

**HISTORY OF VIRGINIA CONGRESSIONAL DISTRICT  
AGRICULTURAL HIGH SCHOOLS**

by

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## **(ABSTRACT)**

Most research studies of American agricultural education begin with an overview of the events leading to the passage of the Smith-Hughes Act of 1917. By doing so, researchers have neglected an important, foundational era of agricultural education.

With the passage of the Morrill Acts of 1862 and 1890, states began establishing land-grant colleges to provide instruction in the scientific method of agriculture. However, the faculty found that students attending the colleges were ill prepared for collegiate level agricultural courses.

At the same time, there was increased interest in agricultural education due in part to the establishment of the land-grant system and later the development of a national system of experiment stations. This interest, coupled with a strong national movement to improve secondary education, provided the incentive to for educational leaders to campaign for secondary agricultural education. Hence, the movement for Congressional district agricultural schools began.

The state legislatures of Alabama, Georgia, and Virginia established a

system of Congressional district agricultural schools. The states of Arkansas and Oklahoma set up similar systems. These schools only lasted a short time but had a great influence on the development of agricultural education, cooperative extension, and public education in general.

The purpose of this dissertation is to document the establishment and accomplishments of Congressional district agricultural schools in the United States with an emphasis on Virginia. An overview of the agricultural schools in states other than Virginia is provided. The events leading to the development of such schools in Virginia are described as well as the statutory establishment. Finally, the researcher has described the 11 Virginia Congressional district agricultural schools and their accomplishments are documented.

A careful review of related material was conducted. The major outcomes of this study are as follows. First, the study provides historical documentation of the Virginia Congressional district agricultural schools. Secondly the study explores the strong programming partnership that developed between extension and the Congressional district agricultural schools in Virginia. Lastly, the study highlights the importance of the Congressional district agricultural schools in the foundational development of the public school system, the cooperative extension program, and vocational education in Virginia.

## **Dedication**

This dissertation is dedicated to my family. First I thank my husband, Tim, without whom school, work, and family would be impossible. I know, without a doubt, that I have been blessed with the most caring and supportive partner on earth. Tim, thank you for the sacrifices that you have made and the encouragement you gave, which kept me going.

My children Laura, Alison, Caroline, and Heath are to be commended for their love and patience throughout the development of this project. Laura and Alison, my hope is that by witnessing my struggle you also will develop passion for education. And I want to assure you that there really is an end. You don't have to attend college your entire life. I want to thank Heath and Caroline for all the hugs and smiles, which made every step a little easier.

I want to thank my grandmother, India McNeely who has inspired me throughout my life. Grandma, thank you for the gifts which you have given me. You taught me to work hard and you instilled in me strong values and my love of agriculture. I regret that this work has taken so much of our precious time together. You are such a remarkable lady.

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## **CHAPTER 1**

### **INTRODUCTION**

Most research studies of American agricultural education begin with an overview of the events leading to the passage of the Smith-Hughes Act of 1917. By doing so, researchers have neglected an important, foundational era of agricultural education.

With the passage of the Morrill Acts of 1862 and 1890, states began establishing land-grant colleges to provide instruction in the scientific method of agriculture. However, the faculty found that students attending the colleges were ill prepared for collegiate level agricultural courses. Hence, the colleges were forced to teach elementary level courses (Williams, 1944). Some of the colleges even established secondary schools in order to prepare students for college entry (Thompson, 1965).

Due in part to the establishment of the land-grant system, farmers' institutes (public farmers' meetings) spread to many states between 1862 and 1885 (True, 1889). With increased interest, the colleges started forming experiment stations and the campaign for a national system of experiment stations was launched (True, 1889). This campaign resulted in the passage of the Hatch Act in 1887.

The Hatch Act provided for the establishment of experiment stations at each of the land-grant colleges. The combination of the Morrill Acts and the Hatch Act created a great deal of interest in agricultural education for youth and adults alike.

During the same time period, there was a national movement to improve secondary education by making the curriculum more practical, and, thus more useful to a greater number of students (Inglis, 1924). Furthermore, since few secondary schools were available for poor rural youth, there was an added incentive to campaign for secondary agricultural education (Woody, 1924). Hence, the movement for Congressional district agricultural schools began.

Only the states of Alabama, Georgia, and Virginia established true Congressional district agricultural schools. Arkansas and Oklahoma set up district agricultural schools, which were similar in purpose. However, Arkansas divided the state into four agricultural districts and established a school in each one. Oklahoma was unique in that its district agricultural schools were based on the Supreme Court judicial districts rather than Congressional districts (Stimson & Lathrop, 1954). There were 27 counties in Oklahoma so the judicial districts encompassed approximately seven counties each as compared to an average of 12 counties in a Congressional district of the other three states.

Although the Congressional district agricultural schools lasted only a short time, they had a great influence on the development of agricultural education, cooperative extension, and public education in general.

The Congressional district agricultural schools set the stage for teaching agriculture and home economics in public high schools. In addition, it is interesting to investigate the apparent connection between the Congressional district agricultural schools and the writing and passage of the Smith-Hughes Act.

It is worth noting that the cooperative extension program was developing during the same time frame as the Congressional district agricultural schools. This study will outline the strong programming partnership which existed between the land-grant college and the Congressional district agricultural schools. Early extension-type work, including farm demonstrations, short courses, and responding to general agricultural requests, carried out in part by the Congressional district agricultural schools, led to the development of cooperative extension as we know it today. The study will document the development of the forerunners of the 4-H club organization at the Congressional district agriculture schools as well as supervised project work.

Interestingly, faculty in Congressional district agricultural schools taught regular secondary classes along with specialized training in agriculture, domestic

sciences, and manual training. These schools paved the way for the comprehensive high school and were not much different than the charter schools that are being discussed today.

The Congressional district agricultural schools were expected to be models for other secondary schools (Barrows, 1920). As such, they served to train teachers for rural schools. The schools were also encouraged to become the center of the community, hosting a wide variety of community activities (Round, 1913).

Ironically, the passage of the Smith-Hughes Act led to the decline of the Congressional district agricultural schools. Most of the schools eventually became county high schools with agricultural and home economics departments (Williams, 1944).

### **Purpose and Objectives**

The major purpose of this study was to document the establishment and accomplishments of Congressional district agricultural schools in the United States with an emphasis on Virginia. Objectives were:

1. To document the establishment and provide an overview of Congressional district agricultural schools in Alabama, Arkansas, Georgia, and Oklahoma;
2. To describe the events and circumstances which led to the development of Congressional district agricultural schools in Virginia;

3. To document the statutory establishment of Congressional district agricultural schools in Virginia;
4. To provide a comprehensive description of the 11 Congressional district agricultural schools in Virginia and their accomplishments; and
5. To draw implications from Congressional district agricultural schools for agricultural education and cooperative extension.

### **Rationale for the Study**

Public secondary education was not readily available to rural Virginia youth during the early 1900s. The 11 Congressional district agricultural schools in Virginia were the first publicly supported high schools with specific appropriations to teach agriculture (Crosby, 1913). These schools provided secondary education for rural youth until a secondary public education system was developed in Virginia.

As far as can be determined, the documentation of the development, accomplishments, and the eventual merging of the Virginia Congressional district agricultural schools with county high schools has not been collected and recorded in one place. Therefore, it would be beneficial to compile this information for those who are interested in the history of public education, agricultural education, and cooperative extension in Virginia.



The study is important in explaining the underlying reasons for vocational education being taught in public secondary schools. It was also deemed important to further explore the curriculum offered by these schools so that comparisons can be made with the present public secondary schools.

It is hoped that the investigation of the early partnerships between the schools and cooperative extension will help explain the need to continue to nurture and build partnerships between Virginia Cooperative Extension and the public schools. The study is of further importance to Virginia Cooperative Extension because Virginia 4-H history to date documents only the development of community 4-H clubs and neglects the development of school-based 4-H clubs.

Lastly, it is interesting to document the commonality between the development of agricultural education and cooperative extension in the state. Since the beginning of both organizations, it has been questioned whether or not the two should be operating as one educational organization.

### **Definition of Terms**

**Agricultural school or secondary agricultural school**—a special institution, separate from the traditional academic high school of the period being studied, that had as its main purpose that of providing secondary instruction in agriculture, domestic sciences, and manual training.

**Public support**—the financing of the institution by a state and/or local government.

**Academy**—a private institution that gave instruction in the classics, higher mathematics, and the sciences (physics, chemistry, and botany) and was generally known as a “classical school” (Heatwole, 1916).

**Elementary school** and **common school**—terms used synonymously for the first eight grades of public education.

**Cooperative extension**—an educational program that provides instruction and practical demonstrations in agriculture and home economics to persons through field demonstrations, publications, and youth club work (Epsilon Sigma Phi, 1987). Extension-type work had its origin in 1906 under Dr. Seaman A. Knapp. Cooperative extension was federally funded under the Smith-Lever Act of 1914 (Heatwole, 1916).

### **Limitations of the Study**

This was a historically-based study, which depended upon the collection and examination of materials from many different sources. For this reason, the probable failure to find important items, which may have had an influence on the study, was a major limiting factor.

Every effort was made to keep researcher bias to a minimum. Many of the

documents used were not written to be historical accounts. Thus, some researcher interpretation was necessary.

### **Methodology**

Historical research methods were utilized to accomplish the objectives of the study. Both primary and secondary sources were utilized to obtain the needed information. One of the major primary sources was original correspondence of Joseph Eggleston, who was the first elected state superintendent of public instruction in Virginia from 1906 until 1912 when he became the seventh president of Virginia Polytechnic Institute (now known as Virginia Tech). In his role as president, Eggleston served as the first Virginia Extension director. The files of Dr. Eggleston can be found in the special collections of the Newman Library of VA Tech. All personal correspondence cited in this study can be found in the Eggleston collection. Other primary sources included a taped interview with Lyle Kinnear (author of *The First 100 Years: A History of Virginia Polytechnic Institute and State University*), original circulars from the Congressional district agricultural schools, mass media publications, texts of state legislation, reports by state departments of education, and reports of the United States Office of Experiment Stations. Secondary sources included United States Department of Agriculture publications, United States Department of Education publications,

books, and journal articles.

In order to locate relevant information, numerous searches were conducted using First Search on the World Wide Web. In addition, local Extension offices were contacted as well as local historical societies and school systems. In all cases, one local contact led to another and eventually material relevant to this study was located.

A careful review of related material was conducted in order to insure internal and external validity. Each document was examined in terms of language and writing style to determine if it was typical of the style used during the time period being examined.

When possible, original documents were used. The majority of those used in this study were found in the Library of Congress, the National Education Library, the Library of Virginia, the special collections and storage facility of the Newman Library of Virginia Tech, and in appropriate local historical archives. Only dated and authored manuscripts were selected for review when conducting the study. In addition, reviewing a wide variety of sources provided greater accuracy and understanding of the material.

## **Organization of the Study**

The study is organized into five chapters. Chapter 1 provides an introduction and relevant background information. Chapter 2 presents the national perspective of Congressional district agricultural schools including Alabama, Arkansas, Georgia, and Oklahoma. Chapter 3 provides a description of the events which led to the development of Congressional district agricultural schools in Virginia. Included in this chapter is a brief history of education in Virginia prior to the establishment of Congressional district agricultural schools, a description of the campaign for the establishment of these schools, and the documentation of the enabling legislation leading to the establishment and the support of Congressional district agricultural schools. Chapter 4 provides a complete description of each of the Virginia Congressional district agricultural schools and their accomplishments, and a map showing the location of each. In chapter 5, a general summary with findings which are relevant to cooperative extension, is provided in the form of a manuscript ready for submission for publication.

## **CHAPTER 2**

### **THE NATIONAL PERSPECTIVE: CONGRESSIONAL DISTRICT AGRICULTURAL SCHOOLS**

Only five states, Alabama, Arkansas, Georgia, Oklahoma, and Virginia, established Congressional district schools. The schools lasted only a short time, but they had a profound influence on the public comprehensive high school. These secondary agricultural schools started in the late nineteenth century and continued until the 1920s and 1930s. The schools were usually four year schools based on six, seven, or eight years of elementary education (Thompson, 1965).

#### **Influential Groups and Events**

Many events and groups had an influence on the establishment of Congressional district agricultural schools. Therefore, it is appropriate to examine these forces.

#### **Manual-Labor Schools**

New York manual-labor schools were one of the early attempts to include vocational education in the secondary curriculum between 1825 and 1840. The purpose of these schools was to help disadvantaged youth secure an education by devoting a part of their time to actual labor in the fields or shops (True, 1899). The work was to be a part of the students' education. According to True (1899), this

attempt was a failure.

### Private and Public High School Development

Many private schools that offered vocational classes were developed between 1845 and 1850 and were quite successful (True, 1899). The majority of these were located in New York and Connecticut (True, 1899).

As the high school became entrenched in America, its curricula remained rigid and its purpose became more college preparatory (Inglis, 1924). This was even more evident in the South, where very few rural youth had the opportunity to attend secondary school, especially the poor (Hillison, 1990). The curricula of the high school at that time usually consisted of English, foreign languages, mathematics, natural sciences, and history (Inglis, 1924).

There was a call for high schools and colleges to be more practical and efforts were made throughout the second half of the nineteenth century to add vocational subjects. However, most of these efforts failed, except those in the cities (Inglis, 1924). True (1899) expressed the sentiment that the college courses were too classical:

While it is true that the sciences had begun to make their way into schools and colleges in this country prior to 1862, it is also a the fact that for the most part the American colleges were institutions maintaining a single classical course, which must be rigidly followed by all students desiring to graduate. (p. 169)

The Morrill Act of 1862 made it possible for the states to establish schools of higher education to instruct students in the scientific methods of agriculture, and to receive grants of federal lands to support these schools (Williams, 1944). As the colleges were established, the faculty found themselves having to instruct on a very elementary level since many of the students lacked the background that was needed. Therefore, the colleges started setting up their own publicly supported secondary agricultural education departments (Williams, 1944). Out of necessity, the colleges developed the first secondary level agricultural curriculum and tried to push it down into the schools below college level (Thompson, 1965). True reported that by 1899, little had been done in the United States toward the establishment of secondary agricultural schools (True, 1900).

### Agrarian Movement

During this time period, farmers believed that they were not getting their share of the national income so they started forming local and national groups. This effort is commonly called the Agrarian Movement. Several of these groups campaigned for support for education of rural people. These groups included the Grange Movement in the 1860s and 1870s, the Greenback Movement in the late 1870s and early 1880s, the Farmers' Alliance in the late 1880s, and the Populist Party in the 1890s. The National Grange played an important role in popularizing



agricultural colleges among the farmers and advocating education at all levels for farmers (Thompson, 1965). By 1860, state agricultural and horticultural societies had been formed in 10 states and three states had established state boards of agriculture (True, 1899).

In 1841, an attempt was made to form a national agricultural society. This effort failed; however, 11 years later (1852), leaders of 12 state agricultural associations met and formed the United States Agricultural Association (True, 1899).

#### Development of the United States Department of Agriculture

In 1839, Congress appropriated \$1,000 for purposes such as the collection of agricultural data and disbursing seeds. This eventually led to the formation of the United States Department of Agriculture in 1862 (True, 1899). The United States Department of Agriculture (USDA) played an important role by encouraging the addition of agricultural and home economics departments to existing high schools (USDA, 1898).

#### **Call for the Development of Secondary Agricultural Schools**

According to Butterfield (1920, p. 111), high schools in the early 1900s were referred to as the “people’s college.” General high schools of the time, while not readily available to rural youth, created interest among rural people in

education above the elementary level. All of these activities, in combination with the experimentation of separate agricultural schools in several European countries had a positive influence on the movement for the Congressional district schools. By 1890, many people advocated specialized secondary schools for agriculture and other vocational training (Woody, 1924). In the *Yearbook of Agriculture*, True (1902) called for state taxation for public schools to provide equal opportunities for education. He also promoted the consolidation of rural schools (True, 1902). The Annual Report of the Office of Experiment Stations (USDA, Office of Experiment Stations, 1908) stated that at the time there was a growing sentiment in all parts of the country in favor of secondary schools of agriculture to train young men for the business of farming and to fill the gap between the rural common schools and the colleges of agriculture. This was also evident in the speech given by President Theodore Roosevelt at the opening of the 60<sup>th</sup> Congress.

In his message the President said:

Our school system is gravely defective in so far as it puts a premium upon mere literary training and tends therefore to train the boy away from the farm and the workshop. Nothing is more needed than the best type of industrial school, the school for mechanical industries in the city, the school for practically teaching agriculture in the country (USDA, Office of Experiment Stations, 1908, p. 286).

### **Establishment of Congressional District Agricultural Schools**

A Congressional district agricultural school was a specialized school which offered a chance for better supervision and the opportunity to hire better trained teachers at a better wage (Butterfield, 1920). Thus, the teachers could specialize in certain subjects. In addition, the teachers lived at or near the school and thus took a greater role in community leadership.

In most cases, the state supported the schools and the localities provided the land and the buildings. Each school had farms ranging in size from 5 to 200 acres (Thompson, 1965). Also, in each state the competition among localities for the Congressional district schools was very high and liberal bids of money and land were proposed (Barrows, 1920).

Subsequent legislation provided that the Congressional schools be tied to the State Agricultural College and that local extension work be conducted by the schools (Round, 1911). This legislation had a major impact on the Congressional schools since the college then became interested not only in assisting, but also in supervising the schools. In addition, with extension work, the school became the center of the community (Round, 1911). The schools were then used for community meetings, short courses, farmer's institutes, adult education classes, and fairs. These programs were usually conducted with the aid of lecturers and

demonstrators from the state agricultural colleges and experiment stations (Knapp, 1909). The schools also conducted corn shows, field demonstrations with growing crops, and orchard spraying demonstrations (Knapp, 1909).

The schools themselves were modern and had labs and shops. The farm buildings were constructed by the students (Barrows, 1920; USDA, Office of Experiment Stations, 1912). Because of the rural area, poor roads, and lack of transportation, most of the schools provided dormitories for students (Lathrop, 1922).

A review of the literature revealed that the prevailing purpose of the schools was to provide secondary instruction in agriculture, domestic sciences, and manual training. Agriculture was introduced into the rural school as a means of expanding agricultural knowledge and also to educate youth through scientific methods. For example, it was easy to teach math through weights and measures used in agriculture and to teach chemistry using milk (Crosby, 1906). Thus, the lesson was made relevant and interesting to the student. Another purpose that arises in the literature is that of the Congressional district schools being models for other high schools (Barrows, 1920; Round, 1913). In addition, it appears that the schools were to be a branch experiment station of the state agricultural colleges (Barrows, 1920; Round, 1913). It is also worth noting that the Congressional

district schools trained teachers for the elementary schools (Stimson & Lathrop, 1954; Hillison, 1990).

Students were to have completed six, seven, or eight years of elementary education prior to entering the Congressional district school. Boys were to be at least 14 years of age and girls at least 13 (Barrows, 1920). A rationale for the difference in ages could not be located. Both girls and boys attended in about the same ratio. Registration was not restricted to the Congressional district in which a student lived (Barrows, 1920; Code of Virginia, 1919). Some students came from other districts and in some cases other states (Hillison, 1988).

Surprisingly, the majority of the faculty members held a bachelor's degree. It was recommended that the faculty be made up of the following: the principal who should also be an agricultural instructor; a teacher of agriculture; a teacher of science; a teacher of mathematics and farm mechanics; a teacher of English and history; a teacher of domestic science; and a matron (Crosby & Lane, 1916). Barrows (1920) stated that the principal shall be an intelligent farmer and by arrangement with the state agricultural college will spend ½ of his time doing local extension work. In addition, during the summer, the principal was to visit the homes of each student. Mary Inge, who was a 1915 graduate of the Appomattox School, recalled that the principal was also a teacher and had a bachelor's degree.

She said that students referred to him as Professor Crawley (Hillison, 1988).

The Congressional district schools provided a broad education and included classes, labs, and farm experiences. The course of studies included all classes typically found in regular high schools plus the vocational studies. While the primary aim of the farm was education, in some areas farm products provided finances for the school and/or the student. Students were required to work a certain number of hours, and after that they earned money (Barrows, 1920). Work preference was given to students who financially needed it most (Barrows, 1920). In addition, work was provided for the girls in canning, dormitory maintenance, and other domestic activities.

Since many of the students lived at the school, extra-curricular activities were provided (Barrows, 1920). Therefore, the students enjoyed literary societies, YMCA, athletics, and school socials. In addition, new agricultural clubs such as the Corn, Garden, and Tomato Clubs were initiated. These clubs were established with the cooperation of the demonstration workers, the county superintendent of public instruction, and the rural teachers (Knapp, 1910). Students carried on project work under the supervision of a local leader, who was usually the local school-teacher (Thompson, 1916). Clubs were organized at any school that showed an interest and they created unbounded enthusiasm with the general public

(Knapp, 1912). In addition to these activities, the students were also required to attend chapel which included simple services of nonsectarian character (Barrows, 1920).

In 1889, Alabama became the first state to establish Congressional district agricultural schools (Barrows, 1920). The establishment of these schools steadily increased until 1909 when the new establishment began to decline (Thompson, 1965). This decline could be credited to several factors. During this time there was a large surge in the establishment of general high schools. Thus, secondary schools would be more readily available to rural students and also more convenient. In 1890 there were 2,771 public high schools in the United States (True, 1903). Just 10 years later, in 1900, there were 6,318 such schools (True, 1903). Additionally, most existing high schools had begun to add agricultural and domestic science departments (Thompson, 1965).

The 1917 passage of the Smith-Hughes Act gave the final impetus for the addition of agricultural and home economics departments in most of the high schools in the United States. Many of the Congressional schools continued to be called agricultural schools during the 1920s and the 1930s. However, after the need for their existence ended, Congressional district agricultural schools usually became comprehensive high schools (Williams, 1944).

