations were given in gardening, bread making, poultry selection, etc." (Agricultural 4-H Club Letter, 1923, October, p. 4).

Ironically, the Jamestown 4-H Camp was established on Jamestown Island, the site visited by short course members some years before. "In the spring of 1928, agents in that district supervised the construction of eight cottages and a dining hall." The first camp to

utilize the facility was a group of 250 4-H'ers, agents, and volunteer leaders from fifteen counties during the week of June 18-23, 1928. These represented the counties of Goochland, Louisa, Hanover, Henrico, King William, King & Queen, Lancaster, Charles City, New Kent, James City, York, Warwick, Elizabeth City, Accomack, and Northampton. "Times were allotted in the daily program for recreation...and instruction in such things as how to conduct club meetings, nature study, safety, gardening, forestry, pottery, music, food conservation, and table service" (College of the Fields, 1987, p. 26).

Four-H camping and other related events took place at this site from its beginning into the early 1940's when the federal government made plans to construct the Colonial Parkway from Jamestown to Yorktown. Thus, the 4-H camp property was taken back by the federal government in 1946, and given to the National Park service as a part of their historical site. In 1942, the Jamestown 4-H camp organization purchased a 16-acre track of land one-half a mile up the James River from its original site location; however, the federal government allowed 4-H camps to continue at the original camp through the 1948 season.

The new site, which opened in 1949, featured wooden frame buildings and swimming was done in the James River. During the early 1950's, these were gradually replaced with cement block structures. A swimming pool was added in the early 1970's and many renovations have been made since its opening. The camp operated as Jamestown 4-H Camp until 1976, when the camp became incorporated. With this, came a name change to Jamestown 4-H Educational Center, the third established 4-H educational center in the state. New buildings were completed in the late 1980's and the early 1990's, and the cement block buildings have been recently remodeled. Jamestown 4-H Educational Center serves the counties and cities of the northern neck and Richmond area of the state that include Charles City, Chesterfield, Essex, Gloucester, Goochland, Hampton, Hanover, Henrico, James City, King & Queen, King William, Lancaster, Mathews, Middlesex, New Kent, Newport News,

Northumberland, Powhatan, Richmond County, Richmond City, Westmoreland, and York. Jamestown is the smallest 4-H educational center in the state with only 16 acres as originally established, and is estimated to be valued at \$1.5 million. The facility can accommodate 208 campers per week. The center is supervised by a 4-H center director and managed by a board of directors. The 4-H center directors and program directors who have served as such since becoming a 4-H educational center are as follows:

<u>Directors</u>	<u>Years of Service</u>
Mr. Marvin Heimbach	1976-1992
Ms. Marcia Meador	1992-present
 <u>Program Directors</u>	
Ms. Karen Little	1990-1993
Mr. Lance Johnson	1993-present

Holiday Lake 4-H Educational Center

Although Holiday Lake 4-H Camp was established as the second camp in the state in 1941, it is the oldest 4-H camp located on its original site. Prior to its establishment, 4-H'ers in this region were involved in 4-H camp-type programs at Hampden-Sydney College near Farmville, from 1926-1940, and other nearby facilities. An early example of one of these camps was the Goochland County 4-H Camp that was conducted June 15-19, 1925 at the Sabot Hill Farm in that county. "Classes in foods and room improvement work were taught...enabled them to realize exactly what instruction the club members had been receiving" (Agricultural 4-H Club Letter, 1925, August, p. 1).

As part of the Resettlement Administration of the United States government's plan to relocate owners from low production farms to more productive land, forest land was purchased from 1934 to 1939 in what is now known as the Buckingham-Appomattox State Forest. Farming in this area had been marginal because of unproductive soil types and

many farms had delinquent tax levies. This forest contains 19,210 acres with 10,428 located in Appomattox County, and 8,782 in Buckingham. "In order to provide employment, the Resettlement Administration determined that the construction of a dam would serve as a temporary work relief measure and also provide a recreational area for this area of the state. The Navy Department co-sponsored the planning of the lake which was to serve as an emergency inland landing base." The construction of the lake began in late 1937 and was completed in early 1938. Located in both Appomattox and Buckingham counties, the lake is 150 acres and is fed by three streams of water with the main one being Holliday Creek, named for a family of that name. The dam built to form the lake has a normal depth of water of about 35 feet (History-Holiday Lake 4-H Club Camp, pp. 1-2).

