

**THE HISTORY OF FERRUM COLLEGE
FROM A MISSION SCHOOL TO A COLLEGE**

by

Carolyn Pilla Nolen

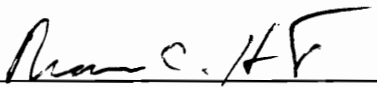
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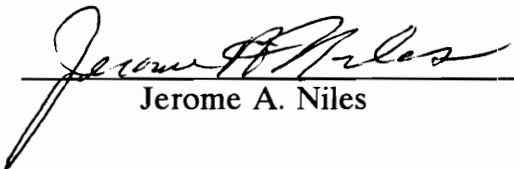
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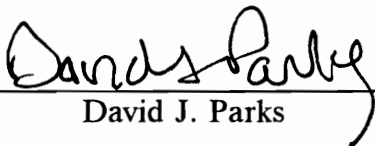
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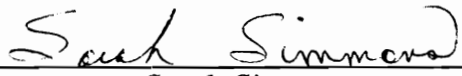
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(ABSTRACT)

This study is the history of Ferrum Training School, founded in 1913 in Ferrum, Virginia, as a mission school and its development into Ferrum College, a four year college in 1976. The Woman's Home Mission Society of the Methodist Episcopal Church, South, and the Virginia Annual Conference of the Methodist Church were the founders and benefactors of the school. Although the study spans the period of transition from mission school to college three major periods of growth are apparent: the founding (1913), the expansion (1954), and the program development (1970). Each period was directed by a particularly able president, B. M. Beckham (1913-1933), C. R. Arthur (1954-1970), and J. T. Hart (1970-1976), who made significant contributions to the expansion of the college. Included in this study are brief examinations of mission schools that were founded by the Presbyterian and Episcopal Churches in Franklin at the turn of the century, the state of public education in the Appalachian Mountains at the time that the mission schools evolved, and religion in Franklin County, Virginia, at the time of the founding of Ferrum Training School. The Methodist Church and its interest in education which led to the development of Ferrum College was also examined.

The objective of the study was to record the history of Ferrum College, with insights into the underlying religious, educational, economic, social, and cultural forces that contributed to the development of that institution. It illustrates how education and religion combined to add a vital dimension to human lives.

DEDICATION

I Dedicate This Dissertation

In Loving Memory

of

My Daddy

Rosario Pasquale Pilla

ACKNOWLEDGEMENTS

I wish to express my sincere gratitude and appreciation to Dr. Wayne M. Worner and Dr. Thomas C. Hunt for their guidance, patience, and support throughout this study. Words cannot convey my appreciation for their wisdom and understanding in helping me bring this dissertation to completion. My sincere gratitude is also extended to Dr. Jerome Niles, Dr. David Parks, and Dr. Sarah Simmons for providing their expertise, encouragement and assistance.

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My children contributed to the success through their loving encouragement. Son, C. B. III, and his wife Lisa, daughter Stacy and her husband David are my joy and my reason for living and learning.

A special thanks to my mother, Hazel Orfield Harris and stepfather, Elmer Harris for their love and continued support for all my endeavors.

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CHAPTER 1

THE METHODIST CHURCH AND EDUCATION

Ferrum College was established in 1913 in the foothills of the Blue Ridge Mountains of southwest Virginia. Originally, Ferrum College was a mountain mission school founded by the Woman's Home Mission Society of the Virginia Conference of the Methodist Episcopal Church, South, under the leadership of its president, Miss Lutie Roberts. This study chronicles the founding and development of that mountain mission school, then called Ferrum Training School.

The circumstances that existed in Franklin County, Virginia, in 1913 were typical of the poverty prevalent in the Appalachian Highlands at that time. A poor educational system and limited employment opportunities created a critical need that drew The Woman's Home Mission Society to their aid.

To completely understand the motive for the founding of the mission school and its evolution to a college, it is necessary to examine the characteristics of Methodism, the history of education and the conditions of the school systems in Virginia, before and at the time Ferrum Training School was created.

Methodists Support Education

In June of 1912 the Virginia Methodist Woman's Home Mission Society was making plans to build a Mission School (Woman's Home Mission Society of the Methodist Church, South, 1912, pp. 28-29). Although the mission school was a new concept for Virginia Methodists, building schools was not. Statistics reported in the Virginia Conference Annual (1912) substantiate the Methodist Church's involvement in education at the time.

Statistics related to schools operating in the year ending June, 1912 included:

Randolph-Macon College Ashland, Virginia. R. E. Blackwell, President. Value of grounds, buildings and appliances - \$155,000. Endowment - \$284,000. Officers and teachers - 23. Number of students - 154.

Randolph-Macon Woman's College Lynchburg, Virginia. Name of chief officer, W. W. Smith. Value of grounds, buildings and appliances - \$420,000. Endowment - \$317,000. Officers and teachers - 56. Number of students - 573.

Randolph-Macon Academy Bedford City, Virginia. Name of chief officer, E. Sumter Smith. Value of grounds, buildings - \$110,000. Number of officers and teachers - 13. Number of students - 220.

Blackstone Female Institute Blackstone, Virginia. Name of chief officer, Rev. Thomas R. Reeves. Value of grounds, buildings and

appliances - \$115,000. Officers and teachers - 23. Number of students - 228.

Total value of grounds, buildings and appliances, \$949,450. Total endowment, \$601,000. Total number of officers and teachers - 148. Total number of collegiate students - 727. Sub-collegiate students - 878. Total number of students - 1,605. (Virginia Conference Annual, 1912, p. 61)

The Methodist Church continued its support and involvement in education.

In 1920, S. C. Hatcher, Secretary of the Board of Education of the Virginia Annual Conference, reported that, ". . . education without Christ is a mockery, and therefore, if America is to be true to its mission, education must be Christian" (Virginia Conference Annual, 1920, p. 91). He also noted a practical side to the need for the church's involvement in education. Hatcher stressed that the Methodist Church was in need of 800 preachers to fill the positions of missionaries and trained workers and that it was the Church's responsibility to recruit and train young men and women for that work (Virginia Conference Annual, 1920, p. 91).

Throughout its history, the Methodist Church has perceived education as a necessary element of their religion. The source of the Methodist Church's commitment to education can be traced to its founder, John Wesley.

The Origins of the Methodist Church

The Methodist Church was founded in a university setting by an Anglican priest. "The United Methodist Church shares a common history and heritage with other Methodist and Wesleyan bodies. The lives and ministry of John Wesley (1703-1788) and his brother, Charles (1707-1788) mark the origin of their common roots" (Patterson, 1992, p. 9).

In 1726, John Wesley was appointed to be a fellow of Lincoln College in England (Lee, Luccock & Dixon, 1900, pp. 50-51). He was a man of habit and order who took to preaching and teaching with the same regimentation he applied to everything else.

In philosophy and in Greek he served as lecturer, and his scheme of reading is extant, which assigned certain days in the week for certain studies. Mathematics he studied all during the week; to divinity he devoted his Sundays, Monday and Tuesday were set apart for the classics, Wednesday for natural philosophy, Thursday for Hebrew and Arabic, Friday for logic and metaphysics, and Saturday for rhetoric. (Lee, Luccock & Dixon, 1900, p. 51)

In 1729 Wesley went to Oxford where he reveled in an academic environment that was emotionally and spiritually stimulating. Wesley joined Charles, his younger brother, and a small group of friends who gathered regularly to read and pray. They paid particular attention to their ethical and religious conduct, visited the University prison, discussed the Bible and religious books and

kept to a rigorous schedule of study, prayer and good works. Wesley, the senior member of the group and an ordained priest, fell naturally into the role as leader. The group pursued personal holiness, which later appeared as a component in Methodism. The name Methodist was born from the methodical way the members of the group conducted their lives. Some of the customs and habits that appeared in Methodism came from this group, but the final organization was the product of many complex factors (Davies, 1985, p. 44).

Wesley stated his goals clearly when replying to his father's request that he return to Epworth and take over the parish when the elder Wesley, an Anglican priest, retired. John Wesley replied with twenty-six paragraphs. Part of his reply revealed his motives and goals.

My one aim in life is to secure personal holiness, for without being holy myself I cannot promote real holiness in others. In Oxford, conversing only with a chosen circle of friends, I am screened from all the frivolous importunities of the world, and here I have a better chance of becoming holy than I should have in any other place I could not do any good to those boorish people, and I should probably fall beck [sic] into habits of irregularity and indulgence Here are poor to be relieved, children to be educated, workhouses and prisons to be visited; and lastly, here are the schools of the prophets, here are tender minds to be formed and strengthened. (Davies, 1985, pp. 44 - 45)

Wesley labored over fifty years for his beliefs. Methodism developed between 1738 and 1744 into a recognizable organization. The Industrial Revolution brought large numbers of people into the cities where the Anglican Church was unequipped to meet their spiritual needs. Methodism filled the void with bands, classes, societies, love feasts, watch nights and the British Conference. The movement grew due to the untiring efforts of John Wesley and his followers (Norwood, 1974, p. 29).

The Methodist Church, particularly in America, was a synergy in which the whole was greater than the sum of its many parts and branches. Methodism was shaped by time, location, political, social and economic conditions.

American Methodism, although it was born of the Evangelical Revival with its European base, became a distinct entity, related to and indebted to its English Progenitor, but independent almost from the start. One need only recall that the movement was planted in North America, not by Wesley's emissaries, but by freely operating lay preachers who had no license from Wesley at all. (Norwood, 1974, p. 18)

Methodism in America

The Book of Discipline of the United Methodist Church states that Wesley supported the Methodist movement in America by sending two of his emissaries to strengthen the growing organization that was developing in the colonies. In Philadelphia in 1773 the first conference of Methodist preachers was held. The

ten ministers who attended pledged not to administer sacraments because they were lay persons, they would receive sacraments at the local Anglican parish, and they promised their allegiance to Wesley's leadership (Patterson, 1992, p. 10).

In December of 1784, following the Revolution, the Christmas Conference of preachers was held in Baltimore. "It was at this gathering that the movement became organized as the Methodist Episcopal Church in America" (Patterson, 1992, p. 11). The Methodist Church in America was structured with a General Conference which met each quadrennial and set the direction for the church. Annual Conferences under Episcopal leadership admitted and ordained clergy, appointed itinerant preachers to their churches, and supplied them with mutual support. Local churches and classes sprang up under the direction of a class leader and were visited regularly by the circuit preacher. The system was effective in serving the needs of all from the city to the frontier outpost (Patterson, 1992, p. 12).

The Methodist church experienced many splits and reorganizations in its history in America as described in the Book of Discipline of The United Methodist Church.

Richard Allen (1760-1831), an emancipated slave and Methodist preacher who had been mistreated because of his race, left the church and in 1816 organized the African Methodist Episcopal Church. For similar reasons the African Methodist Episcopal Zion Church was begun in 1821. In 1830 another rupture occurred in the Methodist Episcopal Church. About 5,000

preachers and lay people left the denomination because it would not grant representation to the laity or permit the election of presiding elders (district superintendents). The new body was called the Methodist Protestant Church. It remained a strong church until 1939, when it united with the Methodist Episcopal Church and Methodist Episcopal Church, South to become the Methodist Church. (Patterson, 1992, p. 13)

The splits and changes continued periodically. In 1968 the Methodist Church and the Evangelical United Brethren united to create the United Methodist Church (Patterson, 1992, p. 9).

Religion in Franklin County

Franklin County, Virginia, was formed in 1786 from the existing counties of Henry and Bedford. The newly formed county was not without a religious influence. Many denominations were represented and they prospered. The Methodist Church found its way to Franklin County early in the region's development. The missionary zeal of the ministers yielded rapid results. By 1791, at least five Methodist ministers had been licensed to perform marriages in Franklin County (Salmon & Salmon, 1993, p. 193).

In 1724, the first congregation of German Baptist Brethren was established. They were the "Plain People." This group, known locally as "The Old Order," wore cloths without ornamentation, did not believe in Sunday schools, missionary societies or institutions of higher learning. In 1797 they adopted a policy of not

holding slaves. In 1881 the German Baptist Brethren Church was divided. The more modern part of the congregation called themselves Brethren and adopted some of the changing practices of the modern world (Willis, 1986, pp. 30-31).

The first Baptist church was established in Franklin County in 1823. The Episcopal Church constructed its first house of worship in 1875 and the Presbyterians built a church in Rocky Mount in 1877. By 1881 many of the Protestant religions were represented in Franklin County. Some were branches of larger organizations which had come from Europe via the northern states. Others were already established in the states to the south and moved northward (Franklin News Post, 1986, pp. 30-32-E).

The Methodist Circuit Riders. In Franklin County, salvation was often delivered on horseback. Francis Ashbury, a noted Methodist leader, was reported speaking to itinerants regarding their mission and their circuits.

In every case he could say I have labored more abundantly than you all - - He would frequently be on horseback at sunrise travel fifteen or twenty miles to breakfast and not put up till nine and ten o'clock at night - - He would of[ten] say to the preachers when complaining of their hardships, 'You must have a stomach for every man's table and a back for every man's bed - - that the cause was His who said to His disciples when He was with them in the flesh, *The foxes have holes and the birds of the air have*

nests but the Son of Man has not where to lay His head. (Norwood, 1974, p. 142)

Delivering God's word was no easy task. Methodist circuit riders traveled within a specific area delivering their message and administering to any and all who had need. The circuit rider was a mainstay of the Methodist Church. They were revered and respected throughout the area they traveled. One circuit rider, Lorenzo Dow, reported his travels in a journal that sold widely. Dow traveled extensively in Virginia as noted in his list of dates of meetings (Dow, 1833, p. 161). Dow is featured in a delightful story of an incident in a Franklin County tavern.

Lorenzo was roused from his bed . . . by the landlord, who explained that one of the crowd of men in the barroom below had lost his purse. With Lorenzo Dow in the house, he had of course ran upstairs to fetch him down, begging him to hurry and pick out the thief before the drinkers turned to violence. The preacher entered the barroom, but his quick eyes detected no guilty face.

'Have any left the room since you lost your money?' he asked.

'None,' replied the man who had been robbed.

'Then,' said he to the landlady, 'go and bring me your large dinner pot.' This he set on the floor in the middle of the room.

'Now bring me the old red cock from the roost.' Turning the pot upside down, he placed the rooster beneath it.

'Let the doors be fastened and the lights blown out.'

'Now every man in the room must pass and rub his hands against the pot, and when the guilty man touches it the cock will crow.' They filed passed the pot, but not a sound did the bird utter. Someone had cheated said Lorenzo, and he examined all their hands. On one pair there were no traces of soot, and this man was proclaimed guilty, as a search and confession proved true. (Sellers, 1928, p. 149)

The citizens of Franklin County were particularly responsive to the circuit riders who brought religion to them in their remote area. The circuit rider was successful at his task and paved the way for a more permanent, larger organization.

The Growth of Methodism in Franklin County. The early Virginia settlers were members of the Anglican Church which promoted the Methodist Church. The Methodists viewed themselves as reformers within the Anglican Church and not separatists. Aided by the existing Anglican Church, the number of Methodists grew and expanded with ease. It was not until the American Revolution that the colonial Methodists became an independent church. The separation from both Wesley and the Church of England was inevitable because Wesley was a Royalist. The new group was known as the Methodist Episcopal Church. Unlike the Anglican Church which was static, the Methodist Episcopal Church created excitement wherever one of its circuit riders appeared. They held camp meetings

that lasted for days, sang joyful hymns, held outdoor services, and conducted revivals that moved the people to come, listen, and join the Methodist Church (Salmon & Salmon, 1993, p. 193).

The circuit riding ministers laid the foundation for Methodism in Franklin County. It was a dominant religion and it had an impact on the community spiritually, morally, and educationally. A Franklin News Post report described the growth of the Methodist Church in Franklin County:

One of the most prominent denominations in the county is the Methodist church. The church was first established in Rocky Mount in the early 1800's. In 1845, the first house of worship was built, and it was used for a number of years as a 'Union' church - the Methodist, Baptist, Presbyterian and Episcopalian congregations in the county each used it once a month. Several other buildings followed the original as the Methodist congregation in the county expanded. Today it is one of the largest. (Franklin News Post, 1986, 32-E)

One example of how the Methodist Church grew in Franklin County as a result of the missionaries' efforts was evident in the founding of the Boone's Mill Methodist Church. Whole families banded together to start churches where none existed. These were the fruits of Methodist ministers who worked hard to establish permanent churches in communities. Typical of the procedure leading to the formation of new congregations was the prominent role that three families played in the founding of the Boone's Mill Methodist Church. Following an

especially captivating revival by Reverend J. W. Carroll in May of 1887 three families joined together to form a new church. The Angells, Abshires, and Burchfields were credited with the establishment of the Methodist Church in their community. The cost of the building was shared by the Masonic Order which used the upper floor of the church (Wingfield, 1964, p. 113).

Many of the churches instituted by the Methodist missionaries were not temporary organizations. The Boone's Mill Methodist Church continued to prosper and expand. It celebrated its one-hundredth anniversary in July of 1995 and was in the process of erecting a new building to replace the original.

The county's Methodist churches increased in number over the years. At least four churches were constructed before the Civil War; Rocky Mount (1845), Gogginsville (1855), Pleasant Hill (1857), and New Hope (1850s). Flint Hill (1870), Boone's Mill (1887), Highland (1896), Saint James (1896), Bethany (1912), and Trinity (1912) were among congregations established after the war (Wingfield, 1964, pp. 113-117).

Religion Impacts on Education

As time passed and more communities developed public school systems, the churches focused their attention on influencing the public school curriculum. Thomas C. Hunt provided an example of the amalgamation of education and religion in public schools in Wisconsin in 1850's. He noted that:

Methodists, who along with Congregationalists, Presbyterians and sometimes Baptists, comprised what may be termed 'mainstream Protestantism,' were generally satisfied with the form of public schooling promulgated by Horace Mann and followed in Wisconsin at this time. Featured by Bible-reading (King James version) with attendant devotional exercises, the common schools operated in a moral, indeed religious, fashion but, allegedly, in a non-denominational or unsectarian way. (Hunt, 1981, pp. 84-98)

Patterns of Schooling. Hunt described three patterns of schooling that dominated in the early colonies. In New England education was particularly valued among the Puritan settlers because in England they had been denied the right to educate their children in their faith. Communities quickly established primary schools, which taught reading, writing, and religion. Secondary schools for boys specialized in Latin and Greek, and the colleges that existed trained men for law or the ministry.

The Southern colonies were dominated by the Episcopal Church. Virginians had a strong allegiance to England and followed the traditions that were indigenous to their English background. They relied on private schooling to educate their children as they had been educated. Sons were trained as planters, daughters were taught to manage the house and social life. The homogeneous society and culture deviated only when the immigration patterns changed. The

Episcopalian Church did provide some education for the poor, but it was not wide-spread. The Virginians lacked communal spirit and felt no particular obligation to educate their fellow citizens.

The Middle Colonies were unique in that the pattern of education was completely void of official religious ties that would influence their education system. The responsibility for educating the youth fell to the parents and their particular religions. It was there that the roots of parochial education were found (Hunt, 1975, p. 1).

Church Supported Schools. The American Revolution spawned a number of edicts that defined and supported education. One example of the American philosophy of education and religion is reflected in a statement excerpted from The Northwest Ordinance of 1787, "Religion, Morality, and Knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged" (Hunt, 1975, p. 2).

Long before the Methodist Church was founded, denominational schools existed in Colonial America. Those schools were sponsored by the local church or were supported by the denomination they represented. An excellent example of the trend toward denominational schools can be seen in Pennsylvania. Quakers, Lutherans, German Reformed, Moravians, and Mennonites all established elementary schools in the middle colonies. The Scots-Irish Presbyterians and the Puritans also instituted schools in Pennsylvania. In New York and New Jersey the

Presbyterians, Quakers, Anglicans, Dutch Reformed, Congregationalists and Baptists created schools that reflected their beliefs. In the South, in addition to many of those mentioned, dissenting religious groups founded schools for their children (Butts & Cremin, 1953, pp. 111-112).

Sunday schools in America date back to Colonial times. The organized instruction of children in religious faith was one of the first methods of schooling in the country. Originally, Sunday schools were founded to teach children who worked in the factories. Later, they acquired a new purpose and were part of the natural evolution of Evangelical Protestantism (Tyack, 1967, p. 120). The idea was imported from England where the date of its founding and lineage was uncertain. "The spiritual dictionary definition of a Sunday school is a soul-winning, soul-building, soul-impelling agency" (Adkins, 1901, p. 258).

In America, in 1791, a Sunday School Society was organized. The schools were primarily for the poor, but not exclusively for the children of factory workers. The schools operated before and after Sunday services which left time for worship. Sunday school was the only instruction many children received (Pulliam, 1987, p. 57).

From the beginning John Wesley encouraged the establishment of Sunday schools. The Methodist Church organized under the Wesleyan Methodist Sunday Schools and by 1834 more than a third of a million students and 60,000 teachers were part of the system (Davies, 1985, p. 152).

The Sunday school movement in Virginia was greatly enhanced by public support. Proponents of the system pointed out that the schools provided a service to the state. The schools were free, they did not take children from their work, they did not adhere to any particular religious doctrine, and they taught discipline and promoted harmony and understanding between the rich and the poor. In 1825, the school commissioners of Richmond distributed \$50 to the Sunday schools from the Literary Fund (Bell, 1930, p. 248).

Religion and education were by necessity intertwined. Churches were the first organizations to develop in America. The purpose of their existence was to transmit beliefs specific to their faith and to teach the rudiments of learning necessary for the successful transmission of their ideas. Many of the early religions, particularly the Methodists, recruited from the poor and underprivileged class. Wesley knew that if those who were enticed to join the flock as a result of the revivals were to be permanent members, then education had to be a part of religion (Gross, 1954, p. 17).

Private schools dominated until the early nineteenth century. Some were operated by a single religious organization while others were supported by several denominations that joined efforts for economy. Religious schools in New York and Pennsylvania shared educational goals. They were strict, relied on memorization, and demanded submission. Southerners preferred private schools and tutors, while New Englanders leaned more toward town schools that taught religious values and obedience to the government (Spring, 1990, p. 16).

Education in Virginia

Although the Methodist Church placed great value on education early in its development, the state of Virginia did not. In 1671 Sir William Berkely, Governor of Virginia for thirty-six years, boasted of his success in thwarting schooling in Virginia. "I thank God there are no free schools nor printing, and I hope we shall not have them these hundred years: for learning has brought disobedience and heresy and sects into the world . . . God keep us from both" (Buck, 1952, p. 3).

Early in the history of Virginia there was no structured elementary school system. The quality of the education a child received was in direct proportion to the wealth of the family. It ranged from the fundamentals of reading, writing and catechism to Latin, Greek and French for the most discriminating. In Virginia, education was a local and in some cases a family affair. Until 1779, when Jefferson presented his plan for a state system, there was no attempt to create a free public school system (Heatwole, 1916, pp. 58-61).

The assumption that free public schools in America would enhance society developed in eighteenth century America. The new political philosophy was that education was a necessary condition for independence. The benefits included a distribution of knowledge, a new awareness and desire for freedom and the promotion of democratic ideals (Alexander & Alexander, 1985, p. 21).

Thomas Jefferson's Plan

In 1779 Jefferson presented "*A Bill for the More General Diffusion of Knowledge*" to the Virginia legislature. His plan would have provided education for poor boys for as long as they could succeed. He was a republican in philosophy, and he noted that, "no nation could be 'both ignorant and free'" (Hunt, 1974, p. 2).

Jefferson was influenced by the eighteenth century French philosophers in his belief that schools best served if they were public and secular and not ecclesiastical institutions. Jefferson's plan failed for lack of financial planning and supervision of the proposed system (Hunt, 1985, p. 125).

Literary Fund of 1810

In 1810 the Literary Fund was instituted by the Virginia General Assembly to educate the poor, white children in the state. The fund was a collection of fines and penalties that were set aside for education. In 1816 the federal government repaid the state over a million dollars for a loan it incurred during the War of 1812. That substantial payment was added to the Literary Fund coffer. In 1853 the General Assembly dedicated one-half of the capitation tax to the Literary Fund. At first there were restrictions on the disbursement and use of the reserves. When the Literary Fund was established it was decreed that the money be invested and only the interest used leaving the principal intact. Later, when the money finally trickled down to the communities the schools that were

created were labeled as institutions for indigents or paupers. A large portion of the Literary Fund went to support the University of Virginia, Virginia Military Institute and The Medical College of Virginia. Hampden-Sydney and Emory and Henry also received gifts from the fund. In 1861 most of the money from the Literary Fund was used to finance the defense of the state (Heatwole, 1916, pp. 104-107).

It was not surprising that the Literary Fund was generally considered a failure in its early years. In some areas the people perceived it a social disgrace to send their children to Literary Fund schools. The teachers were often unwilling to be associated with indigent children because it would lower their own standing as educators. Local officials were reluctant to tax to support Literary Fund Schools (Hunt, 1985-86, p. 126).

The Mercer Plan

Charles Fenton Mercer, born in 1778 in Fredericksburg, Virginia, was a little known but brilliant contributor to Virginia's history. Like many people with exceptional talents, his interests were varied. He opposed slavery, supported the extension of the right of suffrage, and many other noble causes.

The Literary Fund was established in 1810 during his tenure in the House of Delegates (Hunt, 1981, p. 339). Mercer presented a report to the General Assembly in December of 1816 which called for one primary school in each township, where children would be taught basic skills. Each district would be

controlled by county trustees and supported by the Literary Fund. Intermediate Schools (Academies) would provide classical learning for boys free of charge. It was recommended that a state university provide a tuition free education for deserving students. All charges were to come from the Literary Fund. The bill failed in the Senate by a tie vote (Hunt, 1981, p. 340).

Thomas Jefferson supported Mercer's concept of public elementary schooling, but he was diametrically opposed to the means to fund the system. Jefferson opposed centralization and favored local support. Mercer was a proponent of a state-supported system (Hunt & Simmons, 1992, p. 103).

The Underwood Constitution

It was not until 1869 that a free public school system became a reality in Virginia. The Underwood Constitution provided for the education of the children of Virginia, who were among the approximately quarter of a million illiterates in the state. The Underwood Constitution created the first free public school system in the state as a part of reconstruction following the Civil War (Buck, 1952, pp. 65-66).

Education in Franklin County

The Constitutional Convention of 1867-1868 forced Virginia to establish a system of public schools. Franklin County had a mixture of free and private schools, but no definable system had existed (Ramsey, 1975, pp. 1-2).

The 1870 census listed Franklin County as having a total population of 18,264. Of that number, 5,781 (32%) persons above the age of ten could not read and 6,597 (36%) could not write. Many of those listed were former slaves, but not all. Whites were among the illiterate (Salmon & Salmon, 1993, p. 383).

Reconstruction following the Civil War was more of an era than a movement. People, black and white, shared equally in the poverty; but whites were more susceptible to racism and distrust of the Northerners who occupied their community. Following the war the United States Bureau of Refugees, Freedmen and Abandoned Lands emerged in Franklin County. The function of the Freedman's Bureau, as it became known, was to aid and protect the recently freed slaves. The Bureau ensured that the blacks would receive the essentials to survival, but education was not among them (Wall, 1986, pp. 51-52).

First Lieutenant William F. DeKnight was sent to Franklin County in August, 1866, to head the Freedmen's Bureau. He worked diligently to establish schools for the freedmen, but met with great resistance. DeKnight reported to his superior, Schofield, who then reported to Manley.

General Schofield, assistant commander wrote to R. M. Manley, superintendent of education 'that money could not be appropriated for school houses until the regular maintenance of a school was assumed by responsible parties.' DeKnight recorded that 'there was a poor chance of ever having any freedmen schools in his District (Franklin County) for

there was no white person who would, and no colored person who could assume such a responsibility.' (Woods & Hopkins, 1986, p. 57)

Blacks struggled for an education. Their facilities and the quality of their instruction were inferior to that of the white population. In Franklin County, as in many parts of the south, black citizens were less well educated than the white segment of society. The following description of education in Franklin County supported this conclusion:

In 1888 the total population of school-age children in Franklin County was 10,492 (7,010 white and 3,482 blacks). The county had 148 schools (some in private homes), 117 for whites and 31 for blacks; in other words, two-thirds of the students (white) were eligible for 80 percent of the schools, while one-third (blacks) made do with only 20 percent of the schools. The county had 148 teachers (58 white men, 59 white women, 17 black men, and 14 black women). Assuming that all the teachers taught only students of their own race, there were 112 potential students for each black teacher, but only about 90 students for each white teacher. The teachers' average monthly salary suffered from similar disparities. White men received \$24.55, white women \$23.86. Black men received \$19.00: black women \$15.87. (Salmon & Salmon, 1993, p. 388)

Franklin County Division Superintendents

Dr. Harold W. Ramsey, Superintendent of Franklin County Public Schools from 1927 to 1968 (Ramsey, 1986, p. 15) reported that in 1870-71, following the ratification of the Underwood Constitution by a vote of 210,585 to 9,136, twenty-nine hundred schools were opened in the state of Virginia (Ramsey, 1975, p. 5). The Record of Proceedings of The County Board of School Trustees for Franklin County, Virginia, officially began in 1870 when Thomas H. Bernard was appointed Superintendent of Schools for Franklin County. Public education in Franklin County actually began on May 6, 1872, when sixteen school trustees from the various districts were appointed to serve on the Board of School Trustees. Bernard proposed a request for initial funding for the operation of the schools and training teachers (Franklin County School Board Minutes, 1870, pp. 1-10).