Interestingly, the purpose of the schools seemed to change over the course of their existence. E.V. Hollis, principal of the First Congressional District School in Georgia (Forty-ninth Annual Report, 1920), best summarized this:

The agricultural schools have had a painful and costly task finding their place in the educational system of the State. At first, they looked upon themselves and were looked upon as little agricultural colleges, supposed to carry on the technical instruction and research common to these institutions. Later, those who shaped their policies made them into common college preparatory high schools, with agriculture playing something of the same part that the veriform appendix plays in the body. After more than ten years of blind trails and error experiment the schools have determined their work and started at it in dead earnest. In limiting our major activities to training boys for the occupation of successful farming, girls for the vocation of homemaking, and both for the profession of rural teaching we are aiming to do well the vital educational task allotted us from the many kinds of education offered by the great commonwealth of Georgia (p. 273).

### **Congressional District Agricultural School Establishment in Specific States**

To provide a better understanding of the Congressional district agricultural schools, a brief overview of their establishment in each of the states, excluding Virginia, is provided. Specifics on the Virginia Congressional district agricultural schools will be presented in chapters 3 and 4.

In each of the five states, legislation provided for the establishment and funding of the Congressional District Agricultural schools. Each state, however, differed on the aim of the schools and the timing of legislation.



## Alabama

On February 28, 1889 the legislature of the State of Alabama passed an act establishing two branch agricultural experiment stations and agricultural secondary schools making it the first state to establish Congressional district schools (Acts of the General Assembly of Alabama, 1889). Alabama continued to expand the system over the next several years. The Alabama state legislature then passed an act which established one school for each Congressional district for a total of 11 Congressional district agricultural schools (Thompson, 1965).

In 1912, nine of the schools were in operation and were located in Jackson, Evergreen, Abbeville, Sylacauga, Wetumpka, Hamilton, Albertville, Athens, and Blountsville (True & Crosby, 1912). In 1908, the legislature of Alabama increased the appropriation for each of the district agricultural schools from \$2,500 to \$4,000 annually (USDA, Office of Experiment Stations, 1909). Again in 1911, the Alabama legislature increased the annual appropriation for each school to \$7,500 (USDA, Office of Experiment Stations, 1912). Of this appropriation, \$750 had to be expended on experiment station work by each school (U.S. Bureau of Education, 1913).

As of 1902, the Alabama schools were still a combination of elementary and high schools in which general education was given along with a limited amount

of agricultural instruction (True, 1903). The curriculum in the Alabama schools appeared to be more classical than scientific. However, the farm experiments were carried out quite frequently and with good results (Thompson, 1965).

The Alabama legislature established a special board to oversee the Congressional district agricultural schools. The board was made up of “the commissioner of agriculture and the directors of the Agricultural Experiment Station at Auburn, Alabama and five progressive farmers, who are actually engaged in cultivating red pine lands . . . ” (Acts of the General Assembly of Alabama, 1889, p. 1036).

#### Arkansas

In Arkansas, the general assembly passed legislation in 1909, which required all persons teaching in the public school system to teach elementary agriculture and horticulture in their classrooms (Stimson & Lathrop, 1954). In the same year, the Arkansas General Assembly passed the Bellamy Bill, which appropriated \$160,000 for the establishment and maintenance of four district secondary agricultural schools. There were 17 to 20 counties in each of the districts of the state (Stimson & Lathrop, 1954).

According to the Bellamy Bill, the schools were to teach agriculture, horticulture, and textile manufacturing. In 1911, reported enrollment in the district

agricultural schools was 670 (USDA, Office of Experiment Stations, 1912). The Arkansas schools were closer to being true agricultural schools than those established in other states in that the academic curriculum did not take precedence (Barrows, 1920).

The district schools were established at Jonesboro, then at Russellville, followed by Magnolia, and finally at Monticello. The school in each district was governed by a board of five trustees made up of “intelligent farmers,” appointed by the Governor for a term of 10 years (United States Bureau of Education, 1913, p. 20). According to the same report, the board could fix enrollment rules to equalize attendance from each county. They could also limit the number to suit the capacity of the school, but could not charge tuition (United States Bureau of Education, 1913).

### Georgia

In 1906, Georgia, patterning its system after Alabama, set up agricultural schools in each Congressional district of the state. Act number 448 stated that these schools shall be branches of the state College of Agriculture, a department of the University of Georgia (Acts of the General Assembly of the State of Georgia, 1906). Localities had to furnish not less than 200 acres of land for the school farm (True, 1929). Electric lights, water, and sewage disposal was provided for each

school free of charge for a period of five years (Barrows, 1920).

By 1909, all 11 districts had created district agricultural schools (USDA, Office of Experiment Stations, 1910). During the 1908-09 school year, 1,001 students were enrolled in the district agricultural schools. These students were charged from \$6 to \$10 a month for board and the actual cost of board averaged \$6.30. The students were paid about 10 cents an hour for productive labor and with the allowance made were able to attend one of the schools for nine months for a net cost of \$50 to \$60 (USDA Office of Experiment Stations, 1910). The school farms averaged 280 acres each and the students were required to work 36 hours per month (Barrows, 1920). Extra work hours were based on financial need (Lane & Crosby, 1916). The schools received proceeds from the state oil and fertilizer taxes (Leake, 1915). The University of Georgia placed a farm demonstrator at each of the schools to direct farm demonstrations in the territory and at the school (Lane & Crosby, 1916).

Barrows (1920) reported that the school located at Monroe had two agriculture instructors. The instructor with experience related the textbook materials to farm experience. However, the agricultural students in the other class were involved in recitation by taking turns reading from the textbook.

Schools were located at Americus, Monroe, Barnesville, Powder Springs,

Clarksville, Statesboro, Tifton, Carrolltown, Madison, Granite Hill, and Douglas (Georgia Department of Education, 1908). The Georgia schools operated under the supervision of the Board of Trustees of the University of Georgia (Acts, 1906). The local board of trustees consisted of one member from each county in the Congressional district. The board was to be appointed by the Governor for a six-year term (U.S. Bureau of Education, 1913).

### Oklahoma

It is interesting that in the very first session of the Oklahoma legislature in 1908, a bill was passed which provided for the establishment of six district secondary agricultural schools. Oklahoma was unique among the five states in that the districts were actually Supreme Court judicial districts rather than Congressional districts (Stimson & Lathrop, 1954). At that time there were 27 counties so each Supreme Court judicial district was comprised of 6 or 7 counties.

These schools were to provide instruction in agriculture, mechanical arts, domestic science, and economics, but not excluding “the common-school branches, languages, manual training, manufactures, the sciences, and other necessary studies, as subjects in the industrial course” (USDA, Office of Experiment Stations, 1909, p. 275). The Act also provided for the establishment of farmers’ short courses in each of the schools. Each school was to have not less

than 80 acres of land provided for without cost to the state for an experimental farm.

The appropriation for the first two schools was \$20,000 each for buildings and \$12,000 each for maintenance (USDA, Office of Experiment Stations, 1909). One-fourth of the maintenance fund for each school was to be expended in developing agricultural experiments in the field, barn, orchard, shop, and garden (USDA, Office of Experiment Stations, 1910). In 1912, five of the district schools were to receive an appropriation of \$17,000 each and \$19,000 each the next year. The other school, being recently built and serving the smallest district, was to receive \$11,000 and \$13,000 respectively (USDA, Office of Experiment Stations, 1913).

In reviewing the literature, it appears that the Oklahoma schools did not receive the amount of public support enjoyed by the other states with Congressional district schools (Barrows, 1920; Stimson & Lathrop, 1954). Citizens were less likely than in other states mentioned to tax themselves in order to support the schools nor did the communities rally to provide financial support by other means. The schools were located in the following locations: Goodwell, Warner, Tishomingo, Lawton, Helena, and Broken Arrow.

The Oklahoma schools were under the general management of a “State commission of agricultural and industrial education” (United States Bureau of Education, 1913, p. 20). This commission consisted of the State superintendent of public instruction, the president of the State board of agriculture, and the president of the Oklahoma Agricultural and Mechanical College (United States Bureau of Education, 1913).

### **Chapter Summary**

In the late nineteenth and early twentieth centuries, Congressional district agricultural schools were established in response to a national agricultural education movement. While only five states set up a system of this kind, lasting only a short time, the schools had a profound influence on public comprehensive high schools. In addition, these schools provided a boost for vocational education and extension education in the United States.

At the forty-eighth annual meeting of the National Education Association in 1910, Dick Crosby summarized his views concerning the advantages of special agricultural high schools in contrast to offering agricultural classes in regular high schools. His remarks offer a good general summary of the reasoning behind the establishment of Congressional district agricultural schools. He offered the following list (Crosby, 1910, p. 1107):

1. They stimulated interest in and helped to get agricultural instruction in the rural schools.
2. They served as vocational links between the common schools and the college.
3. They prepared teachers for the rural schools.
4. They gave a more thorough practical training than could be given in the regular high school.
5. They relieved colleges of secondary work.
6. They served farming communities better than regular high schools by giving short courses, extension classes, and by carrying out experiments.
7. They specialized in the predominant agricultural product of their particular area.



### **CHAPTER 3**

## **EVENTS LEADING TO THE DEVELOPMENT OF CONGRESSIONAL DISTRICT AGRICULTURAL SCHOOLS IN VIRGINIA**

In order to understand the concept of Congressional district agricultural schools, it is necessary to briefly examine the history of education in Virginia prior to their establishment.

### **Virginia Educational History Prior to 1862**

Prior to 1862, Virginia's educational history can be characterized as an aristocracy. This was best summarized by Paul Monroe's introduction to Heatwole's book (Heatwole, 1916, p. x):

For the first three quarters century of our national existence Virginia's educational problem was more complicated than that of most of her sister states. In politics she had accepted a democratic government while her society was organized on an aristocratic basis. A system of human slavery was also included which hindered any radical modification of the actual social structure by the new political theories.

The people who were in power believed that only the wealthy needed to be educated. At this time, there was a strong upper class with a great deal of power and a large lower class. Hence, trying to sell the idea of a free public school was a slow and tedious process. The "free schools" that existed were viewed as pauper schools. The poorer class, out of pride, refused the free school as an act of charity. The aristocrats on the other hand viewed public schools as a social handout for

dependents (Heatwole, 1916, p. 101).

Thomas Jefferson often promoted the idea of providing general education of the masses. However, for the most part others did not listen to his pleas. Jefferson first proposed a plan for public education in 1779, and the General Assembly considered his proposal several times (Buck, 1952). In 1796, the assembly passed the first section of Jefferson's proposal, which called for a system of primary schools. However, the assembly amended the bill in such a way as to defeat its purpose. The amendment called for the local courts to hold an election for an alderman, through which the process would start. The courts never set elections and no schools were established. Jefferson was quoted as saying, "The members of the courts are wealthy members of the counties . . . they consider it to be a plan to educate the poor at the expense of the rich" (Buck, 1952, p. 27).

Despite public apathy, in 1810 the Virginia legislature set up a fund for schools which became known as the Literary Fund (Buck, 1952). This fund helped to promote the idea that the state should support free schools. In 1811, the legislature defined the purpose of the Literary Fund as that of providing schools for the poor (Heatwole, 1916).

From 1810 to 1818, there was growing interest in education across Virginia. In 1818, Jefferson's efforts to establish a university for the state resulted

in the formation of the University of Virginia (Heatwole, 1916).

From 1818 to 1846, several Christian colleges were established and found great public support. However, with the state concentrating on the colleges, the free public school idea was ignored. During the period of 1840 to 1845, there was a great deal of discussion concerning public education (Buck, 1952).

In 1846, the assembly passed three acts in an attempt to satisfy all sections of the State. The first of these acts was intended to provide county school systems. The existing schools were to become incorporated into the new system (Buck, 1952). As with all three acts, the question of taxing to support the schools was left up to the locality. The second act, which was not mandatory, was for the establishment of a district public school system (Heatwole, 1916). The last of the acts was passed as a special act to make already established district systems free. The problems with all three were essentially the same: no school buildings or equipment; no funds for hiring competent teachers; a reluctance by parents to give up control of their children to state controlled schools; and a lack of direction (Heatwole, 1916).

Due in part to the passage of these three acts, 13 prominent men were asked to form a volunteer state department of education to work with local associations to gain public support for taxation for schools (Buck, 1952). This

group outlined a plan to improve education across the state and made significant progress (Heatwole, 1916).

In 1856, an educational convention was held in Richmond with a follow-up session in 1857. The purpose of the convention was to discuss the status of education (Buck, 1952). At the convention, Governor Henry A. Wise gave several appeals for the taxation to fund free schools (Buck, 1952). Buck (1952) also reported that in 1861, every county had a school superintendent and a board of commissioners and that each county had prepared a report of expenditures from the Literary Fund. Just as the state was starting to make strides toward the establishment of a system of public education, the Civil War broke out.

The war had a devastating effect on education in Virginia. During the Civil War, illiteracy rose sharply in the state. This, coupled with the fact that a large portion of the freedmen were illiterate, created a grim picture of education in Virginia (Heatwole, 1916).

### **Virginia Educational History 1862 to 1900**

Under a new constitution in 1869, there was a provision for a complete system of public education (Heatwole, 1916). The act of Congress by which Virginia was readmitted into the Union in 1870 established a board of education. Also established were the elected position of superintendent of public instruction, a

uniform system of free education, a system of normal schools, and the option to create agricultural schools. Further, textbooks and school furnishings were required to be consistent across the state (Heatwole, 1916). The law went on to spell out how the General Assembly should run the school system and that the General Assembly must make the present Literary Fund perpetual. This act did not provide for secondary instruction (Kinnear, 1952). The Rev. Wm. H. Ruffner was appointed by the legislature as the first superintendent of public instruction in 1869.

As the new system of public education was introduced, the public became more supportive (Buck, 1952). However, during the period of 1870 to 1879, the legislature had been diverting a large amount of the school funds to other projects (Heatwole, 1916). In doing so, the school system was nearly ruined. Teachers were owed large sums of money, schools were closing, and attendance was dropping sharply. In the election of 1879, the public sent a number of friends of education to the legislature and by 1880 the problems were under control (Heatwole, 1916). Afterward, new schools were being established in record numbers and school enrollment was increasing at a steady rate (Buck, 1952).

From the period of 1870 to 1886, the vast majority of public schools were elementary schools. During this time, several localities added academies. By the

turn of the century there were at least 25 such schools in operation (Kinnear, 1952). These schools were privately funded and locally controlled. The academies, also known as classical schools, had a very literary curriculum (Heatwole, 1916). Therefore, as the first public high schools developed, they too developed a classical approach. In addition, the majority of the secondary schools were established in the cities (Kinnear, 1952).

In 1875, the general assembly adopted an act to encourage the teaching of “higher branches” (secondary school subjects) in the public schools (Acts, 1874 - 1875). However, very little action was taken on this until after 1900, as the state was rebuilding socially and economically from the devastation of the war (Kinnear, 1952).

### **Influence of Agricultural Societies**

Agricultural societies were the first groups to organize for the purpose of agricultural education in Virginia (Kinnear, 1952). The agricultural societies were farmer groups, which first started meeting to exchange ideas and to provide leadership in social and political arenas. During the period of 1800 to 1840, the societies were made up mostly of wealthy farmers who were also outstanding leaders (Kinnear, 1952). The Virginia agricultural societies aimed to disseminate agricultural information to the public (Kinnear, 1952).

In 1836, the societies held a convention during which the group decided to request that the legislature form a State Board of Agriculture. In 1839, this bill was introduced (Kinnear, 1952). It did not pass, but in 1841, the General Assembly adopted an act which established the board (Farmers' Register, April, 1841). The board was not able to gather needed support and the act was repealed in 1843 (Kinnear, 1952).

After this defeat, the societies turned their attention to forming a statewide agricultural society which was ultimately formed in 1845 and was known as the Virginia State Agricultural Society (Kinnear, 1952). The Virginia State Agricultural Society sought to bring together the diverse agricultural interests across the state. At first the society failed. However, after reorganization in 1852, the group made significant progress in agricultural education (Kinnear, 1952). The group hired a field agent to travel the state to promote the work of the group and membership in agricultural societies (Kinnear, 1952). By this time, the societies were attracting the middle class farmer.

The agricultural societies held farmer meetings at different farms, shared the latest technology with each other, conducted agricultural experimentation, published agricultural columns, and inaugurated the system of agricultural fairs (Kinnear, 1952). By the outbreak of the Civil War, the agricultural societies had

generated a great deal of support for agricultural education in the state (Kinnear, 1952). In addition, the societies had lobbied for many years for a college which offered a practical agricultural curriculum (Kinnear, 1952).

### **Establishment of the First Virginia Land-Grant College**

The Morrill Act of 1862 provided for the establishment of land-grant colleges in each state. In Virginia, a lively debate concerning the use of the land-grant monies ensued. The discussion centered on whether the agricultural college should be an addition to an existing institution or a new institution altogether (Kinnear, 1952). Some 20 schools rallied for a portion of the funds (Kinnear, 1952).

In the end, it was decided to establish a new college. The belief was that a separate institution would be better able to insure that the education provided would be practical and that the farming and mechanical class would truly be served (Kinnear, 1952). However, with the Civil War in process, Virginia would have to wait to take action on the land-grant college.

When the war had ended, the discussion was taken up almost immediately. As a result, in 1872, Virginia established as its land-grant college the Virginia Agricultural and Mechanical College (presently known as Virginia Tech).

The Morrill Act prescribed that the land-grant colleges were to teach



branches of learning that are related to agriculture and the mechanic arts, but not excluding classical studies (US Statutes at Large, Vol. 12, p. 503). In addition, the act stated that the land-grant colleges should promote the liberal and practical education of the industrial class. Since the majority of the population in the state at this time were farmers and mechanics, the school became the center of much interest (Heatwole, 1916). During the first few years of the institution, the students were poorly prepared for the college classes, so it was necessary to teach secondary and even elementary classes (Heatwole, 1916). We must keep in mind that at this time the elementary system was just getting started and the secondary system did not exist at all.

In 1886, the General Assembly passed an act establishing an agricultural experiment station in conjunction with the land-grant college which was to be maintained by the Congress of the United States (Kinnear, 1952). However, the experiment station did not start operation until 1888 when funding was available under the federal Hatch Act of 1887 (Buck, 1952; Kinnear, 1952).

As the agricultural program developed at the college, farmers began to realize the need for increased agricultural education. They too came to realize that there was a huge gap between elementary schooling and what was expected of the students entering the college (Kinnear, 1952).

### **Virginia Education - The Early 1900s**

During the first decade of the twentieth-century, Virginians became extremely enthusiastic about education (Buck, 1952). The Southern Educational Movement was described by several authors (Buck 1952; Heatwole, 1916; Kinnear, 1952) as the group which had the most influence in refocusing the state on educational issues. The first meeting of the group was held at Capon Springs, West Virginia in 1898. The primary aim of the group was to cultivate support for public education (Buck, 1952). The 1901 meeting in Winston-Salem, North Carolina resulted in the development of the Southern Education Board whose purpose was to become the mouthpiece for promoting public education (Heatwole, 1916). One of the men who was very active in this program was Joseph Eggleston, Jr., who had a great impact on the Virginia educational program as he later became the State Superintendent of Instruction and eventually the President of the Virginia Agricultural and Mechanical College (presently known as Virginia Tech).

In implementing its plan in Virginia, the Southern Education Board appointed two men, George Tucker and Robert Frazier, to travel the state to campaign for better school facilities (Kinnear, 1952). Among the people to be visited were the members-elect of the constitutional convention, who were scheduled to convene in June of 1901 (Heatwole, 1916).

During the early 1900s, elementary schools were growing in numbers and the demand for high schools was beginning to gain momentum. The opportunities to obtain a secondary education were very limited at the turn of the century. Heatwole (1916) reported that at the time only four percent of whites and about seven-tenths of one percent of African-Americans enrolled in the public high school courses. Many of these courses were taught as an addition to the elementary school curriculum (Heatwole, 1916). Citizens were demanding more high schools to increase opportunities for a college education and to prepare elementary school teachers for rural schools (Buck, 1952).

At the same time, the need for agricultural education was being discussed by educational leaders in many circles including publications such as the *Southern Planter*. An example of this can be found in the August 1902 edition, in which the *Southern Planter* printed excerpts from a paper presented by Professor C.C. James. Professor James expressed the opinion that the agricultural colleges were necessary, but that the prime necessity of the time was for agricultural instruction on the primary and secondary levels (James, 1902). Again in the August 1904 issue, the *Southern Planter* acted as an advocate for agricultural education (Travelers' Protective Association, 1904, p. 560):

The movement to secure an agricultural education through the public schools of the country is steadily increasing. . . . Children

should be taught to farm as they are taught in France and Denmark in the public schools and farm training schools should be established by the local, state, and national governments.

The impact of the growing agricultural awareness in Virginia was realized when several people spoke on behalf of industrial and manual schools at the constitutional convention (Biennial Report, 1901-1902, 1902-1903). In 1902, Virginia adopted a new constitution. In the constitution were several items that promoted public education. The one of most interest to this study stated that “The General Assembly may establish agricultural, normal, manual, and technical schools and such grades of schools as shall be for the public good” (Heatwole, 1916, p. 312). This provision became the legal foundation for subsequent agricultural education legislation.