On December 28, 1940, a meeting took place in Appomattox for the purpose of leasing a campsite for 4-H youth in that area. Representatives from Appomattox, Buckingham, Charlotte, Cumberland, and Campbell counties were present as were those from the State 4-H Club Department of Virginia Polytechnic Institute. Mr. William Skelton was serving as Appomattox County 4-H club agent during this time. As a result of this meeting, a lease on land and buildings in good condition from the previously used Civilian Conservation Corps Camp, which had been built during the Depression years by the work relief program, was secured for the purpose of building a district 4-H camp. The property was located on land joining the newly built Holliday Lake. During the spring of that year, "E. T. Swink, an Agricultural Engineer and W. E. Skelton, Extension Agent and Agricultural Engineer were assisted by 4-H boys from Appomattox, Campbell, Buckingham and Prince Edward Counties in wiring the camp" (Douglas, 1979, p. 11). The original lease was for 19 1/2 acres of land and included 16 cabins, a dining hall, kitchen, and two bathhouses.

Opening officially for 4-H camps in 1941, the first group of 4-H'ers participated in camp the week of June 23, 1941. This was made up of campers from Appomattox, Buckingham, Charlotte, and Prince Edward counties. During that summer, a total of four camp weeks were provided for the counties and cities of Amherst, Appomattox, Bedford, Buckingham, Charlotte, Cumberland, Campbell, Franklin, Fluvanna, Goochland, Halifax, Henry, Pittsylvania, Prince Edward, Nelson, and Patrick (Virginia 4-H Club Letter, 1941, June, p. 3). In 1963, the camp was increased to 62 acres. In 1974, the lease was made for twenty-five years with the option of renewal for an additional twenty-five years.

The decision was made in 1976 by the 4-H camp board to convert the camp into a winterized, year-round 4-H educational center, thus becoming the fourth 4-H educational center to be established in the state. A 99-year lease was secured in 1980, through the state legislature authorization of the State Commission of Conservation and Economic Development, for 157.8 acres of land.

Holiday Lake 4-H Educational Center serves the counties and cities of Albemarle/Charlottesville, Amelia, Amherst, Appomattox, Brunswick, Buckingham, Campbell, Charlotte, Cumberland, Fluvanna, Greene, Louisa, Lunenburg, Lynchburg, Mecklenburg, Nelson, Nottoway, and Prince Edward. The center operates under the supervision of a director and managed by a board of directors. Currently, the center has 159 acres of land and is valued at \$1.5 million. The site has facilities that can accommodate approximately 260 campers per week. The directors and program directors of Holiday Lake 4-H Educational Center since being established as such include:

<u>Directors</u>	<u>Years of Service</u>
Mr. Don Jimison	1976-1986
Mr. Richard Pulliam	1986-present
<u>Program Directors</u>	

Mr. John Meadows	1990-1993
Mr. Greg Wallace	1993-present

Northern Virginia 4-H Educational Center

The Northern Virginia 4-H Educational Center had its beginnings with the acquisition of 229 acres of the original United States Cavalry Remount Station just north of Front Royal in February, 1976. This came about when the United States Department of Agriculture announced plans to close the Beef Cattle Research Station, a project it was operating in cooperation with Virginia Tech on the properties of the former remount station. A group of concerned citizens and Dr. William Skelton encouraged the Virginia Congressional delegation to pursue having a portion of this now surplus properties for the establishment of a district 4-H youth camp. Through the efforts of Congressman J. Kenneth Robinson and Senator Harry Byrd, Jr., representatives of Virginia in the United States Congress, the property was deeded to Virginia Polytechnic Institute and State University for the purpose of creating a youth development center. "The 4-H Center received its charter as a non-profit corporation in May 1976...by the end of the year a Board of Directors were meeting regularly with an emphasis on raising funds to build the facility" (History of Northern Virginia 4-H Educational Center, p. 1).