Following Bernard, William A. Griffith, Superintendent from 1872-1876, initiated the procedure of auditing the books of the various districts in the county. He established rules of order and conduct for members of the committee, and designed a system of certification for teachers and a salary scale (Ramsey, 1975, pp. 5-8).

In August of 1876, sites were selected for neighborhood schools. The communities were asked to raise one-half of the cost of the construction of the buildings or another location for the school would be selected. It was in that year that the first professional educator was appointed superintendent. William E. Duncan, a former Confederate Army officer, established a private school called

Hales Ford Academy. He continued to operate his private academy for many years. Duncan advanced education in many areas. He promoted the adoption of good textbooks and encouraged teachers to improve their skills through training. Teachers were required to subscribe to an education journal, and the cost was deducted from their pay (Franklin County News-Post, 1986, Sec. C., p. 11).

Duncan was not without his critics. He was accused of using the office of superintendent to promote his own private school. Accusers reported that he rewarded teachers with advanced certificates provided they attended his school for a period of three months. The cost of room and board for the prospective teacher was then deferred until the teacher was paid. Some alleged that incompetent people were hired due to Duncan's scheme. Duncan denied the accusation, asserting that the allegations were politically motivated (Salmon & Salmon, 1993, p. 384).

At a meeting of the School Board on August 14, 1880, a resolution was adopted to respond to criticism leveled at the Franklin County School System that appeared in a Roanoke, Virginia, newspaper, The Big Lick News. The resolution was an unconditional defense of the school system and the administrators who were associated with the schools.

Whereas the Big Lick News of June 6, 1880 contained an article reflecting grossly upon citizens and officers of Franklin County which would be calculated, if it had emanated [sic] from a reliable source, to be very prejudicial to the public school interest of the county, upon the character

of Dr. William T. Taliaferro, Judge Bernard and Professor William E. Duncan aside from the trustees of a certain district for whom the article was intended.

Therefore Resolved that the County School Board of Franklin County denounces the said article as a slander upon the official management of the schools of our county, and not entitled to any credit whatsoever so far as the superintendent of the county is concerned believing as we do that he has labored faithfully to advance the cause of education in the county. (Franklin County School Board Minutes, 1870, p. 27)

Time passed, but the problems lingered. Although not reflected in the minutes of the Franklin County School Board, it was reported that, "In 1910 the board outlined the deplorable condition of the school buildings and asked the Board of Supervisors to raise the levy to 25 cents in order to provide funds for building" (Ramsey, 1975, p. 12).

The School Board had protested the poor evaluation of the school system in Franklin County by the Big Lick News in 1880, but it was evident that things still were far from acceptable forty years later. On March 27, 1920, the Board called a meeting to discuss the status of the school system and draft a resolution to the Board of Supervisors:

Whereas our state, Virginia, stands near the bottom of the list of states in education, and whereas our county of Franklin stands at the bottom of the

list of counties in education, and Whereas our teachers are leaving the profession because of poor pay, and whereas the cost of building materials and labor has more than doubled in the last few years,

Therefore be it Resolved that we the County School Board do most earnestly request the Board of Supervisors to make the county Levy 35c and District Levy 35c in those Districts not already Levying 35c so that we can in a measure meet the demands for both teachers and buildings estimated in detail to be made by Superintendent to the Supervisors.

(Franklin County School Board Minutes, 1870, p. 123)

Nineteenth Century Schools in Franklin County

Wingfield provided no specific date, but described the early Franklin County schoolhouses as simple structures. Often they were the product of the collective labor of the community they served. The early schools were usually built on donated land that was abandoned because it was unproductive.

Typical buildings measured about sixteen by twenty feet with a rock chimney and fireplace that served as a source of heat and light. The boys were responsible for the wood to fuel the fire. They cut logs that were four feet long and brought them to the school by hoisting them on their shoulders. Windows were scarce if they existed at all. They were constructed by cutting a hole in the wall. Stationary glass inserted in the hole cut in the wall was the most common construction for windows.

Furniture for the school was just as crude as the building. Planks were anchored to the walls and floors to create desks and seats. Benches offered no support, but comfort was not an objective. Floors, like most of the other construction, were made of logs finished on one side called puncheons. There were no writing boards or other amenities that were later found in the schools. Strong alliances formed as a result of planning, constructing, and operating the "neighborhood" owned school. In many respects the cooperative schools functioned as private schools because of local control. Neighborhood schools may have contributed to the lack of support for a county-wide school system (Wingfield, 1964, p. 86).

In 1850 only \$950 was allocated from the public funds for education. That money went to support the sixteen schools and teachers serving 700 students. By 1860 the county had twenty schools and teachers. The public contribution had risen to \$2,500, but the total number of students had fallen to 370 (Salmon & Salmon, 1993, p. 206).

In 1888, William E. Duncan, the third Superintendent of Public Schools in Franklin County (1876-1881 and 1886-1889), in his annual report for the year ending July 31, 1888, described the condition of the educational system in Franklin County:

Duncan's report illustrates the still-rudimentary condition of elementary education in the county. He noted that there were 115 schoolhouses, of which 34 were log and 81 frame. None were of brick or stone construction.

Only 10 of them had outhouses; the average school lot consisted of about an acre of land (presumably with some strategically located trees or bushes where outbuildings were lacking). Eighty-six of the schools had grounds that Duncan considered suitable, and only 32 had furniture that he regarded as 'good.' (Salmon & Salmon, 1993, p. 385)

Early Twentieth Century Schools in Franklin County

A breakdown of the number and type of schools in 1927 revealed "10 schools (9 white and 1 colored) having three rooms and above; 26 schools (25 white and 1 colored) having two rooms; and 113 one room schools (88 white and 25 colored)" (Ramsey, 1975, p. 20).

Later schoolhouses were less primitive than the log structures. Typical was the Ferrum Elementary School which was built in 1928 in the center of the Ferrum village. Originally, it was a two room white frame building later enlarged to three rooms. It was a one story building on a brick foundation with concrete piers with a metal roof on ordinary joist. The walls and ceiling were tongue and grooved wood sheathing. The floor was of wood joist construction. It had electric lights and was heated by potbelly coal stoves. A brick chimney was a conduit for the stove pipes. The furniture was polished and included desks that were two seats wide, with the seat of one attached to the desk of the one behind. The seats and desks were supported by ornamental iron. The floors were oiled to keep down dust and a well with a hand pump provided water for the school. The

school had outhouses on the premises. In 1937 it was valued at \$4,000 and served approximately 109 students. Franklin County had 115 school buildings in 1937 (Franklin County Inspection and Survey Report of Public Schools of Franklin County, Virginia, July, 1937).

Summary

Ferrum Training School was a product of the Methodist Church so the origins of the Methodist Church and Methodism in America are important to comprehending the Church's involvement in education. Three areas critical to understanding how Ferrum Training School, a mission school, came into existence were examined.

First, the origins of the Methodist Church and Methodism in America shared an interest in education that was rooted in its history and was critical to its future. Methodism spread to Franklin County where it became part of the community. Religion permeated society and education. Although patterns of schooling varied by region, the interest and involvement of religious organizations in education was a constant.

Second, the quality and quantity of education that was available to the children in Virginia was minimal. The political system spawned by Virginia constituents did not support education. State government failed to provide a public education system and that left an educational void in Virginia communities.

Third, education in Franklin County in the nineteenth and early twentieth century progressed slowly. It was the need for schools in Franklin County that attracted the Methodist Church to build a mission school there.

One of the responses to the lack of adequate public education in rural areas at the time was a movement by various religious organizations to build mission schools. The Presbyterian, the Episcopal, and the Methodist Church all established mission schools along the Blue Ridge Mountains in Franklin County.

Table 1

Sequence of Events, 1703-1876

Year	Event
1703	Birth of John Wesley
1729	Wesley attended Oxford
1738-1744	Methodism developed
1779	Jefferson presented "A Bill for the General Diffusion of Knowledge"
1784	Organization of Methodist Episcopal Church in America
1786	Franklin County, Virginia formed
1791	Sunday School Society organized for teaching poor children
1810	Literary Fund established to financially support schools
1816	Mercer proposed plan for public schools
1845	First "House of Worship" constructed in Franklin County
1869	Underwood Constitution created Virginia school system
1870	First Superintendent of Schools (T. H. Bernard) appointed in Franklin County
1872	Second Superintendent of Schools (William Griffith) appointed in Franklin County
1876	Sites selected for Franklin County neighborhood schools
	Third Superintendent of Schools (William Duncan) appointed in Franklin County

CHAPTER 2

MISSION SCHOOLS PROVIDE EDUCATION AND SALVATION

In 1906 the Methodist Church formally declared the mountain regions, the Appalachian Highlands, within the borders of the Methodist Episcopal Church, South, mission territory. The area was comprised of portions of Pennsylvania, Georgia, Alabama, Maryland, Virginia, Kentucky, North Carolina, Tennessee and South Carolina. West Virginia was included in its entirety. Mission territory in the other states was primarily restricted to their mountainous regions. The total population of the mission territory was over six million with 85% of the people living on farms and in villages of under 2,500. The people were predominately Anglo-Saxon and came from England, Germany, Ireland, and Scotland (Cannon, 1926, p. 292).

The mountain people were frequently described as having speech patterns that were typical 150 years ago. They were considered independent, self-reliant, unchurched, unschooled and living in dire circumstances. The strength of the various sects reported in the census of 1916 were 779,998 Baptist, 609,537 Methodist and 115,513 Presbyterians (Cannon, 1926, p. 292).

One example of the opinion held by the Methodist hierarchy of the mountain people was quoted from President Frost, of Berea College, Kentucky, as he spoke on the situation in the mountains:

In religion they have distinctly degenerated Ignorance makes them positive, and the barriers of orthodoxy have been raised to a very commanding height. . . . The mountains seem the natural home of fatalism . . . predestination teaching does not hesitate to condemn missions and Sunday schools as an unwarrantable interference with the decrees of the Almighty. (Cannon, 1926, p. 297)

Franklin County Mission Schools

Mission schools were plentiful in the southern highlands. The Episcopal Church, the Presbyterian Church and the Methodist Church all established mission schools in Franklin County, Virginia. The Presbyterian Church established the Montgomery Female and Montgomery Male Academies at Christiansburg, Virginia, in 1850, and Central Academy in Floyd County, Virginia. The Quakers operated a mission school at the Hollow in Patrick County, Virginia. Many others were tucked away in the mountains that surrounded Franklin County (Hurt, 1976, p. 2).

The Presbyterian Mission Schools

Several mission schools were established in Franklin County around the turn of the twentieth century. In some cases the church founded schools, but in the case of the Algoma Mission School one man was responding to his faith and a critical need he saw in his community.

Samuel S. Guerrant had an impressive estate in Algoma Valley near the headwaters of the Blackwater River in northwest Franklin County, Virginia. He had settled there in 1904 and by 1910 he had created a mission school for girls. The original school was a single room building; however, it was later replaced by an eleven room building (Wingfield, 1964, pp. 89-90).

Algoma Mission School, at its peak, had seventy students enrolled with an average daily attendance of fifty. The school building served many purposes. Four of the rooms were classrooms and three could be connected to create an auditorium. The other rooms were used for living space for students and teachers. "The building is equipped with hot and cold water, bathroom, sanitary drinking fountains, telephone, wiring for lights and heat. The water is piped from a spring on the mountain" (Wingfield, 1964, pp. 89-90). In an interview with William H. Wray, he noted that he had visited the school just before it was torn down in 1954. He recalled:

It was a lemon yellow three story building with a spiral stairway. The whole inside was done in wormy chestnut. The teacher lived on the second floor with the orphans she kept. They made up the student body, plus all the neighborhood children who lived on the Algoma farm (W. H. Wray, personal interview with researcher, November 3, 1995).

Although founded by Guerrant and constructed on his property, the school was actually under the official control of the Piedmont Presbyterian Church of Callaway in Callaway, Virginia. Guerrant, a retired physician, was an elder in the

church; and he was the superintendent of the Sunday School for many years.

Algoma Mission School, officially known as Piedmont Mission, became a focal point in the community. Sunday school was held each Sunday, and church services were held every other Sunday. Algoma Mission School provided a place to worship, socialize and learn (P. Guerrant, personal interview with researcher, December 10, 1995).

Guerrant founded two other mission schools during this time period; however, little is known about them. A second mission school south of Adney's Gap near the Blue Ridge Parkway was named Pippin Hill Mission School. This school was created in the early nineteen thirties, and continued to operate for twenty-five years (W. H. Wray, personal interview with researcher, November 3, 1995). Wray, a native of the area and former student at Pippin Hill Mission School, Algoma Mission School, and later Ferrum Junior College, recalled that "Miss Harriet Childress taught in the public school system in Boones Mill, Virginia, for a couple of years and then she retired. Later she taught at Pippin Hill for twenty-five years" (W. H. Wray, personal interview with researcher, November 3, 1995).

Wray noted that in the late 1940s, the Presbyterian Church had an agreement with Ferrum Training School. Once the students reached the twelfth grade, they were tested by Ferrum Training School and if they passed the test they were accepted at the school as a student. "My cousin was one of the first

girls to ever go to Ferrum Training School from Pippin Hill" (W. H. Wray, personal interview with researcher, November 3, 1995).

Peter Guerrant, son of the founder of Algoma Mission and Pippin Hill Mission, reported that during the same general time frame, a third mission, called Midway Mission School, just south of Callaway, Virginia, was also operated by the Piedmont Presbyterian Church of Callaway but only as a church. He noted that school was sometimes conducted there, but it was a public school. Pippin Hill was still in use in 1995 as a place of worship for a small independent congregation, the other Presbyterian Missions no longer exist (P. Guerrant, personal interview with researcher, December 10, 1995).

The Episcopal Mission Schools

The Episcopal Church established three mission schools in Franklin County, Virginia. Saint Peter's-in-the-Mountain Mission School, founded in 1904, was located in the western section of the county near the top of the Blue Ridge Mountains about twenty miles from Rocky Mount, Virginia. Saint Johns-in-the-Mountain Mission School, completed in 1914, was constructed about twenty-one miles southwest of Rocky Mount, Virginia. The other, lesser known, mission was Ascension Church at Bleak Hill, founded in 1881, on Pigg River, ten miles west of Rocky Mount, Virginia, between Ferrum, Virginia and Callaway, Virginia (N. B. Bradley, personal interview with researcher, October 18, 1995). William D.

Henderson, Rector of Saint Peter's-in-the-Mountain in 1961, gave an analysis of mission schools in the area. He reported:

Despite the isolation of the people in this mountain region, due to its rugged, forested terrain and poor roads . . . the general area was, nevertheless, considerably populous (with) a house or cabin at every mountain spring There was much illiteracy among the people. Such schools as existed were widely scattered and small. They were generally one-room log buildings in which classes were held for not more than six months in the year taught by a single teacher who was often poorly qualified. Many of the people were unchurched. The churches were few and those who were religiously inclined were predominately Primitive Baptists (Hard Shell) who held no Sunday schools in the belief that it was wrong to presume that any person was among God's elect. Thus there was much fertile ground in the region for the mission-and-education-minded churches. Not only the Episcopal Church but also the Methodist Church and the Presbyterian Church were to come into the general area, the Methodist in the communities of Ferrum and Endicott, and the Presbyterian in the communities of Shooting Creek and Algoma. (Hurt, 1976, pp. 4-5)

The first Episcopal mission, Ascension Church, was a joint family venture started by Colonel Peter Saunders and his wife, Betty, and Dr. William Harriston and his wife, Prudence. Mrs. Harriston began a Sunday school in her home which

quickly outgrew its facilities. She invited Mrs. Saunders to join her in establishing a church. The two families erected Ascension Church, which was dedicated in 1881 (Sowder, 1982, p. 2).

Saint-Peter's-In-the Mountains was an extension of the Ascension Church. A member of Ascension Church, Esom Sloan, was a former Dunkard (Old Order) and convert to the Episcopal faith. Although he lived some distance from the church, he maintained his membership. He headed a movement to create a Sunday school in his neighborhood. The Sunday school met in a one-room neighborhood school known as Guilliams School. After some time, the members of the Pigg River Primitive Baptist Church objected to the use of a public-school building by a religious sect. Consequently, a wood frame building was built. At first the building was called Emanuel Church; however, at the time of the dedication in 1904 it was named Saint Peter's-in-the-Mountains (Sowder, 1982, p. 2).

A simple frame building with a classroom on the ground floor and teachers quarters on the second floor was completed in 1905. In 1911 a separate teacher's house was added (Sowder, 1982, p. 5). Reverend William T. Roberts, pastor of the Trinity Episcopal Church in Rocky Mount, Virginia, took an interest in St. Peter's and encouraged its expansion. He solicited funds, equipment, and a teacher from the Episcopal Church. In 1921 a new stone church was dedicated (Sowder, 1982, pp. 3-5).

In 1907 Miss Caryetta Davis headed the school. The person most often associated with St. Peter's Mission School was Miss Etta. She was orphaned in infancy and raised by her uncle and aunt. She was related to the Saunders family at Bleak Hill who built and supported the Ascension Church. Miss Etta was from a distinguished family, cousin to Virginius Dabney and his father, Dr. Heath Dabney, of the University of Virginia. She was not a wealthy woman. Miss Etta was rather tall and erect and wore her dark hair combed up into a bun on her head. She was forty years old when she arrived there and remained for thirty years (Sowder, 1982, p. 14).

Each year forty to one hundred students attended school and there were several resident teachers over the years (Sowder, 1982, p. 7). In 1921 a new two-story building was finished and dedicated as the Phoebe Needles Memorial School. Arthur C. Needles, president of Norfolk and Western Railroad from 1924 to 1936, endowed the school in memory of his daughter Phoebe who died in 1913 at the age of 7 of spinal meningitis (Southwestern Episcopalian, 1974, p. 1). The church and the large school were constructed of native stone. The school had four classrooms and an auditorium (Wingfield, 1964, p. 89). Wilson Sowder, a physician and former student at St. Peter's wrote informally but extensively of his experiences at the mission school. Sowder was born in 1910 and received all his grade school education at St. Peter's (Sowder, 1982, p. 1). He recalled his knowledge of the school and experiences at St. Peter's in great detail.

The intention at first was to have classes only in the summer and warmer months. However, the school was so popular and well attended that this plan was soon changed so that classes were held during most of the year, during my attendance there, every month except June and September. The fact that books and supplies were furnished to the children without cost was a special inducement since the county schools did not do this.

Miss Etta believed that the great need in the community was for education. The enrollment at the school increased after her arrival from 40 to 100 children. After the Phoebe Needles building became available there were three classrooms and three teachers on the staff including Miss Etta. She taught what was then called the ABC's, the primer and the first grade. The first two would now be called Kindergarten. In the next room Miss Agatha Walker followed by Miss Nell Strayer and others taught the second, third and fourth grades. In the farther room the fifth, sixth and seventh grades were taught by Miss Mamie Montgomery. I don't recall any written tests or examinations being given in either of the three rooms. The pupils in all of the three rooms were free to participate in the lessons of any class whether their own or not. Promotions were not determined by the calendar or by formal examination but by the teacher's judgment of the pupil's progress. I was in the third grade under Miss Nell when one day she said to me rather casually, 'Wilson, I think you are ready for the next room.' And so without other ceremony I moved into Miss Mamie's room

and into the fifth grade, skipping the fourth entirely. This double promotion may not have been due so much to progress in my studies as to the fact that I had become a nuisance by butting in on the lessons of the other grades in the room. And it was not until I finished the seventh grade that I took my first formal written examination, one prepared by the county school system. There being no high school available to us, Miss Etta and Miss Mamie arranged for Teddie Wimmer and me to attend high schools outside the county. Several others from later classes were also sent off to high school, until one was built and opened at Callaway a few years later. (Sowder, 1982, pp. 6, 17-18)

Hilda Guilliams, Sowder's cousin, attended St. Peter's beginning in 1922. She remained at the mission school for seven years and was a resident student for one year. In an interview she recalled the warm atmosphere of the school, the caring teachers, the cook who prepared the food, and the gardener who tended the garden regularly. After finishing at St. Peter's, she completed her education at Callaway High School (H. Guilliams, personal interview with researcher, December 12, 1995).

Gradually, improved schools, roads and opportunities for industry caused the mission work to decrease. St. Peter's-In-The-Mountains Mission School closed in 1957 and in 1995 was being used for community functions and Sunday School. The church continues operation with a small, but faithful membership (N. B. Bradley, personal interview with researcher, October 18, 1995).

Esther Fox Maxey, wife of Melvin Maxey, Rector of Saint Peter's in the 1980's wrote about the women who ran the Episcopal mission schools. Saint John's-In-the-Mountains was the inspiration of Miss Ora Harrison. In 1909 "Miss Ora", as she was known, was a public school teacher sent to teach in the one room county school in Endicott. It was located on Runnett Bag Creek halfway between Rocky Mount in Franklin County, Virginia, and Woolwine in Patrick County, Virginia. The area was probably the most remote and isolated in Franklin County. Miss Ora persevered and in five years had expanded her one room school to include seven grades. She also began a Sunday school at the public school. However, her religious work in the school was not well received by the community (Maxey, 1984, p. 4).

In describing the mountain communities, Miss Ora shared many of the beliefs of other missionaries. She noted that the roads were poor, opportunities for an education were few, and little formal knowledge of religion existed. She attributed the people's ignorance, disease, poverty, and prejudice to the conditions. Crime was pervasive and a strong code of silence was directed to outsiders who would invade their community (Maxey, 1984, p. 4).

Another, more positive description of the mountain people was rendered by an Englishman from London, Sir Cecil Sharp, who traveled through the mountains collecting ballads and folk songs. He visited missions in Franklin County in August of 1917 (Sowder, 1982, p. 21). Sharp described the people as courteous, dignified, restrained and having an unaffected bearing, not self-

conscious, with well-bred manners. He thought they possessed wisdom, knowledge, and intuitiveness. His description included such adjectives as cheery, quiet, and having a highly developed social sense. The people were described as above medium height, lean, with handsome features and clear complexions (Maxey, 1984, p. 5).

St. John's-In-The-Mountains was completed in 1914 and maintained an average enrollment of 75 to 125 students (Wingfield, 1964, p. 89). The original frame building was replaced by a stone structure similar to Saint Peter's. It also served primarily girls, teaching them about home making (Maxey, 1984, p. 14). In 1965 St. John's was closed and the building sold (Sowder, 1982, p. 9).

A Methodist Mountain Mission School

In 1819 the Methodist Episcopal Church developed the Missionary Society. In the beginning the Missionary Society was not highly structured or organized. Members made an annual donation towards the work of the Methodist Church. Gradually, other organizations within the Methodist Church created missionary societies, and the organizations became complex. Some societies were aimed specifically toward foreign missions, some were church extensions, and others were devoted to home missions. Members of these mission societies were grouped by constituency within the Methodist Church such as woman, young people or even children. It was the Woman's Home Mission Society which founded Ferrum Training School in 1914 (Short, 1974, p. 169).

Woman's Parsonage and Home Mission Society, 1897. In 1897 at the seventh annual meeting of the Woman's Parsonage and Home Mission Society of The Virginia Conference of the Methodist Episcopal Church, South, one of the members presented a paper on the nature of "Mountain Work." This paper emphasized the need to establish training and industrial schools in the mountain sections of their conference (Woman's Parsonage and Home Mission Society of the Virginia Conference of the Methodist Episcopal Church, South, 1897, p. 7). The Woman's Home Mission Society continued to meet annually and the idea of founding a school continued to reappear.

Woman's Home Mission Society, 1900. In 1900 at the Tenth Annual Session of the newly named organization, the Woman's Home Mission Society of the Methodist Episcopal Church, South, received the Report of the Committee on Extension of Work. Evolving from the text of the report was the recommendation that the members of the organization undertake some specific work within the geographical bounds. The purpose of the organization was to "raise funds for procuring parsonages where they are most needed, and to encourage women and children to active and earnest effort to advance the cause of Christ in our own land" (Woman's Home Mission Society of the Methodist Episcopal Church, South, 1900, p. 21). The women hoped to expand their mission work beyond parsonages (Woman's Home Mission Society of the Methodist Episcopal Church, South,

1900, p. 15). The specific work that the group sought gradually began to take form.

Woman's Home Mission Society, 1906. The next reference specific to the search for a project appeared in a presentation at the May 16, 1906, meeting of the Woman's Home Mission Society of the Methodist Episcopal Church, South. The program included a review of mission schools that existed in the mountains of London, Kentucky, and Brevard, North Carolina, where a "race of hardy, honest, unlettered white people" (Woman's Home Mission Society of the Methodist Episcopal Church, South, 1906, p. 15) were benefiting from the mission schools that existed there. All were assured that everything was possible if they "had enough faith in God, and enough consecration to His purpose, and if we would work toward this end, God would raise up someone to establish this school in the mountains of Virginia" (Woman's Home Mission Society of the Methodist Episcopal Church, South, 1906, p. 15).

Woman's Home Mission Society, 1910. In 1910 the Twentieth Annual Report of the Woman's Home Mission Society for the first time clearly defined the impending project. Reverend Carroll and Reverend Galloway addressed the assembly regarding one of the most imperative necessities; schools in the mountains of Virginia. After his formal presentation, Reverend Carroll offered some practical ideas regarding the venture: (1) send teachers to the mountains to

work with the children and (2) ask teachers to explore the possibility of establishing a more permanent facility. Carroll gave an example of a family that was ignorant of worldly things and salvation as well. He closed his presentation by reporting that the Presbyterian and Baptist Churches were very active in mission schools, but that nothing was being done by the Methodists (Woman's Home Mission Society of the Methodist Episcopal Church, South, 1910, p. 10).

Woman's Home Mission Society, 1911. The twenty-first annual meeting of the Woman's Home Mission Society brought the first step towards establishing a school. Mrs. H. T. Richardson, President, delivered her plan to the assembly. She began by reporting the prayerful consideration of the subject by the small group that gathered to study the possibility of opening a mission school. She continued by requesting permission from the Woman's Missionary Council for the Woman's Home Mission Society of Virginia to operate a school in the mountains of Virginia (Woman's Home Mission Society of the Methodist Episcopal Church, South, 1911, pp. 15 -16).

Woman's Home Mission Society, 1912. Participants in the twenty-second Annual Report of the Woman's Home Mission Society received a report titled *Report of Standing Committee Appointed At The Annual Meeting of The Woman's Home Mission Society of The Virginia Conference, 1911 to Society of The Virginia Conference, 1911, To District With A View To Establishing A Mountain School.*

The first section of the report focused on the location of the mission school. First, the location was to be in a place where it was most needed. Second, it must be accessible to the people it was intended to serve. Third, it should be accessible for those beyond the immediate area. Fayerdale, in Patrick County, was the site of choice.

Section two related to the site. The committee visited Fayerdale, Virginia, on October 17, 1911. Mr. Ferguson, secretary and treasurer of the Virginia Ore and Lumber Company met the committee and presented to them, on behalf of his company, an offer of 50 acres of the committee's choice on which to build a school. Members recommended accepting the land with the stipulation that some assurance be given that the branch railway between Philpott and Fayerdale would be a permanent railway line. Donations would be solicited until \$25,000 was collected, then the building process would begin. The total amount needed to complete the project was projected to be \$50,000.

Maintenance of the school would be the responsibility of the Woman's Home Mission Society of the Virginia Conference. Funds for maintenance would be from one-half of the dues retained by the Conference, voluntary offerings, and donations from non-members.

The title of the school property would be vested in the Board of Trustees, incorporated under the Virginia laws, and would be held equally for the Woman's Home Mission Society of the Virginia Conference and the Virginia Annual Conference. The election of the trustees that would represent both groups was

recommended. Those who submitted the report were Miss Lutie Roberts, Mrs. H. E. Wall and Mrs. H. T. Richardson (Woman's Home Mission Society of the Methodist Episcopal Church, South, 1912, pp. 28 - 29).

Woman's Home Mission Society, 1913. The Report of the Standing Committee on the Progress of The Mountain School was brief considering the size and status of the project. The major difference in the report from the discussions at the 1912 conference was the location of the school. The standing committee recommended that "the school be located at Ferrum, Virginia, . . . in the judgment of the committee a school is most needed in this locality and as this place is reached by the Roanoke and Salem Division of the Norfolk and Western Railway" (Woman's Home Mission Society of the Methodist Episcopal Church, South, 1913, p. 56).