The other educational provisions of the new constitution revolutionized education in Virginia. In 1903, Governor Montague called together a group to decide how to carry out the educational goals laid out in the constitution. As a result, the Cooperative Education Association was formed in 1904 with the following objectives (Heatwole, 1916, p. 314):

1. Nine months of schooling for every child
2. High schools within reasonable distance of every child
3. Well-trained teachers
4. Agricultural and industrial training
5. Efficient supervision
6. Promotion of libraries
7. Schools for the defective and dependent

8. Citizens' educational associations in every county and city

The first task of the Cooperative Education Association was to make a tour of the state in the interest of better education (Kinnear, 1952). This tour has become known as the famous "May campaign" of 1905. Heatwole (1916) described the campaign as remarkable:

Never was a state so bombarded in the interest of any cause. Men spoke in the remotest communities. Candidates of both political parties and for all offices turned aside from national questions to the earnest advocacy of an adequate school system for the state. Preachers found a fresh application of the principles of religion. Editors gave their editorial and their news columns for the dissemination of knowledge and the inspiration of the people. College presidents and professors in state and private institutions found new fields for useful labor. . . . three hundred addresses [were delivered] in ninety four counties at one hundred different meetings. Two hundred thousand pages of educational literature were issued and fifty citizen school associations were organized. All this was done in thirty days (p.315).

The success of this campaign assured that the General Assembly would act on the educational components of the new state constitution. When in 1906, Joseph D. Eggleston, Jr. was elected as the State Superintendent of Public Instruction, he immediately started presenting a plan for educational improvement based on the "May Campaign" (Kinnear, 1952).

### **The Push for High Schools and Industrial Training Under Eggleston**

The first act passed during Eggleston's term of great significance to this study was the Mann High School Act of 1906. This act permitted and made a \$50,000 appropriation for free public high schools throughout the state (Acts, 1906). The provisions of the Mann High School act encouraged localities to raise money for support of the high schools. As a result, communities across the state began working toward the establishment of high schools (Kinnear, 1952).

Soon after the passage of the Mann Act, Dr. Eggleston took the opportunity to praise it and to make the following recommendation in his biennial report (Biennial Report, 1905-06, 1906-07):

I recommend that the General Assembly enlarge this appropriation and add to the present act a feature permitting the State Board of Education, under proper restrictions, to establish in not exceeding six of the public high schools, agricultural education, manual training, and domestic economy. These subjects should be introduced in only a few schools at the start, in order that the work may be carefully supervised and nurtured. (p. 24)

This recommendation generated many editorials in newspapers, and magazines, and caught the attention of many agricultural leaders throughout the state. The Virginia Journal of Education (October, 1907), for example, stated:

One scarcely takes up a magazine today in which there is not some discussion of important educational problems. Education for the masses and for the classes is the chief thought of the age. Judging from the opening of the twentieth century, it will probably go down in history as the "Age of Educational Movements." Among the

foremost of these movements is the tendency to introduce agriculture into the schools. Our own State Board of Education is interested in this movement. . . . (p. 38)

Professor Andrew Soule, who was the former director of the Virginia

Agricultural Experiment Station, wrote a letter to the editor of the *Southern Planter* (February, 1908). In this article, Soule suggested that Virginia set up an agricultural program in the high schools similar to the plan of Congressional district agricultural schools in Georgia.

Eggleston himself wrote several articles in an apparent attempt to gain support for agriculture being taught in high schools (Kinnear, 1952). In an article published in the *Virginia Journal of Education* (February, 1908), Eggleston outlined legislation needed to provide a few agricultural high schools in order to create a demand for agricultural education across the state.

The Virginia Farmers Institute adopted the following resolution at their 1906 annual meeting in Roanoke and published it in the *Southern Planter* (August, 1906, p. 629):

In our opinion, the agitation for the teaching of agriculture in the public schools of Virginia is along right and rational lines, and meets with our approval.

Another bill passed in 1906 allowed local school boards to borrow money from the Literary Fund in order to build schools (Acts, 1906). This act, known as the Williams Building Act, made it possible for several localities to improve their

school buildings.

### **Legislation for Congressional District Agricultural Schools**

When the Virginia legislature convened in January 1908 the legislators had heard both sides of the debate on agricultural high schools. The chief argument against the schools was the desire to offer only a classical education for youth. Proponents argued for a more practical education in agriculture which was the leading industry of the state. However, when a bill for the teaching of agriculture in public high schools was introduced in the House in February of 1908, it was overwhelmingly defeated (Kinnear, 1952).

However, only a month passed before Mann introduced a short amendment into the section of the appropriations bill that was providing increased appropriation to the high schools. The amendment reads as follows (Acts, 1908, chapter 284):

Twenty thousand dollars [of the proposed one hundred thousand] shall be devoted to the establishment of departments of agriculture, domestic economy, and manual training in at least one high school in each congressional district of the state, to be conducted under such rules and regulations as the State Board of Education and the President of the Virginia College of Agriculture and Polytechnic Institute may prescribe (p. 420).

The appropriations bill passed both houses on March 14, 1908. Therefore, the first legislative step toward teaching agricultural education in the public high schools



had been taken. With the amendment partially hidden in the appropriations bill, many agricultural education researchers have overlooked this piece of legislation as the legal basis for agricultural education in high schools (Kinnear, 1952).

Virginia had patterned its legislation after the Alabama Congressional district agricultural high school system. However, in contrast to Alabama and Georgia, Virginia provided for the maintenance of a department of agriculture, domestic science, and manual training (U.S. Bureau of Education, 1913). In essence, there was a regular high school with a Congressional district vocational department.

The first task placed upon the Virginia Board of Education under this legislation was the selection of the schools in which the departments of agriculture, domestic economy, and manual training would be established. It is not clear what standards would be used to select these schools or how the rules by which to govern them would be established. The Virginia Board of Education appointed four of its members to the committee to locate the Congressional district agricultural high schools and to make recommendations to the Board as to the locations of the Congressional district agricultural schools (Minutes State Board of Education, 1908).

Interestingly, before the legislation had even gone into effect, several

communities began to lobby through letters and representatives to establish a Congressional district agricultural school (Minutes State Board of Education, 1908). In at least four of the Congressional districts, localities began raising money feverishly in an attempt to have one of the schools located in their community (Agricultural High Schools in Virginia, 1908). According to the same article, money, land, and buildings were made immediately available for the schools.

On June 27, 1908 the Virginia Board of Education voted to establish departments of agriculture, domestic economy, and manual training at the following locations:

First Congressional District - Hampton, Elizabeth City County

Fourth Congressional District - Burkeville, Nottoway County

Fifth Congressional District - Elk Creek, Grayson County

Seventh Congressional District - Middletown, Fredrick County

Eighth Congressional District - Manassas, Prince William County

Tenth Congressional District - Appomatox, Appomatox County

An additional school in Chatham was approved for the Fifth District provided that both of the schools could meet the requirements of the State Board of Education (Minutes State Board of Education, 1908). However, as far as can be determined the school at Chatham was never established and as will be seen later

the fifth district added another school.

In November 1908, the Virginia board of education approved the addition of three more schools (Minutes State Board of Education, 1908, p. 374):

Second Congressional District - Driver, Nansemond County

Third Congressional District - Chester, Chesterfield County

Ninth Congressional District - Lebanon, Russell County

In June of 1909, New London in Bedford County became the Congressional agricultural high school for the sixth Congressional district (Minutes State Board of Education, 1909). Finally, a second school for the Fifth Congressional district was added for the 1912-13 school year at Turbeville in Halifax County. See Figure 1 for the location of each school.

In his 1908-09 report, Dr. Eggleston, State Superintendent of Public Instruction, explained that only six of the Congressional agricultural schools had been operational the first year and the courses were only partially ready (Report of the Superintendent of Public Instruction, 1908-09). He went on to recommend that the legislature meet the evident needs by (pp. 18-19):

Increasing the yearly appropriation to each school from \$2000 to \$3000,

1. Providing special funds for buildings and equipment, and
2. Making an appropriation to each school for extension work in the district.

# Virginia Congressional District Agricultural Schools

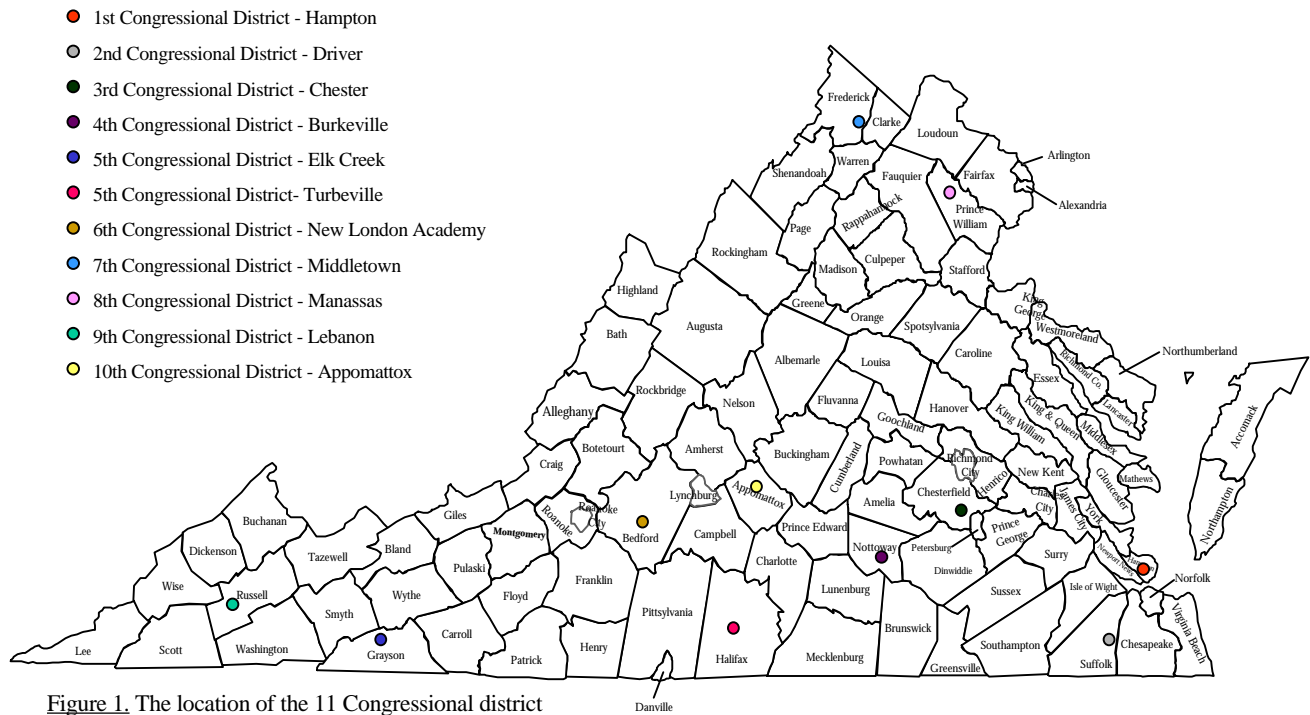


Figure 1. The location of the 11 Congressional district agricultural schools in Virginia.

Two acts of importance to this study were approved by the legislature in

March 1910. The first act gave the local board of supervisors the right to give funding to the schools (Acts, 1910). The second addressed the concerns, which Dr. Eggleston mentioned in his report. This act passed on March 16, 1910 and contributed significantly to the progress of Congressional district agricultural schools. Following are the major provisions of this act titled “An act to provide for the instruction in agriculture, domestic arts and sciences, and the manual training in public high schools” (Acts, 1910, pp. 262-263):

1. Be it enacted by the general assembly of Virginia that in at least one public high school to be selected by the State Board of Education in each Congressional district of the state, a thorough course in agriculture, the domestic arts and sciences and manual training shall be given in addition to the academic courses prescribed for such high schools and at least one-fourth of the school time shall be devoted to these subjects.
2. Not less than five acres of land convenient to each of said schools, shall be acquired by lease, purchase, or donation for the purpose of providing practical demonstration in agricultural science. The cultivation of these lands, as far as practicable shall be done by the students themselves. A careful account shall be kept of the student’s labor, showing how it is disposed of and the prices received on the products which are sold. The proceeds of such sales shall be applied or used under general regulations adopted by the district school board of the county in which the agricultural school is located, which regulations must be approved by the State Board of Education.
3. Suitable buildings shall be provided and properly equipped for the purposes of said schools, including workshops,. . . applicable to rural life.
4. [This provision allowed females to attend the schools and enroll in domestic arts and sciences and in agriculture if they desired.]

5. The agricultural high schools established under this act may be used as centers for directing the demonstration farm work and other extension work throughout the bounds of the several Congressional districts and shall be conducted under such rules and regulations as the State Board of Education and the president of the Virginia College of Agriculture and Polytechnic Institute may prescribe.
6. [This section increased the appropriation for instructional purposes from \$20,000 to \$30,000.]
7. [This section appropriated \$25,000 to be used for buildings and equipment and specifically allocated \$10,000 for the traveling, demonstration, and extension work to be conducted in conjunction with the schools.]

This act spelled out several items of interest in the study. First, several features eventually found in the Smith-Hughes Act of 1917 appeared in this legislation including manual labor, providing suitable buildings and equipment, the requirement that each school would allocate money specifically for agricultural instruction, and the expectation that accurate and complete records be kept (Kinnear, 1952).

Another area of interest was found in section five, which specifically allotted money for conducting extension work at the Congressional district agricultural schools. Lastly, section four gives an example of the vision created by the Congressional district agricultural school. This section not only stated that girls are to be admitted to the schools and may participate in domestic science courses,

but that they could also enroll in agriculture classes if they desired to do so.

The next piece of Congressional district agricultural school legislation of importance was passed on March 23, 1914. This piece of legislation addressed one of the major problems that the schools were facing. Because each school was established to serve an entire Congressional district, many prospective students could not enroll because of the distance from their homes to the schools (Annual Report, 1914-1915). Those who were traveling a distance usually boarded in homes near the schools (Siddons, 1994). Thus, this Act (1914-1915, p. 339) stated:

For dormitories to Congressional district high schools, \$2,000 for each school, upon conditions that the districts shall raise a like amount to each school, and upon the further condition that the supervision of each of said schools be extended to each Congressional district.

As a result of this the 1914 act, several of the Congressional district agricultural schools constructed dormitories (Annual Report, 1914-1915).

The following statement appeared in the Acts of 1916:

Congressional agricultural high schools – For equipment, maintenance, betterments, and additional dormitory space, and for extension work in agriculture, gardening, canning, and domestic science, as may be needed, to be expended under the supervision of the agricultural extension department of the agricultural and mechanical college and polytechnic institute, the sum of \$25,000 (Chapter 519, p. 908).

### **Chapter Summary**

In this chapter, the researcher has provided a description of the events leading up to and the passage of legislation in support of Congressional district agricultural schools in Virginia. Chapter 4 will be devoted to specific information found concerning each of the Virginia Congressional district agricultural schools.



## **CHAPTER 4**

### **VIRGINIA CONGRESSIONAL DISTRICT AGRICULTURAL SCHOOLS**

Chapter 4 provides an overview of each Congressional district agricultural school. The researcher has attempted to describe the facilities and equipment, faculty, curriculum, and extension work conducted in conjunction with the school. A map showing the location of each Congressional district agricultural school can be found in Figure 1 on page 49. Several examples of original letterhead can be found in Appendix 1.

#### **Hampton Agricultural High School First Congressional District**

Few references were found concerning the Hampton Agricultural High School, also known as West End Academy. There appears to be little written of the First Congressional District Agricultural School perhaps due to the fact that it operated in the shadow of the very successful Hampton Normal and Agricultural Institute.

Hampton Agricultural High School started as West End Academy, which opened in 1899. The West End Academy offered education from first grade through high school and was the first high school in Hampton (Stensvaag, 1986). Around 1900 another large school in Hampton, Hampton Academy, burned and

the students were sent to West End Academy (Stensvaag, 1986). The Hampton Academy reopened as Syms-Eaton Academy in 1902 and became strictly an elementary school. Upon graduation from Syms-Eaton Academy, students went to West End Academy to complete high school requirements (Stensvaag, 1986).

The first high school graduation at West End Academy was held in 1904. In 1909, West End Academy became Hampton Agricultural High School but locally retained the name of West End Academy. The school had 5 acres of tillable land but no evidence as to the use of the land could be located (Virginia State Board of Education, 1920).

In 1914, a large addition was erected on the West End Academy building. This expansion housed the high school grades (Stensvaag, 1987). With the acceptance of Smith-Hughes funding, the addition became known as Hampton High School. A new high school was constructed in 1922 and the West End Academy building was renamed Willis Elementary School in honor of John M. Willis, recently retired school superintendent (Stensvaag, 1987). In 1940, when the Syms-Eaton Academy was closed, the Willis School changed the school name once more to Willis-Syms-Eaton (Stensvaag, 1987). After closing as a school, the building housed the Hampton School Administration Office for many years and was torn down in 1977. The Hampton Public Library now stands on the location

of the Hampton Agricultural High School.

1917 School Evaluation by John R. Hutcheson

In 1917, Dr. Joseph Eggleston, President of Virginia Polytechnic Institute, hired John R. Hutcheson to evaluate the work of each of the Congressional district agricultural schools in preparation for the implementation of the Smith-Hughes Act. Several sections of Hutcheson's report have been included in this study.

After meeting with Guy, the principal of Hampton Agricultural High School, and John Willis, Superintendent of Hampton Schools, Hutcheson made the following report and recommendations (J. R. Hutcheson, Eggleston collection, February 11, 1918).

Under the course of study being given at present at this school, the boys and the girls in the seventh grade are being given agriculture and home economics. At present, Mr. Guy reports that 79 boys and 89 girls are taking work in agriculture. 38 of these boys, and 46 girls are in the High School. 116 are taking home economics – 38 of these are in the seventh grade.

153 boys are taking manual arts – 46 of whom are in the seventh grade.

The above are the number of pupils taking the industrial work under the old plan.

It can be readily seen that one teacher of agriculture, one in home economics, and one in manual arts, cannot teach the above number of pupils and give the work as outlined under the Smith-Hughes Act.

At present, the Hampton School is not complying with the Virginia Plan as outlined by the State Board of Education, but an effort is being made to arrange matters so that the work may be given as outlined.

Under the old plan, the teacher of agriculture taught the science in the school. Just as soon as a science teacher can be secured to do this work, the teacher of agriculture will devote all of his time to the teaching of agriculture.

The school authorities state that they will have at least 25 boys who will take the straight course in agriculture, with suitable home projects. Practically all of these boys live in the county and can have their projects at home.

The school authorities assured me of their willingness to comply with the Smith-Hughes Act. I told them that if they make every effort to comply that I would recommend that the school be continued as one of the schools receiving State and Federal funds for the teaching of agriculture.

With this understanding, I therefore, recommend for the present year, the following:

First: That Mr. H. A. Savage, Teacher of Agriculture, be paid the full salary of \$130.00 per month, for the remainder of the year.

Second: That Miss Byrd, Teacher of Home Economics, be paid \$66.66 per month, for nine months.

Third: That Mr. Scott, Teacher of Manual Training, who receives \$110.00 per month, be paid one half of this, or \$55.00 per month, for the teaching of farm shop work.

Fourth: That \$150.00 be given this school for laboratory equipment, to bring up the equipment to that suggested by Mr. Lane – and that \$85.00 be allowed for equipment in Home Economics.

Mr. Savage, the teacher of agriculture, is a graduate of Peabody College, and has had special training in agriculture. I recommend that he be continued as teacher of agriculture for the present year. Miss Byrd is a graduate of Drexel Institute, and is giving her entire time to teaching of home economics.

When compared to the other schools included in the evaluation, Hampton

Agricultural High School was recommended to receive less funding and was

described as needing the most improvement in agricultural education. In 1918, the

school received the lowest amount for equipment of all the schools (J. A. Chandler, Eggleston collection, February 9, 1918). Since Hampton Institute was in such close proximity and had a very successful agricultural education program, one must assume that Hampton Institute had an influence upon the operation of Hampton Agricultural High School. Therefore, the writer has made an effort to describe Hampton Institute.

### Hampton Institute

Hampton Normal and Agricultural Institute, also known as Hampton Institute, was established in 1886 for the purpose of educating the newly freed African American population. In June of 1870, the school was incorporated under the laws of Virginia (Peabody, 1918). From the beginning the school incorporated manual training for both sexes and practical agricultural training as well as academic courses (Peabody, 1918). In 1878, the school began admitting Indians. Peabody (1918) noted that in 1880, the Indian students at Hampton furnished most of the shoes, harnesses, tin-ware and wagon parts that were needed by the Indian agencies.

In the *1902 Yearbook of Agriculture*, True describes the agricultural segment of Hampton Normal and Agricultural Institute. True (1903) states that the agricultural education at the school was very practical and that the agriculture

facilities were immense. At the time, the school provided a twenty-acre model farm with orchards that were used for practice. In addition, the school owned a six hundred-acre farm 5 miles away with a one hundred-cow dairy and poultry flocks. The farm was run on a practical basis, providing work for the students and feedstuffs for the school and for sale to the general public. The faculty offered a three-year course of study. Youth could attend day or night classes so that those who were in financial need could work more hours during the day (True, 1903). There was also a domestic science building with classrooms, labs for agriculture and other sciences, as well as a dairy and farm engineering room. The regular course consisted of soils, plant production, animal industry, dairying, drainage, and farm management (True, 1903).

A supplementary course was offered for those who were interested in becoming agricultural teachers or supervisors. True (1903, p. 499) stated that “At present the problem of obtaining properly qualified teachers is a serious one.” Most of the teachers had been trained in literary schools where no agriculture had been taught. By 1907, Hampton was offering a four-year course involving theory and practical work to train effective African American agriculture teachers (Crosby, 1908).

In 1908, Principal Hollis Frissell expanded the agricultural, manual arts,

and domestic science programs to four-year courses (Peabody, 1918). The enrollment of boarding students in 1908 was approaching 1,000 and by 1916 the school had acquired 1100 acres (Monroe, 1916). The majority of the 1100 acres was being cultivated by the students in the department of agriculture with the remaining land holding the 140 buildings (Monroe, 1916). It is interesting to note that in 1913, Hampton started offering credit towards a diploma for labor on the farm or in the shop (Peabody, 1918).