Prior to the establishment of this facility, the 4-H members from northern Virginia camped at an old CCC camp near Luray in the Shenandoah National Park, a very rustic facility (Douglas, 1979, p. 11), and at facilities in other districts (History of Northern Virginia 4-H Educational Center, p. 2). An example of one of the early short courses conducted in this district was the District 4-H Club Short held at Randolph-Macon Academy, in Front Royal, August 24-29, 1925. "...courses of instruction were: Stock judging, poultry management, and judging, agronomy, and home economics...155 boys and

girls and club leaders from six counties represented..." (Agricultural 4-H Club Letter, 1925, October, p. 1).

Ground breaking ceremonies for the 4-H educational center were conducted on November 17, 1977, made possible by Skelton's efforts to secure a \$532,000 grant from the Virginia Outdoor Recreation Commission (College of the Fields, 1987, p. 185). In 1977, the 4-H center board employed a full-time director, Mr. Wesley Brachter. The official opening of the center took place on May 17, 1980, but the first camping season was not held until the summer of 1981, when three weeks of camp were held for 4-H'ers from Prince William, Culpeper, Orange, and Rappahannock counties. Some 270 youth participated in this first summer camping season. "Despite the lack of recreational facilities, the unique setting and lodging accommodations gave...4-H'ers a taste of things to come and the inspiration to share the experience with friends back home." During the second year of operation, 1982, eight 4-H camp weeks were provided and involved over 1,200 4-H'ers from all the Northern District counties except Loudoun, Fairfax, and Fauquier (History of Northern Virginia 4-H Educational Center, p. 3).

Presently, the Northern Virginia 4-H Educational Center, often called NOVA by those who camp there, has 229 acres of property and is valued at approximately \$10 million. The center can accommodate 318 campers per week and thus, often conduct concurrent camp programs of two or three sessions during the same week. The counties and cities who conduct 4-H camps at this center include Alexandria, Arlington, Caroline, Clarke, Culpeper, Fairfax, Fauquier, Frederick, King George, Loudoun, Madison, Orange, Page, Prince William, Rappahannock, Shenandoah, Stafford, Spotsylvania, and Warren.

As with the other 4-H centers, the Northern 4-H Educational Center is supervised by a 4-H center director and managed by a board of directors. The history of the directors and program directors of the center include:

<u>Directors</u>	<u>Years of Service</u>
Mr. Wesley Brachter	1977-1980
Mr. Mitch Tederick	1980-1982
Mr. John Dooley	1982-1991
Mr. Lee Hood Capps	1991-1995
Ms. Nora Belle Comer	1995-present

Program Directors

Ms. Terry Stockdale	1990-1992
Mr. Lance Johnson	1993 (interim)
Mr. Jack Albert	1993-1994
Ms. Lauren Ebbecke	1994-present

Airfield 4-H Educational Center

The 4-H members of southeast Virginia camped at Camp Farrar in Virginia Beach before the Airfield 4-H Educational Center was established. Prior to the establishment of Camp Farrar, the very first District Club Short Course for southeastern Virginia was conducted on the fair grounds in Petersburg, July 18-23, 1921, with a total of 52 campers in attendance. The counties having representation included Amelia, Chesterfield, Dinwiddie, Greensville, Mecklenburg, Norfolk, Surry and Sussex.

Programs focused on gas engines, poultry, culling and judging, dairy feeding and dairy judging, hog raising and judging, farm machinery, rope tying and splicing, and physical exercise. "Thursday...afternoon we had a delightful tour of historical points around Petersburg conducted by Capt. Bishop, a Confederate soldier, who gave very interesting lectures about the cemetery, Old Blanford Church, The Crater and other points of historical significance" (Agricultural Club Letter, 1921, August, p. 3).

Beginning in 1948, Camp Farrar operated annually with 4-H camps being conducted there until conclusion of the 1973 season. In January, 1974, the board of directors of this camp decided to close 4-H Camp Farrar and to develop a new 4-H

educational center site near Wakefield, Virginia. "Following examination of an environmental study that substantiated such concerns as a small, fragile land area with a major highway on one side, sand dunes on another and a densely inadequate water pressure; and the City of Virginia Beach not being able to extend sewer lines, the board decided that some other site should be considered" (College of the Fields, 1987, p. 184). Other problems included the fact that the Camp Farrar could not be owned by 4-H, it was located in a highly populated area, only 35 acres could be leased, and there was opposition by the Virginia Beach Civic League for an established camp in this area (A Brief Review of the History of the Development of the Southeast 4-H Educational Center History, pp. 1-2).