Woman's Missionary Society, 1914. The Report of Ferrum Institute, delivered at the annual conference by Miss Lutie Roberts, began, "We are gathered here to-day under a new name This is our first session of 'The Woman's Missionary Society of the Virginia Conference' Next she reviewed the process that led to the development of Ferrum Training School. Included in the account was reference to the diversion of funds formerly used to build parsonages to a building fund for the school. The Standing Committee on Ferrum Institute noted that the men of the Virginia Conference had become

more aware of the mountains and the needs of the people in that section. A policy was created that supported work in the mountain regions. The policy included the following:

1. To put strong men in the field during the summer months with tent, organ and other equipment for service.
2. To increase the missionary appropriation, so as to support pastors of ability and experience, thus having strong men to follow up the work of the evangelist.
3. To establish a graded school or high school at some central point, and have one or two primary teachers, at other points that shall be related to it. (Woman's Missionary Society of the Methodist Episcopal Church, South, 1914, p. 67)

The result of the subsequent meeting between the men of the Virginia Conference and the women of the Woman's Missionary Society was to join forces and funds to bring the project to completion. The Board of Trustees, consisting of ten elected members, was empowered to explore sites for a school. After discussing the site examined at Fayerdale, in Patrick County, the selection of Ferrum, in Franklin County was explained. Since railroad access was the deciding factor, Ferrum was selected because the Roanoke and Salem division of the Norfolk and Western Railroad served the town (Woman's Missionary Society of the Methodist Episcopal Church, South, 1914, p. 68).

Eighty acres were purchased by the committee at a cost of \$3,700. Twenty-five residents of Ferrum made donations ranging from \$5 to \$200 and totaling over one thousand dollars. Fifty acres of land was donated by the local citizens towards establishing the school. The committee was authorized to spend \$20,000 on the school to be completed by autumn and to be named Ferrum Training School (Woman's Missionary Society of the Methodist Episcopal Church, South, 1914, p. 68).

Representatives of the committee traveled to the churches throughout the Virginia Conference to solicit donations. They particularly sought scholarship funds of \$75 each that would support one student for one year (Woman's Missionary Society of the Methodist Episcopal Church, South, 1914, p. 69).

In describing the conditions of the people in the mountains, Miss Lutie Roberts presented a report that painted a bleak picture of severe need. The area consisted of 1,400 square miles with 20,000 white people. Poverty permeated the area because of poor land and a lack of knowledge about cultivating. She described the natives as mentally poor because of the lack of schools and the ignorance of the available teachers. The people were believed to be physically strong, independent, brave, and high spirited. Figures projected 4,806 children were not attending school within an area of 3,000 square miles. The mountain people were pronounced morally poor because, "they know not the first laws of civilization" (Woman's Missionary Society of the Methodist Episcopal Church, South, 1914, p. 69).

The mountaineers were also presented as spiritually unenlightened. The audience was invited to imagine, "a region as large as the German Empire practically without churches, schools and Bibles." Continuing, Miss Roberts described the general population: "This is the largest body of white people on the continent who are practically without the gospel of Christ" (Woman's Missionary Society of the Methodist Episcopal Church, South, 1914, p. 69).

Miss Roberts spoke of the deplorable conditions of the people of Ferrum, Virginia and those in the surrounding area who were cut off from civilization. Until recently they had been far from railroads, turnpikes, and had only poor roads that were often impassable. Soil that was unproductive provided few opportunities for the betterment of the mountain people. She offered much hope of success when she noted that all the people lacked was opportunity. The Highlanders were filled with possibilities. Perhaps among them was a leader of men or a minister. The church needed good, strong men to carry the message out into the world (Woman's Missionary Society of the Methodist Episcopal Church, South, 1914, p. 69).

Education: A Mission of the Methodist Church

The Methodist Church was motivated by faith and practicality to promote education at all levels. At the Annual Conference in Lynchburg in 1912 the Board of Education President, R. E. Blackwell presented the Report of the President. He gave praise for the efforts to reach the "neglected and backward

children in the mountains of Virginia" (The Virginia Conference Annual, 1912, p. 60). However, the members were chastised for not being aware of their responsibility to "carry the Gospel to the heathen at our doors." Blackwell expressed his concern for the children in the immediate community who, for whatever reason, were not under the influence of the Methodist Church and receiving a Christian education (The Virginia Conference Annual, 1912, p. 60). Blackwell challenged contributors by saying, "Our people have money: they only need to be made to see the inestimable good to the Kingdom of God which result(s) from investing their money in the brains and characters of their sons and daughters" (The Virginia Conference Annual, 1912, p. 60).

Based on the area served by the Virginia Conference and the number of Methodists in that area, the Virginia Conference compared favorably to larger states in the number of Methodist colleges it sponsored. The Methodist Church was committed to higher education. Among its holdings were the Randolph-Macon system which had property valued at about \$1 million with 1,369 students enrolled and the Blackstone Female Institute with 412 students (The Virginia Conference Annual, 1913, p. 67).

During the eighteenth and nineteenth centuries the Methodists had 1200 colleges. Only 1 in 10 survived, but the numbers speak of the Methodists confidence in education and the value they placed on learning (Cunningim, 1994, p. 10). The Methodist Church had good reason to promote education, it needed an educated ministry to maintain its position among educated church members.

There was concern that the church would lose the members who understood the value of higher education and were willing to support it financially. The statistics were grim for a church that held such high standards and hopes. Of those who were serving in the ministry on a trial basis in the year 1912, one-half had never been to college; less than twenty percent had completed a college course. More than eighty-five percent had no theological training at all, only three or four percent had degrees in theology (The Virginia Conference Annual, 1913, p. 68).

Not only was the preparedness of the ministry in question, but the number of available men to serve the churches was becoming a serious problem. The numbers had declined for the three years prior to the conference. In 1909 the church received 340 men into the ministry. The next year only 331 were taken in. In 1913 the numbers continued to decline with 295 joining the ministry (The Virginia Conference Annual, 1913, p. 68).

Blackwell once defined the function of Christian schools as seeking the "highest Christian manhood through education" (The Virginia Conference Annual, 1913, p. 67) as compared with secular education institutions that proposed to create lawyers and doctors (The Virginia Conference Annual, 1913, p. 67).

Education was both a practical and pious field that the Methodist Church held in very high esteem.

Summary

Three religions, the Presbyterian, the Episcopal, and the Methodist Churches, built mission schools in Franklin County in the early part of the twentieth century. The Presbyterian and Episcopal Churches constructed mission schools that were smaller and less enduring than the Methodist mission school.

The Woman's Home Mission Society of the Virginia Conference of the Methodist Episcopal Church, South conceived the idea of building a mission school and later received the financial and moral support of the Virginia Conference of the Methodist Episcopal Church, South.

After construction was finished the development of the governing body, appointment of a principal and designing a curriculum followed. Ferrum Training School in Ferrum, Virginia, was completed in the fall of 1914. It was the end of the beginning.

Table 2

Sequence of Events, 1819-1930's

Year	Event
1819	Methodist Church Missionary Society developed
1881	Ascension Church Mission School founded (Episcopal)
1897	Woman's Parsonage and Home Mission Society recognized need for mission schools (Methodist)
1904	Saint Peters-in-the-Mountains mission school founded (Episcopal)
1906	Methodist Church declared the Appalachian Highlands (including Franklin County) as "mission territory"
1910	Woman's Home Mission Society explored the need for mission schools (Methodist)
	Algoma Mission School created (Presbyterian)
1911	Woman's Home Mission Society requested permission from the Virginia Conference of the Methodist Episcopal Church, South, to operate a mission school
1912	Site and maintenance of mission school studied by Woman's Home Mission Society (Methodist)
1913	Ferrum, Virginia selected as site of mission school (Methodist)
1914	Saint Johns-in-the-Mountains mission school founded (Episcopal)
	Woman's Home Mission Society authorized purchase of land and construction of mission school building (Methodist)
1921	Phoebe Needles Memorial School founded (Episcopal)
1930's	Pippin Hill Mission School founded (Presbyterian)

CHAPTER 3

THE BECKHAM YEARS:

BUILDING A MISSION SCHOOL

In 1958 The Virginia Conference Annual of the Methodist Church reviewed the life of the first principal of Ferrum Training School. Dr. Benjamin Moore Beckham was born in Nottoway County, Virginia, on August 17, 1868. He was the son of a minister, Reverend Thomas Moore Beckham, and Mrs. Lucy Royal Beckham (Virginia Conference Annual, 1958, p. 226). Dr. Beckham had earlier described himself and his life in a letter to a friend.

I received what preparation I had for college at New London Academy in Bedford County, having attended there two sessions. In June of 1891 I received the degree of Bachelor of Arts from Randolph Macon College. I joined the Virginia Conference in November 1891, and served as poator [sic] two years While I was at Ferrum, Randolph Macon conferred on me the honorary degree of D. D. I was married to Nannie Barrow . . . in 1901, and after she died in 1948, I married Emma Snider. (B. M. Beckham, personal correspondence to Blankenship, March 21, 1950)

Dr. Beckham was selected as principal of Ferrum Training School because of the qualities and experiences that had singled him out as a leader. He presided

over Ferrum Training School from 1913 until 1934 (The Virginia Conference Annual, 1958, p. 226).

The Mission

The Methodist Church was committed to building a mission school that would serve the needy children of Franklin County and the surrounding area. The founders of the mission school were specific in their purpose and goals which indicated their intention to build an educational complex that would provide students with moral and religious training and practical skills. Later, the original objectives were outlined in the constitution and by-laws.

To establish schools and colleges and to teach, train, and instruct white children, boys and girls, primarily those living in the mountainous sections of Virginia, in such arts, sciences or studies as will better prepare them for life; to give them Christian and moral training; to teach and instruct them in agriculture, scientific farming and domestic science; to teach and instruct them in industrial and manual arts; to assist worthy white boys and girls, designing the advantage of school and moral teaching and training to obtain such advantages (Constitution and By-Laws of The Ferrum Training School Incorporated, 1917, pp. 1 - 2)

Establishing The Governing Body

The Woman's Home Mission Society of the Virginia Conference of the Methodist Episcopal Church, South, and the Methodist Virginia Conference appointed Reverend M. S. Colonna, W. B. Beauchamp, C. E. Blankenship; Mr. John Pettyjohn, Mr. H. R. Fitzgerald, Mr. W. C. Ivey, Mr. A. Schoolfield, Mrs. Lee Britt, Mrs. H. E. Wall, Mrs. H. T. Richeson and Miss M. Lutie Roberts to the Board of Trustees of Ferrum Training School. The first meeting of the Board of Trustees to establish and govern Ferrum Training School was held in Danville, Virginia, on December 16, 1913. The organizational meeting consisted of selecting officers and appointing an Executive Committee. The Trustees selected Reverend W. B. Beauchamp acting, temporary chairman (Minutes of the Board of Trustees, Ferrum Training School, 1913 - 1929, p. 1).

A committee nominated members to the Executive Committee. The officers were Reverend W. B. Beauchamp, President; Mr. W. C. Ivey, Vice-President, Miss M. Lutie Roberts, Secretary, and Mr. John Victor, Treasurer. The president was empowered to plan and build the school. Mr. Pettyjohn made a motion that an Executive Committee of two women and three men be appointed. Those nominated and elected were Mr. John Pettyjohn, Reverend M. S. Colonna, Mrs. Lee Britt, Mr. W. C. Ivey and Miss M. Lutie Roberts (Minutes of the Board of Trustees, Ferrum Training School, 1913 - 1929, p. 1).

Mr. Pettyjohn further motioned that the school be named Ferrum Training School and the motion was carried. A month earlier Bishop Denny had

appointed Dr. B. M. Beckham as President and Financial Agent of the school which completed the governing body (Virginia Conference Annual, 1913, p. 54). In an effort to promote financial support for the mission school, a plan was drafted that encouraged churches within the organization to take the mission school on as a special project and to set aside funds for its support. Other proposals included distributing leaflets and soliciting funds from individuals (Minutes of the Board of Trustees, Ferrum Training School, 1913 - 1929, p. 3).

School Construction Begins

The next meeting of the Executive Committee was held at the Y.M.C.A. in Lynchburg, Virginia, on February 17, 1914. Beckham, attended the Executive meeting and the Charter was presented and reviewed. Reverend Beauchamp, Reverend Colonna and Dr. Beckham were appointed to write a Constitution and By-Laws. Reverend Colonna and Dr. Beckham were also appointed to investigate the possibility of obtaining an option for not more than five thousand dollars on a farm owned by T. P. Duke and wife. Mr. Pettyjohn and Dr. Beckham were selected to inquire into having brick made at Ferrum and were given authority to proceed if a suitable price could be negotiated. The last order of business was to appoint Mr. G. R. Ragan of Roanoke as official architect of the school (Minutes of the Board of Trustees, Ferrum Training School, 1913 - 1929, p. 4).

Later, in 1950, Dr. Beckham wrote to a friend, Mr. C. E. Blankenship, a former member of the Board of Trustees, recalling his many years at Ferrum Training School and describing the farms which formed the campus.

The people of Ferrum donated a plot of fifty acres of land, on which all the buildings now stand. Later a farm of 140 acres was brought from T. P. Duke and wife, just across the road from the tract donated by the community, and a farm known as the Beckner farm bordering on the railroad, and the Hollingsworth farm adjoining the land of Mrs. John Beckner. These made up a total acreage of nearly 500 acres. Since then other lands have been bought increasing the acreage owned by the college to more than 700.

The only building on the first tract of 50 acres was the frame building nearest to the public road to Ferrum at the southern extremity of the campus. On the Duke farm the building used as a residence by the Duke family was there as it had been for many years. These two were the only buildings worthy of mention on all the lands bought by the institution. (B. M. Beckham, personal correspondence to Blankenship, March 21, 1950)

On March 11, 1914 the Executive Committee of the Board of Trustees convened at the Y.M.C.A. in Lynchburg, Virginia. The Board considered a report that recommended the erection of two-thirds of the entire building, with the remaining wing to be constructed at a later date. This two step process would

enable the project to be kept within the budget of the fifteen thousand dollars allocated for the project. The recommendation was made a motion, and the motion was carried (Minutes of the Board of Trustees, 1913-1929, p. 5).

Pettyjohn motioned that the architect, Mr. Ragan, be authorized to prepare specifications for the building as modified. Water, sewage, and heating plant estimates were ordered; and Mr. Victor was empowered to pay vouchers that were approved by Pettyjohn. The contract from the architect was read and approved. A motion was made that the Trustees for Ferrum Training School be fixed at fifteen with five women among the group (Minutes of the Board of Trustees, Ferrum Training School, 1913 - 1929, p. 6).

The Executive Committee of the Board of Trustees met in a called meeting in Danville, Virginia on April 16, 1914. The members present were Reverend W. B. Beauchamp, Reverend C. E. Blankenship, Reverend M. S. Colonna, Mr. H. R. Fitzgerald, Mr. W. P. Pettyjohn, Mr. N. P. Angle, Mrs. F. S. Heidelback, Mrs. H. T. Richeson, and Miss Lutie Roberts. Dr. B. M. Beckham, Principal, was also present (Minutes of the Board of Trustees, Ferrum Training School, 1913 - 1929, p. 8).

The building committee report from Mr. Pettyjohn, chairman, revealed that he had submitted the lowest bid for the building. "He gave the lowest of nine bids for the proposed building as \$15,400 for the building alone; and \$3,000 for lights and heating; and \$2,100 for the water arrangements (tank located on

mountain); \$200 for sewerage. Total amount being \$20,700." (Minutes of the Board of Trustees, Ferrum Training School, 1913 - 1929, p. 8).

Mr. Angle made a motion that they expend the additional five thousand dollars bringing the total for the project to twenty thousand dollars. Other business included, the appointment of a committee of three women, Mrs. Heidelback, Mrs. Richeson and Miss Roberts, to furnish the rooms in the school. A motion was made and adopted to establish scholarships at \$75 each (Minutes of the Board of Trustees, Ferrum Training School, 1913 - 1929, p. 9).

Dr. Beckham wrote two letters on March 21, 1950 to personal friends, Mr. Blankenship and Mr. Campbell, in which he described his years as head of Ferrum Training School (Appendix A - Dr. Beckham Letters to Blankenship and Campbell). The letters appear to be a response to a request from Blankenship and Campbell for information regarding the history of Ferrum Training School, but no additional information is available about Blankenship, Campbell, or the letters. The following is Beckham's personal account of the construction and function of the first building at Ferrum Training School.

The first building erected by the school was the boy's dormitory, which was built in 1914, by J. P. Pettyjohn and Company, of Lynchburg. But only two thirds of this building was put up that year. The southern unit was added in 1915. The first session of the school was opened in September 1914. The total enrollment was 99. The basement provided for the kitchen and dining room, and bed rooms for the boys. The first floor was used for class

rooms, and the second floor for bed rooms for the teachers and the girls.

The enrollment included day students as well as boarders (B. M. Beckham, personal correspondence to Blankenship, March 21, 1950)

The Board of Trustees of Ferrum Training School met in Lynchburg, Virginia, on May 14, 1914. Mr. Wiley reported on the water situation. A farm high on a mountain in the vicinity of the school was considered as a possible choice for a water source. The property had two or three good springs and the drop from the higher elevation would force the water into all parts of the building. Mr. Wiley estimated the total cost of the water supply to be \$1,600. The committee empowered the Building Committee to investigate and proceed as they determined to be desirable (Minutes of the Board of Trustees, Ferrum Training School, 1913 - 1929, pp. 10-11).

The building and the organization continued to develop. On August 20, 1914, the Executive Committee of the Board of Trustees met and discussed financing the school. A small cash-flow problem existed because the funds were controlled by the Virginia Annual Conference of the Methodist Episcopal Church, South, which was scheduled to meet in November. The problem was solved by borrowing money from other Conference Boards (Minutes of the Board of Trustees, Ferrum Training School, 1913 - 1929, p. 6). Later, in 1950, in a letter to Campbell, Beckham described the school's finances differently.

When the school started there was no assessment on the Conference or the Society, but it was understood that it was to be supported entirely by

voluntary contributions. The principal was instructed to travel over the conference and speak at the churches and take collections, which he did. All salaries were paid when due, and all farms when bought, and all buildings when erected, and it was not necessary to borrow any money until the depression of the thirties. (B. M. Beckham, personal correspondence to Campbell, March 21, 1950)

At the August 20, 1914, meeting of The Executive Committee of the Board of Trustees, Dr. Beckham was authorized to buy furniture for the school. Miss Grace Dickinson was selected to teach the primary grades at \$300 per year and board. Miss Rubinette Lee offered to teach vocal music and athletics without a salary. The committee authorized the installation of lights, water and plumbing in Dr. Beckham's house. Dr. Beckham was empowered to employ a cook and farmer. The farmer was to be paid \$30 per month and provided a home (Minutes of the Board of Trustees, Ferrum Training School, 1913 -1929, pp. 12-13).

The Board, at their August 20, 1914, meeting, made the decision to enter into an agreement with the local schools.

It was decided that the Board enter into agreement with the public school authorities to give tuition for six months to patrons of the Ferrum public school, on the payment by the public school board of \$650 provided the plan was adopted by Mr. R. C. Stearnes, Superintendent of Public

Instruction. (Minutes of the Board of Trustees, Ferrum Training School, 1913 -1929, p. 13)

School Opens

The Board of Trustees of Ferrum Training School met on October 13, 1914, in the parlor of the new building. School had begun, and several important issues were addressed. The building had cost \$21,000 not including furniture, and \$6,500 of the debt remained. The Chairman of the Board was authorized to borrow money to meet the note. A new Executive Committee was appointed which included the appointment of the original members plus two new additions, Mrs. Britt and Mr. Ivey.

Dr. Beckham reviewed the opening of the school which was on September 15, 1914. He told the committee that the Ferrum public school children were not included because he and Mr. W. D. Rucker, recently appointed Superintendent of Franklin County Schools, had encountered intense opposition to the plan (Franklin County School Board Minutes, 1870, p. 116). Beckham reported to the Board of Trustees at their October 13, 1914, meeting that there were "eighteen girls and eleven boys living in the building. Two boys expected, making 31. Forty-six day pupils at \$2 per month completed the enrollment. Those in house, with exception of eleven, pay \$100 scholarships and four pay \$50 each" (Minutes of the Board of Trustees, Ferrum Training School, 1913 - 1929, p. 15). These numbers do not equal the 81 total that he stated, nor do they equal the 99 student

enrollment that he reported to The Virginia Annual Conference at their meeting on November 17-23, 1915 (The Virginia Conference Annual, November 17-23, 1915, p. 87).

The school existed for the benefit of the mountain children and provisions were made so that any child could attend. Beckham later wrote in a letter to a Mr. Campbell, whose identity is not known, that the lack of money was not a criteria in admitting a student.

From the beginning it was understood that no student was to be denied admission for lack of money, and none ever was. Students were expected to pay as much as they could in money, and to agree to do their part of the work for the institution, but in no case was the amount of work that was required to interfere with their studies. (B. M. Beckham, personal correspondence to Campbell, March 21, 1950)

The November 12, 1914, meeting of the Board of Trustees was devoted to discussions of financial matters. Beckham had prepared a report to be given to the Annual Conference requesting financial support. This report outlined the debts incurred of "six or seven thousand dollars" and the necessity of additional construction. Dr. Beckham's salary was \$2,000 for the upcoming year (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 17).

The Executive Committee met on April 5, 1915, and Beckham reported various improvements made to Ferrum Training School. He announced that, "The Beckner Farm had been bought and deeded to the Board of Trustees of

Ferrum Training School and that the Methodist Churches in the city of Danville had agreed to pay for same" (Minutes of the Board of Trustees, Ferrum Training School, 1913 -1929, p. 20).

Dr. Beauchamp, President of the Board, at the October 5, 1915, meeting of the Board of Trustees reported that the "religious ideal being first in our school, then the industrial ideal." He stated that it was his belief that Ferrum Training School should emphasize industrial work and that there was also a need to employ a "Domestic Science Teacher to teach agriculture." It was moved and carried that Mr. Acker be sent to "Blaksburg" (sic) for one year at the cost of approximately \$500 for training to fill that position (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 23).

The Board frequently discussed cash flow problems. It approved Beckham borrowing money to meet upcoming obligations but at the November 14, 1916, meeting of the Board, they received the following report:

It was stated by Reverend B. M. Beckham, Principal of the Ferrum Training School that with the exception of a note in the bank to the amount of \$3,000, a bill due the Bald Knob Furniture Company for material amounting to \$1385 and \$500 incurred in the building operation . . . there remained practically no indebtedness on the school. (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 30)

Dr. Beckham noted that the buildings were built just as quickly as possible. In many cases the children provided the labor as part of their work program. In 1950, Dr. Beckham reviewed construction in a letter to Blankenship.

In 1916 the boys dormitory was completed and the frame building, now occupied by the president was erected. The principal occupied this building as soon as it was completed, and it has served as the home of the head of the school ever since. This made it possible to use the house that was standing when the school started for a boy's dormitory, and gave more room for other purposes in the other building. (B. M. Beckham, personal correspondence to Blankenship, March 21, 1950)

Construction of the Administration Building was approved at the February 27, 1917, meeting of the Board of Trustees. Beckham reported that much of the cost of this construction had been promised from various church contributions. A motion by Mr. Blankenship was approved that "The chairman of the Board and the President of Ferrum School be authorized to borrow up to \$18,000, or so much of that amount as may be necessary to proceed with the building" (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 32).

Construction continued in 1917 as was reported by Beckham. The school grew at a rapid rate.

In 1917 the building now known as the Home Economics building was erected, and was used for a dormitory for boys in the beginning, but has been used for other purposes as required. The rock in the concrete work

of the boy's dormitory was brought to Ferrum by freight. But there were great quantities of rock on the farm, and these have been used for all concrete work for all subsequent needs. The first building was put up, as stated, by contract. But it was manifest that it would be much less expensive to employ a foreman, who was experienced in building, to supervise the work, and to have it done by the boys of the school, as far as possible, with the help of such local labor as might be required. All buildings since then have been so constructed, and much has been saved to the school in this way. (B. M. Beckham, personal correspondence to Blankenship, March 21, 1950)

At the November 13, 1917, meeting of the Board of Trustees, Beckham submitted a report that there was "a gratifying growth of the institution along all lines." He stated that there was "encouraging growth both in attendance and in material development." He reported a total attendance of 118 students of which 28 were day students. This was a 27% increase over last year. Beckham continued his report of growth as follows:

The . . . administration building, costing a little more than \$20,000.00 is practically complete and is a most excellent structure, containing eight classrooms, two restrooms for teachers, two lavatories for students, an auditorium with 217 opera chairs, but so constructed with folding doors that two of the classrooms can be thrown into the auditorium, thus increasing its capacity to more than 300, one scientific laboratory and

classroom, a boiler room, a large steam laundry lighted by electricity and an excellent system of ventilation. (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 37)

Beckham reported to the Board of Trustees at their December 3, 1918, meeting that student enrollment had continued to increase from last year when it had been 119 to this year at 199 students. Beckham also remarked on the success of the extension schools. Mr. Blankenship spoke on behalf of the Building Committee and noted that the new extension school, Pole Bridge, was in a good location and plans for construction had been drawn (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 43-44).

Extension Schools. In the summer of 1914 schools were conducted by the Methodist Church in the mountainous areas in the vicinity of Ferrum Training School. The schools were intended to be temporary; however, the people were so responsive to the service that the Methodist Church decided to create a permanent feeder system of elementary schools for Ferrum Training School financed by individuals and organizations (Ferrum Training School Catalog, 1920, p. 34).

Nowlin's Mill located in the far western part of Franklin County on Runnet Bag Creek, was the first feeder school to be constructed. The two-story frame building, twenty feet wide and forty feet long, was completed in 1917. The building had two schoolrooms on the first floor and living quarters upstairs. "The

people in the community gave as much material as it was possible for them to furnish" toward the project. In 1920, Nowlin's Mill School had 115 students (Ferrum Training School Catalog, 1920, pp. 33-34).

The next feeder school constructed was Harris School. It was located at Willis in Floyd County and became known as Harris Chapel. Harris School had 75 students in attendance in 1920 (Ferrum Training School Catalog, 1920, p. 34).

In 1918 Wilson School, also known as Pole Bridge School, was built in Patrick County. Construction was similar to the other two schools with two schoolrooms on the first floor and living quarters on the second. The two schoolrooms on the first floor could be joined by folding the doors which separated them. The large space was then used for a church. Because the community had no church, the Wilson School was a welcome addition to the community for several reasons. The benefactors for this school were Mr. and Mrs. E. E. Wilson, from Crewe, Virginia. In 1920 the School had 75 students registered (Ferrum Training School Catalog, 1920, p. 34).

Wilson School was followed by Trinity School. The Sunday School of Trinity Church in Newport News, Virginia, donated \$1,700 for the school at Mountain View in Patrick County. Trinity School had 60 students in 1920 (Ferrum Training School Catalog, 1920, p. 34).

Dr. Beckham reported in a letter that, "One was near Fairy Stone Park, and was known as the Heidelback School, because Mr. & Mrs. Heidelbach, of

Danville, gave the money to build it" (B. M. Beckham, personal correspondence to Blankenship, 1950).

At the June 14, 1919, meeting of the Board, Beckham stated that Ferrum Training School now had 450 pupils, which included 155 at Nowlin's Mill, 60 at Harris Chapel and 60 at Pole Bridge. The Chairman of the Board was directed to write Miss Trent to thank her for her gift towards purchasing equipment for the chemical laboratory, and that a letter of appreciation be sent to Mr. and Mrs. Heidelbach for their generous gift of a library for Ferrum Training School. Mr. Blankenship moved that the Board authorize \$50,000 for construction of a boys dormitory and this motion was adopted (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, pp. 45-47).

At the November 11, 1919, meeting of the Board, Beckham reported that enrollment had increased to 550 pupils. The Board approved a salary increase for Beckham, raising his salary to \$2,500, and authorized him to purchase a "new Ford car for general use at Ferrum Training School" (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, pp. 51-52).

Student enrollment continued to increase each year and Beckham reported an enrollment of 610 pupils at the June 1, 1920, meeting of the Board, and he further stated that ten boys were preparing for the ministry. The Board moved to amend the charter of Ferrum Training School to increase the number of Trustees to eighteen, stating that "one third of which shall be women." It was specified that the women trustees were to be elected by the Woman's Mission Society of the

Methodist Episcopal Church, South. The remaining men members were to be elected by the Virginia Annual Conference of the Methodist Episcopal Church, South (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, pp. 54-55).

Financing Plan

In order to achieve Ferrum's goals, it was necessary to secure financing. Dr. Beckham visited various churches in the Virginia Conference and received contributions for Ferrum Training School. Because he was particularly discreet in approach, all contributions were made privately. In addition to the money donated by individuals, contributions from the Woman's Mission Society of the Virginia Conference as well as a \$1,000 appropriation from the General Board of Education of the Methodist Church were the main sources of funding (Ferrum Training School Catalog, 1920, p. 7).