#### Extension Work at Hampton Institute

Sources (Epsilon Sigma Phi, 1940; Kinnear, 1952; Buck, 1952) described the beginning of the extension movement in Virginia in a 1907 meeting between Dr. H.B. Frissell, Principal of Hampton Institute, and Dr. J. D. Eggleston who was then State Superintendent of Public Instruction. During the meeting, Frissell asked Eggleston if he had heard of the work that Dr. Seaman A. Knapp had been doing in Mississippi. Eggleston then asked the principal to outline the work that Knapp was undertaking. After hearing Frissell, Eggleston said that extension work was the “greatest thing that has come to the South in 50 years” (Epsilon Sigma Phi, 1940). The two agreed to invite Knapp to Virginia to share the concept of extension work with a group of leaders and the talk was electrical (Epsilon Sigma Phi, 1940). During the same meeting, Knapp hired T.O. Sandy to become the first

State Demonstration Agent.

J. B. Pierce, a successful farmer and graduate of Hampton Institute became the first African American extension agent (Epsilon Sigma Phi, 1940). Pierce was placed in charge of all farm demonstration work among African Americans with headquarters at Hampton Institute (Buck, 1952). In 1910, Lizzie Jenkins, a graduate of Hampton Institute was hired to assist Ella Agnew, first Home Agent, by carrying on the same work as Agnew with African American women and girls (Buck, 1952).

### **Driver Agricultural High School Second Congressional District**

In 1910, after being designated as a location for a Congressional district agricultural school, the community of Driver raised the necessary funds to build a modern three story school building and in 1911 a dormitory. The second dormitory was constructed in 1916. There were several letters in the Eggleston files discussing the construction of the second dormitory. A letter dated May 2, 1916 from A. S. Hargroves, Secretary Sleepy Hole School Board, requested \$10,000.00 from the agricultural high school fund to build a dormitory. One must assume that the request was granted, because in the fall of the same year, Eggleston wrote A. S. Hargroves to congratulate the school board for completing and occupying the



new dormitory (J. D. Eggleston, Jr., Eggleston collection, October 4, 1916). The school and school farm consisted of eight acres (Hobbs & Paquette, 1995).

### Curriculum

The agricultural curriculum offered at Driver for the school year of 1909-10 (Nansemond County Schools, 1909, p. 50) listed below can be compared to the curriculum of the same school three years later during the 1912-13 school year (Driver High School, 1912, p. 19).

#### Driver High School Agricultural Course 1909-1910

##### First Year

Mathematics I	5 periods
English I	5 periods
Latin I	5 periods
Science I	3
History I	5
Spelling	5 (10 minute periods)
Arithmetic I	3

##### Third Year

##### Second Year

Mathematics II	5
English II	5
Latin II	5
Science II	4
History II	5
Spelling	5
Farming Arithmetic	3

##### Fourth Year

Mathematics III	5	Mathematics IV	5
Science III	5	English IV	5
English III	5	Science IV	5
History III	4	History IV	3
Book-keeping	3	Agricultural Chemistry	5
Elect one		Diseases of Plants	1
French I	5	Elect one	
German I	5	French II	5
		German II	5

Agricultural Course of Study  
Driver High School  
1912-1913

First Year		Second Year	
Agriculture	3 periods	Soils and Fertilizers	3
Physical Geography	4	Chemistry	5
Ancient History	4	Chemistry Lab.	2
Geology	3	Medieval & Modern	3
English & Spelling	5	History	
Arithmetic	2	English & Spelling	5
Algebra	5	Algebra & Geometry	5
Third Year		Fourth Year	
Animal Breeding	3	Plant Diseases	3
Feeds and Feeding	3	Botany	3
Physics	5	Botany Lab.	2
Physics Lab.	2	English & Spelling	5
Algebra & Geometry	5	Geometry &	5
English History	3	Trigonometry	
English & Spelling	5	American History &	5
		Citizenship	
		Surveying	3

The first example contained very little agriculture. However, the school catalogue boasted that the curriculum presented an innovative approach to education (Nansemond County Schools, 1909). Considerable progress had been made in the agricultural curriculum at Driver by the 1912-13 school year.

### Faculty

J. E. Ames served as principal of the Driver High School for several years.

Paul S. Blandford served as head of the agriculture department, as well as the demonstration agent (Nansemond County Schools, 1909; Driver High School, 1912; Epsilon Sigma Phi, 1940). In 1916, Blandford left Driver to become the principal at Turbeville Agricultural High School (J. B. L. DeJarnette, Eggleston collection, May 2, 1916). According to the school letterhead, C. C. Garvin taught agriculture and history and Grace Birdseye was the domestic science instructor (A. S. Hargroves, Eggleston collection, May 2, 1916).

#### Extension Work at Driver Agricultural High School

A large part of the extension work at Driver Agricultural High School began as adult demonstration work in which a farmer agreed to follow or demonstrate modern production practices on his farm under the supervision of the principal/county demonstration agent (Driver High School, 1912). The farm demonstrators created a great deal of interest in agricultural education among the students. Beginning in 1912, Driver agricultural students were required to engage in demonstration work. According to the high school bulletin (Driver High School, 1912), the director of agriculture would not only teach in the classroom but would also explain demonstrations on the school farm and supervise home projects. According to the same bulletin (Driver High School, 1912), students who were boarding at the school could secure land adjoining the school farm at a nominal fee

in order to conduct an agricultural project.

An interesting extension-type project appeared in a communication between Frank Bane, Principal Driver Agricultural High School, and Dr. J. D. Eggleston (Frank Bane, Eggleston collection, April 14, 1919). The school was raising purebred Durocs for breeding purposes and had placed some bred gilts and purebred boars in the county. In addition, the school faculty had established two purebred Jersey bull clubs.

The first 4-H Council in Virginia was organized at Driver Agricultural High School in 1919 (Epsilon Sigma Phi, 1987). The council met two times per year to provide training for club officers, to train adults working with the clubs, and to provide information that would be useful in conducting club work.

### **Chester Agricultural High School Third Congressional District**

Chester High School was first established in 1906 as a two-room school, which was expanded in 1908 to a three-room school with 4 teachers (Chester Agricultural High School Catalogue 1911-1912). On June 18, 1908 in a joint meeting of the Board of Supervisors and the County School Board, the supervisors and board members decided to make an effort to have the Congressional district agricultural high school located at Chester (Friend, 1915). At the same meeting, the group decided to increase the school levy by 10 cents per

\$100.00 on taxable valuation for three years (Friend, 1915). Chester was chosen as the site for the Third Congressional district agricultural high school.

In 1918, the Third Congressional District High School became simply Chester Agricultural High School and qualified to receive funding under the Smith-Hughes Act (Reflector, 1926). In 1927, the school dropped the word agriculture from the name and in 1941 the name was changed to Thomas Dale (Hatcher, 1971). The original Congressional district agricultural school was demolished in 1964. The cornerstone contained several newspapers from 1910, a list of 1910 school board members, and the minutes of the school board meetings as well as a little book of funny papers (“Odd items”, 1964).

### Facilities

In 1910, the Chester school board purchased a 23-acre farm and a modern brick and concrete school building was erected at a total cost of \$22,000 (Chester Agricultural High School Catalogue 1911-1912, 1911). In the 1911-12 catalogue, the farm comprised of a “twenty-three acre demonstration farm, a large campus, ample play-grounds, supplied with good water, and, as indicated an abundance of land for agricultural demonstration and experiments” (p. 8). A small stable and feed room were also constructed by the school system to accommodate a team of horses used on the farm and to draw the “kid wagon” (Reflector, 1926).

### Curriculum

Students, admitted to Chester Agricultural High School, were offered their choice of two courses: the academic or the practical. In addition to the regular curriculum, the academic student took four years of Latin and at least two years of modern language. In lieu of the languages, those enrolled in the practical course received training in agriculture with shop work or in cooking and sewing (Reflector, 1926).

### Chester Corn Club

The Chester Corn Club was organized in 1909 and according to the 1911-1912 Catalogue was very successful. According to extension records, this was one of the first two corn clubs organized in Virginia and was under the direction of agent Southall Farrar (Epsilon Sigma Phi, 1940). The stated purpose was to create interest in practical farming among boys (Chester Agricultural High School Catalogue 1911-1912). Ralph Bellwood, club member, won prizes three years in a row including the first prize for the state in 1909. Ralph won a trip to Washington, a plow, and \$56 in prize money. Members also won prizes in corn judging (Chester Agricultural High School Catalogue 1911-1912, 1911). In 1909, there were 25 boys enrolled in the corn club in Chesterfield County. Each member conducted a demonstration by growing an acre of corn. The average student corn production

was 65 bushels per acre as compared to the county average that year of 18 bushels per acre (Epsilon Sigma Phi, 1987).

### Faculty

The first agriculture teacher employed by the Chester Agricultural High School was J.C. Stiles. Stiles, who held a Bachelor of Science degree, was referred to as “Professor Stiles” (Chester Agricultural High School Catalogue, 1911). A. Bruce Hough was listed as the instructor for domestic science and household arts. In 1915, R.W. Fugua B.S. was listed as agricultural instructor.

### 1917 School Evaluation by John R. Hutcheson

Having visited Chester and meeting with Fugua, agriculture teacher, and the school principal, Hutcheson made the following observations and recommendations in preparation for work as outlined under the Smith Hughes Act (J.R. Hutcheson, Eggleston collection, February 18, 1918). The school had recently changed principals and things were rather confused. Hutcheson recommended that if Fugua would drop the science classes that he was teaching and devote all of his time to agriculture then he should receive his full salary of \$90 per month for the next 12 months. Hutcheson also recommended that Miss Lawton, full time home economics teacher, continue to receive her full salary of \$55 a month for nine months and that Walthall be paid \$80 per month for nine



months to teach Farm Shop Work. Lastly, he recommended that the school be allowed the following in the budget:

Agricultural Lab Equipment	\$200.00
Farm Shop	75.00
Home Economics	75.00
4 Purebred Pigs	50.00
11 Hens and Rooster	25.00
Riding Cultivator	40.00
Lumber	40.00
Fencing	100.00

The Chester Agricultural High School building served the students of Chesterfield County for 58 years. The building was torn down in 1964.

#### **Haytokah Agricultural High School – Burkeville Fourth Congressional District**

The Haytokah Agricultural High School was founded in 1907 as a private school in Burkeville. During the 1907-08 school session, 55 boys and 58 girls attended the school which provided dormitory accommodations (Cummins, 1970). Ms Bowry who taught third and fourth grades at the school (Cummins, 1970) later served as assistant principal for the agricultural high school as indicated on the school letterhead (W. S. Green, Eggleston collection, July 26, 1917). It is also interesting to note that T. O. Sandy, first Virginia farm demonstration agent, was chairman of the board of trustees for the private school (Cummins, 1970).

In October 1908, just after being selected as the Congressional district agricultural high school, the school constructed a dairy barn at a cost of \$1,000 (J. D. Eggleston, Jr., Eggleston collection, May 7, 1918). In 1911, a new school was built at a cost of \$10,000 and an additional \$2,000 for equipment. In 1914 the old building was refurbished and turned into a dormitory (J. D. Eggleston, Jr., Eggleston collection, May 7, 1918). The school owned 13 tillable acres of farmland which was used for practical farm experience and farm demonstration work (State Board of Education, 1919).

#### Faculty

School letterhead, during 1917, listed W. S. Green as Principal and C. B. Bowry as Assistant Principal. (W. S. Green, Eggleston collection, July 26, 1917). The 1918 Haytokah Agricultural School letterhead added the following faculty members to those previously mentioned: A. M. Starnes, Agriculturist; Laura Agnew, Languages; Courtney Taylor, Home Department; M. P. Bradshaw, Mathematics; Scudder, Farm Mechanics/Farm Manual Training (W. S. Green, Eggleston collection, October 5, 1918).

#### Curriculum

The researcher found very little information directly concerning the

curriculum at Haytokah Agricultural High School. However, when speaking about the school T. O. Sandy said that the future of the area was dependent upon the soil and therefore the training and education available must be fitting for an occupation dealing with the soil. He went on to argue that the curriculum must be agricultural rather than classical. He promoted the agricultural school as the best place to get an education (Cummins, 1970).

#### Extension Work at Haytokah Agricultural High School

Extension work at Haytokah Agricultural High School was extensive. In fact, the first organized extension work in Virginia was conducted in Nottoway County and evidence found shows a strong connection between the development of extension programming and the school. In addition, the first state office for demonstration work was located in Burkeville from 1907 to 1916 (Epsilon Sigma Phi, 1987).

In 1908, T. O. Sandy and Dr. J. D. Eggleston went to the Virginia Legislature to solicit funding for the initiation of boys' and girls' club work. Eggleston said the following concerning the visit with the legislature (Eggleston, 1940):

My own State Senator came to my office and urged me to drop the matter, as there was, he said, no chance of getting favorable action in the Senate; and he asked, "What have the schools to do with agriculture anyway?" We got 39 out of the Senate vote of 40, and

this Senator voted for the appropriation. (p. 13)  
As previously mentioned, the first corn clubs were organized the next year. In 1910, Ella Agnew, State Agent Girls Tomato Clubs, started the first tomato clubs in Nottoway County. The purpose of the tomato club was to teach girls better methods of canning for family use and to make it possible for them to earn money for the sale of their product (Epsilon Sigma Phi, 1987).

In his 1914 annual report of farmers cooperative demonstration and extension work, Dr. Eggleston made the following statement concerning corn club work (Eggleston, 1914):

There is not a single reason why an intelligent, patriotic teacher or superintendent of schools should not give this work his enthusiastic support, while there is every reason that he should. The corn clubs should be organized by the teachers, and in most cases the agent should give his instruction through field meetings on the demonstration plots. I believe that in the future the work will have to be done in this way. (p. 37)

At the Haytokah Agricultural High School, the agriculture teacher, A. M. Starnes was employed for 12 months and conducted extension work from the school during the summer months (W. S. Green, Eggleston collection, August 18, 1917).

In addition to the corn and tomato clubs, the Haytokah Agricultural High School also organized an outstanding poultry club. This poultry club, the first organized in the nation, started in November 1912 under the supervision of the canning club demonstrator (Slocum, 1916). A female club member at the high

school started with one or two sittings of eggs. In two years, she had built her flock and had sold \$75 worth of broilers, \$3.15 worth of eggs for hatching, and \$8.70 worth of eggs for consumption. She used the money to pay her way to attend the Congressional district agricultural school (Slocum, 1916). Several of the boys made enough money to attend short courses held at the state university (Slocum, 1916).

Further evidence of extension work conducted in conjunction with the school was the fact that the Home Demonstration organization met at the school. Included here is a portion of the minutes of the Home Demonstration Meeting held at the Haytokah Agricultural High School on February 19, 1916 (J. F. Fletcher, Eggleston collection, February 19, 1916).

The meeting was called to order by Mrs. Jonnie Fletcher Wallace, the County Agent, who explained her desire was to bring the leaders among the women and the girls together in order that they might come to some definite plan for the years' work in the county. There were five clubs represented as follows: Mrs. Wells from the Oak Hill Club; Miss Payne from the Nottoway Club; Miss Haynes from the Wellville Club; and Mrs. Harper and Miss Dunnavant from the Hamblin Club. On account of the quarterly meeting of the churches, the officers from the Nottoway and Wellville Clubs could not be present and so sent the Canning Club girls to represent them.

Reports were called for from each officer. Having just been organized they could report little, save number enrolled.

Miss Agnew was present and showed a small exhibit of the work done by the girls during the past year; gave some definite outlines of the work which she hoped to have accomplished in the

State by the women during the year.

Another interesting connection to extension was found in a personal communication from J. D. Eggleston to Ella Agnew dated April 1, 1916. In this letter, Eggleston explained that he had recently met with several school representatives concerning Miss Hagy, a home department teacher and demonstration agent at Haytokah Agricultural High School. Hagy had not been attending to her duty in the classroom and when confronted by her supervisor she indicated that she believed she was under the supervision of Agnew in so far as her work in the classroom was concerned. Eggleston went on to state the following (J. D. Eggleston, Jr., Eggleston collection, April 1, 1916):

I told Miss Yerby that I did not consider Miss Hagy under your authority [Ella Agnew] or mine in so far as her work in the classroom was concerned; that my understanding was that in such joint arrangements, the teacher was under the control of the school trustees and the principal of the school while doing school work, and that she was under our control in so far as the extension work was concerned.

The incident described in the preceding quote has relevance today since extension agents often carry on work in the school classroom and at times a question of liability or supervision arises.

#### 1917 School Evaluation by John R. Hutcheson

In his evaluation of the Haytokah Agricultural High School in 1917, John Hutcheson gave the following account (J. R. Hutcheson, Eggleston collection,

January 14, 1918).

I make the following recommendation in regard to this school for the coming year.

First: That Mr. Starnes be paid \$100.00 per month for twelve months, for teaching agriculture: That Miss Taylor be paid \$75.00 per month for nine months, for the teaching of Home Economics: That Mr. Scudder be paid \$45.00 per month for seven months, for one half of his time devoted to teaching of farm mechanics, or farm manual training.

Mr. Starnes is not a graduate of a standard agricultural college, but he has attended the Virginia Polytechnic Institute and done sufficient work to place him within a few months of graduation. I recommend that Mr. Starnes be allowed to finish the year as teacher of agriculture at Burkeville, and draw his salary from the Smith-Hughes funds.

Second: That the Principal and teacher of agriculture in this school seem to be making an honest effort to adopt the course of study laid down by the State Board. The time required for the agricultural work is being given, but things are not running as smoothly at present as they will later on.

Third: Equipment – The equipment in Home Economics is sufficient; the equipment in manual training is sufficient in wood working, but not in iron. I suggest that \$50.00 be allowed for manual training this year.

The laboratory equipment for the teaching of agriculture is not much more than half what it should be. I suggest that \$100.00 be allowed for this equipment for the current year, and that it be secured as soon as possible.

Materials for the proper instruction of Home Economics, such as flour, lard, butter, and other groceries have not in the past been provided by the local board. I therefore, suggest that \$10.00 per month be allowed for such materials for the rest of the year, making a total of \$50.00 for Home Economics materials.

The same thing applies to materials and supplies for the teaching of Manual Training, such as, lumber, nails, etc. I suggest that \$10.00 per month be allowed for the rest of the session for these materials, making a total of \$50.00.

I therefore, estimate that all equipment supplies and materials for laboratory work and agriculture, manual training, and home economics needed for the rest of the year will amount to \$250.00.

Fourth: Additional things needed: This school has at the present time 12 acres of land and 13 boys boarding in the school dormitory: I would suggest that one and a half acre of this land be set aside as a school garden, to be run by the school to furnish vegetables to the dormitory in order to cheapen the board of the pupils who must live in the dormitory.

I suggest that the remainder of the land be put in a regular rotation which will furnish food for the livestock kept on the farm, and at the same time improve the fertility of the land.

In order to run the school more successfully, . . . these things are necessary:

2 Horses	\$350.00
Harness	50.00
Feed until new crop	100.00
1 Boar & 3 Sow pigs	50.00
11 Hens & 1 Rooster	25.00
Fertilizer	50.00
Seed	<u>50.00</u>
This makes a total of	\$675.00

Hutcheson's inspection as outlined above, indicated that although the school was conducting satisfactory instruction additional resources were needed in order to upgrade the education provided by the school.



## **Elk Creek Training School Fifth Congressional District Agricultural School**

In 1887 with the help of the Wytheville District of the Methodist Church, Grayson County citizens constructed the Elk Creek Academy. The Elk Creek Academy was built to accommodate 100 students and was 48 feet long and 24 feet wide (Grayson County Historic 1908 Courthouse, 1995). In 1908, the Elk Creek Academy was selected as the Fifth Congressional District Agricultural High School and, consequently changed the school name to the Elk Creek Training School. Plans were then made to construct a larger facility.

In 1909, the cornerstone of the Elk Creek Training School was laid. The school was built on contract by James H. Ward and cost \$14,907.00. The old academy building was equipped and used as a dormitory. Later an additional dormitory was built.

### Facilities

The Elk Creek Training School Catalogue for the school year 1917-18 gave the following description of the buildings and grounds:

The academic building is the embodiment of the most approved designs of modern school architecture. It is a three story brick building, lighted and ventilated in accordance with the most approved hygienic requirements, and contains eleven large class rooms, office, library, two music rooms, a splendid auditorium, three laboratories [chemistry, physics, and agricultural], cloak rooms, etc. Separate dormitory accommodations are provided for

boys and girls. The agricultural lands near the school campus constitute ideal property for demonstration and fieldwork. (p. 8). The laboratories were well equipped and contained equipment worth

\$2,500 (Elk Creek Training School, 1917-18). A gas plant was installed to furnish gas for experiments and light for the auditorium. The domestic science department had excellent equipment including a range, sewing machines, and “all the necessary apparatus for demonstration work” (Elk Creek Training School, 1917-18, p. 9). A manual training shop was also provided and was equipped with tools and machinery (Grayson County Historic 1908 Courthouse, 1995).

As indicated, there were two dormitories and every home within walking distance kept boarders (Grayson County Historic 1908 Courthouse, 1995). There was also a building near the school, which became known as the “beehive” because so many people moved in and out. During the school year, mothers moved themselves and their children into the building in order to be close to the school (Grayson County Historic 1908 Courthouse, 1995).

### Curriculum

The stated purpose of the school was not only to prepare for college but also to prepare for efficient farming and happy, attractive home life (Elk Creek Training School, 1917-18). In order to fulfill this purpose, the following course of study was offered during the 1917-18 school year (Elk Creek Training School,

1917-18, pp. 11-13).

Agricultural Department

- Agriculture I. Agronomy; Soils and Soil Improvement.
- Agriculture II. Soils; Types and Breeds of Livestock.
- Agriculture III. Horticulture; Commercial Fertilizers.
- Agriculture IV. Animal Husbandry; Feeds and Feeding; Diseases of Livestock.