On May 6, 1976, the District Extension staff and Dr. Ken Dawson, State 4-H Leader, met and decided to conduct a search for another suitable site for the center with criteria that there be at least 200 acres of property, easy accessibility by automobile, located near the center of the southeast district, located near water, and could be owned by 4-H.

During the month of May, 1976, visits were made to two possible sites owned by the Union Camp Company in Franklin. Under the leadership of Mr. Wayne Garst, Southeast District 4-H Program Director, and other interested individuals, one of these sites was to the Airfield property on December 6, 1976. After viewing this site, the steering committee and board of directors of Camp Farrar passed a resolution that Virginia Polytechnic Institute and State University investigate the possibility of acquiring this land for the purpose of establishing a 4-H center. Follow this extensive search for a suitable location upon which to build a center that would be central to the southeast district, the final decision was made to build a new facility on property owned by Union Camp Corporation after the corporate headquarters in Wayne, New Jersey, gave the 210 acre site at Airfield Pond, located near Wakefield. The property was donated to the Southeast 4-H Educational Center, Inc., in July, 1977, for the purpose of a modern, year-round educational center that

would serve both youth and adults. This came about as a result of a proposal presented to Union Camp on March 2, 1977, highlighting the proposed use of the tract of land how 4-H could use the property better to educate young people than Union Camp could use it to grow trees, and requested that Union Camp donate the property.

On December 6, 1979, three years to the day that the original visit was made to the Airfield site, the Southeast District 4-H Camping Committee met for the first of several meetings in order to plan the 4-H camp program for the first summer season. The groundbreaking took place on May 8, 1980, and on April 1, 1981, Union Camp Corporation donated an additional gift of 7.397 acres of land to the center. The first 4-H camp conducted at the new facility took place during the week of July 6-10, 1981, with 102 Campers from Accomack, Isle of Wight, and Suffolk units. During that beginning summer, a total of 623 campers were involved in 4-H camps at the center. In January, 1985, the Memorandum of Understanding between the 4-H Center and Virginia Tech became effective. During that year, the first program director for the six 4-H educational centers was employed at this center.

By action of the board of directors in 1987, the name of Airfield 4-H Educational Center was also officially adopted, after the name of the 105-acre lake that is within the property boundaries. Airfield got its name not from any flying machine, but because of the fact that a constant current of air flows over the water. The lake, originally called a pond, was dammed in 1792 for the purpose of a grist mill, and was called Griffins Mill Pond. With the adoption of the new name, the center is officially known by the names of Southeast 4-H Educational Center, Airfield 4-H Educational Center, and Airfield 4-H Conference Center. This has greatly aided the promotion of the all-year-round facility to outside groups, businesses, and corporations when 4-H members are not utilizing the

facilities for programming (A Brief Review of the Development of the Southeast 4-H Educational Center History).

The center can accommodate 208 campers per week, but has the capacity to expand that number in the event of two camps being conducted at the same time to 300 bed spaces. This can be done by utilizing the executive lodges that are located on the property. Currently, the site has 218 acres of land and is estimated to be valued at \$10 million. Operating under the direction of a board of directors, and managed by a 4-H center director, the center serves the counties and cities of Accomack, Chesapeake, Dinwiddie, Greensville/Emporia, Isle of Wight, Norfolk, Northampton, Petersburg, Prince George, Southampton, Suffolk, Surry, Sussex, and Virginia Beach.