The Ferrum Training School Catalog of 1920 stated that people were on their honor to contribute their share of their child's tuition based on their ability to pay. Any student who could afford to attend another college was respectfully requested not to attend Ferrum. The school stated several reasons for the request: (1) contributors might withdraw their support if they perceived that the school was not benefiting those who were in need and (2) places taken by students who could afford an education eliminated space for those who could not.

Tuition charges were \$100, half the actual cost of educating the student. If a parent could not afford the \$100, then any amount under that cost was acceptable. In exchange for the subsidized tuition, all students were required to work. The girls were responsible for the work in the kitchen, the dining-room, the buildings, and their own living quarters. The boys maintained the utilities and worked on the farm which produced much of the food for the school. Sawing and cutting wood completed the boy's duties. No student was excused from the work. Initially, students could pay a fee of \$5 per month and be excluded from the work; however, this process was eliminated because it created distinctions between the students. If a student could afford the fee for not working then he or she most probably could afford to attend school elsewhere (Ferrum Training School Catalog, 1920, pp. 8-9).

Dr. Beckham explained that the students were an integral part of the school and that they supported the school and themselves. He wrote to Campbell that each student provided a necessary service.

The only help employed was to provide heads of departments. One man only was paid to oversee all the work on the farm and at the dairy. The boys milked, fed the cows and hogs and horses, plowed and harrowed the fields, planted and worked the corn, wheat and other crops, including large quantities of vegetables, many of which were canned for winter use. They also put in place coal for the kitchen which they had brought from the cars

in trucks and wagons and in the beginning, and for years attended the electric motors that provide light, and also the pumps that provided water.

One woman was paid to superintend the cooking and the serving of meals. The girls worked in the kitchen, dining room, laundry, canning factory, and did the cleaning in the school building, and their dormitory as well.

After some years of experience in the matter of the finding of the best time for work, it was determined to keep one group of the student body in school during the morning hours, while another group worked, and to have them do their tasks in the afternoon. The next day the order was reversed. By this means the expense of running the institution was largely provided for, and yet the students did their full share of school room work as well. This is the plan in effect at Madison College at Madison, Tennessee, one of the truly great self-help institutions in the nation. (B. M. Beckham, personal correspondence to Campbell, March 22, 1950)

Religious Influence. The religious influence was paramount in the overall plan of the school. "The School recognizes the fact that man's body and mind exist purely for the sake of his soul, and everything possible is done for the development of the spiritual faculties and the cultivation of Christian Character" (Ferrum Training School Catalog, 1920, p. 13). The contract printed in the 1920

Catalog that each student was required to sign explained the rules and obligations of Ferrum Training School (See Appendix B).

There was a resident pastor who preached both morning and night on Sunday. Every pupil was expected to attend church services and Sunday School on Sunday. Series of special programs were conducted during the school session that were designed to elicit a profession of faith in Jesus Christ. The response to the religious instruction was almost total participation. The *Bible* was a regular text that was studied in a systematic way. Memorization of the *Bible* was promoted (Ferrum Training School Catalog, 1920, p. 13).

Beckham reported, at the November, 1920, (date not given) meeting of the Board that Ferrum Training School needed a larger church, ". . . where the community and school can worship together." The Board endorsed the request and appointed a committee to investigate this need (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 64). At the May 30, 1922, meeting of the Board, Beckham reported a generous gift made by Mr. Schoolfield of one-third of the amount needed to build the church, should the whole amount not exceed \$21,000. Another offer of one-third of the whole amount needed for the church came from the Woman's Missionary Society. The remaining one-third was to be raised by Dr. Beckham. These offers were most heartily and thankfully accepted (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 70). The church, Schoolfield Memorial, was completed in 1924, at a cost of

fifty thousand dollars, and was fully paid for when it was completed (B. M. Beckham, personal correspondence to Blankenship, March 21, 1950).

Discipline. The 1920 Ferrum Training School Catalog provides an excellent account of the conditions and daily routine that existed at the school in 1920. Due to the co-educational setting, socialization between the sexes was strictly forbidden. It was against policy for students of the opposite sex to speak to one another without permission of a faculty member. The faculty espoused that education was the paramount issue at hand and that everything else was secondary.

Whenever a student yields to the temptation of 'falling in love' there is always a distinct loss in the matter of studies. There is absolutely no exception to this rule and all pupils are expected to remember that anything of this kind is exceedingly displeasing to the faculty and will be met with instant opposition. (Ferrum Training School Catalog, 1920, p. 15)

The rules were recalled by Mr. Theodore Roosevelt Richardson, a former student who entered the school in 1919. When asked if the boys and girls could see each other he responded:

No, they had a dividing line at about the administration building and you couldn't go over there in that territory. If you were a boy you had to stay over there unless you had permission. If you wanted to see a girl, you had

to have permission. (T. R. Richardson, personal interview with researcher, October 22, 1995)

Dr. Beckham was efficient and he was strict. Mr. Richardson recalled in an interview on October 22, 1995, that Dr. Beckham was not revered by all:

Well, a lot of people got against him because he was against bootlegging - the liquor business. . . . Dr. Beckham said, 'you can't come to school and drink liquor. You got to be sober. If you come here and drink liquor I want you to go home.' He sent a lot of students home because they did drink. And he wouldn't let them smoke. 'You can't smoke and come here.' (T. R. Richardson, personal interview with researcher, October 22, 1995)

Beckham received sound support from the Board of Trustees when it came to discipline. At the October 18, 1920, meeting the Board presented a Report on acceptance of pupils.

Resolved that the Principal of Ferrum Training School be and is hereby instructed not to receive pupils into Ferrum Training School from towns or cities who desire admission simply for the sake of the moral influences of the school or to be supported and educated. Only such pupils are to be received from such communities as desire to prepare for some form of Christian services, a life investment. (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 56)

Sunday Restrictions. Visitations were strictly regulated. No visitors were permitted to come to the school on Sunday. The school officials did not want to disrupt the day of rest, quiet, and devotion. Rather, students were required to have guests arrive on Saturday and leave on Monday. A fee of twenty-five cents was charged per meal, and the same amount was charged for lodging guests (Ferrum Training School Catalog, 1920, p. 15).

Dress. The Board of Trustees, at their May 23, 1917 meeting, adopted a motion made by Mrs. Brett to require students to wear uniforms. It was reported in the minutes that, "A uniform be worn by the students, the style of which shall be decided by the school faculty" (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 36). The prohibitive cost of uniforms resulted in a modification of the dress requirements as reported. Rather, simple, inexpensive dresses were required for week days. Should any new dresses be bought or made they were to be of navy blue gingham, simple and modest. On Sundays girls could wear a coat suit of dark blue material completely void of fancy trimming. Silk was not an acceptable material for dresses (Ferrum Training School Catalog, 1920, p. 16).

On public occasions girls were required to wear white dresses made of inexpensive material. Ribbon was forbidden. A small bit of lace at the neck and sleeves was acceptable. Dresses had to be high necked and high backed with sleeves no shorter than the elbow. The reasons for the strict code were stated.

Those who could afford fine clothing did not belong at Ferrum Training School. The school feared that supporters would not approve of students on financial assistance dressed in finery. Fear of the loss of donations was clearly evident. Also, there was concern for the feelings of the students who were very poor and could not afford fine clothing. No distinction was made for new clothing or clothing that may have been given to the student. Restrictions applied no matter what the source of the clothing (Ferrum Training School Catalog, 1920, p. 16).

Home Contacts. Students were not permitted to return home more than once each semester. The school administration believed that home visits diverted the student's attention from studies and there was a problem of who would do the absentee's work. Contacting home by phone was discouraged. The only phone on campus, in Dr. Beckham's home, was reserved for emergencies only (Ferrum Training School Catalog, 1920, p. 16).

Curriculum

Curriculum was divided into two parts, elementary and the high school. The text was specified for each subject and the scope of each subject was typical for the period. Included were free Catechisms and information provided by the State Board of Health on the subjects of tuberculosis and malaria (Ferrum Training School Catalog, 1920, p. 20). In reflecting on his years at Ferrum Training School, Beckham noted that the curriculum expanded as time passed.

In the beginning the course of study was identical with that of the first seven grades in the public schools, and also the first year of high school. This was gradually increased by adding a year more of the high school courses until we reached the full four years of high school as well as the lower grades until about the year 1928, when we offered the first year of college courses, and the next year the second as well. We never went beyond the second year of college in instruction, since the institution has attempted nothing beyond the work of a Junior College. (B. M. Beckham, personal correspondence to Campbell, 1950)

Core subjects were reading and art in the first grade. In subsequent years new subjects were added. Spelling, writing and music were added in the second year. The third year included language, health, arithmetic and morals and manners. The fourth year contained mental arithmetic and drawing. During the fifth year history and hygiene were added. In the sixth grade students were given instruction in sanitation and physiology and industrial work. Civil government was added to the seventh grade curriculum (Ferrum Training School Catalog, 1920, pp. 19-23).

High school courses:

Bible	Chemistry
English	Physical Geography
Latin	Agriculture
Mathematics	Domestic Science

History	History of English Literature
Civics	History of American Literature
Physics	Music

Each unit of study consisted of five meetings per week for thirty-six weeks with a total of seventeen units, including eight electives, required for graduation. The distribution of credits was fixed at four in English, two in mathematics, one in history, one in science and one in Bible (Ferrum Training School Catalog, 1920, p. 24).

Dr. Beckham described Ferrum's academic status in a tract he wrote in 1925 (See Appendix C - Tract by B. M. Beckham). He was confident of the quality of the education that Ferrum provided.

This school ranks with the very best high schools in the state, and is so recognized and accredited by the State Board of Education. Her graduates can enter unconditioned any college or university in the nation. Within the past eight years 143 of her students have received diplomas of graduation at her hands. Besides these, thousands of individual students who have not taken the full course leading to graduation, have been blessed by her influence and instruction. (Beckham, 1925, p. 1)

Athletics. Dr. Beckham was a proponent of academics, not athletics. Although the catalog expressed "sympathy" with the student's desire to participate in sports, the school did not promote athletics. The school had facilities for

baseball, basketball and tennis, but students were not permitted to play match games with teams away from home. Reasons included the expense of travel and the loss of work and study time (Ferrum Training School Catalog, 1920, p. 16).

Buildings and Grounds

By 1920, as reported in the school's catalog, the campus of Ferrum Training School had expanded to include several buildings beyond the first constructed. In 1917 an administrative building was erected at the cost of \$23,000. The girl's dormitory, known as Centenary Hall or Roberts Hall was constructed in 1921. It contained a dining-room, kitchen, pantries, bedrooms and lavatories. The building was brick and would accommodate 100 people. Like the administrative building it had steam heat and electricity. The bedrooms were furnished with white enameled iron beds, table, chairs, bureau, and closets. Also included were washstands, bathtubs and hot and cold water on every floor. The kitchen was equipped with a hotel stove that could bake 120 loaves of bread at once (Ferrum Training School Catalog, 1920, p. 11). The boy's dormitory, known as Wesley Hall, was a frame building that was smaller and not as well equipped. The Board of Trustees approved the replacement of this building at their June, 1919, meeting (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 47).

Other structures included the principal's residence and the chaplain's residence which were heated by stoves. Also, a dairy barn that could

accommodate 20 cows. The water supply was fed into a 3,000 gallon tank, then pumped throughout the campus. The power plant was driven by a twenty horse-power oil engine and a large dynamo. A mill was housed above the power plant. All the grain used by the school was milled there. All grinding was done at night while the power plant was in operation making electricity (Ferrum Training School Catalog, 1920, p. 11).

In addition there was a storage house where vegetables were canned and kept for use by the school in the winter. Many thousands of cans of fruits and vegetables were preserved each year. The school was self-sufficient in every way possible (Ferrum Training School Catalog, 1920, p. 11).

Richardson explained, in a personal interview with the researcher, how the students were involved in construction on campus. Responding to a question regarding the source of the brick used to build Roberts Hall in 1921, Richardson replied:

They shipped in and we hauled the brick from Ferrum on wagons. I helped with some of it They had four wagons, and four teams. Dr. Beckham had us to help with the cement. It took a lot of rock to put in the foundation of that building, and we beat those rocks with hammers . . . believe it or not. Pouring that cement, we dropped great big rocks down in the forms. If you could go in that building today, you would find those great big rocks. That was so the cement could get around them . . . that

was awful hard work. (T. R. Richardson, personal interview with researcher, October 22, 1995)

Mr. Richardson recalled his early years at Ferrum Training School with great fondness and gratitude for the opportunity it provided him. He entered the school during the 1919 - 1920 session at the age of 17. Dr. Beckham delivered him to the room of another young man and Mr. Richardson recalled:

Dr. Beckham said, 'Here is this boy here, you take care of him.' So I went down and roomed with him. Dr. Beckham's rule was you worked around five hours a day for your board and lodging. They put me down to dig the foundation of Robert's Hall with some other boys, but they said, 'We are going to quit. We are not going to do this.' So they quit and they got up on the bank and they told Dr. Beckham, . . . 'I don't have to do this.' But I couldn't say that. That pick felt good in my hands so I stayed there. I come there for a purpose and I wanted to get some education. I couldn't read and write my name at 17 years old. (T. R. Richardson, personal interview with researcher, October 22, 1995)

Mr. Richardson continued his affiliation with Ferrum College both as a student and an employee throughout his career. After interruptions for military service, he graduated in 1937 and continued to work for Ferrum College (T. R. Richardson, personal interview with researcher, October 22, 1995).

The Board of Trustees, at their May 25, 1921 meeting, approved the construction of a steam laundry in the amount of \$10,000 and a church in the

amount of \$21,000 in 1921 (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, pp. 66-67). One year later, on May 30, 1922, Beckham reported in his annual report that "the laundry was almost completed, the whole [job] having been done mostly by students" (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 71). The new church opened in 1923 as reported at the April 19, 1923, Board meeting, and had an "auditorium church above and recreation hall below" and was named Schoolfield Chapel (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 76).

At the April 16, 1924, Board meeting, Beckham described the new school infirmary as "for the segregation of the students in sickness." This building was known as White Cottage (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 81).

The Junior College Experiment

At their annual meeting on April 14, 1926, Dr. Beckham asked The Board of Trustees to consider the question of expanding Ferrum Training School into a Junior College. Enrollment at Ferrum had been relatively stable for the past six years. After much discussion, the Board granted Dr. Beckham's request with the restrictions that the proposed expansion be for one year and that one year of college work be added to the curriculum. Dr. Beckham was ordered to report back at the next year's meeting (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 88).

On May 10, 1927, the subject of expanding into a Junior College was again discussed at length. There was strong support for extending the one year of college to two. The motion was adopted, but with stipulations described by the Board members.

That in authorizing the introduction of the second year of Junior College work it is to be clearly understood that the work would be somewhat in the nature of an experiment and not necessarily as a permanent change of policy and that Dr. Beckham be requested to bring this matter to the attention of the Conference Board of Education at its next annual session with the General Board of Education with the view of securing its approval should [sic] such approval be necessary in order to legalize our action. Vote was then taken on the original motion with added requirements. It was adopted. (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 92)

In 1928 the Junior College experiment continued without further alteration. A special committee was appointed at the Virginia Annual Conference to study such matters, and members did not have time to consider the new situation at Ferrum Training School at that meeting. No further action was taken on the matter at the May 17, 1928, meeting of the Board; however, it was noted that "so far, the work (college level courses) had not been accredited by any accrediting agency" (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, pp. 94-95).

On May 29, 1929, Dr. Beckham made a recommendation that the Junior College be abolished. He asked that the Board discontinue the College Department after the present session. He stated that opposition had arisen from some other schools of the Conference. Randolph-Macon and Blackstone as well as the Conference Board of Education of the Methodist Church thought it best to avoid such competition, if possible; and he further stated that he felt that Ferrum would not be able to afford the cost of a standard Junior College. For these reasons he requested that the Junior College Department be discontinued.

Mr. N. T. Angle moved that the Junior College Department be discontinued in accordance with the request of the Principal. The motion was amended by adding the words 'for the present,' and the motion was amended as adopted (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 98).

The Crisis

In October of 1929 there was a great economic crisis in this country and a crisis of a different kind at Ferrum. After sixteen years as head of Ferrum Training School, Dr. Beckham's authority was brought under question. On October 17, 1929, the Board of Trustees had a called meeting with Mr. W. B. Roper, president of the Board of Trustees, presiding. The president presented the Board with communications that he had received from disgruntled faculty and staff offering their resignations. Mr. Robert G. Winn (Supervisor of Boys), Mr.

Henry Cole (teacher of English), Miss Lula (teacher of Science), Mrs. Hunter (formerly house matron and nurse) had all tendered their resignations, for reasons simply stated in the minutes as, "conditions that prevailed at Ferrum School" (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 100).

Dr. Beckham received the news with great "surprise at the contents of the letters, for when he left the school . . . he thought all was peaceful" (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 100). He spent much time explaining his side of the allegations stated in the letters. When finished, he retired from the room; and the committee discussed the matter.

Members of the Board decided to form a special committee consisting of five members of the Board selected by the President. The special committee would investigate the facts and complaints and have an audit of the books. The investigation was to take place immediately (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 100).

The report of the Board of Trustees Special Committee regarding the investigation of the complaints was presented and adopted on June 3, 1930. The report recommended a new administrative structure.

1. That the position of principal be continued.
2. That we also have an associate principal, who shall be elected by the Board of Trustees, after consultation with the Principal.
3. The Principal shall have charge of the operation of the institution, including the Branch Schools, farm and other properties of the corporation,

and shall exercise all the rights and privileges usually accorded the head of an educational institution, except such duties as may be assigned to the associate principal.

4. The Associate Principal shall have as his special duty the handling of the educational work at Ferrum, under the general supervision of the Principal. He and the Principal shall jointly nominate teachers and suggest their salaries subject to the approval of the Faculty committee. He shall preside over the meetings of the faculty in the absence of the Principal, and in consultation with Principal shall prescribe their duties and arrange the curriculum. He shall have charge of the maintenance of the discipline of the students insofar as it affects their activities in class rooms, dining halls and all their dormitory life. He shall perform such other duties as may be prescribed by the Board and its committees. (Minutes of the Board of Trustees, Ferrum Training School, 1930-1935, p. 6)

At the meeting of June 3, 1930, in addition to the creation of the new administrative structure, Dr. Beckham's salary was reduced from \$4,000 that he was given on May 29, 1929 to \$3,000. At the same meeting, Mr. L. W. Hillman was appointed Associate Principal at a salary of \$1,800 per year (Minutes of the Board of Trustees, Ferrum Training School, 1930-1935, pp. 9-10).

Beckham continued under the new administrative structure that was designed by the Board of Trustees. On May 17, 1932, the creation of a Department of Agriculture at the school "at a cost of \$760," was motioned and

approved and adopted unanimously. The proposed budget for the 1932-33 school year was presented. "Dr. Beckham requested that his salary be put at \$2,000 as he thought that was sufficient and it was entirely satisfactory to him." After some discussion Dr. Beckham's salary was placed at \$2,500, for the coming year (Minutes of the Board of Trustees, Ferrum Training School, 1930-1935, p. 21).

Little is reflected in the minutes regarding the Great Depression that gripped the country. Ferrum did not escape the effects, although the self-sufficient structure of the school insulated it against many of the financial problems that plagued more urban institutions. Ferrum did suffer from a shortage of funds. They had an endowment of \$12,000 and an indebtedness of \$32,000. The Virginia Annual Conference had appropriated \$12,500 for the support of the school but only \$5,500 was received during the 1932-1933 session (Virginia Conference Annual, 1933, pp. 101-115). Both funds and enrollment declined. In the 1931-1932 school year the enrollment was 550 and in 1932-1933 it was 143 (See Appendix D).

The End of an Era

On October 25, 1933, at a called meeting of the Board of Trustees, Dr. Beckham, "for reasons of health tendered his resignation as Principal of Ferrum Training School." It was accepted.

In reviewing his tenure nothing could be said that would diminish his great accomplishments or question his devotion to the Ferrum Training School. At the

conclusion of the meeting Beckham was "complimented highly for the progress and accomplishments of the school under his administration" It was moved that " a rising vote of thanks be extended to Dr. Beckham which was accordingly done" (Minutes of the Board of Trustees, Ferrum Training School, 1930-1935, p. 27).

Summary

The establishment of Ferrum Training School was a joint effort of The Woman's Home Mission Society and the Virginal Annual Conference of the Methodist Episcopal Church, South supplying the inspiration, leadership, and resources to make the mission school a reality. Many people associated with the Methodist Church donated money to the school.

The school was designed, built, and controlled by the Board of Trustees and Dr. B. M. Beckham, Principal. The Board was efficient, practical and confident and did not hesitate to enlarge the school whenever possible. They were creative financiers using a variety of methods to support their mission. Dr. Beckham set the tone and structure of the school. The buildings were sturdy with modern conveniences. The theme was to provide a Christian education for elementary and high school students. The lack of money was not a problem for students who wanted to attend.

Dr. Beckham's contribution to the development of the school cannot be overstated. Although he experienced conflict during his tenure, his

accomplishments were outstanding. If Dr. Beckham had done nothing but oversee the construction on the campus it would have been noteworthy. Until near the end of his tenure Dr. Beckham controlled all aspects of the school. He was the sole head of the school. He built the school and he ran it for twenty years.

The years that followed Dr. Beckham's term were troubled ones. Economic problems, social problems, administrative problems all visited the campus. The soundness of the structure of Ferrum Training School enabled it to withstand all assaults; however, money was a problem during the Great Depression for Ferrum Training School. By 1932-1933, the Methodist Church was unable to meet its full obligation to the school.

Table 3

Sequence of Events, 1913-1933

Year	Event
1913	Dr. B. M. Beckham appointed principal of Ferrum Training School Woman's Home Mission Society appointed members to Board of Trustees Construction of school began: John Wesley Hall, Beckham Hall
1914	Ferrum Training School opened (Grades 1-7 and first year of high school)
1917	Extension Schools opened
1921	Roberts Hall constructed
1924	Schoolfield Chapel constructed
1926	Junior College experiment approved by Trustees and implemented
1929	Junior College program abolished Board of Trustees confronted Beckham with faculty discontent
1930	Board of Trustees created a new administrative structure Authority of principal decreased
1933	Beckham resigned

CHAPTER 4

FROM MISSION SCHOOL TO JUNIOR COLLEGE:

THE PRECARIOUS YEARS

The second phase of Ferrum Training School's development began after Dr. Beckham's departure and included a series of principals who varied in their length of tenure and nature of their accomplishments. Each faced the always present financial problems as well as an enrollment that fluctuated with social upheavals and changing priorities.

Mr. J. L. Carter, Second Principal

On May 15, 1934, the new era began when the Board of Trustees of Ferrum Training School hired Mr. J. L. Carter as Dr. Beckham's replacement. The Board selected a layman not associated with the clergy to head its mission school. A native of Missouri, Mr. Carter's background was in public education. His only association with the Methodist Church was as a member (Minutes of the Board of Trustees, Ferrum Training School, 1930-1935, p. 47).

Mr. Carter held the post of principal for only one year. His tenure was uneventful except for a few minor contributions to the management of the school. Some improvements were made to the buildings and grounds, and farm management, including crop selection, was updated and a poultry plant was

constructed on campus (Minutes of the Board of Trustees, Ferrum Training School 1930-1935, p. 47).

Although no specific incident is mentioned, in his resignation he explained the reasons for his departure.

I am doing this because I believe that it will be for the best interests of the school in the future. I do not feel that some members of the Faculty are now my friends and I am sure that the school could not succeed in the future without the entire and hearty co-operation and friendship in its Faculty. (Minutes of the Board of Trustees, Ferrum Training School, 1930-1935, p. 59)

Dr. James A. Chapman, Third Principal

Dr. James Archer Chapman succeeded Mr. Carter as Principal of Ferrum Training School on June 1, 1935. A native of Omega, Virginia, his background was based in the Methodist Church. He had been a field agent at Ferrum Training School during the 1915-1916 school session and a minister at a Methodist Church in the Henry Circuit from 1914 through 1916 (Who's Who in Methodism, 1952, p. 128).

Junior College Proposed

At the Board of Trustees meeting on October 20, 1935, Dr. Chapman discussed the prospect of extending the work at Ferrum to include a junior

college. He believed that junior college classes could be included in the curriculum with very little additional expense to the school. Board members expressed concern about finding certified teachers who would be willing to work for the noncompetitive salaries. Dr. Chapman was confident that financing would not be a problem. He suggested in his May 11, 1937, report to the Board of Trustees, that the increased enrollment in the high school and college department would adequately cover the additional outlay involved (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, pp. 2-4). At the time of Dr. Chapman's proposal, the enrollment had slipped to 75 boarding students and 35 day students. After much deliberation and discussion, members of the Board of Trustees responded with the following resolution:

Resolved that the Board of Trustees approve the proposal of Dr. Chapman that we advance the said Ferrum Training School to the status of a Junior College. SECOND: That the Executive Committee of the Board, under the guidance of its President, and in consultation with the Principal, make a study of conditions in the light of the foregoing resolution, with instructions to put the same into effect at the beginning of the 1936-1937 session. (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, pp. 2-4)

In response to the competition created by the public school system, the feeder schools of Nowlin's Mill, Harris School, Wilson School, Madison School,

and Dodson School were closed at the beginning of the 1937 school session (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, p. 48).

At the June 3, 1940, meeting of the Board of Trustees of Ferrum Training School, the name of the school was officially changed to Ferrum Training School and Junior College (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, p. 84).

Expansion Approved

The second effort at expansion in 1940 met with more success and approval than the first. In May of 1929, Dr. Beckham had officially called an end to the junior college experiment that lasted only briefly. He noted that the reasons for terminating the junior college courses were complaints from Randolph-Macon College and Blackstone College who feared competition, and the disapproval of the Methodist Virginia Annual Conference Board of Education (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 96).

During the Virginia Annual Conference of the Methodist Church in October of 1940, a report was presented by the Conference Board of Missions requesting permission for Ferrum Training School to expand to a junior college. The proposal was unanimously approved. The Conference approved raising funds to finance the transition and accreditation. The goal was to raise \$100,000 for the development of a "Greater Ferrum" with emphasis on meeting the accreditation

requirements of the State Board of Education for a junior college (The Virginia Conference Annual, 1940, p. 82).

Ferrum Training School and Junior College

On July 1, 1941, Ferrum Training School and Junior College was designated as a fully accredited junior college by the State Board of Education. Under Dr. Chapman's leadership, the size of the campus expanded from 360 acres to 700 acres. The budget had increased from an estimated \$20,000 to \$66,000 and six new buildings were added (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, pp. 95-97). Dr. Chapman resigned as president of Ferrum Training School on June 6, 1943, to return to the active ministry. Chapman stated in his Annual Report to the Board of Trustees that, "I do not believe that Ferrum has ever had a more hopeful future, provided it adheres to the traditions and standards already established." (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, pp. 128-130).

Reverend Luther J. Derby, Fourth President

Reverend Luther J. Derby was elected President of Ferrum Training School and Junior College on June 30, 1943 (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, p. 122). Derby's nomination and election was not a smooth process. A nominating committee had recommended Mr. H. M. Burleigh to succeed Chapman. During the discussion that followed the

nomination, Blankenship, a Board member, arose and nominated L. J. Derby, the motion was seconded. Catlin, a board member, stated that he thought it was unusual for a committee to be appointed to bring in a nomination and then afterward a member of the Board suggest that the report of the Committee be set aside. After further discussion, a hurried session of the Nominating Committee was called. They returned after a brief time and said that Burleigh was not available and that the Nominating Committee's unanimous choice was Reverend Derby. Derby was a member of the Board of Trustees of Ferrum Training School and Junior College when he was selected to serve as its president (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, p. 135).

A Forward Looking Plan for Ferrum

In his President's Report on June 5, 1944, Reverend Derby was candid in his assessment of classes for the lower grades. He recommended that the number of grade levels be reduced.

In the Grade Department, we have had approximately 20 students. These students pay all expenses in cash, which, of course, has helped the budget to a considerable extent. However, these grade students are a general nuisance Therefore, because of these conditions, we are recommending that the Grade Department be discontinued with this year. (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, p. 132)

After the presentation of the report, the Board of Trustees voted to draft a statement for the Conference regarding the grade students and the school's policy. The new plan was a realignment of major policies regarding the admission of students, improving teaching staff and salaries, and maintaining the self-help concept.