Field Work

- Field Work I. Practical Exercises in Agricultural Course I and Corn Judging.
- Field Work II. Practical Exercises in Agricultural Course II and Stock Judging.

Agricultural Laboratory

- Agriculture I. Laboratory Exercises in connection with Agriculture Course I.
- Agriculture II. Soil Testing.
- Agriculture III. Experimental and Microscopic work on Diseases of Plants---Blight, Rusts and other Fungus Diseases.
- Agriculture IV. Seed Testing.

Manual Training

- Manual Training I. (a) Tools---names of parts, use, adjustment and care of tools.  
(b) Elementary exercises in benchwork.
- Manual Training II. Exercises in wood work, bench and lathe.

Domestic Science Department

- Domestic Science I. (a) Theoretical: *Boston School Kitchen Text-book*, with supplementary readings.  
(b) Practical: Laboratory lessons in cooking and cleaning.
- Domestic Science II. (a) Theoretical: *Theory and Practice of Cookery*, Williams and Fisher, with

supplementary reading and lectures.

(b) Practical: Laboratory lessons in cooking and cleaning.

Domestic Science III. (a) Foods. This includes a study of the composition, cookery, nutrition and economic value, and digestibility (as affected by cooking) of foods; also planning and serving meals.

(b) Household Management. This course is similar to the one described for fourth year, but not as advanced.

© Practical Work. Laboratory lessons in cooking.

Domestic Science IV. (a) Foods. This course included a study of production and composition of raw food materials, effect of cookery, methods of preservation, adulteration and marketing of foods; also a study of diet and invalid cookery. Text-book, Snyders' *Human Foods*.

(b) Household Management. This course includes situation, planning, and furnishing of a home, also a study of plumbing, water supply, disposal of waste, heating, lighting and ventilation of a house.

© Practical Work: Laboratory lessons in advanced cookery and cleaning.

In addition to the courses listed above, classes were offered in English, history, Latin, German, mathematics, science, and music (Elk Creek Training School, 1917-18). Students were expected to complete a course of study in one of the three areas: academic, agriculture, or domestic science. Each area included units of academic preparation. Having received a full diploma of the Elk Creek

Training School, the student was not required to take entrance examinations to enter into a college or university (Elk Creek Training School, 1917-18). In addition, graduates who desired to teach could make application to the State Board of Examiners and would not be required to take the examination (Elk Creek Training School, 1917-18).

### Faculty

John M. Cheek was an early principal of the school. Cheek was a Harvard graduate (Grayson County Historic 1908 Courthouse, 1995). Chas. P. Graham followed Cheek as principal. Graham served as principal from 1914 to 1916 (C. P. Graham, Eggleston collection, June 17, 1916). In correspondence between Graham and Joseph Eggleston Jr., President of Virginia Polytechnic Institute at the time, Eggleston addressed Chas. Graham as "Professor" (J. D. Eggleston, Jr., Eggleston collections, June 20, 1916, July 11, 1916). Rush Floyd Crouse succeeded Graham as principal in 1917. Among the faculty under Crouse were Fred Kirby, B.S. Virginia Polytechnic Institute; Eldon Wilson; Irene Elderkin, B.S. Harrisonburg State Normal; and R.L. Wiley, A.B. Emory and Henry College and student at Virginia Polytechnic Institute (Elk Creek Training School, 1917-18). Kirby taught science and agriculture and was the director of agricultural demonstration work and manual training. Wilson taught high school academic

classes and Elderkin taught domestic science. Interestingly, Wiley served as the farm demonstration agent and according to the 1917-18 school catalogue, carried on much of his work through the school (Elk Creek Training School, 1917-18). In *Extension Work in Virginia: A Brief History 1907-1940* (1940), R. L. Wiley was listed as the Grayson County Farm Demonstration Agent from 1916 until 1923.

#### Extension Work at Elk Creek Training School

The Elk Creek Training school provides evidence that early extension work was closely aligned with the Congressional district agriculture schools. In a letter to J. D. Eggleston, Jr. dated August 24, 1916, Principal Chas. P. Graham made the following requests for funds:

Dear Sir:

We submit the following as the needs of the Elk Creek Training School.

For our part on County Demonstrator's salary	\$300.00
For organizing Girls' Clubs etc.	\$250.00
For gas plant and fixtures	\$500.00
For permanent equipment as follows:	
In Manual Training	\$500.00
In Domestic Science	\$400.00
In Domestic Arts	\$175.00
In Chemistry	\$350.00
In Physics	\$250.00
In Agriculture	\$250.00
For water tank and fixtures	\$500.00

Of course there are many more pressing needs for this place but they will be handed in to you in due time.

Yours very truly,  
Chas. P. Graham, Prin.

The letter quoted here not only highlighted the cooperation between funding sources but also provided some insight into the variety of equipment needs that were present. In his reply to the letter above, Dr. Eggleston granted funds only for the demonstration agent (J. D. Eggleston, Jr., Eggleston collection, September 11, 1916). Another example was found in a letter from the Grayson County demonstration agent, R. L. Wiley, dated November 18, 1918 to Dr. Eggleston. In the letter, Wiley explains that he had not received a portion of his salary due September 30 of that year from the Elk Creek Training School. In another correspondence dated April 23, 1917, Wiley pleaded with Eggleston to appropriate more money to build a barn at the school and to purchase necessary lab equipment for the school.

The demonstration agent conducted much of his work at the school (Elk Creek Training School, 1917-18). An annual farmers' institute was conducted, and on farm demonstrations were held. The demonstration agent also worked closely with students enrolled in agriculture and assisted the agriculture teacher (Elk Creek Training School, 1917-18). One area of extension work emphasized at Elk Creek was cheese making (J. D. Hutcheson, Jr., Eggleston collection, June 5,

1916).

1917 School Evaluation by John R. Hutcheson

After meeting with Todd, teacher of agriculture at Elk Creek Training School, John R. Hutcheson made the following report (J. R. Hutcheson, Eggleston collection, January 26, 1918).

Elk Creek

Mr. Todd told me that every effort had been made to bring the course of study and the school up to Smith-Hughes requirements. He states that the students have been divided into two groups, and that Home Projects are being worked out for each of the twenty boys taking agriculture under the new plan.

I therefore recommend:

First: That Mr. Todd, teacher of agriculture, giving full time to agriculture, be paid the full salary of \$75.00 per month, for twelve months, from Smith-Hughes funds.

Second: That Miss Elderkin, teacher of home economics, be paid a salary of \$60.00 per month, for nine months, from State Funds.

Third: That \$12.55, paid for labor during last summer, and \$5.50, for team hire last summer, \$10.80 for fertilizer last summer, be allowed. These bills have been made and should be paid at once.

Fourth: That for minimum equipment that the following sums be allowed:

Agricultural Lab.	\$175.00
Home Economics Equipment	75.00
Farm Shop Equipment	100.00

Fifth: That the following equipment is badly needed and should be purchased if possible:

Lumber and material for shop	\$125.00
1 Horse	200.00
1 Set Harness	40.00
1 Section Harrow	40.00



1 Cultivator	15.00
Small Tools	15.00
11 Hens and Rooster	25.00
4 Purebred Pigs	50.00
Seed	25.00
Fertilizer	25.00

The requests cited above provide evidence that a very practical agricultural program was being conducted at the school. Furthermore, it is apparent, even in 1918, that the cost to provide a practical agricultural course was substantial.

The Elk Creek Training School building was used as a school by Grayson County until 1952, when it was torn down and replaced by a new gym and cafeteria (Grayson County Historic 1908 Courthouse, 1995). The cornerstone is currently being preserved at the rear of the Ernest Warren Stone home (Grayson County Historic 1908 Courthouse, 1995).

## **Turbeville Agricultural High School Fifth Congressional District**

In 1909, due in large part to the efforts of A. Ed Wilkins, the Turbeville School was established. Ed Wilkins donated 12 acres of land and a substantial amount of money to build the school. Wilkins dedicated himself to educating the community concerning the need to build and support a school (“The old,”1978). In the summer of 1908, Wilkins organized a mass meeting in which \$2,000 was donated. Thus, the Turbeville community had met the requirements to receive state aid. Three local schools were consolidated and students attended the newly constructed school in 1909 (“The old,”1978).

During 1911, friends and patrons conducted a drive to secure a Congressional district agricultural school. By special bill, the school was established and Turbeville school became Turbeville Agricultural High School (“Turbeville agricultural high,”1978).

A new school building was constructed in 1933 at a cost of \$73,000 and in 1936 the original Turbeville School was dismantled. The dormitory was torn down in the late 1950s and the agriculture and home economics building presently serves as a cafeteria (“Turbeville agricultural high,” 1978). The building built in 1933 is currently being used as an elementary school.

## Facilities

As previously noted, the school grounds consisted of 12 acres. Observation of pictures indicates that the school was a framed two-story building with large windows and an arched doorway. In addition, there were boarding dormitories for students (“Coming home,” 1978).

In 1919 a dormitory for teachers was erected (“Coming home,” 1978). The teacher’s dormitory housed 25 people. E. A. French, principal at the time, wrote to J. D. Eggleston that the construction cost was \$10,200. Of the total amount \$2,100 was raised in the community, \$2,100 from the agricultural high school fund, \$4,000 on loan from the Literary Fund, and the balance on loan from a local bank (E. A. French, Eggleston collection, October 5, 1918). The building was described as a modern facility with steam heat, electric lights, and the latest equipment (“Turbeville agricultural high,” 1978).

In 1912, under the guidance of the principal and agriculture teacher, W. G. Ervin, an orchard was established as part of the school farm. The orchard survived until the 1950s (Turbeville Agricultural High,” 1978). Ervin also involved youth in planting maples on either side of the long drive. As of 1978, the maples were still present and those who attended the reunion shared a meal beneath them (“Coming home,” 1978).

## Faculty

O. M. Carter served as the first principal. Other staff members were Eva Byerly (Wilkins), Ms Brunk, and Helen Easley. The Turbeville Agricultural High School held reunions in 1973 and 1978. Several hundred alumni and teachers attended each one. In reading newspaper clippings, the most honored guest at the reunions was Eva Wilkins, who was 97 years of age in 1978, and who taught at the school in 1909 (“The old and the new,” 1978).

W. G. Irvin became the next principal and also served as the agriculture teacher. Following Irvin as principal was J. R. Wilkins who also conducted extension work such as responding to farmers’ requests and organizing farmers’ institutes (J. D. Eggleston, Jr., Eggleston collection, June 10, 1916). E. A. French also taught agriculture as early as 1916 and at least until 1919 (“The old and the new,” 1978; “Coming home,” 1978). The 1918 school letterhead gives E. A. French’s title as follows (E. A. French, Eggleston collection, June 7, 1918):

E. A. French, B. S. A.  
Agriculture  
State Agent  
Under Smith-Hughes Law

Another principal to serve the school for a short period of time was Farrar Shelton who served simultaneously as the Assistant County Demonstration Agent (F. V. Shelton, Eggleston collection, July 9, 1917). The next principal mentioned was Miss Suttle in 1919 (J. A. Owen, M. D., Eggleston collection, April 23, 1919). Since a female principal was rare during this time, the researcher made an effort to determine the nature of Suttle's employment. As it turns out, the school system had hired a principal who backed out at the last minute and another could not be located, so Suttle was asked to step in for a brief period (H. J. Watkins, Eggleston collection, September 19, 1918).

### Curriculum

Specific curriculum details of the Turbeville Agricultural School could not be located. However, the following statement in a letter from Dr. J. D. Eggleston to Turbeville School outlined the basic philosophy of the Turbeville Agricultural School and of Congressional district agricultural schools in general (J. D. Eggleston, Jr., Eggleston collection, June 10, 1916):

What I am concerned about is that you do not get a principal who cannot see agriculture or agricultural education except by looking at it through the big end of a telescope, which you realize makes agriculture and agricultural education look exceedingly small. In other words, it is absolutely essential for you to have a man who looks with a kindly and sympathetic eye on the practical side of education. Otherwise, your school will dry up.

### Extension Work at Turbeville Agricultural High School

In addition to responding to information requests and the fact that at least one principal also worked as a demonstration agent, an early principal at the school established an innovative extension program. The principal organized a total of 20 Men's Clubs throughout the county. The clubs brought farmers together and formed a cooperative that bought and sold seeds and fertilizers to members and bought farm equipment which was then rented to members ("Coming home," 1978). The clubs also provided social and recreational activities for rural families.

### 1917 School Evaluation by John R. Hutcheson

A conference was conducted with E. A. French, teacher of agriculture, and the following recommendations were made (J. R. Hutcheson, Eggleston collection, February 11, 1918).

17 boys are taking agriculture under the new plan.

I recommend the following in regard to this school:

First – That Mr. French, teacher of agriculture, be paid the full salary of \$125.00 per month, for 12 months.

Second – That Miss Reeves, teacher of home economics, be paid the full salary of \$75.00 per month, for nine months.

Third – That the following be allowed for equipment:

Agriculture Lab.	\$200.00
Home Economics	100.00
Farm Shop	100.00
Lumber	50.00
1 Single Plow	18.00
1 Section Harrow	50.00
1 Garden Plow	10.00

1 Hand Corn Planter	10.00
Wheelbarrow, Shovels, etc.	25.00
Fencing	25.00

Fourth – This school is located in the country and needs a home for the teachers, and a few of the pupils who have to board. The community can raise \$1,500.00 for this dormitory – they estimate that it will cost \$3,500.00. If there is any fund which \$2,000.00 can be paid this school, I recommend that it be paid, as a dormitory is needed.

### **New London Academy Agricultural High School for Sixth Congressional District**

New London Academy was chartered by an Act of the Virginia General Assembly on December 1, 1795. The school was chartered as a private academy for boys focusing on a classical curriculum (Siddons, 1994). However, in 1871 New London Academy became a free graded school and in 1879 the school became coeducational (Siddons, 1994).

In 1910, New London Academy was converted into a Congressional district agricultural school. The school was later accepted as a Smith-Hughes school and remained a high school until 1964. After graduating the last high school class in 1964, the New London Academy became an elementary school and remains so today (Siddons, 1994).

Throughout its history, New London Academy has remained in the same location. Over the years, buildings were added for various reasons making the

school campus look more like a college campus than that of a high or grade school.

### Facilities

When New London Academy was designated as a Congressional district high school, several buildings already existed as part of the campus. The buildings included the remains of the old principal's residence built in 1797, which had burned in 1867. Other buildings present were the 1797 classroom building; the 1815 church which later became a primary school building; a classroom building built in 1839 called Alumni Hall; and Evans Hall, a more modern principal's residence built in 1872 (Siddons, 1994).

While operating as a Congressional district agricultural school three new buildings were constructed, the first being the 1910 classroom building which was originally called the agricultural building and later became known as the main building (Siddons, 1994). Robert Lowry, the school principal from 1904 until 1914, led the effort to gain the Congressional district agricultural high school status and gave leadership in securing funding for the 1910 agricultural building. The cost of the building was \$12,000, approximately half of this came in the form of state funding and the rest from two local school boards and from private sources (Siddons, 1994). The 1922-23 school catalogue described the building as



“ . . . an up-to-date classroom building built of hollow tile [could be cinder blocks]. The rooms are large and well lighted. The building is heated by steam. Running water and drinking fountains are in the school” (New London Academy Catalogue, 1922-1923, p. 5). This building was taken down in 1969 as part of a campus wide renovation (Siddons, 1994).

The first of two dormitories was built in 1913-14 and named Lowry Hall. Lowry Hall had 15 bedrooms, a dining room, and a large kitchen. The kitchen was used to prepare meals for all of the boarding students and to teach home economics. The dormitory could accommodate 30 girls. Lowry Hall, named after Robert Lowry, principal, was used as a dormitory only until 1929. At that time, bus service was offered and students, therefore, no longer boarded at the school (Siddons, 1994). At approximately the same time New London Academy stopped accepting students from throughout the Sixth Congressional District (Siddons, 1994). Elementary grades were then transferred from the church building to Lowry Hall. Lowry Hall was also dismantled in 1969.

Another dormitory, Thomas Hall was constructed in 1916 and named for another principal, O. A. Thomas. In order to qualify for a loan from the Literary Fund, the dormitory had to be built as an addition to another building so it was added to Alumni Hall (Siddons, 1994). Thomas Hall was demolished in 1970.

The school farm consisted of eight tillable acres and the school administration held an option for some time to purchase an adjoining 35-acre farm (O. A. Thomas, Eggleston collection, December 18, 1917). However, with the passage of the Smith-Hughes Act, the school board decided that the tract of land would not be needed since home projects were to be emphasized (O. A. Thomas, Eggleston collection, January 21, 1918). In 1920 it was reported that New London Academy had stables, barns, pig sties, orchards, and chicken coops (Siddons, 1994).

#### Faculty

New London Academy had only two principals during the period of concern to the study. Both principals have been previously mentioned since buildings at the school were named in their honor.

Robert Q. Lowry served as principal from 1904-1914. He was a graduate of the University of Virginia and came from a wealthy Bedford County family (Siddons, 1994). Lowry had taught in Loudon County for two years before coming to New London. Upon leaving the school, he took a position with a local bank.

O. A. Thomas, who had taught agriculture for four years at New London, also took over the duties of principal when Lowry left. He held this position until

1918. Thomas held a B. S. in general science and a LL. B. He had also completed some course work toward a M. S. at Virginia Polytechnic Institute (O. A. Thomas, Eggleston collection, November 2, 1917).

The original agriculture teacher at New London Academy during the Congressional district agricultural high school time frame was T. Gilbert Wood and Annie Bidgood was the first domestic science teacher (Siddons, 1994). In 1912, W. E. Gilbert became the agriculture teacher and Grace Davis was hired to teach domestic science. In May 1914, O. A. Thomas was hired to be the agriculture instructor (Siddons, 1994).

The agriculture teacher had a special status in the school and received salary supplements from the state. The salary of the agriculture teacher was often more than the principal and three to four times greater than the salary earned by the primary teachers (Siddons, 1994).

### Curriculum

In 1910, there appeared to be some confusion concerning what an agricultural high school was supposed to be. School records indicate that the administration was to lay out a course of study for the school and that they were to visit other Congressional district agricultural schools to see what they were doing (Siddons, 1994).

The resulting course of study resembled that of other Congressional district agricultural high schools. As it appeared in the 1915-16 school prospectus, the curriculum was divided into two courses of study, the classical course and the science course (New London Academy Prospectus, 1915). The classical course of study included four units of English, four units of foreign language, three units of mathematics, three units of history, and two units of science. The science course offered four units in agriculture for the boys, four units of domestic science for the girls, four units of English, three units of mathematics, two units of history, one unit of chemistry, one unit of physics, and one unit of manual training. A unit was defined as one year of study.

The curriculum also included experience-based educational opportunities. In addition to the textbook work, students were assigned practical problems to be solved at home. For example, in 1913 youth were conducting fertilizer experiments, variety tests, and starting a small poultry plant (“Chartered in 1795”, 1913). Siddons (1994) described these home projects as well as animal breeding and canning food. This approach resembles present day extension work. Interestingly, a great deal of evidence was found connecting early extension work with the New London Academy.

### Extension Work Conducted at New London Academy

Clear evidence of the relationship between extension and the Congressional district agricultural schools was found in sources concerning New London Academy. A 1913 newspaper article (“Chartered in 1795”, 1913) discussed some of the extension work being carried out by the school: “Besides such work as testing seeds and milk, figuring feed rations and fertilizer formulas, the director of agriculture [at the Congressional district agricultural school] has spoken to a number of farmers’ meetings, road meetings, and schools.”

In a letter addressed to Professor O. A. Thomas, principal, Dr. Eggleston wrote the following (J. D. Eggleston, Jr., Eggleston collection, March 7, 1916):

If our appropriation was increased for extension work, we would be in position to help some of the agricultural schools in their efforts to do extension work. . . . I am hoping that the general assembly will increase our appropriation for extension work in order that we may be able to get in close touch with the agricultural schools and help them to do more extension work if they are so situated that they can do it.

In another correspondence, Dr. Eggleston stated that if the appropriation were granted that the college (Virginia Polytechnic Institute) and the agricultural high school could jointly conduct extension work in the territory in which the school was located (J. D. Eggleston, Jr., Eggleston collection, March 10, 1916).

In April of the same year, O. A. Thomas wrote to Dr. Eggleston once

more. In this correspondence he made the following request (O. A. Thomas,

Eggleston collection, April 17, 1916):

I wish personally to do some extension work as a part of the work at the school, in such a manner as to come under the provisions of the Smith Lever fund, and want a teacher in agriculture to assist me in my class work so that I may be able to devote the time to the extension work.

In the same letter, the principal requested \$900.00 for extension work. In a follow-

up letter, Dr. Eggleston asked Prof. Thomas to refresh his memory as to the

arrangement on which they had agreed concerning extension work (J. D.

Eggleston, Jr., Eggleston collection, May 16, 1916). The same day, Dr. Eggleston

wrote again saying that he had been informed by prominent members of the

general assembly that it was their purpose to continue the appropriation to the

agricultural schools until each one was well provided for, and doing good

extension work (J. D. Eggleston, Jr., Eggleston collection, May 16, 1916). He went

on to say:

My reason for suggesting that this land proposition be divided into three parts is in order that we may have sufficient funds to carry out your plan to put a man in the school room to do the work that you have been doing, and thus give you the opportunity to do more extension work. I am very much pleased with this plan that you have in view, and am exceedingly anxious to see it carried out. My own opinion is that it is the best thing the agricultural schools can do.

Apparently, the plan was carried out. In 1917, Prof. Thomas wrote to Dr.