The 4-H center directors and program directors include the following:

<u>Directors</u>	<u>Years of Service</u>
Dr. C. W. Griffin	1981-1987
Mr. Robert Lowery	1987-1989
Mr. Harvey McLemore	1989-present
<u>Program Directors</u>	
Mr. Robert Ray Meadows	1985-1992
Mr. Marvin Heimbach	1992-present

Operations of 4-H Educational Centers

Each of Virginia's 4-H educational centers operates as a private, non-profit corporation under the guidance and direction of a board of directors. The volunteer board members are generally selected from a corporate membership made up of three representatives from each county and city within the respective center's service area. These boards are made up of Extension personnel, volunteer leaders, and representatives from

business, industry, and community organizations. A Memorandum of Understanding between each 4-H center and Virginia Tech determines the linkages and methods of operations between the two entities.

Each 4-H center is annually given a state budget allocation through the state 4-H office, located in Hutcheson Hall at Virginia Tech, for the purposes of providing travel support for the 4-H center directors and program directors, copy services, and office supplies for operating the unit Extension program. From the operating income, each center hires additional staff to perform necessary duties such as programming, food service, house-keeping, accounting, and others. The six 4-H educational centers have a combined value of approximately \$30,000,000,

Each of Virginia's 107 counties and those cities employing Extension personnel, conducts a week of 4-H camp annually at the 4-H center serving that unit. Additionally, several special interest 4-H camps are conducted each year focusing on particular subject matter. These range from fishing, caving, and horse camping, to special audience, science and technology, and high adventure camps. Many of these camps are conducted during the fall, winter, and spring months. Annually, the Virginia 4-H camping program serves approximately 21,000 campers.

Chapter Summary

Each 4-H educational center has a rich historical beginning, replacing the county camps that once were the major feature of Virginia's 4-H camping programs. With the idea conceived by Dr. William E. Skelton, he was actively involved in the development of these year-round facilities that operate for the benefit of a multitude of counties within the respective geographic region. As opposed to operating several individual camp facilities, as in many states, one district 4-H educational center was developed. This not only saved

money, but enabled centers to secure greater financial assistance from the counties and cities within their geographic area. Furthermore, the centers do not remain idle during most of the year as do individual county 4-H camps elsewhere.

Donated and leased properties of some 818 acres have been provided by several companies and governmental agencies. These include Appalachian Power, State Commission of Conservation and Economic Development, Union Camp Corporation, Washington County Board of Supervisors, Chesapeake and Ohio Railroad, and the United States Department of Agriculture.

Full-time directors and program directors are employed at each of the six 4-H educational centers. The directors are responsible for the overall supervision and management of the 4-H center facilities, employees, and budget; the program directors are responsible for working with district Extension agents and volunteers to provide quality educational experiences for the 4-H youth and adults assisting those youth in their camping and workshop programs. The 4-H educational center and staff at each enable all 107 counties and cities with Extension programs to participate in 4-H camping and other educational programming events at a center within their respective geographic area of the state.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

As stated in the Introduction, this study's overall purpose was to systematically and objectively reconstruct the past by collecting, analyzing, verifying, and synthesizing evidence to establish facts and reach defensible conclusions about the establishment, operation, and purpose of the 4-H camping movement in Virginia. The study focused on five purposes. First, it sought to document the original purpose of 4-H camping for youth. Second, it attempted to examine the events, social environment, institutions and persons involved in the establishment of the 4-H camping program in Virginia. Third, it explored the past to determine if education was a significant part of the beginning mission of 4-H camping. Fourth, it compared 4-H camping today to establish if there were any differences from its original purpose. Finally, the study had as its fifth purpose how Extension administration viewed 4-H camping in the beginning, and how it views 4-H camping today. This study adds to the body of knowledge by providing a history of the 4-H camping movement in the Commonwealth of Virginia.

With the first purpose, the completed study provides examination and documentation of the short courses, club encampments, and club camps, terms used interchangeably in the early years of 4-H to describe what we know today as 4-H camping, and the original purpose for its establishment. The researcher relied heavily upon early accounts as recorded in the Virginia 4-H news publications known as: Agricultural Club Letter, Agricultural 4-H Club Letter, Virginia 4-H Club Letter, and Head, Heart, Hands, and Health of Virginia, for documentation of both White and African American camping for 4-H youth. The Southern Workman publications provided historical records concerning African American camping and early 4-H records. Personal interviews, as well as

Cooperative Extension records and reports, provided further historical information to support the findings.