Ferrum Junior College has a definite future. As it served the mountain people of Virginia in the past, its mission now is to serve youth throughout the whole Conference who need the opportunity of self help in securing an education in the arts and sciences and in the vocational fields. This educational process shall be developed under Christian influences. To fulfill this mission, we suggest the following plan:

- 1- (a) We suggest that the Sophomore, Junior, and Senior high school grades be included and that we do not accept any students under 15 years of age.
 - (b) An improved teaching staff, which will mean a definite increase in salary for key people and a gradual increase for others.
 - (c) That we accept only those students who are morally responsible, who are ambitious, who can adjust themselves to educational institution life, and who are in need of self help.
- 2 - Our ideal is that it will be possible to go to Ferrum and secure an education by self help; . . . (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, p. 147)

War Takes Its Toll

Things were changing rapidly, and not for the better. World War II took young men away from their studies to serve in the military. Jobs with high pay tempted prospective students and teachers. Prices of necessary commodities were very high. In 1945-1946 school year, Ferrum Training School and Junior College had a total of 157 students enrolled. Of those, 46 were in college and 111 were in high school (Minutes of the Board of Trustees, Ferrum Training School and Junior College, 1945-1948, p. 8).

On June 5, 1944, Reverend Derby stated that a decision should be made regarding the future of Ferrum and its usefulness to the conference.

As we face the future, we feel that we should do so with absolute honesty and with a desire to know the facts connected with our school and to determine for ourselves whether we feel it has a real place in the missionary and educational life of our Conference and the State of Virginia. If we feel that it does have a vital place, then we should give ourselves with all that we have to improve the school. If we feel it does not have a vital place and that the work done here would be done elsewhere as well, we should say so, and give our energies and efforts to other institutions. (Minutes of the Board of Trustees, Ferrum Training School and Junior College, 1935-1944, pp. 147-148)

The Controversy

Reverend Luther J. Derby resigned as President of Ferrum Training School and Junior College on April 20, 1948, but continued to serve as president. Derby was not alone in his doubt about the future of Ferrum Training School and Junior College. Others shared his concern. In an editorial in the May 27, 1948, issue of the *Richmond Christian Advocate*, Dr. George Reamey, Editor, generated much controversy. Dr. Reamey's contention was that Ferrum Training School and Junior College had served its purpose and recommended that it be closed. The Board minutes contain two letters from alumni who wrote letters to defend their school following the publication. A letter to Dr. Reamey from Ferrum alumnus, Wilson Stanley, expressed an altruistic view of why Ferrum deserved continued support.

There are scores of boys and girls, and worthy ones, in Franklin and the adjoining counties who will rejoice at the opportunity to go to a junior college near their home. The whole Virginia Conference can help support the institution financially without sending her boys and girls to it. We give to a lot of other causes which we do not profit from directly. (Minutes of the Board of Trustees, Ferrum Training School and Junior College, 1945-1948, p. 142)

Derby, on June 8, 1948, proposed to the Board of Trustees that teachers with B.A. degrees receive \$125 a month, plus room, board, and laundry. Teachers with a Masters Degree would receive \$150 a month with room, board and laundry.

The teachers were requesting \$150 and \$175 respectively, but the administration believed that the salaries, as set, were competitive since many of the teachers' living expenses were paid for by the college. The other issue that seemed to influence the recruitment of teachers was the location. Ferrum was located in an extremely rural area. The nearest city was miles away and the isolation was not welcomed by many. Derby recommend that salaries be raised and living conditions be improved as soon as possible to help in recruiting teachers and students (Minutes of the Board of Trustees, Ferrum Training School and Junior College, 1945-1948, pp. 134 -142).

Derby presented a report that was developed jointly by the administration and faculty to the Board of Trustees on June 8, 1948. This report consisted of a list of recommendations which included the salary raise previously mentioned; clearly defined lines of responsibility; teacher tenure (modified); strong student government; a dietitian and cook; daily chapel services; orientation; and building up school spirit with a band, Glee Club, and a bus (Minutes of the Board of Trustees, Ferrum Training School and Junior College, 1945-1948, pp. 134-142).

Dr. Nathaniel H. Davis, Fifth President

Dr. Nathaniel H. Davis was nominated as Reverend Derby's successor on June 10, 1948. Dr. Davis was familiar with Ferrum because he was a graduate of the class of 1924 and he and his wife had operated one of Ferrum's branch schools. Dr. Davis had a varied resume' which included serving as a pastor of

several churches, a military chaplain, and chaplain of Washington and Lee University and Virginia Military Institute (Campbell, 1951, p. 59).

Dr. Davis inherited problems of low enrollment and teacher recruitment. The prospects for the upcoming year were not encouraging; only 40 students had reservations for rooms. The drop in enrollment was attributed to a miscalculation of the Admissions Committee, so plans were made to solicit more students.

On December 1, 1949, the cash assets for the school were reported as \$8,060.55 and the net liabilities in excess of assets were \$37,904.06 (Minutes of the Board of Trustees, Ferrum Junior College, 1949-1952, p. 32). On June 6, 1950, at a meeting of the Executive Committee of the Board of Trustees the committee decided to investigate securing a loan of \$50,000 through a first mortgage on the property of the college. The loan was secured and after paying a lengthy list of debts, including over eight thousand dollars owed to Dr. Davis, and assorted other bills, the remaining balance was \$19,362.07 (Minutes of the Board of Trustees, Ferrum Junior College, 1949-1952, p. 56). At the June 6, 1950 meeting, a milestone in the school's history was reached when it was officially incorporated under the name of Ferrum Junior College (Minutes of the Board of Trustees, Ferrum Junior College, 1949-1952, p. 59).

As noted in the 1951-1952 school catalog, because of the lack of transportation, any campus social life consisted of entertainment of the student's own making. Each Friday and Saturday evening some form of entertainment, a movie or talent presentation was scheduled. There was an Annual Beauty contest

to select "Miss Ferrum," a Faculty Stunt Night, The Boy's Beauty contest, Music Recitals and various dramatic productions. Outdoor activities included The Annual Hike, picnics, and intramural and intercollegiate games. Thanksgiving, Christmas, and Easter Banquets helped fill the social calendar. Dancing was not allowed (Ferrum Junior College Catalog, 1951-1952, p. 26).

Dr. Davis resigned May 3, 1952, to become a minister in the Virginia Conference.

Reverend Stanley E. Emrich, Sixth President

Dr. Davis was followed by the Reverend Stanley R. Emrich who served as President from 1952 to 1954 (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, p. 21). Emrich seemed exceptionally suited for the job with a B. A. in Secondary Education at Shepherd College, Shepherdstown, West Virginia, a Bachelor of Sacred Theological Seminary and a Master of Sacred Theology both from Wesley Theological Seminary, Washington, District of Columbia (Hurt, 1976, p. 102). Reverend Emrich reported at the December 15, 1952, meeting that a total of 106 students was enrolled. Also included in that report was that Ferrum Junior College had 93 cows (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, pp. 30-31).

On June 22, 1953, Reverend Emrich informed the Board of Trustees of the dire financial condition of the school. He noted that the credit of the school was in danger, that a number of bills had gone unpaid for a long time, and that the

school had operated at a loss the previous year. The Committee voted to borrow twenty thousand dollars (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, p. 42).

Reverend Emrich's brief term in office ended when he resigned on June 28, 1954. Limited finances inhibited major improvements during Emrich's term. At the same meeting that Emrich resigned, Dr. C. Ralph Arthur was elected President of Ferrum Junior College. Dr. Arthur took the presidency on September 1, 1954, and was authorized to borrow enough money to pay the salaries and expenses for the upcoming year (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, pp. 59 - 62).

Summary

A new era began, but not with a smooth start. Dr. Beckham's replacement, Mr. J. L. Carter, had only remained one year. He was succeeded by Dr. Chapman who expanded Ferrum Training School's offerings to include junior college classes. Just as grade levels were increased at the upper end of the scale, they were being removed at the lower end. All feeder schools were closed and no students under the age of 15 were admitted. Ferrum Training School was designated as a fully accredited junior college by the State Board of Education in 1941.

The war years brought enrollment and economic problems. Everyone, including Reverend Derby, newly elected president of Ferrum Training School

and Junior College in 1943, questioned the level of commitment for support of the school. In response to inquiries regarding the purpose of the school, the Board of Trustees adopted a new set of goals and set a new course for the school.

Dr. Davis followed Derby as president in 1948. He improved the quality of faculty and made improvements in the buildings. He resigned in 1952 and was followed by Reverend Stanley E. Emrich who only served as president for two years. He was followed by Dr. C. Ralph Arthur who transformed the school and raised it to a new level.

Table 4

Sequence of Events, 1934-1954

Year	Event
1934	Mr. J. L. Carter appointed principal of Ferrum Training School
1935	Carter resigned Dr. J. A. Chapman appointed principal
1936	Junior College status approved by Board of Trustees
1937	Extension Schools closed
1940	Name changed to Ferrum Training School and Junior College
1941	Ferrum Training School and Junior College accredited by the State Board of Education
1943	Chapman resigned Rev. L. J. Derby appointed president of Ferrum Training School and Junior College
1944	Adoption of <u>A Forward Looking Plan for Ferrum</u> which limited student age for admission to minimum of 15 years old and other policy adjustments
1948	Derby resigned Dr. N. H. Davis appointed president
1950	Name of school changed to Ferrum Junior College
1952	Davis resigned Rev. S. E. Emrich appointed president
1953	Report to Board of Trustees of "dire financial condition" of school
1954	Emrich resigned Dr. C. R. Arthur appointed president

CHAPTER 5

THE ARTHUR YEARS: RECOVERY, CONSTRUCTION, AND GROWTH

Dr. C. Ralph Arthur, the seventh president of Ferrum Junior College, was a native of Roanoke, Virginia, and a 1938 graduate of the University of Richmond. Arthur received his Divinity Degree in 1945 at Duke University Divinity School. He was the son of Davis Allen Arthur and his wife, Mary Ester Fitzpatrick Arthur. He married Mary Parker of Roanoke in 1944 and they had four sons, Ralph, Jr., Thomas, Richard, and Parker (Virginia Conference Annual of the Methodist Church, 1971, pp. 158-159).

Arthur's ministry experience was with two small churches including a small community in the Lynchburg District and the Benns Church in the Portsmouth District. He was the President and Executive Secretary of the Commission of Town and Country of the Virginia Annual Conference before assuming the presidency at Ferrum in 1954 (Virginia Conference Annual of the Methodist Church, 1971, pp. 158-159).

Progressive Leadership

A report presented to the Board of Trustees on January 21, 1955, just six months after Dr. Arthur took office, reflected his aggressive style of leadership.

In his report Dr. Arthur noted that in his first six months he had planned a complete renovation program. He had hired a superintendent of buildings and grounds. New requirements were established for students, which included the provision that they must maintain a minimum C average to stay in school. Plans for the following year had incorporated a system of screening prospective students and a flexible tuition pay plan. Students would be able to pay all expenses, pay half of their expenses or work their way through college completely. One major goal was to get Ferrum Junior College on the list of Southern Association of Colleges and Secondary Schools accredited schools. Dr. Arthur reported that the school had a balance of \$15,000 in its budget and enrollment had increased 35 percent and was now 161 students (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, pp. 68-69).

At that January 21, 1955, meeting, two of the Board members expressed concern for the level of support provided by the Methodist Church. First on Dr. Arthur's list of recommendations was a request that Ferrum Junior College be placed on the "Advance Specials" of the Methodist Church. This move would provide Ferrum with special attention for soliciting funds from the Conference. Second, he recommended that the high school section of Ferrum Junior College be closed. Third, without being specific, he urged that the incompetent teachers and staff be replaced and that salaries be increased so that the College could attract good professionals. Finally, Dr. Arthur recommended an extensive building program to provide housing for faculty. No immediate action was taken

on Dr. Arthur's recommendations (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, p. 74).

Dr. Arthur's first year was replete with changes. On October 18, 1955, the high school section was discontinued after forty years. Other changes included the elimination of the Home Economics Department. Arthur hired a dining room supervisor to direct the food preparation and he discontinued maintenance services that had been provided to teachers in the past (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, p. 85).

A New Direction. On October 18, 1955, the Board of Trustees discussed expansion. Permission had been secured from the President of the Board of Missions of the Methodist Church to enlarge the program at Ferrum Junior College. Dr. Arthur presented tentative figures on the amount needed to meet the future needs of Ferrum Junior College. The plans included \$125,000 to pay the indebtedness, \$75,000 to provide an improved water supply and disposal system and \$100,000 for a new dining hall and kitchen equipment. Other recommendations were \$200,000 for a new boys' dormitory, a new laboratory and science building at \$150,000, a gymnasium and equipment at \$250,000 and additional living quarters for the faculty members at \$100,000. The board moved to accept the long range plan as recommended by the Expansion Committee (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, p. 88).

Dr. Arthur and the Board of Trustees had a plan, next they needed the money to implement the plan. Dr. Arthur was designated to investigate new sources for financing (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, p. 88).

Financial Support. Dr. Arthur developed a financial report that was presented to the Board of Trustees in April 17, 1956. The following list of anticipated receipts for the 1955-1956 school year was reported.

\$ 9,000	from student fees
15,000	from the Conference
10,000	from the Women's Society Christian Service
4,000	from camps and institutions
4,000	from milk sales
2,500	from interest from the Endowment Fund
<u>2,000</u>	from rent
\$46,500	Total

(Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, p. 98)

At the same meeting they anticipated that they would need \$36,000 more to, "make both ends meet." At that meeting the Board voted to borrow \$15,000 to cover the immediate debts that the funds on hand could not cover. In seeking financial support for Ferrum Junior College, the Board considered a special

appeal to the members of the Methodist Church as one possible source. In 1956 there were 27 Methodist Churches in Franklin County with a total membership of 2300. The student body was primarily rural, with sixty percent from the country. Seventy percent were working their way through school, which reduced Ferrum's intake of tuition fees (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, p. 95). In the October 16, 1956, Board meeting, it was noted that in the state of Virginia there were 350,000 members of the Methodist Church. The Board expressed hope that if the Board of Missions would promote the needs of the colleges to the churches and encourage each member to contribute one dollar, the revenue would be of great assistance to the Methodist Colleges in Virginia (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, p. 113).

Weathering Criticism. Periodically, Ferrum Junior College came under attack from an arm of the Methodist Church. On March 1, 1957, the Board of Trustees of Ferrum Junior College responded to a report issued on February 15, 1957, by the Committee on Schools and Colleges, a sub-committee of the Commission on Higher Education of the Virginia Conference of the Methodist Church. The Ferrum Junior College Board of Trustees was not pleased with the wording or recommendations in the report which had been adopted by the Commission. The content challenged, among other things, Ferrum Junior College's academic standing and the qualifications of its teachers. The report was widely distributed and became a source of public embarrassment to Ferrum Junior

College (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957. pp. 125-130).

In response to questions regarding the academic standing of the College, the Board of Trustees on March 1, 1957, stated that more than sixty graduates of the college were serving churches in the Virginia Conference. They reported the academic requirement of having an average of "C" in high school, and stated that twenty out of one hundred and seventy students had made an average grade of "B" or higher, in the most recent grading period (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957. pp. 125-130).

The Board of Trustees also defended the credentials of the teachers at Ferrum Junior College. All full professors had to have a Master's Degree or better and all were teaching according to the standards of the Southern Association of Colleges and Secondary Schools. The Board noted the recognition by colleges in Virginia and outside of Virginia and claimed that no Virginia school had refused to accept a qualified Ferrum Junior College student, and no school had refused to accept the school's credits. In a study conducted by officials of Ferrum Junior College in the year 1954-1955 of 42 students who attended Ferrum, ten later attended colleges in Virginia and ten outside the state. Thirty-five of these students were reported doing well during the first semester after leaving the school. Ferrum Junior College, they advised, had been given the highest value possible for their credits by the American Association of Collegiate Registrars and Admissions Officers and it was approved by the University Senate as a school

qualified to train Methodist ministers in the law of the church (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957. pp. 125-130).

In regard to the accusation that Ferrum Junior College's finances were weak, the Board of Trustees responded that the income of the College had doubled in the last three years, and improvements had been made to the property. They noted that the indebtedness of approximately \$150,000, incurred for capital improvements, was not disproportionate to a school plant valued at more than \$1,000,000. Unlike previous years, the school had operated on a balanced budget for the preceding two years. Disregarding the barrage of criticisms, the Ferrum Board of Trustees announced that its building plan had been approved by the Virginia Conference and they would initiate the fund raising plan in September of that year for \$1,500,000 (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, pp. 125-130).

Also, in response to the report of the Committee on Schools and Colleges, the Board of Trustees, at the March 1, 1957 meeting, defended maintaining the Ferrum Campus site as a central location to the population they served. They recalled the local support they had received and the promise of additional support that could be expected. The Board noted the practical aspect of leaving the school where it was. They estimated that the replacement value of the buildings was over \$2,000,000 and that the facilities could be doubled with an additional investment of \$1,500,000 (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, pp. 125-130).

The Building Program

Construction at Ferrum Junior College continued. As soon as one building was completed, another and sometimes more than one, was started. The school's founders, The Woman's Home Mission Society, now the Women's Society of Christian Service, was still very much involved with the school. On May 7, 1959, the organization was recognized for its donation of \$100,000 to the Development Program for a new girl's dormitory (Minutes of the Board of Trustees, Ferrum Junior College, 1958-1961, p. 50). Arthur was a tireless fund raiser and he solicited financial support from business, industry, alumni, allotments by the Virginia Annual Conference, the Woman's Missionary Society, and from various levels of government (Hurt, 1977, p. 110). Various banks participated in a construction loan program and this consortium of banks included the First National Exchange of Roanoke, the First National Bank of Martinsville and Henry County, the First National Bank of Ferrum, Mountain Trust Bank of Roanoke, Bankers Trust Company, and People's National Bank of Rocky Mount (Executive Committee of the Board of Trustees, September, 1963, p. 1).

Growth and Change

Originally Ferrum Junior College had very strict rules regarding the use of tobacco and alcohol. In the 1939-1940 Ferrum Training School Catalog, regulations stated, "Smoking is forbidden unless special permission for smoking is granted the student by the President. No scholarship, of more than 50%, will be

allowed a student who smokes. Girls are not allowed to smoke under any conditions" (Ferrum Training School Catalog, 1939-1940, p. 17). Gradually the rules changed. On November 6, 1958, the Board voted to allow girls to smoke upon recommendation of the faculty and permission from parents (Minutes of the Board of Trustees, Ferrum Junior College, 1958-1961, p. 19). Regulations continued to become more liberal and at the Board of Trustees Meeting on May 4, 1961, Sunday curfew was changed from 10:00 P.M. to 10:30 P.M. and Sunday afternoon study hours were eliminated (Minutes of the Board of Trustees, Ferrum Junior College, 1958-1961, p. 151).

In addition to the many additional buildings, internal changes were also abundant. A standardized list of scholastic requirements for passing and eligibility to remain in school was approved by the Board at its meeting on May 7, 1959. An employment, tenure and retirement policy was enacted for faculty (Minutes of the Board of Trustees, Ferrum Junior College, 1958-1961, pp. 56 - 66).

On November 6, 1958, there were a total of 238 students enrolled at Ferrum Junior College (Minutes of the Board of Trustees, Ferrum Junior College, 1958-1961, p. 22). By October 6, 1959, the enrollment had risen to 329 (Minutes of the Board of Trustees, Ferrum Junior College, 1958-1961, p. 77). On April 19, 1960, the Board of Trustees set a goal of maintaining at least 60% of the student body from the Methodist Virginia Conference. The other 40% was to be from all denominations and within a 50 mile radius (Minutes of the Board of Trustees, Ferrum Junior College, 1958-1961, p. 117).

On July 25, 1960, Dr. Arthur reported to the Board that 464 students were enrolled for the fall session, largest student body on campus in the history of the college. Growth and change on the campus involved almost every aspect of the college. The school received a new water system complete with fire plugs, a new silo, and new power lines, landscaping and new roads (Minutes of the Board of Trustees, Ferrum Junior College, 1958-1961, pp. 136-138).

By January 4, 1962, enrollment was at 646 with a waiting list for student housing. Co-curricular activities grew in number and variety. In addition to the usual types of activities such as hiking, sock hops, and movies, others were added. New clubs in dramatics, photography and chess were formed. Majorettes organized, and a concert series was launched (Minutes of the Board of Trustees, Ferrum Junior College, 1961-1964, p. 34).

A reorganization of the administrative structure was announced on January 4, 1962. Under the new organization Dr. Arthur created a three-pronged organization in which only three people - the Dean, Treasurer, and Director of Religious Life - would report to the President. The Dean oversaw admissions, the Registrar, Director of Extension, athletics, activities, and Dean of Men and Women. The Treasurer monitored the buildings and grounds, farm, auxiliary enterprises and the work program. The Director of Religious Life was responsible for public relations, alumni affairs, information and the Chaplain. The new administrative structure enabled Dr. Arthur to devote the majority of his

time to fund raising and construction (Minutes of the Board of Trustees, Ferrum Junior College, 1961-1964, p. 34).

The 50th Anniversary Year

In the President's Preliminary Report to the Board of Trustees on April 16, 1964, Arthur reported that 1963-1964, the 50th Anniversary of the founding of Ferrum Training School, was the peak year of development for Ferrum Junior College. If one had to select a period of transformation from a mission school to a college, it would be during Dr. Arthur's presidency. In 1963, after just ten years of Dr. Arthur's direction and leadership, the College was accredited by the Southern Association of Colleges and Schools. The assets of the school increased ten-fold, from \$576,000 to \$5,200,00. The annual budget expanded from \$130,000 to \$960,000. The enrollment increased from 118 to 799 students, and the number of faculty increased from 20 to 50. During that same period six major buildings were constructed; and plans were formulated for a library, chapel and woman's dormitory (Minutes of the Board of Trustees, Ferrum Junior College, 1961-1964, p. 240).

Mr. Bobby W. Thompson, Director of Administrative Services, in a personal interview, noted that in a financial statement prepared by the Fred P. Edwards Company, Certified Public Accountants on July 23, 1964, Ferrum Junior College had secured a loan of 2.61 million dollars with the Housing and Home Finance Agency through the Colonial American National Bank of Roanoke,

Virginia, to enable the Ferrum Junior College to consolidate loans. This was but one method of financing, but was a typical example of a money source for the college (B. W. Thompson, personal interview, November 30, 1995).

Administration

Dr. Arthur frequently exercised his authority whenever he felt that it was necessary for the benefit of the college. On October 8, 1964, Dr. Arthur reported that members of the faculty wanted to establish a line of communication between members of the Board of Trustees and the faculty. A reception for members of the Board was arranged to give the faculty an opportunity to become better acquainted; however, Dr. Arthur announced that under the existing arrangements he alone was authorized to represent the faculty before the Board. He did, however, agree to give the faculty a summary of the Board's actions within the limits of propriety (Minutes of the Board of Trustees, Ferrum Junior College, 1964-1966, p. 14).

On December 17, 1964, at a meeting of the Business Affairs Committee of the Board of Trustees, members of the committee raised questions regarding student demonstrations and boycott of the cafeteria. Dr. Arthur explained the regulations that so inflamed the student body had originally been drafted with the full cooperation, input, and approval of the faculty, students, and Board of Trustees. One of the objectionable regulations was the cut system which was changed that year so that no unexcused absences were permitted; and students

were concerned that drinking infractions were handled as honor code violations and not as administrative matters. The Board decided that a review of student regulations was in order (Minutes of the Board of Trustees, Ferrum Junior College, 1964-1966, p. 73).

Later, on September 25, 1968, the subject of student dissatisfaction once again surfaced. Dr. Arthur noted that there was evidence of organized planning behind some campus take-overs, but that one should not assume that every time students protested that it was the work of the Communists, S.D.S., or some other subversive organization. He believed that students had genuine concerns. Dr. Arthur reported that students shared the desire for a declaration of the school's position in regard to a student voice with the administration (Minutes of the Board of Trustees, Ferrum Junior College, 1966-1969, p. 145).

On October 28, 1969, Dr. Arthur presented a revised, proposed statement on protest to the Board of Trustees. The statement was clear and to the point. Dr. Arthur acknowledged individual freedom and responsibility, but he noted that academic freedom was not academic license. There was no right to disrupt or interfere with the freedom of others. Students were urged to know the philosophy and standards of the college and were cautioned not to enroll unless they believed they could abide by those policies. Students were informed that admission to the college brought expectations that they would abide by the laws of the nation and comply with the rules and policies of the college. Dr. Arthur invited criticisms and suggestions, but warned that threats, disturbances, force by a

single student, a minority, or a majority would not be tolerated. He continued, "The trustees, administration, faculty, and student body all have the obligation to protect the rights of students to the peaceful and orderly use of the resources, personnel, and facilities of the college. Anyone who feels that he cannot do this in good conscience is free to leave at any time." Students who strayed beyond propriety were subject to disciplinary action which might include probation, suspension, or expulsion. Uninvited outside agitators were promised prosecution to the fullest extent of the law (Minutes of the Board of Trustees, Ferrum Junior College, 1969-1973, pp. 12-14).

Dr. Jack Corvin, an instructor at Ferrum Junior College in 1968, recalled a specific incident that was typical of Dr. Arthur's leadership style.

I don't remember what precipitated it, but I believe a student was protesting that a friend had received a bad grade or been suspended from school for some infraction. The student was able to attract a large crowd to hear her protest. The Dean came and dispersed the crowd that night. The next day Dr. Arthur called a meeting of the student body in the gym. I was there.

He got up and he asked some of them specifically how much student aid they were getting, and that is when he told them that if you don't like what you are getting here you can leave. That defused the issue and nothing else happened as far as I know. The protest died. Dr. Arthur made it clear that he would not tolerate student-led disruption and that

was all there was to it. He was prepared to send home anyone who didn't settle down and concentrate on education. The student aid issue was just one of the things that he put to the students, although there were other things as well. He believed that the assistance given on tuition obligated students to behave in a appreciative way.

Dr. Arthur was an effective president perhaps because he was also fairly authoritative. I think that he was really good for the college at that stage of development. Things that needed to be done, were done as far as possible. He expected people to really commit themselves to the school. When they came here he expected students and faculty alike to live exemplary lives. (J. Corvin, personal interview with researcher, November 6, 1995)

The Board of Trustees, Dr. Arthur, and the nature of the students who attended Ferrum all contributed to its stability and successful problem solving. Dr. William H. Wray, who attended Ferrum Junior College from 1959 to 1961, commented on the nature of the students at the college.

Most of the students came from very religious families, and had been trained in the church. They knew how to conduct themselves so it was rare that you had anything happen that was out of the ordinary. It was a rarity. Of course, as Ferrum began to grow, they accepted students of more diverse backgrounds and they brought the problems along with them. And

that began to change (W. H. Wray, personal interview with researcher, November 3, 1995)

Athletics

During Dr. Arthur's administration, athletics became a vital part of building a complete program at Ferrum Junior College. Contrary to Dr. Beckham's belief that there was no time, money, or place for athletics at school, athletics were considered important to students and contributed immensely to developing a balanced and inviting program.

In September of 1955, Dr. Arthur, undaunted by the lack of money, equipment, or facilities, introduced a substantial program in intercollegiate athletics. Mr. Sam Webb, Ferrum's first Director of Athletics, reported that he had no players, no facilities, and no equipment, but that did not inhibit any of the Ferrum Junior College Administration. With a little money and a lot of support from Dr. Arthur, Mr. Webb used his ingenuity to create a football team. Mr. Webb reported that he called Coach Mosley at Virginia Tech and told him of his dilemma. Coach Mosley offered some old equipment. Mr. Webb promptly arrived in Blacksburg in an old station wagon and collected the equipment. The University of Richmond also provided equipment. Mr. Webb recalled that he and the team members painted the helmets. The only new equipment that was purchased was one uniform for each of the players. There were no facilities. The changing room under the chapel did not even have water. Mr. Webb created

what little equipment they had, including old duffel bags filled with saw dust that served as tackling dummies. All the players on the first team were personally recruited by Mr. Webb. In addition to coaching football, Mr. Webb also coached basketball and baseball (S. R. Webb, personal interview with researcher, December 11, 1995). The football program began in the Fall of 1955 when Ferrum Junior College played V. M. I., Emory and Henry, Washington and Lee, Staunton Military Academy, and Hargrave Military Academy (Iron Blade, 1955, p. 4).

Mr. Hank Norton was a major force in shaping the athletic program at Ferrum Junior College. He began coaching in 1960 and continued his association with the Athletic Department for over three decades. In an interview Norton recalled that in 1964 the entire budget for all athletics for the year was less than \$12,000. Ferrum College has never given athletic scholarships. All the athletes who need financial assistance work just as do other students at Ferrum College. He noted that Ferrum College was still able to attract athletes because the students thought that it was an opportunity for them to play and be seen and that would enhance their chances of earning a scholarship at a larger school (H. Norton, personal interview with researcher, December 11, 1995).

In October of 1963, a gift of \$200,000 from the William P. Swartz foundation and a grant enabled Dr. Arthur to build a new gymnasium (Self Study, Ferrum College, 1980, p. iii). In the Report of the President to the Trustees of Ferrum Junior College on May 12, 1966, Dr. Arthur praised the athletic program

for its success. He noted that the football team ended as number one having won the National Junior College championship in Savannah, Georgia. The basketball team also played in the National Championship Tournament the same year. Ferrum Junior College was the first junior college ever to send teams to compete for national honors in two sports in the same year. In addition to the winning teams and the national publicity, there was significant participation by the students in the intramural program. Approximately 95 percent of the students took part in sixteen official team sports that were offered to the student body (Minutes of the Board of Trustees, Ferrum Junior College, 1964-1966, p. 187).