Eggleston asking for the remainder of the “State Smith-Lever” funds that he had agreed to provide New London Academy in 1916. Prof. Thomas also indicated that he wanted the Smith-Lever arrangement for extension work in Campbell and Bedford counties to continue (O. A. Thomas, Eggleston collection, April 23, 1917). In addition, O. A. Thomas was listed as the agriculture demonstration agent for Bedford County for the years of 1916 to 1920 (Epsilon Sigma Phi, 1940).

In response to the letter from O. A. Thomas dated April 23, 1917, Dr. Eggleston provided some insight as to the future of the partnership between extension and the agricultural high schools (J. D. Eggleston, Jr., Eggleston collection, April 26, 1917).

In reference to the Smith-Lever Fund, I doubt whether the arrangement will continue. The federal government is very strict and seems to think the present plan of working with and through the agricultural high schools is not practicable.

Prof. Thomas again wrote Dr. Eggleston in the fall of 1917 in reference to the position of agricultural education supervisor under the Smith-Hughes plan in which he was expressing an interest. One section of the letter refers to extension work (O. A. Thomas, Eggleston collection, October 29, 1917):

Because I believe there should be rather close cooperation along certain lines between the agricultural high school work and the cooperative demonstration work, in that the practical farm projects of the schools should also be under the Extension work, or part of it in some manner. I conclude that the man who is chosen for that position should be one who will do all that he can to cooperate with

the Extension Department of V.P.I. Later, Thomas provided Dr. Eggleston with his educational background and work experience. In this correspondence, Thomas stated that he had not completed his residence requirements for the M.S. degree because he had conducted club work the previous summer in Bedford and Campbell counties and consequently could not attend school at Virginia Polytechnic Institute (O. A. Thomas, Eggleston collection, November 2, 1917).

Lastly, the New London Academy had an active corn club from 1909 until it was converted into a 4-H club in the 1920s (Siddons, 1994). The corn club was selected as the Virginia state champion corn club in 1913. At that time there were 23 members. The school also had poultry and livestock clubs as well as a canning club (Siddons, 1994).

#### 1917 School Evaluation by John R. Hutcheson

John Hutcheson visited with O. A. Thomas at Lynchburg and then made the following recommendations concerning the school (J. R. Hutcheson, Eggleston collection, February 18, 1918):

Mr. Thomas states that the school authorities are doing everything in their power to qualify under the Smith-Hughes Act. The boys taking agriculture have been placed in separate classes and given home projects. The girls taking home economics also seem to be giving enough time to the subject to qualify under the Smith-Hughes Act.

For the present year I recommend the following:



First: That Mr. Thomas who is the principal and teacher of agriculture be paid three fourths of his salary of \$1600.00, from state funds.

Second: That Mr. Johnson, who is teaching farm shop work, be allowed \$75.00 per month, for nine months.

Third: That the teacher of home economics be allowed \$45.00 per month, for nine months.

Fourth: A farm hand has been paid \$40.00 per month for working on the school farm. I think this is too much for the amount of land being worked and recommend that the state does not pay the salary of this farm hand.

Fifth: For equipment I recommend the following:

Agricultural Lab.	\$200.00
Farm Shop	100.00
Home Economics Equip.	25.00
Home Economics Supplies	50.00
Shop Supplies	50.00
Harness	50.00

Sixth: There is a back debt of approximately \$5,000.00 for building dormitories, water and heating plants. I recommend that this debt be wiped out during the next two years, from the funds to be placed in the hands of the President of the Virginia Polytechnic Institute, if this fund is provided.

In comparing the report on New London Academy to the other schools, it appears that school was better equipped than the majority since the equipment recommendations were much less. Both the Driver School and New London Academy showed back debts of approximately \$5,000.00 each.

New London Academy carries the same name today. The school graduated its last high school class in 1964. Today, the New London Academy campus serves elementary students. New London Academy has an extensive school historical

archive that would be helpful to anyone researching the history of secondary education in Virginia.

### **Middletown Agricultural High School Seventh Congressional District**

The Middletown School first stood on Church Street in Middletown. However, the facility was at full capacity and with the designation of Congressional district agricultural high school, the community immediately sought land on which to build a new facility (Davis, 1981). A local group of citizens formed a support group called the ‘Citizens Agriculture and High School Committee’ which raised private funds, secured land, and sought bids for construction of the school (Davis, 1981).

In August 1908, 12 acres of land were purchased from Mr. and Mrs. George C. Wallace for \$1,500.00. In August 1908, bids were taken for the construction of the “agriculture, manual training, and domestic science high school building to be erected in Middletown, Virginia” (Davis, 1981). Work on the school began in the fall of 1908, and the school opened in October 1909.

Isabel Davis, a 1920 graduate of Middletown Agriculture High School, described the opening day of the school as follows (Davis, 1981):

My mind wandered back and memories took over to  
October 4, 1909, the opening day of the new MIDDLETOWN

AGRICULTURE HIGH SCHOOL. That day 190 elementary pupils and high school students, from all over Frederick County and the Seventh Congressional District, entered the first of many such schools soon to appear in the Commonwealth of Virginia.

As one of the primary kids. . . I was very happy and very excited. (p. 1)

The building was further described as “sturdy, prim, and beautiful” (Davis, 1981, p. 1).

In 1950, James Wood High School was constructed and received all of the county high school students. Therefore, Middletown High School was converted into Middletown Elementary School.

#### Facilities

The Middletown Agriculture High School was constructed of stone and brick. The lower half of the foundation was constructed of native limestone. The brick used for the building was fired on site (Davis, 1981). The two-story building had seven classrooms, a principal’s office, and an assembly hall with a permanent stage. Additional classrooms for manual training, woodworking, and domestic science were located in the basement. The building was heated by a coal furnace which was still being used in 1980 (Davis, 1981).

The school grounds included a barn and chicken-house that were used by the agriculture students. A row of sheds was constructed to shelter the horses and carriages belonging to students traveling to and from school. In 1921, a home

economics and agriculture building was built (Davis, 1981).

It is interesting to note that the administration of the Middletown Agriculture High School discussed building a dormitory. But due to lack of funding and the perceived effect that the Smith-Hughes Act would have upon the school, the school district opted to build a home for the principal and teachers. In a letter to Dr. Eggleston, Principal R. R. Tolbert provided the following justification in order to obtain funding for the construction of a dormitory (R. R. Tolbert, Eggleston collection, July 10, 1916):

According to your request I am stating in writing the reasons why the Seventh District Agricultural High School, Middletown Va., should use the five (\$5000) thousand dollars from the recent appropriation for Agricultural High Schools, for constructing dormitories.

As to the pupils and enrollment,	
Number of pupils enrolled in 1915 & 16	247
Number of high school pupils in 1915 & 16	61
Number of pupils from other counties	24
Number of boarding students 1915 & 16	20
Number of counties represented	5
Number of high school teachers	4
Number of grade teachers	5

In addition to the number of high school pupils who live and board in the community a number of pupils come from a distance daily.

The usefulness of the school has had a constant widening territory from year to year, the friends of the school have been pleased to note also the work of the school has not benefited the one school and community only but in several ways has affected other schools and communities, such as broadening the course of study, and in this way serving as a type of high school for rural communities, also in supplying teachers especially fitted for

teaching in the rural schools of this and other counties. Several letters of support for the dormitory proposal were found in the Eggleston files including a letter from T. W. Harrison, United States House of Representatives (T. W. Harrison, Eggleston collection, December 9, 1916), Kenneth N. Gilpan, House of Delegates (K. N. Gilpan, Eggleston collection, October 11, 1916), and letters from Virginia Senators Harry F. Byrd (H. F. Byrd, Eggleston collection, September 27, 1916) and George N. Conrad (G. N. Conrad, Eggleston collection, September 30, 1916). Dr. Eggleston replied to each in a positive manner pending an evaluation of the school. However, in a letter to the county Superintendent of Schools, dated April 20, 1917, Dr. Eggleston gave the following suggestion in regard to building dormitories:

It is evident, however, that a dormitory could not be built with so small a sum of money as your pro rata would be. He (John R. Hutcheson) also tells me there has been some talk of building a teachers' home, to be occupied by the Principal and his family or by his teachers. This looks practical to me if it is the desire of the school authorities to build a teachers' home. Those homes are much needed where there are good schools because they encourage a more permanent teaching body. One reason teachers drift from place to place is because they have no good home in which to live while teaching.

The teachers' home was constructed and, according to Davis (1981), was still being used in 1980.

## Faculty

The first principal and agriculture teacher, interestingly, was John R. Hutcheson who later became the Inspector of Schools, then Director of Virginia Cooperative Extension, and eventually President of Virginia Polytechnic Institute from 1945 to 1947 (Davis, 1981). Hutcheson presented three diplomas during the first commencement in 1910.

Hutcheson stayed at the school until 1911 and was replaced by J. Owen Beard who served as the school principal/agriculture teacher until 1914 (Davis, 1981). Both Hutcheson and Beard were graduates of Virginia Polytechnic Institute. Beard was approached for the principalship while he was still a senior in college (Davis, 1981).

Nellie Graham was the first teacher of domestic science. Pearl Knisley taught manual training (Davis, 1981).

R. R. Tolbert was the next principal/agriculture teacher. During his tenure, Pearl Knisley continued as manual training instructor, and Anna R. Allen taught home economics (R. R. Tolbert, Eggleston collection, June 26, 1916).

## Curriculum

According to Davis (1981, p. 4), the curriculum offered in 1909 when the school opened was “innovative, diversified, and advanced” as outlined below:

FIRST YEAR

English          Latin  
Algebra          Geometry  
Agriculture 1 – The Plant  
                    & Soil

SECOND YEAR

English          Latin  
Chemistry  
Algebra          Geometry  
Agr. II – Soil & Crops

THIRD YEAR

English          Latin  
Geometry or Algebra  
Agr. III – Farm animals  
                    & Dairying

FOURTH YEAR

English          French or  
                    German  
Farm, Home & Local  
                    Agriculture

Object: Preparation for college, also practical for boys and girls going back to the farm.

Later English History was added as well as Domestic Science.

As evidence of the prestige held by Middletown Agriculture High School in

the community, an article in the local paper about the opening of the school referred to the school as the “Agriculture College” (“New Middletown”, 1909). In addition, Davis (1981) reported that school board members often visited the school, especially during morning assembly. Davis (1981, p. 10) noted that “each and every day, the entire enrollment from primary to high school marched to the assembly hall to begin the day with prayer, songs, announcements and sometimes short entertainment.”

Davis (1981) recalled participating in extracurricular activities such as the Maypole dance, piano, and drama. The school also held a field day each year to share their projects with their families and the public. Sewing products, furniture,

and baskets were exhibited as well as leather articles (Davis, 1981).

#### Extension Work Conducted at Middletown Agriculture School

As with the other schools, extension work was conducted through Middletown Agriculture School. Principal Beard had a twelve-month appointment. During the summers, he taught farmer institutes and visited the farms of his students to assist them in conducting their projects (Davis, 1981). Eggleston made reference to the gardening, canning, and poultry work conducted at the school by an extension teacher (J. D. Eggleston, Jr., Eggleston collection, April 23, 1916).

The Middletown school was not included in the 1917 school evaluation conducted by John R. Hutcheson since the school was scheduled to be evaluated in 1918 (J. R. Hutcheson, Eggleston collection, February 11, 1918).

#### **Manassas Agricultural High School Eighth Congressional District**

The foundation of the Manassas Agricultural High School was the Manassas Institute, a private school built in 1896. When the school was completed, sisters Fannie and Eugenia Osbourn were hired as the staff (Scarton, 1996). The Manassas Institute operated privately until 1906 when the school merged with the public school system.

The citizens of Manassas had campaigned unsuccessfully to have a normal



school located at Manassas Institute. Manassas then put renewed energy into an effort to gain designation as a Congressional district agricultural school (Simmons, 1986). Manassas was successful in this effort and the school for the Eighth District was built in 1908-09. According to Peters (1939), Manassas Agricultural High School was the first Congressional district agricultural school to be completed in the state.

The Manassas Agricultural High School, also known as the Bennett School, was constructed at a cost of \$20,000.00 on two acres of land, which had been donated by Dr. Maitland C. Bennett (Simmons, 1986). The old building, referred to as the Ruffner Building, continued to be used as part of the school. In fact, due to large elementary enrollment the Bennett School never housed secondary classes (Scarton, 1996; Simmons, 1986). Instead, the Ruffner Building was enlarged in 1908 to accommodate both the secondary classes and the agriculture and domestic science classes.

An additional 10 acres of land were purchased from Bennett in 1910 and used as playgrounds and for agricultural experimentation (Peters, 1919). As the school enrollment grew, more space was needed. In 1913, a small two-story frame building was erected as a manual training and agriculture shop (Peters, 1939). A new brick school building, named the Osbourn Building, was erected in 1926

(Simmons, 1986). Hence, the Ruffner Building was demolished in 1930 (Peters, 1939). The Bennett Building is still standing and is currently being used by the Prince William County Sheriff's Department.

#### Bennett Building Specifics

The Bennett Building was a two-story building and was constructed of brown-stone and brick made from the clay of the battlefields. During the excavation for the foundation of the building, the workers discovered graves of unknown soldiers directly adjacent to the Northwest corner. After a conference with veterans on both sides of the Civil War, it was decided to erect the building over the graves (Peters, 1939). In the spring of 1909, an elm tree was planted to commemorate the spot (Peters, 1939).

#### Faculty

When Manassas Institute became the Manassas Agricultural High School an intense controversy ensued. There were several overlapping principal roles in the school and uncertainty among the staff in regard to responsibilities for the high school (Simmons, 1986). Miss Fannie Osbourn (later Mrs. F. O. Metz) was listed as the principal of the academic school. Prof. H. F. Button, a Cornell College of Agriculture graduate, was the director of the Manassas Agricultural High School. Mary Moffitt was in charge of the normal training at the high school. Major

conflicts occurred between Button and Moffitt, which divided the District School Board. One member of the board argued that the director of the school should be in total control, another believed that agriculture was only one department of the school and should, therefore, operate under the principal (Simmons, 1986). The controversy continued for four years, until 1912 when the entire board resigned and Moffitt was not rehired. Metz died during the same year and her sister, Eugenia Osbourn, took over as principal. Osbourn served as principal until she retired in 1935 (Scarton, 1996). The new school board upheld the view that the agricultural high school should be under direct control of the director (Simmons, 1986). Button continued as the director of the agricultural school until 1913.

C. H. Yarborough was the agriculture director from 1913 to 1915 and was followed by B. K. Watson. Prof. Watson was reared on a farm. He graduated from Mississippi A. & M. College in 1910 and taught sub-freshmen courses the following year (B. K. Watson, Eggleston collection, May 21, 1917). From 1911 until 1915, he worked in Louisiana in agricultural high school and demonstration work. Watson remained at the Manassas Agricultural High School until 1918. H. W. Sanders was listed as agriculture director from 1918 to 1923 (Peters, 1939).

Lula D. Metz taught domestic science, later referred to as home economics, from 1908 until 1922. Metz was followed by Veta M. Draper (Peters,

1939).

J. R. Evans taught manual training from 1911 until 1914. I. F. Cannon was the instructor during the 1914-15 school session and taught through the 1922-23 session (Peters, 1939).

### Curriculum

The original Manassas Institute provided a curriculum which was entirely college preparatory, with the following requirements (Peters, 1939, p. 127):

English	4 units	Alegbra	1 ½ units
Latin	4 units	Ancient History	1 unit
French		American History	1 unit
or		English History	1 unit
German	1 unit	Science	1 unit
Geometry	1 unit		

Three different sciences are offered based upon need: botany, physics, and physiography. In addition, a normal training course of three classes was offered. The normal training could be substituted for some of the language requirements (Peters, 1939).

With the establishment of the Manassas Agricultural High School, the curriculum changed slightly with the addition of one and one-half units of either agriculture or domestic science (Peters, 1939). Following are the agriculture and domestic science courses offered by Manassas Agricultural High School (Agricultural high school, 1917, pp. 11-12):

### Agriculture Course

1 <sup>st</sup> Year	2 <sup>nd</sup> Year
English I	English II
Latin I	Agriculture II, Animal Husbandry
Algebra	Algebra, Plane Geometry
Ag. I, Soils & Crops	Ancient History
Business Arithmetic ½ Year	Latin II
3 <sup>rd</sup> Year	4 <sup>th</sup> Year
English III	English IV
Ag. III, Horticulture	Ag. IV, Farm Management, Rural
Plane Geometry	Engineering
Elect Two	American History, Civics
English History, Botany,	Chemistry
German I, Latin III	Elect one or one-half
	Algebra, Solid Geometry, German II,
	Latin IV, Bookkeeping

### Domestic Science Course

1 <sup>st</sup> Year	2 <sup>nd</sup> Year
English I	English II
Latin I	Domestic Science
Algebra	Algebra, Plane Geometry
Domestic Science	Ancient History
Business Arithmetic, ½ Year	Latin II
3 <sup>rd</sup> Year	4 <sup>th</sup> Year
English III	English IV
Domestic Science	Domestic Science
Plane Geometry	American History, Civics
Elect two	Elect two
English History	German II, Latin IV
Latin III, German I	Chemistry, Botany

In addition to the previously listed requirements, the Manassas Agricultural School also expected each student enrolled in agriculture to conduct agricultural work at home which related to the work being studied at school. For example, if a student was taking the first year soils and crops class, he would be expected to grow an acre of corn or some other crop. As part of the animal husbandry class, the student was responsible for a pig, calf, or some other animal (Peters, 1939).

#### Extension Work Conducted at Manassas Agricultural High School

Extension work was an integral part of the high school curriculum at the Manassas Agricultural High School as evidenced by the following article written by Prof. Button (Agricultural Instruction in High Schools, 1913, p. 74-76).

Because the article details the development of extension work at the school, nearly the entire article has been included.

#### Development of Extension Work

In theory the agricultural courses should attract country boys to the high school; in fact, it is doing so at a rapidly increasing rate; but I have, like others, found myself face to face with the fact that only a distressingly small proportion of the boys do attend high school. And that those boys are not, as a rule, farmers' sons and prospective farmers. This being the case, how can the school [Manassas Agricultural High School] fulfill its mission?

My first thought was to do as the agricultural colleges did under similar circumstances, i.e., establish short winter courses for the sons of farmers. Notwithstanding my lack of room and equipment, I tried the plan and found it successful. There are within reach of any agricultural high school 100 young men who can and should take advantage of such a course, lasting 6 to 8 weeks and

devoted to the subjects of greatest local interest. There are, however, in the smaller schools, such obstacles in lack of room, lack of equipment, and lack of teaching force as to make full realization of the plan impracticable. Such a course would require the time of one person the greater part of the school year to interview the students and to arrange lectures and laboratory sections. Accordingly, as the work of teaching agriculture to the regular high-school classes has increased by the growth of the school and the increasing popularity of the subject, I have been, for the time, forced to give up this interesting and valuable part of the school's work.

Farmers' institutes have been my most successful line of extension work. When I came to Manassas in 1908 I found no live organization of farmers with whom I could cooperate. I called a meeting of the farmers and after a pleasant session at which they were addressed by the late Dr. Seaman Knapp, I proposed that we form a permanent organization. The idea was adopted and a most successful series of meeting resulted. During the three years since the organization of the farmers' institutes of northern Virginia we have held 22 meetings, including a four-day traveling school of agriculture under the direction of the Virginia Agricultural College, a field demonstration in spraying, and three corn shows. These meetings are held in the courthouse on the third Friday of each month from November to April, inclusive. The average attendance for all meetings has been about 75 farmers, besides townspeople and school children.

Recognizing that unless the farmers are behind a school of agriculture it can not be successful, I have endeavored to make this association the connecting link between the school and the community. I believe that to these institutions more than any other one factor I owe the success which I have had in making the agricultural school an integral part of the rural life of the district.

As the winter days were cold, and the roads were long and muddy, it occurred to me to utilize the class in domestic science by letting them serve a lunch to the farmers and their wives. This was done with the greatest success. The girls enjoy cooking and serving the meal, and the visitors enjoy the hot, tasty, nutritious food which is served to them at the actual cost of the materials. The lunch has

become a regular feature of the institutes and has, in no small degree, contributed to their success. The farmers get their well-filled plates and stand or sit in small groups eating and visiting in the informal manner.

Valuable as the information given by the speakers has been, the social intercourse is even more valuable. This is a country of big farms and bad roads, resulting in more than the usual degree of rural isolation. This isolation has been intensified by the frequent changes in the ownership of farms since 1870, until, as a natural result, there is but little of the community spirit. I can say without boasting that the school has done more to break up this isolation and develop a community feeling in three years than any other forces had done in a decade.

This year I am attempting to break down still further the barriers which distance and bad roads have interposed between the farmers by a series of meetings for farmers' wives. At these meetings they can become acquainted with each other, discuss problems of mutual interest, and listen to lectures on household problems by experts. In the forenoon both the farmers and their wives will meet in a session of general interest, while after the lunch the men and women will meet in separate sections, each with its own speaker. Excellent speakers have been engaged and there is every reason to expect that this department will prove to be as popular and useful as the other. Thus I am attempting to make the agricultural school the social and intellectual center of the newly aroused community life. The farmers' institute serves a dual purpose, for it gives to the farmers what is best and newest in agricultural science and brings to the school the hearty support of those to whom it must look for its best pupils.

Nearly every phase of our local agriculture, such as corn growing, dairying, spraying, and feeding, are taken up in the course of the year by an expert. Opportunity is also afforded for questions and discussion, which often prove more valuable than the lecture itself. Not all of the time is given to scientists, but at each meeting some successful farmer is asked to give his method, while the man of science gives the reason and principle. The agriculture classes [of the high school] attend the institutes and write reports of the lectures which serve as material for both English and agriculture.



Some of the best English work of the school has been done on these agricultural topics.