With regard to the first purpose - **What was the original purpose of 4-H camping for youth?** - the researcher's findings included: 4-H project instruction, a method by which to teach rural youth, to provide educational experiences not available in the local club or community, and a place to gain knowledge, skills and attitudes. The underlying original purpose of 4-H camping was education. The original purpose of 4-H camping included seven major goals:

1. To participate in recreational and educational experiences away from home;
2. To meet and learn how to get along with other people;
3. To learn to take responsibilities for one's own actions, without family protection;
4. To explore subject matter and introduce new subject matter;
5. To train and use leadership abilities, and learn followership skills;
6. To experience group responsibilities, and learn how to meet them; and
7. To receive rewards for good club work, and be inspired for better membership.

Addressing the second purpose involved extensive documentation of the history of the organized residential camping movement in the United States, examining the differences in education for African American and White youth in Virginia, reviewing the development of the 4-H program for both races, and exploring the history of the establishment of the 4-H camping movement in the United States. This background research and documentation was essential to provide meaning and gain an understanding of Virginia's 4-H camping program. There is an extensive history and emphasis on Virginia's use of the 4-H camping program as a method by which to recruit, involve, and teach youth. The American Camping Association was especially helpful in providing historical information that yielded critical documentation of the early organized camping movement in the United States, as were early camping pioneers described in the study.

The researcher reviewed Extension reports, articles, and news publications of the early beginnings of Cooperative Extension in Virginia, which were of significant help. These were found in the archives of Virginia Tech, Virginia State, and Hampton universities. In particular, Hampton and Virginia State universities provided essential documentation of African American youth work involved in 4-H clubs and 4-H camping programs; information that the researcher could not find in Extension records. These historical data provided the necessary foundation for the study of African Americans and Whites including events, dates, and key players responsible for their establishment. Perhaps the source of greatest benefit to the researcher, however, was the publication, College of the Fields: Some Highlights of the Virginia Cooperative Extension Service, 1914-1980. This valuable document yielded significant information that greatly contributed to the completion of the study.

Conclusions to the second purpose - **What policies and events led to the establishment of 4-H camping in Virginia?** - were difficult to document, as the researcher did not discover any significant policies or events leading to the establishment of 4-H camping in Virginia. Upon exploring this early time period, conclusions were made from the evidence of relating factors including:

1. The willingness of youth to learn new knowledge;
2. The popularity and success of youth being in a learning environment away from parents, and with own peer groups;
3. The success of agricultural clubs for boys and girls at the local level as a means of teaching new agricultural knowledge and practices;
4. The success and popularity of county 4-H short courses, live-away-from-home learning experiences to teach subject matter to youth;
5. The success of 4-H camping programs in nearby states as a means of educating youth;
6. The desire displayed by salaried and volunteer staffs to have 4-H camping facilities available in Virginia; and
7. The influence of the original camping movement in the United States as a method by which to reach and teach youth.

The third purpose - **To what extent was education a significant part of the beginning mission of 4-H camping?** - was achieved by extensive examination of the objectives, programs, and stated learning experiences of the early 4-H short courses, encampments, and 4-H camping events. Additionally, the researcher relied heavily on personal interviews of Extension personnel and camp participants to address this purpose. The educational aspect of the beginning mission of 4-H camping, as well as throughout the years to this day, is extensively documented in this study. The researcher concluded that education was a very significant part of the beginning mission of 4-H camping. Education has been significant from the early beginnings, with short courses being conducted on college campuses and nearby schools, with respective faculty serving as educators for these programs. Evidence of these conclusions include:

1. The first agricultural day camp, 1907 in Missouri, was designed to teach new farm methods to club boys;
2. The first county 4-H camp, 1915 in West Virginia, featured teaching the youth better methods of growing corn;
3. The first short course for girls, 1915 in Virginia, taught participants improved methods of canning and poultry production;
4. The first 4-H camp in Virginia for girls, 1917 in Loudoun County, taught participants improved canning and cooking knowledge and skills;
5. The first short course for boys, 1918 at Virginia Polytechnic Institute, focused on teaching improved agricultural knowledge and practices;
6. The first short course for boys and girls, 1919 at Virginia Polytechnic Institute, featured agriculture, home improvement, health, and record keeping knowledge and skills; and,
7. A major component of the National 4-H Camp was to introduce youth to learning about their national government.