Fund Raising

The Methodist Virginia Conference was the largest single source of external revenue for Ferrum Junior College. It was reported to the Board of Trustees on May 12, 1966 that the distribution of contributors that year included \$168,872.15 from the Virginia Conference. That sum included \$36,549.41 donated by the Woman's Society of Christian Service. The second largest source of support was \$53,268.64 from miscellaneous friends of Ferrum Junior College. Many wealthy people served on the Board of Trustees, and Dr. Arthur enlisted their support in cultivating benefactors. He was a skilled fund raiser. In addition to the money he raised, some gave property or large sums of money to build buildings and create scholarships. Other funds came from alumni - (\$17,320.65), parents - (\$12,202), trustees - (\$13,275.52), faculty - (\$1,609.48), firms -

(\$17,707.65), and foundations - (\$21,600). The total contributions for that year was \$305,856.06 (Minutes of the Board of Trustees, Ferrum Junior College, 1964-1966, p. 183).

It was reported to the Board on September 25, 1968, that there were a record number of applications for admission to Ferrum Junior College for the upcoming session. Enrollment was 1,152 students including adults attending evening school and commuting students. The assets of the college exceeded \$10 million dollars, and there was a debt of \$4 million dollars. It was the eleventh consecutive year without an operating deficit (Minutes of the Board of Trustees, Ferrum Junior College, 1966-69, p. 142).

On October 28, 1969, Arthur reported gifts to Ferrum Junior College exceeded \$300,000. Ferrum continued to gather support using a variety of campaigns (Minutes of the Board of Trustees, Ferrum Junior College, 1969-1973, p. 19).

Growth at Ferrum Junior College was evident in the numbers of students enrolled (See Appendix D) and in the rate of construction. Despite little or no growth from 1924 until 1954, construction of new facilities under Arthur's leadership was impressive as shown in Table 5.

Admission Policies

Racial equality was an issue that was in the forefront of society during Dr. Arthur's term. The subject was brought before the Trustees on September 19,

Table 5

Construction of Buildings

President	Building	Date of Completion
B. M. Beckham (1913-1933)	John Wesley Hall	1913
	President's Home	1913
	Beckham Hall	1913
	Home Economics Building	1917
	Nowlin's Mill Extension School	1917
	Harris Extension School	1918
	Pole Bridge (Wilson) Extension	1918
	Trinity Extension School	1920
	Heidelback Extension School	1920
	Dairy Barn	Date Unknown
	Robert's Hall	1921
	Steam Laundry	1921
	White Cottage Infirmary	1924
	Schoolfield Chapel	1924
J. L. Carter (1933-1935)	None	
J. A. Chapman (1935-1943)	Richeson Infirmary	1939
L. J. Derby (1943-1948)	None	
N. H. Davis (1948-1952)	Britt Hall	1950
S. E. Emrich (1952-1954)	None	
C. R. Arthur (1954-1970)	Franklin Hall	1960
	Roland P. Riddick Hall	1960
	Susannah Wesley Hall	1961
	William P. Swartz Gymnasium	1963
	Garber Hall	1964
	James A. Chapman Hall	1964
	Bassett Hall	1965
	Fieldhouse	1967
	Adams Stadium and Baseball Field	1969
	Stanley Library	1970
	Vaughn Memorial Chapel	1971
	Various Faculty Houses	

(See Appendix E for source of information)

1963, by Dr. Arthur in response to a letter unavailable to the researcher, from Dr. H. Conwell Snoke, General Secretary of the Division of National Missions. The letter inquired about the admissions policy of the college. Earlier, the Annual Conference had recommended that the Methodist Schools in Virginia consider applications for enrollment on the basis of individual merit without regard to race (Minutes of the Board of Trustees, Ferrum Junior College, 1961-1964, p. 114).

In the President's Preliminary Report to the Board of Trustees in the 1965-1966 term, Arthur reported that the enrollment had expanded to 1,179 in the 1965-1966 school session at Ferrum Junior College. Because the student body had grown beyond their projections and facilities, students were forced to take housing off campus when school began. Bassett Hall was not complete, but students were moved into the new girl's dormitory as soon as it was completed in late fall. The large student body was diverse. The new class contained students from 17 states and were of 12 different denominations. The majority were Methodists from Virginia (Minutes of the Board of Trustees, Ferrum Junior College, 1964-1966, pp. 147-148).

Mark Gibson, Director of Multicultural Education, reported that the first African-American students were enrolled in 1967; Alice L. Baker and Freddy Dunnings from Rocky Mount, Virginia; Allen White from Philadelphia, Pennsylvania; and Jerry Venable from Staunton, Virginia (Mark T. Gibson, personal interview with researcher, March 19, 1996).

In a personal interview with Mr. Freddy Dunnings, he reported that his experience as a student at Ferrum Junior College was a good one. Dunnings attended Ferrum for one year. He commuted the first semester and lived on campus the next. Dunnings was in a Liberal Arts program and did not participate in sports other than those on campus. All students were given a job, and Dunnings' assignment was monitoring the filter system and the purity of the water at the water treatment plant.

In 1967 Dr. Martin Luther King, Jr. was assassinated. Dunnings recalled that when the announcement was made he was with a group of friends and all became silent. Initially, the African-American students' request to be excused from class was denied, but then it was granted by the administration. He said they were out of class a day or two during the mourning period.

Dunnings noted that overall, the year he was enrolled at Ferrum Junior College was filled with good memories. He continued to maintain contact with people he met there and valued the friendships (Freddy Dunnings, personal interview with researcher, March 24, 1996).

On October 31, 1968, Arthur, in a Preliminary Statement of Purpose for Ferrum Junior College proposed to continue its mission to provide educational opportunities for students who otherwise might not have attended college. Criteria for selection included students be academically and personally equipped for the program. Admissions personnel sought a limited number of students who could overcome their deficiencies by remedial instruction and application. The

ideal Ferrum Junior College student would be one characterized by a willingness to work to enhance his or her intellectual, spiritual, moral and physical endowments (Minutes of the Board of Trustees, Ferrum Junior College, 1966-69, p. 175).

Ferrum Junior College had, for many years, been successful at providing opportunities to students who otherwise would not have had a chance for an education. Mr. Gary Hunt recalled his experience and related observations as a student at Ferrum Junior College.

Ferrum, in 1965 when I first went there, was a small, two-year college that was a good stepping stone for other schools. A lot of people that I went to school with, were students that may not have been able to get in a larger university because of their academics. Colleges were very crowded at that time, and admission standards were very tight. I know that probably 50% or more of the students that I knew had applied to some other college but were not accepted at those colleges. They went on to live productive and full lives because they were able to go to Ferrum. There was no community college option at that time; and if it hadn't been for Ferrum, I guess they would have had to do some prep work and try again at being accepted at some of the four-year colleges. There were just a tremendous number of people who went on to become doctors, lawyers, and professional people that I went to school with. Without Ferrum, they wouldn't have had a chance. It also gave the people who went to Ferrum

from Franklin County a good way to go to college free or cheaply. A lot of them drove in as day students. I thought it gave a lot of people a second chance and also gave them a good basic education. (G. Hunt, personal interview with researcher, November 3, 1995)

On October 28, 1969, a study was submitted to Dr. Arthur regarding admissions. Committee members who examined the issue were concerned that the admission policy was too restrictive. The study noted that the usual scores of 400 on math and 400 on verbal of the SAT had not been found to be a valid basis for screening students for admission. The studies at Ferrum and elsewhere indicated that sometimes students with higher scores performed poorly academically, and students with lower scores often performed satisfactorily.

The report stated that had the usual standards been applied to the 600 freshmen admitted in the 1965-1966 school year, only 219 would have qualified. However, at mid-semester, grades did not reflect an unusually high percentage of failures. Only 28 or 5 percent would have been designated as being on academic probation. During the spring semester in 1966, 37 students were on the Dean's List. The report stated that had the new admissions policy applied to them only 17 would have qualified for admission. The study provided strong support for broadening the admissions policy. The committee noted that of 110 freshman, conditionally admitted to summer school, only 11 made mid-semester grades that would have placed them on academic probation. The failure rates of conditionally accepted freshman varied little in relation to the entire freshmen class. The rates

were 17 percent for all freshman and 19.5 percent for those conditionally accepted.

The committee recommended that students be accepted into Ferrum Junior College based on their rank in class (upper 1/2) and a minimum of a "C" average in a college preparatory curriculum. It recommended that no exact score on the SAT be used as an absolute cut-off point for admissions and that fully qualified students be given preference when choices among applicants must be made (Minutes of the Board of Trustees, Ferrum Junior College, 1969-1973, pp. 9-10).

Although minority students and faculty members were already represented on campus, on May 12, 1970, the Committee on Education reported to the spring meeting of the Board of Trustees that it recommended acceptance in principle of the commitment to minority and low income students. It was recommended that a joint committee of faculty and administration be appointed to adapt the document to fit the needs of Ferrum Junior College (Minutes of the Board of Trustees, Ferrum Junior College, 1969-1973, p. 37).

"His Dreams and Deeds Were One"

On October 14, 1970, at the age of 53, Dr. C. Ralph Arthur lost his long battle with cancer. Dr. Arthur's obituary was replete with his accomplishments. He was organizer and first treasurer of the Virginia Conference Credit Union. He organized and was president of the Conference Methodist Rural Fellowship.

He founded the Association of Educational Institutions of the Virginia Conference. Dr. Arthur was credited with the birth of the Virginia Association of Junior Colleges, and he served as its president (The Annual of the Virginia Annual Conference of the United Methodist Church, 1971, p. 158).

The memorial service was one befitting the leader that he was. His body lay in state in Schoolfield Chapel on Thursday, October 15, 1970, as members of the faculty stood in pairs maintaining an honor vigil throughout the night (J. Corvin, personal interview with researcher, December 3, 1995). Although classes were suspended, many of the student body remained on campus in honor of their President. The accolades were numerous. President Richard Nixon expressed his sorrow in a letter to Mrs. Arthur.

My deepest sympathy and prayers are with you on the death of your husband and my good friend. I shall always have happy memories of my association with Ralph at Duke, and feel richer for having known him. I can only hope that your own remembrances of the full, rewarding life you shared may bring you comfort and encouragement in these difficult days and always.

With my kindest regards,

Sincerely, Richard Nixon

(Hurt, 1977, p. 175)

Dr. Arthur's last service was the first one in the new Vaughn Chapel. Craftsmen, students, and faculty worked throughout the night to get the new

sanctuary ready (The Annual of the Virginia Annual Conference of the United Methodist Church, 1971, p. 160). He was buried in a vault inside the Vaughn Memorial Chapel Bell Tower. A copper marker was inscribed "Charles Ralph Arthur, B. A., B. D., LL. D., August 5, 1917; October 14, 1970. President, Ferrum Junior College, 1954-1970; Minister, Organizer, Educator, Builder; Devoted Husband, Father, Friend. His Dreams and Deeds Were One."

It was difficult to measure the accomplishments of Dr. Arthur because Ferrum Junior College continued to evolve from the seeds he planted during his presidency. However, it was evident that Dr. C. Ralph Arthur built a college.

Summary

Dr. Arthur took a struggling school and turned it into a successful institution. The formula for success included an aggressive building program that produced eleven buildings, development of a nationally recognized athletic program and an expansion of academic offerings. Under his leadership, Arthur saw an increase of enrollment from 179 students to 1226 students. Ferrum was innovative in its approach to viewing the student in a holistic manner and adjusting admissions and curriculum to fit the student.

Dr. Arthur was followed by Dr. Joseph Hart who enhanced and developed what Dr. Arthur had built. Hart's style and his goals were different, but his contributions to curriculum development, community involvement, and a willingness to take risks completed the journey from mission school to college.

Table 6

Sequence of Events, 1954-1970

Year	Event
1954	Dr. C. R. Arthur appointed president
1955	Arthur proposed progressive plans for school improvements and growth
	High School division closed
	Extensive building program planned
	Financial needs identified
	Football program initiated and other athletic programs expanded
1957	Academic status and teacher qualifications questioned by the Committee on Schools and Colleges
1960	Franklin Hall constructed
	Roland P. Riddick Hall constructed
1961	Susannah Wesley Hall constructed
1962	Reorganization of administrative structure of college
1963	Swartz Gymnasium constructed
	Accredited by Southern Association of Colleges and Schools
1964	Chapman Hall constructed
	Garber Hall constructed
1965	Bassett Hall constructed
1966	Ferrum Junior College sent basketball and football teams to national finals and wins football national championship

Year	Event
1967	Afro-American students admitted Fieldhouse constructed
1968	Student dissatisfaction/demonstration quickly defused by Arthur
1969	Adams Stadium and Baseball Field constructed
1970	Stanley Library constructed Vaughn Memorial Chapel constructed Arthur deceased Dr. J. T. Hart appointed president

CHAPTER 6

THE HART YEARS:

FERRUM JUNIOR COLLEGE TO FERRUM COLLEGE

Dr. Joseph T. Hart, the eighth president of Ferrum Junior College, took office on March 15, 1971. Dr. Hart was born in Pittsburgh, Tennessee, the son of a Methodist minister. He had earned a Bachelor of Arts Degree from Emory and Henry College (1951), a Master of Arts Degree from Duke University, and a Ph.D. from American University (1967). Hart's background was somewhat different from his predecessors. His areas of study were history, political science, and international relations, and his early work was in the intelligence branch of the United States Army and the National Security Agency of the United States. He and his wife, Carolyn, had six children (J. T. Hart, personal interview with researcher, October 30, 1995).

A New Focus

Dr. Hart announced, at his first meeting with the Board of Trustees on May 11, 1971, that his focus would be the development of the college's academic programs. He noted that there would be an emphasis on the needs and experiences of students. A major mission of the college would continue to be to provide opportunities for the disadvantaged student. The master plan included

new directions and innovative approaches in curriculum. While conceding that a junior college needed more faculty guidance than a senior college, he proposed that student activities should be student initiated and student guided. Dr. Hart planned to involve the total college community in the general program of development with special emphasis on the particular purposes of Ferrum Junior College (Minutes of the Board of Trustees, Ferrum Junior College, 1969-1973, p. 121).

Dr. Hart recounted in an interview, "In our assessment of where to go from there, it was fairly obvious that we needed to put renewed emphasis on the quality of the total program, not just academics but student activities as well" (J. T. Hart, personal interview with researcher, October 30, 1995). In one respect there was little choice in putting his goals or those of the Board of Trustees in priority order. Dr. Hart described the financial status of the college:

The biggest problem was the portion of the capital indebtedness that was on demand. The college had refinanced several building loans into one loan that several banks had gone together to take part in. There was no way we could miss one of those payments. We used our objectives in the academic program to talk to people about the need and we were fortunate to have people help us out. We gradually paid off everything except a long term note that goes until 2010. We gradually built up our enrollment to 1600. That increase in enrollment also helped us to pay off the debt, but soon we embarked on a program of cutting back our enrollment 100

students a year until our enrollment was 1200. (J. T. Hart, personal interview with researcher, October 30, 1995)

Mr. Bobby Thompson, Director of Administrative Services at Ferrum College, explained that many of the loans were consolidated and that the college was given the opportunity to pay off debt in 1984 at a savings. The college took advantage of that opportunity and cleared all debt with the exception of a library loan (B. Thompson, personal interview with researcher, November 30, 1995).

Ferrum Junior College was a self-help college. It was part of the original mission that students would be able to work their way through school. Dr. Hart explained that it was difficult finding the funds for the students while maintaining the institution.

Ferrum has always and hopefully always will be very big on financial aid. The official work-study program is a federal program in addition to that, we also developed the Ferrum Work Program and used institutional funds to fund it. We doubled the size of the work program and tried to develop work opportunities that meant something to the student and to the college. (J. T. Hart, personal interview with researcher, October 30, 1995)

Dr. Hart proposed new sources of funding to the Board of Trustees at their meeting on May 11, 1971. These sources included securing additional large donors, developing new sources of government assistance, enlisting the help of the alumni, and developing corporate and foundation programs. Dr. Hart also

planned to reinforce the Methodist Church connection. New committees were formed to explore the new focus at Ferrum (Minutes of the Board of Trustees, Ferrum Junior College, 1969-1973, p. 132).

Mr. Bill H. Ross, a banker who served on the finance committee of the Board of Trustees during Hart's tenure, was well versed in the financial aspects of Ferrum Junior College.

We had a good finance committee. There were members on it who were used to handling a lot of money, one donated seven million dollars to Ferrum Junior College. There were several bankers and stock brokers on the finance committee, people who had some knowledge of finance matters. The college was always in need of money.

I saw a big improvement over the years I was on the Board of Trustees. Dr. Hart got some large endowments from individuals. The finance committee worked to get the best interest rates when we needed to borrow money. We would have to shop the banks for the best interest rates on a 90 day note or whatever we needed. We always met our payments.

The big source of money was from students' tuition. That is what you had to depend on. The budget was based on the number of students that were going to enroll. Endowments were used to do improvements. The contributions from the Methodist Church were considerable.

Dr. Hart was very good at getting the 'quiet money.' It is much easier to solicit money for a building or something you can put a name on, but at some point you can't continue doing that. You have got to get that quiet money. (B. H. Ross, personal interview with researcher, November 11, 1995)

Program Development. Faculty Forums held each Monday became the vehicle for academic development and expansion. Ferrum Junior College dedicated an Environmental Education Center on the Blue Ridge Parkway on May 2, 1972. The next project of that type was the proposed Institute of Mountain Lore. In Dr. Hart's prospectus he announced that a joint proposal by Community Action and Ferrum College had been sent to the Federal government to fund a craft center. The Institute was designed to encourage community-college activities in the area of historic and cultural preservation of the mountain area and its people. The Board approved the proposal and the purchase of an old school building in Ferrum to house the craft center (Minutes of the Board, Trustees, Ferrum Junior College, 1969-1973, p. 189).

Dr. Hart involved many people in the decision making process and in making presentations to the Board. That webbing of personnel and administration was a hallmark of his administration. The connections were made in subtle ways. One example was the freshman class sponsoring the mailing of student newspapers to the members of the Board of Trustees to facilitate better

communications. At Board meetings, Committee representatives covered a myriad of topics such as church activities, cultural arts, business, and faculty seminars. Representatives from the committee on Academic Affairs, Business Affairs, Development, and Student Affairs addressed the Board to share information and findings (Minutes of the Board of Trustees, Ferrum Junior College, 1969-1973, pp. 237-242).

Bill Ross recalled that Dr. Hart's style of administration was innovative and effective. He involved many in the operations of the college. "I think Hart was ahead of his time. He preferred to do things behind the scenes. I believe Dr. Hart had just as much power as Dr. Arthur had, but he used it in a different way" (B. H. Ross, personal interview with researcher, November 11, 1995).

Blue Ridge Institute. A summary of the Blue Ridge Institute project, previously known as the Institute of Mountain Lore, was presented on November 9, 1973. The project called for a three-year development plan with the total cost of \$134,500. The core of the project was to seek to combine educational programs with community service activities as well as student programs with economic enterprise by local citizens. The program included history and culture, arts and crafts, music and drama, regional resources, and human development. The Board of Trustees approved the project (Minutes of the Board Trustees, Ferrum College, 1973-1976, p. 9).

Dr. Hart was sensitive to the connection between the college and the community where it was located. He explained his reasoning:

We saw very soon that we could not develop the college from an academic standpoint separate from the community. Our senior college program required an internship for every student and we placed those students in the community as much as possible. The Blue Ridge Institute highlighted the heritage and people of our community. Many people came to the First Folk Life Festivals who had never been on the Ferrum Campus. It was not just a matter of getting our students out in the community, but also a matter of getting community people on campus. (J. T. Hart, personal interview with researcher, October 30, 1995)

Bill Ross, a Ferrum, Virginia, native, former student and Secretary of the Board of Trustees for seventeen years during Dr. Hart's tenure, recalled the relationship between the community and college.

When I was a student there, it was a lot different from when I was on the Board of Trustees. The College didn't get involved with the community in the 1950's. The College was like an industry to the local people. (B. H. Ross, personal interview with researcher, November 11, 1995)

A New Dimension

Dr. Hart announced at the October 27, 1972, meeting of the Board of Trustees, that work was being done on a proposal to the National Endowment for

the Humanities for a four-year program on a trial basis with a more specific proposal to be made in May. Mr. Wright, a Board member, asked if that meant a new direction for Ferrum Junior College towards a four-year institution. Dr. Hart answered that it would not. He explained that the administration was exploring the possibility of selective work in the upper division with a limited number of students in certain fields. He noted that there was a possibility that a program could be worked out with an existing four-year institution for a portion of the work to be done there and a portion at Ferrum (Minutes of the Board of Trustees, Ferrum Junior College, 1969-1973, pp. 244-245).

The implementation of the program was projected over a three-year period with the first year devoted to study and planning, and funded by external development funds. The concept of the program called "A New Dimension at Ferrum College," was presented on May 2, 1973.

Ferrum proposes to develop an upper division on a selective basis while maintaining and upgrading the junior college. The structure thus developed, called the "2+2" program, would continue to provide junior college opportunities, and in addition, would add the upper two years with selective career programs for selected students. The college would therefore continue to grant its current Associate Degrees as a function of the junior college division and initiate the granting of Bachelor of Applied Arts and Bachelor of Applied Science Degrees by the upper division.

(Minutes of the Board of Trustees, Ferrum Junior College, 1969-1973, pp. 286)

Dr. Hart explained the evolution of the 2+2 program. He also remarked on the impact of the Community College system.

The Virginia Community College System, started in the early 60's, began to serve some of the needs that Ferrum had been serving as a Junior College. It became -- not necessary as much as it was an opportunity -- for Ferrum to strengthen its total program by going into a four-year program. (J. T. Hart, personal interview with researcher, October 30, 1995)

The Senior Division Report. By the October 25, 1974, meeting of the Board of Trustees, there were 40 students registered for the Senior Division Program that fall. The five program areas were Community Services, Public Services, Church Services, Environmental Studies and Recreation. Ferrum received Veterans Administration approval of the Senior Division, and Emory and Henry College, Roanoke College, Virginia Wesleyan and Virginia Intermont College all agreed to accept the transfer credits from the new program. Also, the Methodist Senate had given its approval (Minutes of the Board of Trustees, Ferrum College, 1973-1976, p. 66).

A report on the development of the Senior Division was also presented at the November 9, 1973, meeting. Members of the Academic Affairs Committee approved a resolution that recommended that the College proceed into the next

phase of development. The new phase should include the selection of curriculum areas, admission of students, formal application for accreditation, printing the program plan, continuing the search for financial assistance and seeking necessary faculty assistance (Minutes of the Board of Trustees, Ferrum College, 1973-1976, p. 18).

Dr. Hart recalled that many issues pertaining to the expansion were discussed. He noted that it was an experiment and the outcome would dictate what followed. "This program was not meant to be designed as a four year program. Whether or not it would lead to a more traditional one remained to be seen" (J. T. Hart, personal interview with researcher, October 30, 1995).

Accreditation Concerns. Members of the academic affairs committee reported on October 25, 1974, that preparations were being made for a visit from the accreditation team of the Southern Association of Colleges and Schools. In accordance with accreditation requirements, thirty percent of the full-time teaching faculty must have doctoral degrees. One fourth of the persons teaching in a major area of study leading to a degree should have earned doctorates or the equivalent. At the time there were ten earned doctorates on the teaching faculty, and nine or ten more were needed to comply with requirements. Ferrum had until the fall of 1976 or the spring of 1977 to meet the standards (Minutes of the Board of Trustees, Ferrum College, 1973-1976, p. 65).

Dr. Hart explained that the faculty was well short of the number of doctorates needed for approval by the Southern Association. "Our emphasis was focused on the people we had and their professional development. We gave faculty members time off as well as financial support to work on their next degree" (J. T. Hart, personal communication with researcher, October 30, 1995).

Social Pressures

Dr. Jack Corvin, a member of the Ferrum faculty for 28 years, has had a long career and played a prominent role in the development of the college. He holds a Ph.D. from Emory University and specializes in Old Testament Studies. Among his duties was the chairmanship of the Religion Department for many years as well as the 1980 Self-Study conducted by Ferrum College. Corvin provided the perspective of a faculty member in long standing. He reflected on the changes in the faculty and the curriculum.

If you want a good history teacher, but you also want to maintain the church relationship, then you need a history teacher who is sympathetic with the church. But if you start hiring people based only on their academic expertise then you will gradually develop a faculty that no longer has sentiment toward the Church and its values. Then when you begin to make policy in a democratic way, but you have a faculty that is heterogeneous, you develop policies that are increasingly like those of state-related schools.

I think that I was one of 18 to 20 new faculty members who came in 1968. It was not unusual in that era for there to be that much turnover in faculty each year. Obviously, one of the reasons was salary. This has never been a high paying college. The faculty had to be committed here because it was not the salaries.

Some left because of location. I know we've had Black professors here, and they left because there was nothing much for Black persons to do in this community. (J. Corvin, personal interview with researcher, November 6, 1995)

Dr. Hart noted that Ferrum College made efforts to provide minority students with opportunities for inclusion into the Ferrum College community and to recruit black faculty members. Organizations such as the Black Student Union and the Voices of Hope were soon part of the Ferrum tradition. Andrew Baskins, the first African-American instructor of History at Ferrum College in 1973 (Ferrum College Beacon, 1973, p. 56), contributed greatly through his talents and understanding (J. T. Hart, personal interview with researcher, October 30, 1995).

Ms. Rhonda Tyree, an African-American student in the Senior Division Program, received one of the first four year degrees issued by Ferrum College in 1976. Ms. Tyree, a native of Rocky Mount, Virginia, graduated with a degree in Child Development. In a personal interview, she recalled her association with the Black student organizations at Ferrum College during the mid- seventies.

I was involved with the Black Student Union. It was only for Black females. I made the cape that the queen wore. It was like the Miss America pageant. The contestants modeled and performed a talent. It was not related to academics.

There were not a lot of activities for Black students, but according to the other activities, they were probably equal. We had the pageant and dances. Many of the guys were involved in sports. Football and basketball players couldn't be involved in too much other than their sport. (R. Tyree, personal interview with researcher, November 8, 1995)

Objectives in 1975

The objectives for the college were presented to the Board by Dr. Hart on October 2, 1975. The plan reflected his major goals plus those things necessary for the successful operation of the college. The objectives included:

1. Increased participation by students, faculty and staff in the campus community;
2. Pursuit of specific ways for "connecting" the classroom with other aspects of campus life and with the student's future lives and careers;
3. Expanded activities in career counseling;
4. Continued efforts to 'catch up' on building and grounds maintenance;
5. Adjustments toward 'steady state' higher education environment through cost effectiveness measures and the like;

6. Extended fund-raising activities to achieve retirement of the Long-Term Note and to meet the objectives of "Esprit '76"; and

7. Celebration of the American Bicentennial on campus with a view toward a meaningful appreciation of opportunities and responsibilities in America and at Ferrum. (Minutes of the Board of Trustees, Ferrum College, 1973-1976, p. 144)

Dr. Hart also included a list of his personal objectives which he set in relation to the college in his October 2, 1975, report to the Board. His objectives included improving his communication skills and increasing productivity.

1. To cultivate more personal relations on campus;

2. To give additional attention to fund raising, especially with prospects for major gifts; to retire the currently due 'balloon balance' on the debt; to work closely with other college staff persons on fund raising;

3. To cultivate closer relations with the trustees; and

4. In the area of college management, to reduce the number of administrative meetings and increasingly delegate administrative responsibilities to other staff members. (Minutes of the Board of Trustees, Ferrum College, 1973-1976, p. 144)

The college enrollment began to reflect the changes that were occurring in the academic, physical and social structure at Ferrum College and in society in general. It was reported at the Board of Trustees meeting on October 27, 1972, that the total enrollment for the 1972-73 school year was 1,219. In the fall of

1975, total enrollment was 1,301 (458 sophomores representing a retention increase of 50 over the previous year, 66 full-time accepted students in the Senior Division, 72 students in the Senior Division Program, and 22 additional students who were taking courses in the Senior Division). There were 1,187 resident students and 73 day students. The majority, 1,134 students, were from Virginia. The racial composition was 1,098 white and 157 African-American. Three were Asian, and two had Spanish surnames. The male-female ratio continued, as it had always been in the past, to be heavily male. There were 915 males and 345 females (Minutes of the Board of Trustees, Ferrum College, 1973-1976, p. 149).