Another successful line of work has been in the rural schools. As 75 per cent of the school children and practically all of the next generation of farmers attend the one-room rural schools, I have endeavored to reach them by such methods as would quickly interest them and were at the same time within reach of my very limited resources. My efforts to improve the rural schools are along two lines, the schools themselves and the future teachers who are now in the normal training class.

As all farmers keep cows and raise corn, I chose milk testing and seed-corn selection as the best topics for my work in the rural schools. I borrowed a Babcock milk tester from the dairy division of the United States Department of Agriculture, and with it and a small exhibit of choice seed corn I visit a country school each week. If the lesson is to be on milk testing, the pupils bring samples of milk and with these I instruct both pupils and teacher in the operation of the test. Some of the parents are present, giving me the opportunity to interest them in the work of the agricultural high school. I leave the machine at the school for a week so that all the pupils may become familiar with it and able to test the richness of the milk from each of their cows. The pupils then write me letters telling me of their results. The following is a sample:

Buckland, Va., November 9, 1911

Dear Sir: We have been testing milk every other day this week. We have tested 6 samples of milk. We first put in the milk and then the acid, then we turned for 5 minutes; then we took it out and filled it up to the neck of the bottle and turned it for 2 minutes; then took it out and filled it up till all the butter fat was up in the neck of the bottle; then turned 1 minute more. The cows we tested were 1 of Dr. Brown's, 2 of Grahm's, 1 of Hall's, and ours.

I am 9 years old.

Will Sweeney

Buckland School

I have dozens of such letters, and they show that the children know far more about the composition of milk than most of the parents. I have found this lesson the very best to introduce the subject of agriculture. It is interesting . . . still more important is the

knowledge that it conveys to the parent as to the relative value of each cow. It is the beginning of the exact knowledge that makes for better farming.

This country-school work needs doing, and if honestly done will bring support to the school and carry light to those who most need the help. Let no one who values comfort undertake this form of extension work, for there are long rides through deep mud, hurried starts, late returns, and cold returns as the usual accompaniments of the trips. I have found without exception that the teachers are glad to have me come and will cooperate with me in every possible way. The patrons, when not apathetic, are well pleased to have agriculture introduced to the school. Among the more thoughtful I find a widespread sentiment that their occupation has been slighted and neglected in the schools, and a full appreciation of any effort to improve conditions. There is urgent need for a wider and more sweeping regeneration of the rural school before the country child shall come to his rights, but if we wait for that time to come, many years may be lost.

In the agricultural high school I test some 200 samples of milk and cream a year, the cream shippers in particular finding it a means to avoid being cheated on the one hand and getting into trouble with the milk inspector on the other. . . . We have a cow-testing association of about a dozen enterprising dairymen who have stopped guessing about their cows. As the business of dairying grows, this activity of the school will further increase.

An excellent barrel spray pump furnishes means for another line of extension work. The pump is loaned out to people who wish to try spraying but have no suitable machinery. Spraying materials, such as concentrated lime sulphur, arsenate of lead, and caustic-potash soap are furnished at cost. Some of the more advanced students go out and do small jobs of spraying, thus acquiring a proficiency that the limited equipment of the school can not supply, and at the same time getting people started at spraying who have never attempted it. This is not a fruit-raising section, and spraying is still an unusual practice, yet last year a dozen new barrel sprays came into our community as a result of our spraying propaganda. In many cases I have gone to the orchards, set up the spray pump, and instructed the owner in the adjustment of the nozzles.

In the village I am constantly called upon to prescribe for the ailments of flowers, trees, shrubs, and to destroy scales, plant lice, caterpillars, and miscellaneous “bugs.” Outside the village I am more and more frequently called on for expert advice on alfalfa, drainage, locations for orchards, sick cows, sick trees, and the like. Sometimes I can help and sometimes not, but the significant fact remains that there is a growing tendency on the part of the farmers to recognize the school as theirs, to be called on for all kinds of aid.

This year my extension work has been greatly facilitated by a fine stereopticon with a steel tank of compressed acetylene gas. After giving a lesson to a rural school I stay and give an evening illustrated lecture on some such topic as corn or dairy cattle. These evening meetings are always well attended and enable me to meet large numbers of people whom I can reach in no other way.

There are two excellent newspapers in the county, both of which have been liberal in their space and helped in their editorial columns. There is seldom a week when I do not have an article in one or both of these papers on some topic of timely interest. I review lectures of farmers’ institutes for those who are not there; I review scientific publications or give advice on the care of a crop or the control of some insect. These and other subjects furnish a means of taking the benefits of the school out to the people on the farms who most need the aid and who are least able to secure it by regular instruction in the school

Button’s description of extension work in the Manassas Agricultural High

School during the 1910s reads like an abbreviated annual report of an extension agent in 1999. Many of the basic elements such as media work, diagnostic work, various testing procedures, farm demonstrations, group meetings, and a hands-on educational approach that appeared with the Congressional district agricultural schools are still incorporated in extension programming.

In a letter to the editor of *The Southern Planter* in 1911, George C.

Round, Manassas School Board Member also described the extension work at the Manassas Agricultural High School. Round discussed the farmers' institutes which he said were held from 10:00 to 2:00 p.m. every third Friday of every month from November to April (Round, 1911). In addition, Round noted that a Woman's Auxiliary had been developed and met at the same time as the farmers' institute. He went on to say that 45 prizes had been awarded. The men and boys had received corn awards and the women and girls had received awards for sewing and cooking (Round, 1911). Round further described other extension duties which Prof. H. F. Button performed (Round, 1911, p. 1380):

In addition to these regular central Institutes, our school board authorizes the director, Prof. H. F. Button, to respond to calls from farmers for advice as to spraying, milk testing, crop raising, and any other questions of interest; give talks to Farmers' Clubs and neighborhood gatherings. The director has also the duty of overseeing the work done by the Boys' Corn Clubs and some of the duties usually devolved on a farm demonstrator.

In 1913, George Round again expressed his opinion concerning extension work. In *The Southern Planter*, Round stated that "the agricultural high school should lead the way and work out the problems, and be a district center for agricultural extension work" (Round, 1913, p. 151). Later in 1916, Round argued that the farmers' institutes and women auxiliary meetings should continue to be held at the school (Round, 1916). He further stated that the extension work was an

integral part of the school. Round (1916, p.3) described the Manassas Agricultural High School as “an institution unlike any other in the history of such school, embracing both parents and children from infancy to age.”

An indication of the extensive extension programming conducted at the Manassas Agricultural High School was found by examining the school letterhead of 1917. The school letterhead read as follows (B. K. Watson, Eggleston collection, March 13, 1917):

Agricultural High School  
For Eighth Congressional District  
Manassas, VA

B. K. Watson, Director  
C. A. Montgomery, Extension  
R. O. Bibb, Farm Foreman  
Miss Lula D. Metz, Home Economics  
Miss Lillian V. Gilbert, Extension  
I. E. Cannon, Manual Training

In the correspondence on which the previously mentioned letterhead was found, Watson requested that Eggleston purchase a duplicator for the Manassas Agricultural High School at a cost of \$30 (B. K. Watson, Eggleston collection, March 13, 1917). Director Watson stated that the machine would be used to duplicate circular letters to teachers and prospective students, in an effort to get students from the adjoining counties to enroll and to produce circulars for the

demonstration work.

The Manassas Agricultural High School was not included in the 1917 report by John R. Hutcheson. The school had not been inspected when the report was submitted (J. R. Hutcheson, Eggleston collection, February 11, 1918).

As previously mentioned, the original Manassas Agricultural High School building, the Bennett Building, still stands. The Bennett Building is currently being used by the Prince William County Sheriff's Department.

**Lebanon State School**  
**Ninth Congressional District Agricultural High School**

The Lebanon State School was originally a private school, which had become heavily indebted. A church was in the process of purchasing the school when the local school district expressed an interest in the property for the purpose of establishing a private school (B. T. Wilson, Eggleston collection, October 17, 1916). The school was \$7,000.00 in debt at the time, and the church had planned to assume the debt. The exchange was nearly complete when the school district interfered. According to B. T. Wilson, chairman of the school board, the church had considered filing a lawsuit against the school district over the proposition (B. T. Wilson, Eggleston collection, October 17, 1916). When the school authorities gained possession of the property, they resold it to several private individuals in

Lebanon.

In order to gain the distinction as a Congressional district agricultural school in 1908, the citizens returned the school to the school district at a cost of \$7,000.00. At that time, Wilson valued the property at \$20,000.00 (B. T. Wilson, Eggleston collection, October 17, 1916).

The property was comprised of 11 acres of land in the heart of the town of Lebanon with “one of the most beautiful groves of sugar maples in the country” (E. R. Combs, Eggleston collection, October 15, 1916). Of the 11 acres, four were used for demonstration and experimental work (W. J. Wysor, Eggleston collection, October 16, 1916).

By 1916, the school building had become inadequate and the number of boarding students had outgrown the boarding capacity of the school and of the town (E. R. Combs, Eggleston collection, October 15, 1916). Russell County citizens initiated a capital campaign in order to construct a new school building and to refurbish the old building for use as dormitories (J. D. Eggleston, Jr., Eggleston collection, September 2, 1916). The new building was completed in 1918 at a cost of \$35,000.00 (C. W. Owen, Eggleston collection, July 9, 1918).

### Faculty

The following excerpt from a letter written to Dr. J. D. Eggleston by H. W.

Fugate, Superintendent Russell County Schools, explained the difficulties faced by Congressional district agriculture schools in securing and retaining qualified faculty.

Now, it is true that when the school first began as an agriculture institution, we had great trouble in securing a teacher who combined in himself the necessary academic education and agricultural knowledge to meet our demands. Nevertheless, agriculture was taught theoretically and practically in the school. In 1910, two years after the school began in order to get a man who could meet our demands I went to Blacksburg and had a conference with Dr. Fletcher, Dr. Barringer being absent. I told Dr. Fletcher that I wanted to get a young man from Blacksburg who had good agricultural training and at the same time who could teach Chemistry and Physics. I also added that I wanted him to be able to speak passably good English, so that in lecturing over the county before other schools and audiences of farmers his language would not be a reflection upon the school in which he was a teacher. Dr. Fletcher told me frankly that they did not have the man, that the young men who were available had come to them with poor preparation and that Blacksburg had been able merely to "whitewash this inadequate preparation with a coating of agriculture." "But," he added, "we have some young men coming along who in a few years will meet your requirements." We waited for the expiration of these few years and then at our first opportunity we secured Mr. Wysor, upon your recommendation. Mr. Wysor taught a year and then became County Demonstrator. Upon his resignation Mr. A.W. Hedrick was elected. Mr. Hedrick taught perhaps a year and then went to Scott County as Demonstrator. Mr. W. I. Smith, a V.P.I. graduate, followed Mr. Hedrick and is still with us. (H. W. Fugate, Eggleston collection, October 17, 1916)

According to the school letterhead for 1916, Prof. William A. Anderson,

Jr., B.S. was the current principal (W. A. Anderson, Eggleston collection,



November 4, 1916). Anderson had held the principal position since 1914 (W. G. Wysor, Eggleston collection, October 20, 1916). J. R. Hutcheson reported that in 1917 Prof. Carroll was serving as principal of Lebanon State School and that Drinkard was the agriculture instructor (J. R. Hutcheson, Eggleston collection, February 11, 1918). The 1918 school letterhead listed the name of Claude Willard Owen as the principal. The letterhead further indicated that Prof. Owen held both bachelors and masters degrees (C. W. Owen, Eggleston collection, July 9, 1918).

### Curriculum

A very interesting exchange of correspondence between Dr. Eggleston and the Lebanon school system was discovered in the Eggleston files. In 1916, Prof. Anderson, school principal and Wysor, agriculture teacher and county demonstrator, traveled to Blacksburg to meet with Dr. Eggleston in an effort to obtain funding to erect a new school building. After the visit the correspondence between the two began.

In a letter dated October 2, 1916, Dr. Eggleston explained that he had categorized the Congressional district agricultural schools into three groups according to the progress that each had made in teaching agriculture, and to a lesser extent home economics and manual training. He placed Lebanon State School in the category which he described as a group of schools which “have not

done well thus far in the way of agricultural education, but do desire to get in line and do well in the future” (J. D. Eggleston, Jr., October 2, 1916).

This categorization of Lebanon State School prompted several letters in support of the work accomplished at the school. W. G. Wysor gave the following account of the work of the school (W. G. Wysor, Eggleston collection, October 16, 1916):

Permit me to mention a few facts in regard to the instruction which is being given in Agriculture, Manual Training, and Domestic Science:

1. During the past three sessions the Lebanon State School has had thoroughly trained men in charge of the Agricultural Department of the school. Two of the men who have done this work were graduates of the Virginia Polytechnic Institute, the third had completed the two-year agricultural course at the same institution. All three of these men were recommended, either by you or by Dean Campbell, as competent to do the work expected of them.
2. This school is giving four full years of agricultural work, covering both animal and plant divisions of agricultural study.
3. The school is provided with eleven acres of land, four acres of which is being used for experimental and demonstration work.
4. Each boy in the high school is required to take two years of Manual Training.
5. A four-year course is given in Domestic Science. During the sessions of 1913-14 and 1914-15 a graduate of Hood College was employed to teach this subject. During the session of 1915-16 and the present session a graduate of the Radford Normal School has been doing the same work.
6. The school has laboratory equipment for instruction in Agriculture, Manual Training, and Domestic Science, which the school has now outgrown.

Wysor wrote again four days later to say that the accomplishments of the Lebanon School had occurred since 1914. He explained that Anderson had been the first true agriculture man employed by the school and prior to this time the school had “hardly pretended to teach agriculture” (W G. Wysor, Eggleston collection, October 20, 1916).

#### Extension Work at Lebanon State School

During the 1914-15 school session, W. G. Wysor was teaching at Lebanon State School two days a week and working as the County Demonstrator four days a week (J. D. Eggleston, Jr., Eggleston collection, June 7, 1915). In the same correspondence, Dr. Eggleston stated that the federal government and Blacksburg paid \$750.00 of Wysors’ salary and that the other \$750.00 came from the county government. Dr. Eggleston went on to say that he would prefer that Wysor ask to be released from the school and conduct six days each week in demonstration work because Wysor had created so much interest in demonstration work.

In another correspondence, B. T. Wilson, Chairman of the School Board, made reference to the extension work conducted by and through Lebanon State School. Wilson wrote that he believed that Russell County was considered as “being among those in the lead in demonstration work in agriculture, and this work was introduced by the people in control of this school and emanated from the

school itself” (B. T. Wilson, Eggleston collection, October 17, 1916). Wilson also indicated in the same correspondence that Wysor had been employed under the condition that he would also conduct extension work in connection with the school work.

#### 1917 School Evaluation by J. R. Hutcheson

In 1917 J. R. Hutcheson met with R. N. Anderson, Superintendent of Schools in Russell County, to evaluate the Lebanon State School. Hutcheson reported that up until that time, the Lebanon State School had received state funds and pooled them with local funds. All of the teachers were then paid from the combined fund. For this reason, the Smith-Hughes Act forced the local government to allocate substantially more money for salaries than before (J. R. Hutcheson, Eggleston collection, February 11, 1918).

Hutcheson noted that Drinkard, agriculture teacher, was likely to be called to military service early in the school term. Carroll, Principal, was to fill in if Drinkard had to leave (J. R. Hutcheson, Eggleston collection, February 11, 1918).

Hutcheson made the following recommendations concerning Lebanon State School (J. R. Hutcheson, Eggleston collection, February 11, 1918):

First: That Mr. Drinkard, teacher of agriculture, giving approximately 7/8 of his time to agriculture, and contracted for at a salary of \$111.11 per month, until the end of the school term, and at a rate of \$111.11 per month for the rest of the time until

September 1<sup>st</sup> – this money to be paid from Smith-Hughes funds. If there is sufficient state funds I recommend that Mr. Drinkard be paid at the contracted salary of \$111.11 per month.

Second: I recommend that Miss Howard, teacher of home economics, giving full time to this work, be paid full salary of \$60.00 per month for nine months. Up until this time it seems that Miss Howard has received only \$44.17 per month, on account of teaching other work in the school. If there is any funds from which she can be paid, I suggest that the back salary be paid her.

Third: For the remaining five months of the year, I recommend that \$50.00 be allowed for home economics materials and supplies, and \$50.00 be allowed for farm shop materials and supplies.

Fourth: For equipment:

Agricultural Lab.	\$200.00
Home Economics Equipment	100.00
Farm Shop Equipment	100.00

Fifth: That if the funds are available, that further equipment be allowed as follows:

1 Horse	\$200.00
1 Plow	15.00
1 Section Harrow	40.00
1 Cultivator	15.00
Single Wagon and Plow Harness	40.00
Single Wagon	60.00
Lumber for Barn and Henhouse	75.00
11 Hens and Rooster	25.00
4 Purebred Pigs	50.00

Sixth: That whereas, Lebanon School is putting up a new high school building, which will cost approximately \$30,000.00, and

Whereas, the old school building will be used for a dormitory, and this dormitory will probably be worth \$5,000.00, I recommend that in addition to the \$3,000.00 already allowed this school from a fund held by the President of the Virginia Polytechnic Institute, that a further sum of \$2,000.00 be allowed, if this fund is continued by the present Legislature.

## **Appomattox Agricultural High School Tenth Congressional District**

Appomattox Agricultural High School started out as a small three-room school where about 100 students of both elementary and secondary age received their education. The high school students were later taught in a cottage behind the jail (Booker, 1918).

In March of 1908, when the citizens of the county heard that there could be a possibility of locating a Congressional district agricultural school in their community, they immediately took action (Third Annual Catalogue, 1912). Nineteen leading citizens met and made themselves personally responsible for the funds to build a new high school (Third Annual Catalogue, 1912). The group, led by Principal Lindsay Crawley, then inundated the state legislature with requests and justifications for locating a Congressional district agricultural school in Appomattox. According to the Third Annual Catalogue of the school (1912, p. 5), the school was then assured, and “stands as a monument to the courage, liberality, and constant effort of the progressive people of Appomattox.”

The new school was named the Appomattox Agricultural High School. The purpose of the institution was to provide the opportunity for boys and girls to adapt themselves to their environments since Virginia was largely an agricultural

state. The school endeavored to make students diligent, scientific, and enthusiastic, showing them the possibilities at home (Third Annual Catalogue, 1912). Another primary aim of the school was character building (Third Annual Catalogue, 1912). The dormitory building built in 1915 helped the school accommodate more students from neighboring counties and reduce the negative effect that bad roads and weather had on school attendance (J. D. Eggleston, Jr., Eggleston collection, February 10, 1916).

### Facilities

The two-story Appomattox Agricultural High School had a full basement and was comprised of 12 rooms including an auditorium, library, manual training workshop, and a chemical laboratory. The school was heated by two furnaces and lighted with gas (Booker, 1918). The structure of brick and cement was constructed at a cost of \$25,000 (Third Annual Catalogue, 1912).

The following description of the school appeared in the Third Annual Catalogue (1912, p. 6).

On the first floor [basement] of the main building are the laboratories for manual training and domestic science. On the second floor are the rooms for all the grade work, with a central High School Laboratory, Principal's Office, and School Library. On the third floor are two large classrooms for High School purposes, and a beautiful Auditorium which will seat 300 people. The building has been newly furnished with excellent cherry-colored furniture, and all the laboratories are equipped.

The dormitory building was a three-story brick structure. The dormitory contained a reception hall, reading room, and could accommodate forty-four students (Booker, 1918). Mary Inge, a 1915 graduate of Appomattox Agricultural High School, recalled that Professor Crawley and his family lived on the ground floor of the dormitory (Hillison, 1988). Lathrop (1922) also stated that the principal and his family lived in the dorm as well as students, both male and female. Lathrop (1922) noted that the dormitory rooms were furnished with a table, chairs, and an iron bed. The boarding cost was \$25 for in-county students and \$50 for those from other counties or states. Meals were provided at cost.

The school was surrounded by 15 acres of fertile land which were used for demonstration purposes, to provide work for students, and to provide food for the dormitory (Third Annual Catalogue, 1912). In addition, there were seven school wagons that brought students from the country.

The fact that the community came together to build such a grand school was a source of great pride (Hillison, 1988). In a persuasive letter to the Superintendent of Russell County Schools, Dr. Eggleston provided the following argument to convince Russell County residents that they could succeed in raising funds for the construction of a new school and dormitory (J. D. Eggleston, Jr., Eggleston collection, November 11, 1916).



The poor little community of Appomattox with no wealth and very few people [population of 800], built and equipped a school building which cost \$25,000; the equipment costing about \$5,000 additional. When the general assembly a few years ago gave \$4,000 to each agricultural high school for a dormitory on condition that the localities would meet that amount, the people at Appomattox met it and erected a dormitory; the people at Lebanon let it lapse and go back to the state treasury. I am informed by the school authorities at Appomattox that they have raised, by private subscription, over \$15,000, not counting what they have put into the schoolhouse.

#### Faculty

The Third Annual Catalogue (1912, p. 7) brags that “great care has been taken to provide teachers not only superior in scholarship, but possessed of all those gifts and qualities- experience, aptness to teach, character, habits, and manners-which combine to make a true teacher.”

Mary Inge recalled that all of the teachers were college graduates and that she had especially fond memories of Professor Crawley who served as principal of the school for many years, at least from 1908 to 1919 (Hillison, 1988). Lindsay Crawley, B. A., M. A., had served as the superintendent of an agricultural school in Georgia and President of Frederick College in Maryland before coming to Appomattox (Third Annual Catalogue, 1912). At Appomattox Agricultural School, Crawley also taught agriculture, science, and later worked as the extension demonstrator (Agricola, 1918).

Annie Bidgood, a graduate of Farmville Normal School and the University of Virginia Summer School, was the first teacher of domestic science and manual arts (Third Annual Catalogue, 1912). In 1918, Luster Gold, B. A., was listed as the domestic science and arts instructor and L. D. Hamner, a V.P.I student was the agriculture and manual training teacher (Agricola, 1918).