The fourth purpose of comparing 4-H camping of today with that of the past, to establish any differences from the original purpose, was accomplished through cassette taped interviews of early campers, documented accounts and histories of early 4-H camps, and a study of the purposes of today's 4-H camping programs at Virginia's six 4-H educational centers. The purposes of beginning 4-H camps and those of today are documented.

With regard to the fourth purpose - **How do present approaches and purposes to 4-H camping differ from those originally set forth?** - the researcher concluded that there are different approaches to 4-H camping today, but the purposes have remained virtually the same. Today, youth sleep in cabins at the six 4-H educational centers; camping is used as a method by which to teach urban and suburban, as well as rural youth, and to reach special audiences such as at-risk youth; subject matter of a large variety, not just 4-H project focused, and current issues are part of today's camping curriculum; and educational experiences are provided to campers that are not usually available in the home or local school. The purposes of 4-H camping today include eleven major goals:

1. To participate in educational, recreational and social experiences in outdoor living, away from home;
2. To meet and learn to get along with other people by living together;
3. To provide opportunities to take responsibilities for one's own actions and own decisions;
4. To explore new interests and new approaches to old interests;
5. To teach citizenship and the importance of being a good citizen;
6. To discover and provide opportunities for developing leadership skills;
7. To discover special talents and develop those talents;
8. To learn to meet individual and group responsibilities;
9. To enrich the on-going 4-H club program and to involve youth in unit 4-H clubs;
10. To have fun; and
11. To become inspired to practice better 4-H club membership.

The final purpose is addressed through the completed study's records of early Extension pioneers, the early 4-H camps, and the development of the six 4-H educational centers in Virginia. The researcher used historical accounts and taped interviews to support the findings.

With regard to this final purpose - **How did Extension administration view 4-H camping in the beginning and how does Extension administration view 4-H camping today?** - the researcher concluded that each Director throughout Cooperative Extension's history, has been a supporter of the 4-H camping program in Virginia.

Beginning with Joseph Dupuy Eggleston's administration, 4-H short courses were established, and continuing through to today's Director, Clark Jones (evidenced by his support of a \$50,000 appropriation for each of the six 4-H educational centers), the researcher found that each of the ten Directors of Virginia Cooperative Extension in its history from 1914 to today have, and continue to be, supportive of the 4-H camping program. A summary of the Directors and their contributions of support for 4-H camping include:

1. Joseph Dupuy Eggleston (1914-1919)

- The first 4-H Short Course for girls in Virginia, 1915, was conducted in Harrisonburg;
- The first 4-H Club Camp in Virginia for girls, 1917, took place in Loudoun County;
- The first 4-H Short Course for boys in Virginia, 1918, was held at Virginia Polytechnic Institute; and
- The first 4-H Short Course for girls and boys in Virginia took place at Virginia Polytechnic Institute in 1919.

2. John Redd Hutcheson (1919-1944)

- The first Tri-State 4-H Encampment for boys in Virginia, 1920, was held at Grottoes;
- The first Tri-County 4-H Short Course for African American youth, 1921, was conducted in Powhatan County;
- The first State 4-H Short Course for African American youth, 1923, occurred at Hampton Institute;
- The first 4-H camp facility constructed in Virginia was Jamestown 4-H Camp in 1928;
- Holiday Lake 4-H Camp opened, 1941, near Appomattox;
- The first State 4-H Conservation Camp for African Americans, 1941, was conducted at Virginia State; and
- 4-H Short Courses were provided in every section of Virginia by the end of his tenure as Director.

3. Leander Burton Deitrick (1945-1962)

- 4-H Camp Farrar opened, 1948, at Virginia Beach;
- First Regional 4-H Camp for African Americans was held in 1949;
- The first 4-H educational center began, 1960, as the Southwest Virginia 4-H Educational Center in Abingdon; and
- 4-H camping programs included youth from every county in Virginia, except Arlington County by 1949.