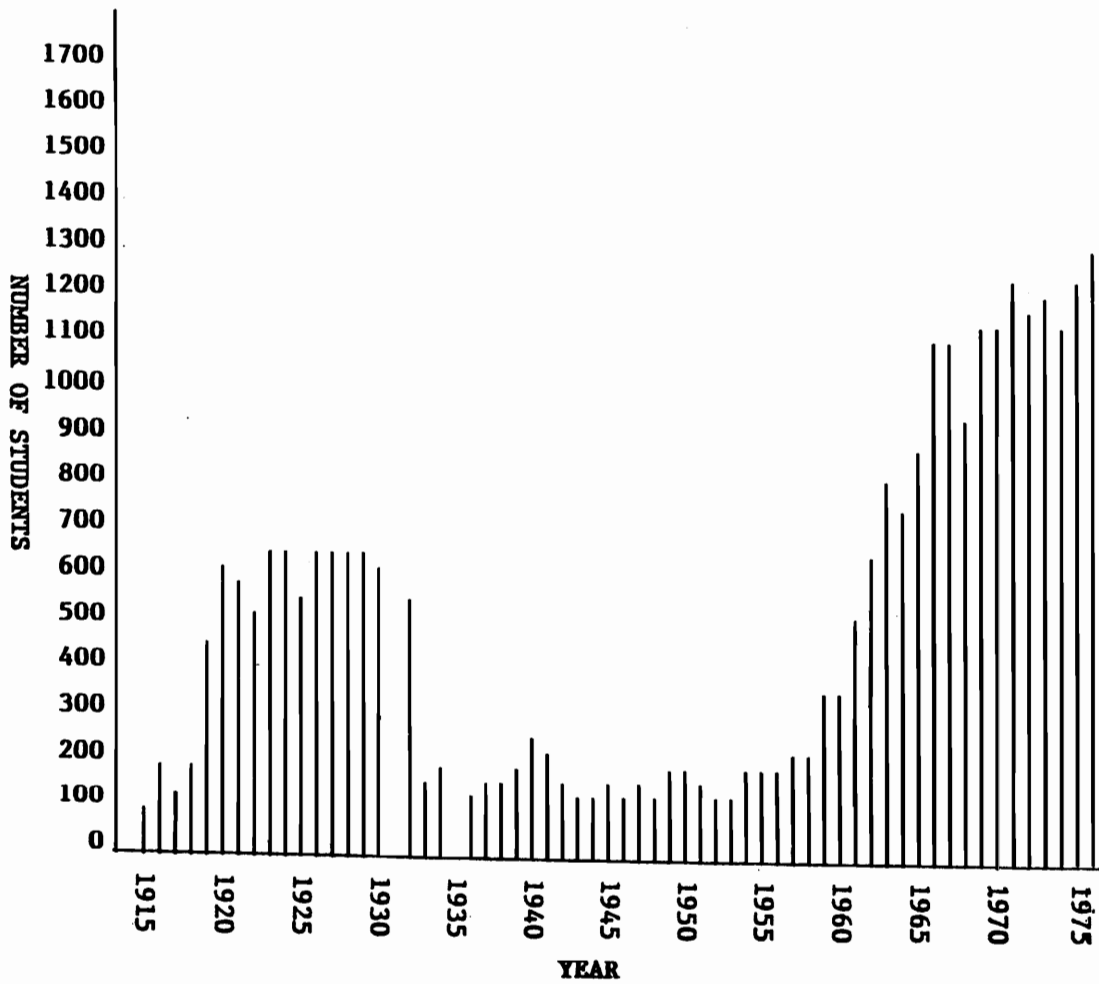
Student enrollments varied dramatically since the founding of Ferrum Training School. The years of the depression, during World War II, and for several years after the war (1933 - 1958), enrollment was exceedingly low. After 1958 there was a substantial increase in student enrollment (See Table 7).

Junior College to a College

The new Senior Division continued to grow. On April 5, 1976, the Academic Affairs Committee reported to the Board of Trustees that there were 31 students scheduled to graduate with a Bachelor of Science Degree that spring. Applications continued to be received. Thirty had been accepted for the fall and one for the spring. Forty-four students were in the junior class. Prospects were very encouraging (Minutes of the Board of Trustees, Ferrum College, 1973-1976, p. 222).

Table 7

Student Enrollment



The Senior Division Program was planned by the Academic Affairs Committee using a year-long evaluation process that attempted to measure the impact of the program on all aspects of the college. The plan was presented on October 28, 1976, and it included a schedule of assessments and activities for each month.

Senior Division Program Planning Timelines

August, September, October, 1977 - For new programs, research on market for graduates, student interests, resource needs, curriculum requirements, enrollment needs, institutional purpose, staffing demands and library resources was to be carried out. For current programs, a study of the program status with reference to enrollment, library resources, staffing, projects, purpose, placement and effectiveness was carefully planned.

October, 1977 - A proposal would be proposed by the faculty and administration and trustees after a review of the relevant data on old and new programs.

November - December, 1977 - In the case of current programs, corrective actions or support decided upon would be delineated. In the case of new programs, curriculum development, preparation of materials, consultant assistance, and recruiting of students and staff would begin.

January, 1978 - A status report would be prepared by the faculty, administration and trustees.

February - March, 1978 - For new programs, necessary faculty recruitment, library improvements and final curriculum design will be developed. For current programs, faculty adjustments, curriculum revisions, and adjustments in resource allocation will be planned.

March, 1978 - The faculty, administration and trustees will study and approve, eliminate or revise the proposed degree program areas.

April - September, 1978 - Program objectives or goals will be clearly established, and the enrollment, staffing and resource needs reports will be reviewed for final adjustments. (Minutes of the Board of Trustees, Ferrum College, 1976-1978, October 28, 1976, p. 16)

The faculty, administration and the Board of Trustees approved a proposal to continue research and development on two new program areas, Small Business Leadership and General Agriculture. The administration anticipated that some majors would have to be eliminated. In anticipation of the refinement of the process, quantitative data were collected to be used in the evaluation (Minutes of the Board of Trustees, Ferrum College, 1976-1978, p. 16).

Dr. Hart reflected on the decisions made in the 1970's which led to the development of Ferrum as a four- year college. He noted that those decisions were made out of necessity. "The community college systems were doing so much of what our private junior colleges used to do, the need for junior colleges was no longer prevalent." At the time of the decision to change to a four- year program, Dr. Hart met opposition from many constituencies, but was forced to consider the

whole program and its survival (J. T. Hart, personal interview with researcher, October 30, 1995).

Years later, Dr. Hart recalled that the decision to expand to a four-year college was not an easy one. "There were people on the Board of Trustees who said we shouldn't go four years. People at Southern Association and other colleges said, 'Boy, you had better not do this. It's hard enough to stay alive with what you are doing'" (J. T. Hart, personal interview with researcher, October 30, 1995). Hart attributed the school's success to placing the focus where they saw need for the programs instead of trying to duplicate other programs. "It worked well, even to the point where we had a stream of administrators from other private junior colleges from around the country coming to see how and what we had done" (J. T. Hart, personal interview with researcher, October 30, 1995).

Bill Ross, former member of the Ferrum College Board of Trustees, reported that there was initial resistance to the expansion. Everyone did not agree that Ferrum was in peril.

I wasn't on the committee that made the recommendation to expand to four years. I was skeptical at first, and I just didn't think we could support a four-year program. Still, we were losing people after two years because they were leaving Ferrum to go to a four-year college. (B. H. Ross, personal interview with researcher, November 11, 1995)

The transition from a two-year program to a four-year program was not without its problems. The problems that resulted were real to the students whose

lives were affected by them. Ms. Tyree recalled her association with Ferrum College as not altogether rewarding.

I attended Ferrum College in the Fall of 1970 through the Spring of 1972. I reentered Ferrum in 1974 and graduated in 1976 with a B.S. degree in Child Development. They were offering a Bachelor of Science Degree in K-5 teacher education, so I went back to get a degree in elementary education. My last year there they told us we could not be certified to teach because they were not accredited in that program. I would never have gone back if I had known that. (R. Tyree, personal interview with researcher, November 8, 1995)

Mr. Darrel Windom had a somewhat different view of his experience at Ferrum College. He received a Bachelor of Science Degree in 1977 in Environmental Science.

I attended Ferrum College two different times. First in the Fall of 1971 until the Spring of 1972 and left and returned in the Fall of 1975 for two years and graduated in the Spring of 1977. Ferrum College was rather unique. There were students who saw Ferrum as a last chance . . . like myself. I didn't have good high school grades. I couldn't have gone to The University of Virginia or somewhere like that. (D. Windom, personal interview with researcher, November 8, 1995)

Accreditation Awarded. In December of 1976 Ferrum College was awarded accreditation as a four-year college by the Southern Association of Colleges and Schools (Ferrum College Catalog, 1994-1995, p. 11). Dr. Hart reported to the Board of Trustees at the March 15, 1977 meeting that a resolution had been passed by the Virginia Senate and House of Delegates commending Ferrum on its new status as a four-year accredited college (Minutes of the Board of Trustees, Ferrum College, 1976-1978, p. 54).

Summary

Dr. Joseph T. Hart, the eighth president of Ferrum College, brought a new focus to developing academic programs, meeting the needs and enhancing the experiences of students and involving people at all levels in the governance of the college. He pursued a much needed funding program and reinforced the ties between the local community, and the college.

Although Dr. Hart had inherited a prosperous school in terms of enrollment and new buildings, he immediately established committees to examine the total program at Ferrum as to "where we are, what we expect to be, and how best to accomplish that goal" (Hurt, 1977, p. 191). Resulting from these studies were plans to improve the academic program and reduce the capital indebtedness.

Dr. Hart initiated many projects to enhance the relationship between the community and the college. In 1972, Ferrum attained funds from federal sources to develop a substantial amount of property (1000 acres) along the Blue Ridge

Parkway into a tourist attraction that emphasized mountain life and history. This became a combination Environmental Education Center and Mountain Lore Motor tour. The college opened a mountain craft center and Institute of Mountain Lore Museum at Ferrum. This project became known as the Blue Ridge Institute.

By 1973, Dr. Hart had concluded that Junior Colleges would be unable to compete with the new Community College system. After careful study, Ferrum implemented a 2 + 2 program which allowed the college to provide two year junior college programs as well as four year bachelor degree programs in selected human services curriculum areas.

After much study and considerable debate it was decided that Ferrum would become a four year college. Dr. Hart's leadership achieved this goal, despite considerable skepticism by some of the members of the Board of Trustees. Ferrum was awarded accreditation as a four year college by the Southern Association of Colleges and Schools in 1976. Dr. Hart continued to serve as president of Ferrum College until his resignation in 1986.

Table 8

Sequence of Events, 1971-1976

<u>Year</u>	<u>Event</u>
1971	Dr. J. T. Hart took office as president Plan to improve academic program proposed Plan to reduce college indebtedness planned
1972	Environmental Center on the Blue Ridge Parkway opened
1973	Blue Ridge Institute founded 2+2 structure implemented (4 year Bachelor's Degree in selected programs)
1974	Accreditation concerns identified and plans developed to meet standards of Southern Association of Colleges and Schools
1975	College Objectives established to improve academic, physical and social structure
1976	Senior Division Program Planning Timeline established Ferrum awarded accreditation as a four-year college by the Southern Association of Colleges and Schools

CHAPTER 7

REFLECTIONS

Methodism began with the faith of one man, John Wesley, and Ferrum College was created because of the faith of many. Methodism developed in this country at a time when public education was not generally available. The void in educational opportunities coupled with the primary role that education played in the Methodist Church, led to the amalgamation of interest and opportunity.

In studying the evolution of Ferrum Training School to Ferrum College, three elements in its development are constant. First, the initial mission of the school was to serve the mountain children, to improve their opportunities and their lives. Although Ferrum College now serves a much larger population, the mission to improve the lives of its students remains the same. Second, significant economic and social events have played a role in the history of Ferrum College and contributed to its growth. Third, three leaders, Dr. Beckham, Dr. Arthur, and Dr. Hart, emerge as outstanding presidents during crucial periods for Ferrum College.

The mission, as stated in the original Constitution and By-Laws of Ferrum Training School, defined the population, the curriculum, and the anticipated Christian outcomes. The population to be served was white boys and girls from mountainous sections of Virginia. They would be taught useful crafts such as

farming and housekeeping which, combined with the moral instruction, would render the students productive, virtuous citizens (Constitution and By-Laws of The Ferrum Training School Incorporated, 1917, pp. 1-2). A welcomed by-product of the mission was to perpetrate the faith through expansion of an educated ministry. The numbers of available ministers dropped from 340 who were received into the ministry in 1909 to 295 in 1913. Ferrum Training School address that problem (The Virginia Conference Annual, 1913, p. 68).

By 1935, under Dr. James Chapman's administration, the original mission began to take a new form. Competition from increasingly improving public schools coupled with a depression-related drop in enrollment from a peak of 660 in 1928-1929 to 110 students in the 1935-1936 school year (See Appendix D), forced Ferrum Training School to recreate itself. Ferrum Training School was streamlined by closing the feeder schools and adding a junior college program. By 1937 the new co-educational junior college and high school had closed five feeder schools (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, p. 48). The age span served by Ferrum continued to be reduced. In 1944 a plan was drafted that stated that no students under 15 years of age would be accepted (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, p. 132). Gradually improving social conditions helped to eradicate the dire conditions and the need to serve poor mountain children. By 1950, Ferrum was serving a more select group that bore little resemblance to the original student body.

Ferrum's mission also changed to meet the changing needs of the school and society. The unsteady enrollment and a shortage of funds mimicked a country that was struggling to recover from depression and war. At times Ferrum College's mission was simply to survive. It was a new leader, Dr. C. Ralph Arthur (1954-1970), who steadied the floundering school. One of his first acts at the January 21, 1955, Board of Trustees meeting, after just six months in office, was to recommend that the high school section of Ferrum Junior College be closed (Board of Trustees, Ferrum Junior College, 1952-1957, p. 85). The population was now exclusively Junior College students. Naturally, the mission was adjusted to serve the needs of a new population. Ferrum continued to produce people trained in the ministry for the Methodist Church and the Virginia Conference. Sixty Ferrum graduates were reported serving in churches in 1957 (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, pp. 125-130).

Dr. Joseph T. Hart's administration broadened the mission to include service to the community and an expanded program which gave depth as well as substance to the ever-changing mission. The mission was to provide a four year program focused on service to society while at the same time offering educational opportunities to those who, for reasons of academic background or financial need, might otherwise not be able to obtain an education.

President's often defined the school's mission by where they placed emphasis. Hart's mission was in some ways more like the original mission under Beckham. Hart attempted to revive and restore the history and culture of the

mountain area and its people. The Blue Ridge Institute project was begun in 1973, sixty years after the founding of Ferrum Training School. It was a celebration of that part of the original mission which was to enhance the lives of the indigenous people. The new project celebrated the history, culture, arts, crafts, music, and regional resources of the people in Franklin County and the surrounding area (Minutes of the Board of Trustees, Ferrum College, 1973-1976, p. 9).

While the college's mission took differing forms during its evolution, it continued to maintain its primary purpose which was to better the lives of people. The population of the school changed from young, often poverty stricken, children to college students from the population at large. The population and the methods employed to accomplish the mission varied, but the basic premise of the mission, to enhance the lives of those who attended Ferrum College, did not waver.

Significant Events

Major events, both internal and external, impacted the rate and direction of growth of Ferrum College. Beginning with John Wesley's search for personal holiness (Davies, 1985, pp. 44-45) and the development of Methodism between 1738 and 1744 (Norwood, 1974, p. 29), and ending with Ferrum's accreditation as a four-year college by the Southern Association of Colleges and Schools in December of 1976, many incidents shaped the growth of the college (Minutes of the Board of Trustees, Ferrum College, 1976-1978, p. 54).

It was not until 1869 that a free public school system was created in Virginia (Buck, 1952, pp. 65-66). As a result, the poor children of Virginia were left without an opportunity to obtain an education and with little hope (Franklin County School Board Minutes, 1870, p. 123). By the turn of the century the reaction of the religious communities to the great void in the lives of children for education and religion was to establish mission schools in the affected areas. Franklin County fared less well than other areas in educating their children because of inhibiting factors such as geography and the lack of local support and funding. The Methodist Church, Episcopal Church, and the Presbyterian Church all established missions in Franklin County. In 1906, the Methodist Church declared the mountain regions, the Appalachian Highlands, within the mission territory of the Methodist Episcopal Church, South. Franklin County was the recipient of many mission schools but the Methodist mission school was to have the most lasting influence (Cannon, 1926, p. 292).

The Methodist Church was the most successful in its mission school in Franklin County because unlike the Presbyterian and Episcopal missions that were begun by individuals, the Methodist mission school was founded by the Woman's Missionary Society and the Virginia Conference of the Methodist Episcopal Church, South. The Methodist mission movement was fortified by two large organizations and financial backing (Woman's Missionary Society of the Methodist Episcopal Church, South, 1914, p. 68). Later on it would be Ferrum's ability to adapt to a changing society and changing needs that would insure its survival.

In the beginning, Ferrum Training School was unlike the other mission schools in the county. The Methodist Church drew support from throughout Virginia, which enabled the school to expand rapidly into a complex that grew as fast as the buildings could be built (See Table 5). Not only did the campus expand, but an organization of feeder schools spread the influence of Ferrum Training School through the surrounding mountains (Ferrum Training School Catalog, 1920, p. 34). The many sources of students and the assured support of the Methodist Church enabled the school to grow and succeed.

Prosperity continued until both economic and organizational change converged to impact negatively on Ferrum. In 1933, Ferrum Training School's principal, B. M. Beckham, resigned after twenty years of leadership (Minutes of the Board of Trustees, Ferrum Training School, 1930-1935, p. 27). Simultaneously, the Great Depression brought new problems of financing and declining enrollment which was the beginning of a downward slide toward possible closure (Virginia Conference Annual, 1933, pp. 101-115).

The thirties, forties, and early fifties were difficult years for Ferrum Training School. Although Ferrum was accredited as a Junior College in 1941 (Minutes of the Board of Trustees, Ferrum Training School, 1935-1944, pp. 95-97), enrollment continued to decline through the next decade (See Appendix D). The future of Ferrum was in jeopardy.

The most significant event of the fifties was the appointment of C. Ralph Arthur as president (Minutes of the Board of Trustees, Ferrum Junior College,

1952-1957, pp. 59-62). Under his leadership dramatic changes took place. His progressive plans for school improvements and growth were met with resounding support by the Board of Trustees and students. Ferrum Junior College was transformed. An aggressive building program added eleven new buildings to the campus (See Table 5). Simultaneously, enrollment began to grow (See Appendix D) and programs were expanded. In 1963, after ten years of Arthur's leadership, and in the 50th Anniversary Year, Ferrum Junior College was accredited by the Southern Association of Colleges and Schools (Minutes of the Board of Trustees, Ferrum Junior College, 1961-1964, p. 240).

The final thrust catapulting Ferrum Junior College to a four year college came under the administration of Joseph T. Hart. Between the years 1970, when Hart took office, and 1976 when Ferrum College was awarded accreditation as a four-year college (Ferrum College Catalog, 1994-1995, p. 11), the school's curriculum and school-community relations were redesigned and reinforced. In many ways Hart completed the mission begun by Arthur to rescue the college from debt and despair.

Of the many significant events that aided the growth and development of Ferrum College, nothing was as significant as the leadership. The vision, courage, and faith of three leaders was as significant as the events they encountered.

Leadership

Ferrum College has been blessed with several capable presidents; some others were passive stewards of the school. Three leaders, Beckham, Arthur, and Hart, emerge as successful change agents. They shared traits common to success. They were administrators who focused on leadership where others were occupied with management. Each was an outstanding fund-raiser who was able to handle massive debt and accomplish astonishing feats. Beckham, Arthur, and Hart were also men of vision. They saw what others did not see, buildings where there were none, expansions when others said it shouldn't be done, and programs seemingly beyond their means. Finally, they were risk-takers, not reckless, but willing to go beyond the comfort zone into the uncertain. They were effective, efficient, and in control.

Dr. B. M. Beckham

Beckham served as first president and he served the longest. He was eager, resourceful, and dedicated. His management of the school and the extension schools that were later added by the Methodist Church (Ferrum Training School Catalog, 1920, p. 34) was noteworthy. By 1920, just six years after the opening of the school, nine buildings had been completed and 610 pupils were enrolled (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, pp. 54-55). When a larger church was needed for the school, Beckham was given permission to build it provided that he could raise one-third of the money

himself. He did it (B. M. Beckham, personal correspondence to Blankenship, March 21, 1950). Beckham traveled about speaking at churches and taking collections (See Appendix A). That was a slow and arduous task, but from it he received not only contributions but a feeling of ownership and responsibility for its success. His dedication was so complete that he offered to work at a reduced salary because, "He thought it was sufficient and it was entirely satisfactory to him" (Minutes of the Board of Trustees, Ferrum Training School, 1930-1935, p. 21). Dr. Beckham's service ended after twenty years of growth and expansion. His tenure was not always smooth and he was not without controversy. In the end, his autocratic style of leadership was challenged and the Board of Trustees agreed to reduce his power (Minutes of the Board of Trustees, Ferrum Training School, 1913-1929, p. 100), but the magnitude of his accomplishments and dedication for twenty years was not diminished.

Dr. C. R. Arthur

Dr. Arthur was the most daring of the three eminent presidents. He took a failing school and breathed life into it. While others were questioning the need for the school to exist, Arthur was planning a new, bigger and better school. He never entertained negative thoughts regarding the future of the college, he was too busy building a college.

After ten years as head of the college, in 1963-1964, it was reported that the assets of the school had increased ten-fold, to over five million dollars, the

annual budget was almost \$100,000 and enrollment had risen from 118 to 799. The faculty had more than doubled from 20 to 50 and six major buildings were constructed with plans for three more (Minutes of the Board of Trustees, Ferrum Junior College, 1961-1964, p. 240).

Arthur was a skilled fund-raiser. Many of the new buildings were named for wealthy benefactors who donated large sums of money; however, Arthur garnered support from many sources and a variety of campaigns. In 1969, reported gifts exceeded \$300,000 (Minutes of the Board of Trustees, Ferrum Junior College, 1969-1973, p. 19). This seems impressive when recalling that the school had operated at a loss in 1952; the credit of the school was in danger in 1953 for not having paid overdue bills; and that during Arthur's first term of office he was forced to borrow money to pay salaries and expenses for the upcoming years (Minutes of the Board of Trustees, Ferrum Junior College, 1952-1957, pp. 59-62).

In addition to being a skilled fund-raiser, Arthur was equally good at dealing with people. He had zero tolerance for student unrest, and he knew how to defuse disruptions. When faced with a volatile situation, he simply told the demonstrators that if they were dissatisfied with Ferrum Junior College they should leave. There were no negotiations and options were limited to staying or leaving. Arthur believed that Ferrum offered students opportunities that in the least should be appreciated. Although his manner was sometimes authoritative, it

produced an atmosphere that enhanced growth and insured cooperation (J. Corvin, personal interview with researcher, November 6, 1995).

Arthur was not abusive, he was being faithful to his vision and removing all obstacles to success. There are hidden costs to all ventures including building a college. For Arthur, it was often the democratic process. However, if one is a leader then one has an obligation to lead--not negotiate. Arthur was a strong leader and he was successful.

Dr. J. T. Hart

Hart's success was grounded in his ability to raise money and to foresee the need to expand Ferrum to a four year college. Few would have traded places with him. Not only did Hart's peers caution him against expanding to a four year program, the Board of Trustees of Ferrum Junior College and people at the Southern Association were opposed to the idea (J. T. Hart, personal interview with researcher, October 30, 1995). It took great courage to pursue an idea that was met with such resistance. Yet Hart was ahead of his time, and Ferrum College averted the conditions that eventually destroyed all but one private junior college in Virginia. The community college system was meeting the needs previously supplied by schools such as Ferrum College and Hart knew that it would just be a matter of time before private junior colleges would lose their academic niche. His vision was clear and it was accurate.

Another skill that was notable in all the successful leaders was their fund raising skills. Hart excelled in cultivating sources to finance programs and to reduce the massive debt that all the building of the sixties had produced. His ability to cultivate the "quiet money" was noted by a former member of the Board of Trustees (B. H. Ross, personal interview with researcher, November 11, 1995). As Ross noted, it is easy to solicit money for a project which will be visible and provide a public reward for the contributor, but Hart was also able to garner support for programs. He designed programs with a purpose, programs that were good and useful. He sold Ferrum College to contributors and they bought it with great pride. Hart was not overtly authoritarian. He often sold his ideas to one person at a time and they were good ideas. He liked to work behind the scene, out of the spotlight. Clearly this was an effective strategy during this era.

Successful Leadership

There are obviously many complex factors that determine one's success as a leader. The position and responsibilities one has at a particular time in history and how one reacts to situations that occur at critical times are factors that determine greatness. Any of the sincere, tireless and dedicated leaders of Ferrum might have become great leaders under different circumstances. Those who stand out in Ferrum's history are Beckham, Arthur and Hart.

Successful presidents at Ferrum were more focused on leadership than management. Beckham, Arthur, and Hart were successful leaders. They provided

strength to the college at critical times. Leadership sometimes comes from organizations. The Woman's Home Mission Society of the Virginia Conference of the Methodist Church provided the leadership and the funds to create Ferrum Training School. The Board of Trustees of Ferrum College has also exhibited leadership through its support of courageous presidents and decisiveness in times of peril.

A New Mission

The original mission of Ferrum Training School remains in spirit. The college always attempted to provide opportunities for a broad spectrum of students. Ferrum presented each student with the possibility to grow intellectually and personally. It provided for students who had only hope and promise to offer in exchange for opportunity. Ferrum College continued to share its belief that the goal of human life was to live with meaning and purpose. The means to achieve a complete life was found in the ideas of John Wesley, the founder of Methodism, and in the scripture, tradition, reason and experience of the church (Minutes of the Board of Trustees, Ferrum College, 1986-1988, p. 95).

The mission statement for Ferrum College, appearing in the 1994-1995 Catalog, continues the tradition that has guided it through eighty years of development.

Ferrum College is an undergraduate liberal arts institution founded on Christian principles and related to the United Methodist Church. It is our

mission to educate students in the disciplines of higher learning and to help them to be thoughtful and perceptive, to be articulate and professionally capable, and to be caring and concerned citizens of their community, nation, and world. We encourage students to appreciate excellence and to dedicate themselves to achieving it. Our campus environment supports service to others and the development of a personal code of values.

Toward these ends, we expect all members of the campus community to treat each other with compassion, to respect each other in the common pursuit of insight and discovery. (Ferrum College Catalog, 1994-1995, p. 6)

No one can foresee the future or insure that the Ferrum College will survive in an increasingly competitive higher education market, but if history is a predictor its chances are very good. This history is a study of faith, leadership, creativity, and persistence. It is not so much the story of a college, but of the people who made the college. Much can be learned from those who built a mission school and those who made it a college. It was faith that led to the development of a mission school; strong, creative leadership that sustained it, and perseverance which led to the development and survival of the school. This is a story of human tenacity.

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APPENDIX A
DR. BENJAMIN M. BECKHAM'S LETTERS

1. Includes much regarding the
growth of Ferrum College - Building.

2131 Sherwood Avenue, Roanoke, Va., March 21st., 1950.

Dear brother Elankenship,

Both of your letters were received yesterday. I too use the "hunt and peck" system, so you might as well prepare yourself for many mistakes.

I shall give you answers to your questions as far as I possibly can, but I have nothing to depend on except my memory, and that is a very poor dependence.

I. I received what preparation I had for college at New London Academy in Bedford County, having attended there two sessions. For three years following I clerked in a shoe store in Lynchburg. At the age of 19, I entered Randolph Macon College, September 1st, 1887. In June of 1891 I received the degree of Bachelor of Arts. I joined the Va., Conference in November 1891, and served as pastor two years before I returned to Randolph Macon, while serving West Hanover Circuit, and took the degree of Master of Arts in June 1895. In September of that year I entered Vanderbilt University, and was admitted to the Middle or Second year class because of the work I had done in seminary work under Dr. John A. Kern at Randolph Macon. While I was at Ferrum Randolph, ~~was~~ conferred on me the honorary degree of D. D., which was entirely complimentary, since I did no work on the degree in the way of studies.

I was a member of the Conference ten years^s prior to my marriage to Miss Nannie Sue Barrow, of Danville, Va., on the 19th of June, 1901, with whom I lived forty seven years. Her death occurred March 7th., 1948. I was married the second time to Miss Emma Kate Snider of Bonsack, Va.

II. The people of Ferrum donated a plot of fifty acres of Land, on which all the buildings now stand. Later a farm of 140 acres was bought from Rev. T. P. Duke and wife, just across the road from the tract donated by the community, and a farm known as the Beckner farm bordering on the railroad, and the Hollingsworth farm adjoining the land of Mrs. John Buckner. These made up a total acreage

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of nearly 500 acres. Since then other lands have been bought increasing the acreage owned by the college to more than 700.

The only building on the first tract of 50 acres was the frame building nearest to the public road to Ferrum at the southern extremity of the campus.

On the Duke farm the building used as a residence by the Duke family, and still in use, was there as it had been for many years. These two were the only buildings worthy of mention on all the lands bought by the institution.