4. William Henry Daughtrey (1962-1965)
 - African American and White youth combined to participate in 4-H camping programs; and
 - The cornerstone was laid for construction of Smith Mt. Lake 4-H Educational Center in 1965.
5. William Epes Skelton (1965-1976)
 - The first combined State 4-H Short Course for African Americans and Whites was held at Virginia Polytechnic Institute in 1966;
 - The State 4-H Short Course name was changed to State 4-H Congress in 1967; and
 - The 4-H educational center concept expanded to include the establishment of Holiday Lake and Jamestown 4-H Educational Centers in 1976, and acquisition of land for two additional centers - Northern Virginia in 1976, and the Southeast Virginia facility in the same year.
6. William Robert Van Dresser (1977-1981)
 - The Northern Virginia 4-H Educational Center opened in the early summer of 1981; and
 - The Southeast 4-H Educational Center (known now as Airfield 4-H Educational Center) opened in July, 1981.
7. Mitchell Ray Geasler (1982-1989)
 - The first full-time 4-H Educational Center Program Director was hired in 1985 at Airfield 4-H Educational Center; and
 - The six 4-H educational centers were placed under the leadership and supervision of Virginia's State 4-H Leader.
8. James Friench Johnson (1990-1992)
 - Full-time Program Directors were employed at Smith Mountain Lake, Jamestown, Holiday Lake, and Northern Virginia 4-H Educational Centers; and
 - Support for the First National Camping Institute, 1991, was provided for staffs to attend and participate.
9. William Albert Allen (1992-1995)
 - A full-time Program Director was employed at the Southwest Virginia 4-H Educational Center; and
 - Support for the Second National Camping Institute, 1994, was provided for staffs to attend and participate.

10. Clifton Clark Jones (1995-present)

- Support of financial assistance to each of the six 4-H educational centers was provided;
- Support for the Third National Camping Institute, 1996, was provided for staffs to attend and participate; and
- The final 4-H educational center (Smith Mountain Lake) received American Camping Association accreditation in 1996.

Comments and Recommendations

The researcher had difficulty with the use of College of the Fields publication in that while providing valuable data and essential information for the study, the book's index is inadequate and falls short of providing a method by which to find relevant data. While a basic chronological index is provided that offers important dates by decades, much information included in the book is not found in this sequence. Many events are missing where they should be found, and then found elsewhere. This created considerable confusion for the researcher. Perhaps a future researcher might take the time to include a comprehensive index for finding key events, labels, terms, and other data.

The researcher is aware that written accounts used in this study may have been heavily influenced by the position of those who had an interest in what was originally being written. Thus, some accounts may have not been completely accurate. Such accounts may have been 'sugar coated' in that only the successes were recorded without writing about the problems or failures that may have occurred. The researcher made every effort to be objective when examining the written records, and future researchers should note this concern when exploring similar written accounts.

It is the researcher's desire that this study will add to greater knowledge and understanding of the significance of the 4-H camping movement in Virginia. In today's societal trends of downsizing, reduced support, and budget cutbacks for recreational

activities, 4-H camping cannot be viewed only for its recreational benefits. Rather, the educational benefits that are afforded camp participants through the residential 4-H camping experience should be among the benefits examined and emphasized.

The researcher increased his own knowledge and understanding of the subject. The literature review, and especially the historical data concerning early 4-H camps, greatly increased the researcher's appreciation for the vision and zest that early camping pioneers had for reaching and teaching youth knowledge and skills, and helped instill in them an attitude of concern for others. Utilizing the 4-H camping program, a wide range of subject matter knowledge was taught to youth that helped them further their development as self-directing, contributing, and productive members of society. The researcher was especially impressed with the revolutionary vision that Dr. Skelton had with the development of the six 4-H educational centers. This was not being done anywhere in the nation at the time his vision became a reality, and it is not being done today. Today's 4-H centers are living legacies of that vision.

Future researchers might consider some of the following recommendations for research projects:

- construct a comprehensive history of each 4-H educational center;
- explore Hampton Institute's contribution to Cooperative Extension;
- conduct a comprehensive study of Virginia's pioneers in the establishment of Cooperative Extension;
- examine Virginia's 4-H program for African Americans during the time of segregation; and, or,
- conduct a study in how to attract and involve African American youth in other 4-H programs.

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