The first building erected by the school was the boy's dormitory, which was built in 1914, by J. F. Pettyjohn and Company, of Lynchburg. But only two thirds of this building was put up that year. The southern unit was added in 1915. The first session of the school was opened in September 1914. The total enrollment was 99. The basement provided for the kitchen and dining room, and bed rooms for the boys. The first floor was used for class rooms, and the second floor for bed rooms for the teachers and the girls. The enrollment included day students as well as boarders, and the institution took over the work of the public school of the community, but made no charge for tuition.

In 1916 the boys dormitory was completed and the frame building, now occupied by the president was erected. The principal occupied this building as soon as it was completed, and it has served as the home of the head of the school ever since. This made it possible to use the house that was standing when the school started for a boy's dormitory, and gave more room for other purposes in the other building.

In 1917 the building now known as the Home Economics building was erected, and was used for a dormitory for boys in the beginning, but has been used for other purposes as required.

The rock in the concrete work of the boy's dormitory was brought to Ferrum by freight. But there were great quantities of rock on the farm, and these have been used for all concrete work for all subsequent needs. The first building

was put up, as stated, by contract. But it was manifest that it would be much less expensive to employ a foreman, who was experienced in building, to supervise the work, and to have it done by the boys of the school, as far as possible, with the help of such local labor as might be required. All buildings since then have been so constructed, and much has been saved to the school in this way.

The next building was the Administration building, which was erected about the year 1918. This was followed in a short time by the building of the girl's dormitory, now known as Robert's Hall, after Miss Lutie Roberts, who had much to do with the beginning of this enterprise, and of its continuance. This building cost about fifty thousand dollars.

The church, Schoolfield Memorial, was completed in 1924, at a cost of fifty thousand dollars, and was fully paid for when it was completed as was true of every building erected up to that time.

The Central heating plant was put up about 1930, and also cost about fifty thousand dollars also. But the depression was on at that time, and it was impossible to pay for this building at the time of completion. However, the debt was securely provided for and paid when the notes fell due.

III. Miss Adelaide Royall Trent, of Washington, was assistant principal of the school at its opening in 1914, and served as such for many years. Her sister, Miss Susie Trent was our music teacher, and another sister, Mrs. Nannie Harnsberger, was housekeeper. Miss Fannie Robinson, from the Northern Neck of Virginia also taught in the school. Miss Nellie Pace, of Ridgeway, Va., taught in the school longer than any other one person, and was unsurpassed as a teacher in every respect. Special honor and credit are due Miss Adelaide Trent, who poured out her life for the institution, and was and still is admired and loved by a great number of the student body, all indeed who were so fortunate as to be taught by her.

Rev. J. A. Chapman, D. D., was a teacher in the school, and later it's president. Professor Frank B. Hurt, for the past 20 years a Professor in Western Maryland College, at Westminster, Maryland, was a graduate of the school, and also a professor in the College Department. He is one of its most loyal and devoted friends.

IV. The territory which the founders had in mind included especially the more mountainous sections of the Danville District of the Virginia Methodist Conference, especially Patrick, Franklin, and Henry counties, as well as Floyd county, which was in the Holston Conference. However, the work of the school was not by any means confined to these counties, but included young people from other mountain counties, especially, Madison, as well as any section whether mountainous or not where were to be found youths who were needy and worthy, and at the same time unable to secure an education elsewhere. Ferrum opened its doors to such, when every other door has been closed.

V. In addition to the school at Ferrum, the trustees built six branch schools in remote places in the mountains, far from railroads, where schools and churches were needed.

These were located in four counties, namely Franklin, Patrick, Floyd and Madison. There was one in Franklin county located at Endicott, which is about 12 miles west of Ferrum. There were three in Patrick county. One was near Fairy Stone Park, and was known as the Heidelberg school, because Mr. and Mrs. Heidelberg, of Danville, gave the money to build it. They also gave largely to the library at Ferrum, and it bears their name. Another was known as the Pole Bridge school, the money for which was provided for by C. E. Williams of *Williams of Danville*. (Note) Please fill in this with the name of the man at Crews, who gave the money at your request. I do not recall his name.)

The third school in Patrick county was called Mountain View. It was located in the extreme western part of the county, on the very top of the mountain

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which is probably the highest in the county, and is only about three or four miles from the Floyd county line.

The school in Floyd was in the extreme eastern end of the county and only five or six miles from the Mountain View School. *at*

The sixth of the branch schools was in Madison county beyond Craiglersville and it was in a community where the conditions were as bad and the need as great as in any community where we worked.

These buildings were two story frame structures, with two school rooms on the first floor, with folding doors between them, so that this floor could be used for preaching services. On the second floor there were living apartments for the two teachers, who consisted of a man and wife wherever possible, but always of the best and most Godly teachers we could find. These schools were feeders to the school at Ferrum.

They were all in operation when I left Ferrum in 1934. I am not familiar with how or when they were disposed of.

There were three school belonging to the Episcopal church in ^{*part of*} the areas in which we operated, but two then have been closed, namely St. Peters, at Endicott, in Franklin county, and St. John, several miles north of St. Peters, in the same county. The school in Greene County known as the Blue Ridge school is still going on with its work.

With kind regards and every good wish, I am,

Sincerely yours,

D. M. Beckham

2131 Sherwood Avenue, Roanoke, Va., March 21st, 1950.

Dear brother Campbell,

Yesterday I received a letter from Rev. C. E. Flankenship, asking me for specific information about the school at Ferrum, which I have tried to answer as fully as I could. I am sending this paper to him, but with the understanding that it is to be used by you. I did not make but one copy, because I knew that you would see him soon, and could get and use the material.

I have before me the "Out line of the Project" and will try to give you the information you asked for except what I have already given as stated above.

I note that you already have such information as you will need as to the "Preparatory Phases," so I shall not write on that.

Part II. Educational Development.

1. Curriculum. In the beginning the course of study was identical with that of the first seven grades in the public schools, and also the first year of high school. This was gradually increased by adding a year more to the high school courses until we reached the full four years of high school instruction.

I was at Ferrum twenty one years, but was there for twenty sessions only, as we had no buildings and no school work at all my first year. We continued to offer four years of high school as well as the lower grades until about the year 1923, when we offered the first year of college courses, and the next year the second as well. We never went beyond the second year of college instruction, since the institution has attempted nothing beyond the work of a Junior College.

II. Growth of faculty. Naturally the growth of the faculty was determined by the matter of the development of the curriculum, and the growth of the student body. We started with an enrollment of 99, but this increased somewhat rapidly until we reached an enrollment at Ferrum of about 300, and in

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addition we had as our highest enrollment in the branch schools 600 students, making a total of approximately 700 students in the seven schools, as the highest enrollment. We did not of course have as many as this all the time after it reached this number, as the depression of the early thirties affected everything, including school attendance. This answers your question as the "growth of student body."

III. Material expansion:

a. Financial Structure. The school is and always has been the property of the Woman's Missionary Society of the Virginia Conference and of the Conference itself. There are seven women and fourteen men on the Board of Trustees, representing these two bodies.

When the school started there was no assessment on the Conference or the Society, but it was understood that it was to be supported entirely by voluntary contributions. The principal was instructed to travel over the Conference and speak at the churches and take collections, which he did. The response was gratifying beyond the expectations of the most sanguine friends of the school. All salaries were paid when due, and all farms when bought, and all buildings when erected, and it was not necessary to borrow any money until the depression of the thirties. It was finally decided to ask the Conference to make an assessment for the support of the school, and this was done, but as long as I was principal I continued to travel and speak. Much of the time I carried with me on the train a stereopticon and pictures of mountain life and of the institutions we had provided to improve them and showed these pictures at the churches where I spoke. I also showed them once at Lake Junaluska at the request of the General Board of Missions, as well as at sessions of the Conference and other conferences such as the Baltimore and ~~Maxcom~~ Tennessee.

b. Expansion of Grounds and Buildings. See my letter to Mr. Flankenship.

c. Development of Self Help Program.

From the beginning it was understood that no student was to be denied admission for lack of money, and none ever was. Students were expected to pay as much as they could in money, and to agree to do their part of the work of the institution, but in no case was the amount of work that was required to interfere with their studies.

The only help employed was to provide heads of departments, One man only was paid to oversee all the work on the farm and at the dairy. The boys milked, fed the ~~XXXXX~~ cows and hogs and horses, plowed and harrowed the fields, wheat planted and worked the corn and other crops, including large quantities of vegetables, many of which were canned for winter use. They also put in place ~~XXXXX~~ which they had brought from the cars in trucks and wagons coal for the kitchen, and in the beginning, and for years attended the electric motors that provide light, and also the pumps that provided water.

One woman was paid to superintend the cooking and the serving of meals. The girls worked in the kitchen, dining room, laundry, canning factory, and did the cleaning in the school building, and their dormitory as well.

After some years of experience in the matter of the finding of the best time for work, it was determined to keep one ~~XXXXX~~ group of the student body in school during the morning hours, while ~~XXXXX~~ another group worked, and to have them do their tasks in the afternoon. The next day the order was reversed. By this means the expense of running the institution was largely provided for, and yet the students did their full share of school room work as well.

This is the plan in effect at Madison College at Madison, Tennessee, one of the truly great self-help institutions in the nation.

Ferrum has made it possible for thousands of girls and boys to acquire an education, and preparation for higher living and larger service to the world, who would not have enjoyed these blessings otherwise.

Perhaps most important of all, Ferrum students came under very positive

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religious influence and instruction, and great numbers of them have been led into lives of great usefulness and service in the name of the Man of Galilee.

I hope you can make use of the above. If other questions arise in your mind that I can help you with let me know.

Sincerely yours,

B. M. McKim

P. S. I do not have a solitary catalogue of the school, nor any printed matter whatever.

The largest contributors were: Mr. R. A. Schoolfield, who gave largely to the building of the church which is named after him.

Mr. William L. Jones of Buffalo, N. Y., who gave us about fifteen thousand dollars; Mr. Benjamin Duke of New York, who gave \$4000.00 for the putting in of the water supply from the Jamison farm; Mr. and Mrs. Heidelbach of Danville, who gave largely to the library and to the branch school that bore their name; Mr. and Mrs. W. C. Ivey of Lynchburg, and their son. Mr. Edwin Ivey, who gave five thousand dollars with which to buy the pipe organ, which was apart from what his parents gave.

Mr. John P. Pettyjohn gave largely of his money and much of his time and service and influence. Ferrum had no better friend than he.

I sent a list of names of ministers in a former letter to Rev. C. E. Blankenship.

B. M. B.

APPENDIX B
STUDENT CONTRACT WITH FERRUM TRAINING SCHOOL
FERRUM TRAINING SCHOOL CATALOG, 1920

FORM OF CONTRACT WITH STUDENTS

This contract made this day of , 19 . . by and between the Ferrum Training School of Ferrum Virginia, party of the first part and of party of the second part.

WITNESSETH

That for and in the consideration of the fact that the party of the first part agrees to provide the party of the second part with tuition, table board, heat, lights and room furnished with everything except bedding and towels for a period of nine school months for the sum of \$ and further in consideration of the fact that this is \$ less than the actual cost of the School which is \$200.

Therefore, I, , hereby solemnly covenant and agree and pledge my honor and my sacred word of promise,

First. That I will not use tobacco or whiskey in any form while I am a student at the Ferrum School nor will I in any way secure them for any student of the School or have anything to do with them at all.

Second. I will not carry on any correspondence with one of the opposite sex without having secured the consent of the Principal of the School and of my parents or guardian.

Third. I will not write notes to one of the opposite sex nor will I carry such notes for my fellow students or have anything to do in any way with the passing of notes between boys and girls.

Fourth. I will not talk to one of the opposite sex any time or in any place except on such occasions as I am given the privilege of doing this by permission of the faculty.

Fifth. I will not consult a book or paper, written or printed matter, of any kind, either of my own or someone else's, when I am reciting my lessons or standing a test or examination but will depend entirely upon my memory and my knowledge of the subject on such occasions. I heartily agree that cheating on examination is stealing.

Sixth. I will not use any profane or vulgar language at any time or in any place, whether I am in the presence of those of the opposite sex or of those of my own sex only, but will bear in mind at all times that such language is degrading and dishonorable and is never used by a lady or gentleman.

Seventh. I will not steal money or anything else of any kind from my fellow students or from my teachers or any one else. Nor will I take possession of anything of any sort that is not my own.

Eighth. I will never tell an untruth, no matter what it may cost me of suffering or shame to tell the truth as it is.

Ninth. I will not study my lessons on the Sabbath day but will ever bear in mind that this is God's day and will try to keep it holy, as He commands.

Tenth. I will not contract debts at the stores in the village.

Eleventh. I will not keep firearms or any deadly weapons of any description about my person or in my room.

Twelfth. I will never absent myself from any of my classes unless it is absolutely necessary that I should.

Thirteenth. I will not play cards, nor any other game of chance.

I also solemnly promise and pledge my word of honor:

First. That I will do everything in my power to come to school on the opening day of the session and remain until session closes.

Second. That I will do everything in my power to attend school every session until I graduate if my scholarship is continued.

Third. That if I should think it necessary on account of my health to stop school, I agree that the School physician shall say whether I am well enough to continue at school or not.

Fourth. That if I think it necessary for me to leave school for any other reason I will submit my reason to the faculty and abide by their decision.

Fifth. If I should leave school without permission I hereby give up all the benefits of my scholarship and will give the School my interest-bearing note for the amount of the scholarship used up to the time of my leaving.

Sixth. I will prepare for every recitation, test or examination I have, as well as I am capable of doing and will be a faithful and diligent student.

Seventh. I agree to work on an average of at least two hours each day of the school session for the School and I will report only as much time as I have actually worked, and will pay ten cents per hour for the time I fail to work.

Eighth. I agree to work for the School days during my vacation at such time as the Principal may need me and if I fail to work this number of days I hereby agree to pay the School at the rate of seventy-five cents per day for every day I fail to work.

Ninth. I will pay \$1 for the wear and tear of the School property and fifty cents for such medicine and attention for a nurse as I may need.

Tenth. I will provide my own cloths, books, bedding, and towels. I will have my eyes and teeth attended to, if necessary, before I enter school.

Eleventh. I will pay the School such amount as I agree to pay; one-half when I enter the School and the other half at the beginning of the second term.

Twelfth. I will cheerfully take up whatever studies the faculty may assign me and I will not drop any of my classes at any time without the full permission of my teachers and the Principal of the School.

Thirteenth. I will attend the chapel services every day and I will also attend Sunday School and preaching services on Sunday.

Fourteenth. I will come to my meals and classes promptly upon the ringing of the bell and will not put the housekeeper or anyone else to any trouble at any time, that I can possibly avoid.

Fifteenth. I will take no part in any attempt at hazing my fellow students nor will I mistreat any of them at any time or in any way.

Sixteenth. I will not appropriate for my private use any of the dishes, or other property belonging to the School, nor will I break or damage the School property in any way, but will do everything in my power to preserve it.

Seventeenth. I hereby acknowledge and agree that it is right and just that I should be punished by demerits, by the withdrawal of privileges, by extra work, or in any other way that may seem wise to the faculty for a violation of these rules, and that I should be excluded from a place in the School if I persist in failing to observe them. (Ferrum Training School Catalog, 1920, pp. 30-33)

APPENDIX C

FERRUM'S ACADEMIC STATUS as described by DR. B. M. BECKHAM

A TRUE STORY THAT READS LIKE A ROMANCE

In September, 1914, less than eleven years ago, a school opened its doors in the mountains for the first time. There was one unfinished building, and 99 pupils were enrolled during the session. There are now six branch schools, besides the principal one and 662 pupils are receiving Christian Education at the hands of 25 well-trained and consecrated teachers. About 600 of the 662 students pay nothing, because they have nothing to pay. The others pay only a part of their actual expenses for board and tuition.

The School gave its students for the session of 1924-25 \$41,000.00 in addition to what they paid. The sum total given the students since the organization of the school is well up in the hundreds of thousands of dollars. Has this money been wisely expended? Have the results justified the investment? The purpose of this paper is to answer this question.

The best way certainly, if not the only way to show what an enterprise has done is to point out specific results. There is no thought of humiliating any of our students, and none of them, we are sure, will feel this way about it. Poverty is no dishonor, and those deserve all the more credit, who, in spite of its handicap, rise above it to positions of influence and usefulness, as so many of these students have done.

This school ranks with the very best high schools in the State, and is so recognized and accredited by the State Board of Education. Her graduates can enter unconditioned any college or university in the nation. Within the past eight years 143 of her students have received diplomas of graduation at her hands. Besides these, thousands of individual students who have not taken the full course leading to graduation, have been blessed by her influence and instruction.

. . . .

The income to the school from pastoral charges is about one-fourth of the expense of operating, but assistance is derived from the Woman's Missionary Society, from scholarships, and from private subscriptions and bequests, and in this way the work, under the blessing of Almighty God, goes on in its mission of mercy to those who would not otherwise have had an opportunity. Ferrum has fitted them for and inspired them to higher achievement in the building of the Kingdom of God upon the earth.

Ferrum covets the prayers, sympathy and support of all who love God and their fellowmen.

This tract will be furnished free of charge upon application, in any quantity, to anyone who will be kind enough to distribute them. Address the undersigned.

B. M. Beckham,
Principal.

Ferrum, Virginia
May, 1925

APPENDIX D

ENROLLMENT*

FERRUM TRAINING SCHOOL - FERRUM COLLEGE

SCHOOL YEAR	ENROLLMENT	SOURCE OF INFORMATION
1914-15	99	The Virginia Conference Annual, Nov. 17-23, 1915, p. 87.
1915-16	197	Minutes of the Board of Trustees, 1914-1929, Nov. 14, 1916, p. 29.
1916-17	119	Minutes of the Board of Trustees, 1914-1929, Dec. 3, 1918, p. 43.
1917-18	199	Minutes of the Board of Trustees, 1914-1929, Dec. 3, 1918, p. 43.
1918-19	450	Minutes of the Board of Trustees, 1914-1929, June 14, 1919, p. 45.
1919-20	610	Minutes of the Board of Trustees, 1914-1929, June 1, 1920, p. 53.
1920-21	574	Minutes of the Board of Trustees, 1914-1929, May 25, 1921, p. 65.
1921-22	512	Minutes of the Board of Trustees, 1914-1929, May 30, 1922, p. 71.
1922-23	624	Minutes of the Board of Trustees, 1914-1929, April 19, 1923, p. 76.
1923-24	650	The Virginia Conference Annual, Oct. 17-23, 1923, p. 98.
1924-25	541	Early Records: 1920-25 Scholarships, pp. 30-34.
1925-26	650	Minutes of the Board of Trustees, 1914-1929, May 10, 1927, p. 91.
1926-27	652	The Virginia Conference Annual, Nov. 10-14, 1927, p. 100.
1927-28	642	Minutes of the Board of Trustees, 1914-1929, May 17, 1928, p. 94.
1928-29	660	Minutes of the Board of Trustees, 1914-1929, May 29, 1929, p. 97.
1929-30	600	Minutes of the Board of Trustees, 1930-1935, June 3, 1930, p. 8.
1930-31		Information not available
1931-32	550	The Virginia Conference Annual, Oct. 28-Nov. 2, 1931, p. 101.
1932-33	143	Minutes of the Board of Trustees, 1930-1935, May 16, 1933, p. 23.
1933-34	163	Minutes of the Board of Trustees, 1930-1935, May 16, 1934, p. 23.
1934-35		Information not available

1935-36	110	Minutes of the Board of Trustees, Unbound document, Oct. 20, 1935, p. 3.
1936-37	157	1936-37 Ferrum Training School Yearbook, "The Beacon"
1937-38	158	1937-38 Ferrum Training School Yearbook, "The Beacon"
1938-39	239	Minutes of the Board of Trustees, 1939-1944, May 29, 1939, p. 62.
1939-40	258	The Virginia Conference Annual, Oct. 16-21, 1940, p. 81.
1940-41	230	The Virginia Conference Annual, Oct. 15-20, 1941, p. 90.
1941-42	170	The Virginia Conference Annual, Oct. 13-16, 1942, p. 78.
1942-43	110	Minutes of the Board of Trustees, 1945-1952, June 8, 1948, p. 135.
1943-44	112	Minutes of the Board of Trustees, 1945-1952, June 8, 1948, p. 135.
1944-45	157	Minutes of the Board of Trustees, 1945-1952, June 8, 1948, p. 135.
1945-46	127	Minutes of the Board of Trustees, 1945-1952, June 8, 1948, p. 135.
1946-47	169	Minutes of the Board of Trustees, 1945-1952, June 8, 1948, p. 135.
1947-48	115	Minutes of the Board of Trustees, 1945-1952, June 8, 1948, p. 135.
1948-49	182	Minutes of the Board of Trustees, 1945-1952, Sept. 29, 1949.
1949-50	171	The Virginia Conference Annual, 1950, Oct. 19-23, 1950, p. 91.
1950-51	122	Minutes of the Board of Trustees, 1945-1952, Nov. 20, 1951, p. 129.
1951-52	120	Minutes of the Board of Trustees, 1952-1957, June 10, 1952, p. 5.
1952-53	118	Minutes of the Board of Trustees, 1961-1964, Exhibit 10, April 16, 1964, p. 240.
1953-54	179	Minutes of the Board of Trustees, 1952-1957, Oct. 18, 1955, p. 82.
1954-55	176	Minutes of the Board of Trustees, 1952-1957, Oct. 18, 1955, p. 82.
1955-56	187	The Virginia Conference Annual, June 11-14, 1956, p. 118.
1956-57	199	Minutes of the Board of Trustees, 1952-1957, Jan. 7, 1957, p. 115.
1957-58	201	Minutes of the Board of Trustees, 1958-1961, Oct. 6, 1959, p. 73.
1958-59	329	Minutes of the Board of Trustees, 1958-1961, Oct. 6, 1959, p. 73.
1959-60	367	Minutes of the Board of Trustees, 1958-1961, April 19, 1960, p. 113.

1960-61	507	Minutes of the Board of Trustees, Unbound document, May 4, 1961, p. 9.
1961-62	646	Minutes of the Board of Trustees, 1961-1964, Jan. 4, 1962, p. 37.
1962-63	799	Minutes of the Board of Trustees, 1961-1964, Exhibit 10, April 16, 1964, p. 240.
1963-64	763	1963-64 Ferrum Junior College Yearbook, "The Beacon"
1964-65	873	Minutes of the Board of Trustees, 1964-1966, Oct. 8, 1964, p. 17.
1965-66	1159	Minutes of the Board of Trustees, 1966-1969, Sept. 29, 1966, p. 5.
1966-67	1034	Minutes of the Board of Trustees, Unbound document, Sept. 29, 1966, p. 4.
1967-68	931	Minutes of the Board of Trustees, Unbound document, Oct. 26, 1967, p. 2.
1968-69	1136	The Virginia Conference Annual, 1969, p. 210.
1969-70	1126	Minutes of the Board of Trustees, Unbound document, Oct. 28, 1969, p. 2.
1970-71	1226	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1971-72	1175	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1972-73	1219	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1973-74	1151	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1974-75	1226	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1975-76	1301	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1976-77	1344	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1977-78	1511	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1978-79	1546	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1979-80	1634	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1980-81	1589	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1981-82	1615	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1982-83	1639	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1983-84	1577	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1984-85	1580	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.

1985-86	1337	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1986-87	1272	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1987-88	1132	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1988-89	1206	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1989-90	1238	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1990-91	1208	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1991-92	1211	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1992-93	1234	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1993-94	1127	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1994-95	1124	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.
1995-96	1093	Document provided by the President's Office, Ms. Felicia Woods, Feb. 8, 1996.

*Includes extension school enrollments, 1915-1936.

APPENDIX E

CONSTRUCTION OF BUILDINGS

<u>BUILDING</u>	<u>DATE OF CONSTRUCTION</u>	<u>SOURCE OF INFORMATION</u>
John Wesley Hall	1913	Ferrum College Self Study, 1980
President's House	1913	Ferrum College Self Study, 1980
Beckham Hall	1913	Ferrum College Self Study, 1980
Home Economics Building	1917	Beckham's Letter of March 21, 1950
Nowlin's Mill Ext. School	1917	Ferrum Training School Catalog, 1920
Harris Extension School	1918	Ferrum Training School Catalog, 1920
Pole Bridge Extension	1918	Ferrum Training School Catalog, 1920
Trinity Extension School	1920	Ferrum Training School Catalog, 1920
Heidelback Extension School	1920	Ferrum Training School Catalog, 1920
Dairy Barn	Date Unknown	Ferrum Training School Catalog, 1920
Roberts Hall	1921	Ferrum Training School Catalog, 1920
Steam Laundry	1921	Board of Trustees, 1913-29, p. 66.
White Cottage Infirmary	1924	Board of Trustees, 1913-29, p. 81.
Schoolfield Chapel	1924	Ferrum College Self Study, 1980
Richeson Infirmary	1939	Ferrum College Self Study, 1980
Britt Hall	1950	Ferrum College Self Study, 1980
Franklin Hall	1960	Ferrum College Self Study, 1980
Roland P. Riddick Hall	1960	Ferrum College Self Study, 1980
Susannah Wesley Hall	1961	Ferrum College Self Study, 1980
William P. Swartz Gymnasium	1963	Ferrum College Self Study, 1980
Garber Hall	1964	Ferrum College Self Study, 1980
James A. Chapman Hall	1964	Ferrum College Self Study, 1980
Bassett Hall	1965	Ferrum College Self Study, 1980
Fieldhouse	1967	Ferrum College Self Study, 1980
Adams Stadium and Ball Field	1969	Ferrum College Self Study, 1980
Stanley Library	1970	Ferrum College Self Study, 1980
Vaughn Memorial Chapel	1970	Ferrum College Self Study, 1980

APPENDIX F

MAJOR EVENTS IN THE HISTORY OF FERRUM COLLEGE

- 1911 Permission attained from the Woman's Home Mission Society to operate a school in the mountains of Virginia
- 1913 Ferrum, Virginia selected as the location for the school and land was purchased.
Beckham appointed principal.
Construction began.
- 1914 Ferrum Training School opened.
- 1917 Extension Schools opened.
- 1926 Junior College experiment approved.
- 1929 Junior College abolished.
- 1933 Beckham resigned.
Carter appointed principal.
- 1935 Carter resigned.
Chapman appointed president.
- 1937 Extension Schools closed.
- 1940 Junior College status approved.
Name changed to Ferrum Training School and Junior College.
- 1941 Ferrum Training School and Junior College accredited by the State Board of Education
- 1943 Chapman resigned.
Derby appointed president.
- 1948 Derby resigned.
Davis appointed president.
- 1950 Name changed to Ferrum Junior College.
- 1952 Davis resigned.
Emrich appointed president.
- 1954 Emrich resigned.
Arthur appointed president.
- 1955 High School Division closed.
- 1963 Junior College accredited by Southern Association of Colleges and Schools
- 1970 Arthur died.
Hart appointed president.
- 1973 Blue Ridge Institute established.
2 + 2 structure established (Bachelors degree program in selected areas).
- 1976 Ferrum College accredited as a four year college by Southern Association of Colleges and Schools.

APPENDIX G

PERSONAL INTERVIEWS CONDUCTED

Mrs. N. B. Bradley - October 18, 1995
Dr. Jack Corvin - November 6, 1995
Mr. Freddy Dunnings - March 24, 1996
Mr. Mark T. Gibson - March 19, 1996
Mr. Peter Guerrant - December 10, 1995
Mrs. H. Guilliams - December 12, 1995
Dr. J. T. Hart - October 30, 1995
Mr. Gary Hunt - November 3, 1995
Mr. Hank Norton - December 11, 1995
Mr. T. R. Richardson - October 22, 1995
Mr. B. H. Ross - November 11, 1995
Mr. B. W. Thompson - November 30, 1995
Ms. Rhonda Tyree - November 8, 1995
Mr. S. R. Webb - December 11, 1995
Mr. Darrel Windom - November 8, 1995
Dr. W. H. Wray - November 3, 1995

VITA

Carolyn Pilla Nolen graduated from the University of Virginia, Charlottesville, Virginia, with a B.S. Degree in Social Studies in the Spring of 1981. After teaching in Albemarle County, Virginia, for three years, the family moved to Franklin County, Virginia, where Nolen continued to teach and earned a Masters Degree in Administration and Supervision at Virginia Polytechnic Institute and State University, Blacksburg, Virginia, in 1988.

In 1989, Nolen became a Coordinator of Gifted Education for Franklin County. She was appointed Co-Regional Director for the Piedmont Regional Odyssey of The Mind and also served as an Executive Board Member of the Virginia Association for Education for the Gifted in 1992.

Carolyn is married to C. B. Nolen, Jr., Ed.D., and they have two children. A son, Captain Claude Buford Nolen III, who is married to Elisabeth Beyer Nolen, M.D., and a daughter, Stacy Nolen Volles, R.Ph., who is married to David Frederick Volles, Pharm.D., BCPS.


Carolyn Pilla Nolen