### Curriculum

When asked which classes she had taken while a student at Appomattox Agricultural High School, Mary Inge said that she had taken math, history, English, physiology, physics, and home economics (Hillison, 1988). She also indicated that all students, both male and female, were required to take agriculture taught by Crawley (Hillison, 1988).

According to the Third Annual Catalogue (1912) the following courses were offered at the high school.

Each course covers a period of four years and requires sixteen units of work, that is, five recitations of forty minutes each per week during the thirty-six weeks. Course B prepares pupils to enter college.

#### Course A

English	4 units
Mathematics	3 units
History	4 units
Science	5 units

#### Course B

English	4 units
Mathematics	3 units
Latin	3 units
History	2 units
Science	4 units

### Course C

This course is the same as A, except that two years of Domestic Science may be substituted for History II and Science IV-B. All girls are required to take two years of Domestic Science. (p. 16).

The agriculture work conducted at the school in 1912 emphasized plant and soil studies (Third Annual Catalogue, 1912). Domestic science courses stressed sewing, cooking, home economics, cleaning, and practical work in household arts. Manual training was provided for grammar grades and included basketry, woodwork, and bench work (Third Annual Catalogue, 1912). In each of these classes, students were allowed to sell their products.

An interesting aspect of the Appomattox Agricultural High School curriculum was the courses offered in pedagogy. In their junior year, students were allowed to take a course in teaching theory and practice. During the senior year, students studied the history and philosophy of education (Third Annual Catalogue, 1912). Mary Inge recalled that she was able to gain practical experience in teaching fifth grade students while a student at the Appomattox Agricultural High School (Hillison, 1988).

The school never charged tuition in any department. School authorities believed that having been partially supported by the state, the school doors should be open to anyone in the state who desired to attend the school (S. L. Ferguson,

Eggleston collection, April 19, 1916).

The school enrollment in 1917 was over 400 students from nine counties (L. Crawley, Eggleston collection, April 8, 1917). Mary Inge remembered that out-of-state students attended the school each year that she was a student there (Hillison, 1988).

#### Extension Work Conducted at Appomattox Agricultural High School

Booker (1918) included extension work in the curriculum of the Appomattox Agricultural High School. The school offered a corn club, canning club, poultry extension, and a livestock club (Booker, 1918). According to the Third Annual Catalogue (1912), the corn club enrolled school students for the most part. However, any boy could join the club. The Appomattox corn club won the state championship in 1911 (Third Annual Catalogue, 1912).

Several references to extension work at the Appomattox Agricultural High School appeared in Joseph Eggleston's correspondence files. In 1916, S. L. Ferguson wrote to Eggleston with a request for funding to provide three extension staff positions at Appomattox Agricultural High School (S. L. Ferguson, Eggleston collection, March 20, 1916). The positions included a twelve-month position for canning, \$900.00, a part-time extension horticulture teacher, \$450.00, and an extension poultry position for \$540.00. Eggleston indicated that he had

hoped to receive an increase in state funding in order to help those Congressional district agricultural schools that were ready to undertake more agricultural extension work (J. D. Eggleston, Jr., Eggleston collection, April 20, 1916).

Eggleston further explained that the demands on the extension funds exceeded the appropriation by at least fifteen to twenty thousand dollars.

Eggleston expressed the need for two full time extension workers “going out from the school [Appomattox Agricultural High School] as a center” (J. D. Eggleston, Jr., Eggleston collection, April 20, 1916). Eggleston also suggested that these positions could be filled by a larger number of part-time staff if that would be practicable. In May of the same year, Dr. Eggleston agreed to provide the funding for the positions mentioned above as indicated in the following quote (J. D. Eggleston, Jr., Eggleston collection, May 30, 1916).

You are resting under a misapprehension in regards to the expenditure of extension funds for part time teachers; that is, teachers who spend part of their time teaching in the class room, and part time doing extension work. Under ordinary circumstances the extension department would pay for only that part of the time the teachers give to extension work, and not for any of their time in the classroom, but inasmuch as a grave emergency exists, I believe it would not be improper to strain a point and let the extension funds bear part, if not all, the salaries for such teachers, but this could be regarded only as a temporary plan to meet this emergency, and under no conditions as a permanent thing.

Principal L. Crawley reported to Dr. Eggleston that in 1917 the

Appomattox Agricultural High School had four men “riding the county almost every day” (L. Crawley, Eggleston collection, March 6, 1917). In the same correspondence, Crawley expressed the desire to continue extension work even though funds were tight. Crawley proposed a plan for the School Superintendent, Feathersten, to be paid part time to conduct extension work. Feathersten was described as popular and in Crawley’s opinion would be able to influence rural youth like no one else could (L. Crawley, Eggleston collection, March 6, 1917). Crawley also noted that the school owned a 15-acre farm that was available for the employment of the students, both boys and girls. Students could apply their earnings to boarding expenses (L. Crawley, Eggleston collection, March 6, 1917).

In another interesting correspondence, Prof. Crawley described the poultry extension program at Appomattox Agricultural School (L. Crawley, Eggleston collection, April 22, 1916). Purebred poultry eggs were provided to any school children in the county or other counties if called for and they in return repaid the school by giving the school one or two grown pullets the following fall. The male students and the school janitor had built the poultry houses (L. Crawley, Eggleston collection, April 22, 1916).

The Appomattox Agricultural High School’s song and the current 4-H pledge use the words ‘head, heart, and hands’. Following is the school song as

remembered by Mary Inge (Hillison, 1988):

Girded by a circling hill  
Stands a high school proud and wide  
The pride of every boy and girl  
For she's known throughout the land  
Highest purposes to stand  
For the enlightenment of the head, heart, and hand.

The 4-H pledge reads as follows:

I pledge my head to clearer thinking  
My heart to greater loyalty  
My hands to larger service  
And my health to better living  
For my club, my community, my country, and my world.

1917 School Evaluation by John R. Hutcheson

After meeting with Professor Crawley, Hutcheson made the following recommendations concerning the Appomattox Agricultural High School. Hutcheson recommended that the faculty be funded as it had the previous year and that \$1,090 be allocated in the manner listed below (J. R. Hutcheson, Eggleston collection, February 11, 1918).

For farm mechanics, farm shop tools, & domestic science material	\$325
Laboratory equipment	150
Home economics supplies	50
General equipment – horse, harness, calves, paint, lumber, etc.	565

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Total

\$1,090

The Appomattox Agricultural High School became Appomattox High School when it was accepted as a Smith-Hughes school. In the 1980s, the school was converted to a middle school and the dormitory was torn down (Hillison, 1988).



## **Chapter Summary**

In 1916, Prof. L. Crawley, Principal of the Appomattox Agricultural High School, wrote a short article, which he sent to Eggleston (L. Crawley, Eggleston collection, February 7, 1916). The article has been included here because it provides an excellent accomplishment summary for the Virginia Congressional district agricultural schools, which would be hard to improve upon.

### **Sixteen Reasons Why the State Should Aid Our Agricultural High Schools**

I. When these schools were established, the State Legislature required each school to have necessary land and buildings before the State appropriation would be furnished. In every instance, the various counties in which these schools are located added special levy tax, and secured private subscriptions, established at something over \$200,000. It is expected that the State, in good faith, will continue to develop these schools. The private subscriptions were bona fide contributions to the cause.

II. The State has already many thousand dollars invested in these schools, and it would be unwise not to develop the institutions when so much money has already been spent on them. \$25,000 was appropriated for equipment and spent according to itemized directions of the State Board; an equal amount was donated and loaned for dormitory purposes for the purpose of promoting agricultural education; five of the schools borrowed \$20,000 on the grounds that the schools would be sustained by the State.

III. The schools are located in the rural districts, and about 2,500 to 3,000 are in attendance. To develop these schools further will be one step in carrying out the new policy, "More aid for rural schools." More than this, a careful estimate will reveal the fact that country children, to whom the opportunity of a high school education will not be offered except in these Agricultural High

Schools, will be thus given the means of continuing their high school work. Already pupils are being turned away from the dormitories on account of lack of apartments.

Taking an average of the ensuing ten years, the extra appropriation calls for an extra expenditure of \$3,500 per school. Under other circumstances, the State would grasp the opportunity of giving its children a high school education at so small cost per capita. Hundreds of boys and girls throughout the counties, to whom High Schools are not accessible, are seeking an opportunity of continuing their education at a reasonable cost, and the agricultural high schools, alone, are attempting to give these boys and girls a reasonable chance of continuing their school training.

IV. They should, and are rapidly becoming feeders for Blacksburg. Virginia is largely an agricultural state, and in spite of her large agricultural resources, very few of her young men attend the Agricultural college in proportion to the number that attend colleges and professional schools. Since the Agricultural Schools have been established the number of men at the Agricultural College has almost doubled. And just now the effects of this are being felt. Our school will send 11. The number of men at the State Universities of other states makes us believe that there should be preparatory schools near the country boys, so that they may become interested in the great field of agriculture. As the twig is inclined, so will the tree become. If they are reminded and given an opportunity to get a start in this kind of education, they will, many of them, choose it as their life work. Virginia ought to have 2000 boys studying Agriculture at V.P.I. It needs them badly.

V. Each of the schools has a school farm located at the school building and has met the requirement of the state in this respect. The land is already bought and paid for by the local people with the tacit understanding that the State would establish such a school. Not to develop them would be a great waste of funds and an injustice to the localities in which these schools were built.

VI. While this is not the scope of these schools to send out teachers, yet it has been seen year after year, that the Normal schools cannot furnish one-half the number of teachers required by the State in rural schools. The Normal graduate likes to teach in town or village. Besides, the Normal graduate has not had any

special or practical training in agriculture. Now then, if agriculture should be taught to pupils in the many thousand one room schools, there must be some place to train these teachers. The Agricultural High School has done excellent work in this line. One Agricultural High School has sent in the past two years to the rural schools 40 teachers, and if all have done as much, over 400 teachers have been sent to the rural schools with good high school education, and better trained in Agriculture than the Normal graduate. Thus, its work in this particular would justify its place in the school system of Virginia.

VII. It meets with the resolution of the Farmers' Educational and Co-operative Union. They contend that more funds should be directed to rural education, and that the rural teacher should be better prepared to teach Agriculture, Domestic Art, and Manual Training than in the past. With an annual appropriation of \$5,000 instead of \$3,000, and with \$15,000 special appropriation for dormitories, the Agricultural High Schools will supply these teachers, well prepared to teach these subjects in the elementary schools.

VIII. The boarding facilities of the Agricultural High School are by their management more economic than at many of the other State schools. Board is given at \$10.00 to \$12.00 per month, and in very few instances does it amount to \$1.00. The spirit of work is emphasized at these schools as at no other type of school in the State. The objection, often stated that the high schools, on account of their very atmosphere and training give boys and girls a distorted view of refinement and ease, is in the case of the activities of these schools undermined. Principal, teachers, and pupils unite in giving manual training a dignified place. The necessary spirit is maintained without effort. Boys plow, girls cook, and are taught as a part of their education that it is no sin to work with ones own hands, "that nothing is dirty that soap and water will wash away." This spirit is to be conceived as a great asset, in that boys and girls, otherwise prone to be attracted by a false conception of a dignified and worthy existence, with more readiness go back to their homes, and operate there with better methods, thus giving them inspiration to enthusiastic and remunerative activities. To illustrate further what is meant, boys and girls have a chance to go to these schools and

work their way through, paying all or a large part of their expenses. Boys at these schools work on the farm, feed the stock, attend to the chickens, pump water, sweep halls, while the girls are doing housework in a similar manner; and along with all of this, these schools do not possess that spirit which causes pupils to be ostracized, or regarded as inferior girls and boys, in a social way. It is just the spirit of the school where such work is commended instead of being criticized.

Many pupils are unable to go to a good school because of lack of funds. These schools open up an opportunity to many thousands of boys and girls who would otherwise never attend a high school or a graded school, were it not for the chances of attending these schools at a cost of not more than \$10.00 per month, half of which can be paid by work at the school under wholesome influences. This feature prevails at all of the schools.

IX. Other states are supporting agricultural high schools, and so far is known, not one of them gives as little as Virginia to each school.

The High School Expert, P. P. Claxton, I am informed, states that in order for an agricultural high school to succeed in the South, at least \$5,000 per session is necessary to carry on the work.

X. It is the only type of State school where co-operation has been carried so far. Some argue that the local people get the benefit. What do the local people want with dormitories? Five of the schools at their own expense, have provided dormitories for pupils in other counties. Why should not the State do this?

XI. The schools have hired agricultural experts, purchased and cared for livestock, and at the same time reached every section of the Congressional district of 12 or more counties. Of course, to such a visionist, these schools have failed. But on a separate sheet you will notice the records of these school as compared with the other State schools, and the reasonable critic will see that they have succeeded.

XII. The State should further aid these schools, because with the \$5,000 appropriation asked for, each school will develop the agricultural features in a better way, increase the farm and demonstration work, and institute pig clubs, poultry clubs, and extend its usefulness to other counties by sending out field me to

teach the practice work of what is taught in class. They propose to keep thoroughbred stock and distribute same throughout counties represented.

XIII. The State should further aid the schools, because the pupils and patrons are anxious for such an education. For example, at one of the schools the enrollment has increased threefold since the appropriation has been given. What is true of one may be said of all. At one, the enrollment has grown from 100 pupils to 420, with a representation from seven counties. There is only one dormitory, and this is suitable for only one sex.

XIV. There should be a girl's dormitory located at each school. The cost of \$15,000 would provide a suitable dormitory for 60 to 70 girls, and the basement could be used for gymnasium and laundry department. The dormitory is a popular feature too. At another of the schools last year, the dormitory was completed about two days before school was to open. The day the school opened, the building was filled to its utmost capacity, and pupils had to be turned away.

XV. If the Agricultural Schools are well established, the National Government will soon render assistance. They have already sent experts and stationed them at some of the schools.

XVI. The Agriculture Schools will and should become the branch centres and branch headquarters for the demonstration and experimental work of the State, with Blacksburg as the main centre.

Boys and girls should not be required to live in the same dormitory.

## **Conclusions**

While the Congressional district agricultural schools lasted only a short time, they played an important role in the early development of secondary education, comprehensive high schools, and extension education. Indeed, the Congressional district agricultural high schools provided agricultural and home economic education a strong programming boost prior to the 1917 Smith-Hughes Act. The success of these programs provided evidence that the comprehensive high school could be used as the delivery system for agriculture and home economics education.

The Congressional district agricultural schools showed that vocational and academic classes could be offered at the same time in a comprehensive high school (Hillison, 1990). In addition, the schools encouraged the use of practical teaching methods and the idea that part of the schoolwork could be carried on at home.

Congressional district agricultural schools offered rural youth a chance to obtain a secondary education and in doing so modeled the importance of education for rural communities. Often the Congressional district agricultural high school was the first high school in the area. The Congressional district agricultural school produced teachers for the rural one-room schools at a time when the demand for these teachers far exceeded the supply from normal schools within the state.

Females for the first time were given the opportunity to gain a public secondary education. Females enrolled in the Congressional district agricultural schools and successfully completed the course work, proving that both sexes could benefit from a secondary education.

Lastly, the initiation of extension work prior to the 1914 Smith-Lever Act occurred largely through the Congressional district agricultural schools. Most of the schools held farmers' institutes, conducted farm demonstrations, and organized corn, canning, and other youth organizations. In addition, the principals responded to agricultural requests and traveled to farms throughout the summer providing current research-based education. The concept of shared funding, which was initiated at the Congressional district agricultural schools, continues successfully within the extension system. State and locally funded teaching/extension positions were common at the Congressional school. As evidenced in the present study, in some cases the federal partner was added to the mix prior to the 1917 Smith-Hughes Act.

Of great interest to vocational educators is the appearance of a connection between the Congressional district agricultural schools and the writing and passage of the Smith-Hughes Act. There were Congressional district agricultural schools in the home districts of both Hoke Smith and Dudley Hughes. Each man was very

influential and supported the Congressional district agricultural schools. This is evidenced by a letter of support printed in the Appomattox catalogue of 1912 written by Hoke Smith (Third Annual Catalogue, 1912, p. 30):

Your letter of October 4<sup>th</sup> has been received.

I can not express to you too strongly my confidence in the benefits which the District Agricultural and Mechanical Schools will be to the people of the State, if they are properly supported.

Scientific instruction in agriculture is commanding the attention of the best thought of the world. For a number of years European nations have been training their boys and girls in agricultural schools, and as a result of this fact returns from farm labor have been almost doubled.

The same course is being pursued in a number of states in the nation, and I learn of nothing but favorable comment upon the fruits of such labor. It is not alone the boy that enters these schools who will derive the benefit. Returning to his home, the application of the methods which he has mastered will prove object lessons to all of his friends and neighbors, and the entire community will be helped as well as the young man who enters the school.

Wishing all success to the Eighth District Agricultural School, I remain,

Very truly yours,

Hoke Smith, *Governor*.

Now United States Senator.

Lastly, the Congressional district agricultural schools encouraged the development of youth organizations. Clubs such as the corn, tomato, and canning clubs laid the groundwork for the modern day 4-H and FFA programs.



## **CHAPTER 5**

### **HISTORY OF EXTENSION WORK IN VIRGINIA PRIOR TO SMITH-LEVER**

[Note: The following article has been submitted to the *Journal of Extension*. The *Journal of Extension* requests electronic submission and that the manuscript be no longer than six single-spaced pages. However, for inclusion in this dissertation, the article was double-spaced.]

Most historical accounts of extension work start with the writing and passage of the Smith-Lever Act of 1914. This approach, however, ignores much of the foundational development of extension as we know it today. The roots of extension work in Virginia can be found by examining Congressional district agricultural schools, which were established in 1908 and lasted until full implementation of the 1917 Smith-Hughes Act. A historical study was conducted in order to document this important era in the development of Virginia Cooperative Extension.

Congressional district agricultural schools were state and locally funded schools, which had the primary purpose of teaching secondary students agriculture and home economics. Only two states other than Virginia established true Congressional district agricultural schools, Alabama and Georgia. However, the

legislatures in Arkansas and Oklahoma established similar systems. In Virginia, a school was established in each Congressional district and typically had a farm or experiment station attached as well as a dormitory.

Findings in the present study indicate that there was a strong relationship between the development of the Congressional district schools and the beginning of extension work in the state. In fact the principal, who also served as an agriculture teacher at the Congressional district agricultural school, carried on a great deal of extension work. The principal supervised home projects of his students, organized boys' and girls clubs', organized farmers' institutes, offered responses to farmers and homeowners making agricultural requests, set up farm experiments and farm demonstrations, and traveled to other schools and community meetings to provide educational programming (Lane, 1915).

Each of the 11 Congressional district agricultural schools in Virginia carried on some form of extension work. The success of the extension programming efforts at these schools helped lay the groundwork for extension programming in the traditional areas of agriculture, home economics, and youth development. By doing so, the Congressional district agricultural schools contributed significantly to the ultimate success of the extension program in Virginia.

Once established, the schools almost immediately began extension-type work. As previously mentioned, each Congressional district agricultural school had a farm attached. The farms were used to establish experimental plots and to provide practical experience for the agriculture students. The schools encouraged a hands-on approach to learning and therefore began organizing agricultural clubs.

### **Youth Development**

In 1908, T.O. Sandy, Virginia's first extension demonstrator, and Dr. Joseph Eggleston, Jr., the first elected state superintendent of public instruction, requested funds from the Virginia General Assembly to initiate boys' and girls' club work (Eggleston, 1940). The first corn clubs were organized the next year through the Congressional district agricultural schools at Burkeville and Chester (Epsilon Sigma Phi, 1940). In 1909, the Chester Corn Club enrolled 25 boys and won the state corn championship (Chester Agricultural High School Catalogue, 1911). Each member of the club conducted a demonstration by growing an acre of corn. The stated purpose of the club was to create interest in practical farming among boys (Chester Agricultural High School Catalogue, 1911).

In 1910, Ella Agnew, State Agent Girls Tomato Clubs, started the first tomato clubs in Nottoway County through the Haytokah Agricultural High School. The purpose of the tomato club was to teach girls better methods of

canning for family use and to make it possible for them to earn money for the sale of their product (Epsilon Sigma Phi, 1987).

The Haytokah Agricultural High School also organized a poultry club for girls and boys. The poultry club, the first organized in the nation, started in November 1912 under the supervision of the canning club demonstrator (Slocum, 1916). A female club member at the high school started with one or two sittings of eggs. In two years, she had built her flock and had sold \$75 worth of broilers, \$3.15 worth of eggs for hatching, and \$8.70 worth of eggs for consumption. She used the money to pay her way to attend the Congressional district agricultural high school (Slocum, 1916). Several of the boys made enough money to attend short courses held at the state university (Slocum, 1916).

Another Virginia Congressional district agricultural high school, New London Academy, had an active corn club from 1909 until it was converted into a 4-H club in the 1920s (Siddons, 1994). The corn club was selected as the Virginia state champion corn club in 1913. At that time there were 23 members. The school also had poultry and livestock clubs as well as a canning club (Siddons, 1994).

The agricultural clubs offered by the Congressional district agricultural schools were open to any youth. While most of the members were students of the school, several youth in the local community also joined the clubs (Third Annual

Catalogue, 1912).

In addition to organizing agricultural clubs, the schools conducted youth work at rural elementary schools within the district in which the school was located. The principal of Manassas Agricultural High School, Professor Button wrote the following concerning the in-school extension programming which he was conducting (Agricultural Instruction in High Schools, 1913, pp. 74-76):

Another successful line of work has been in the rural schools. As 75 per cent of the school children and practically all of the next generation of farmers attend the one-room rural schools. I have endeavored to reach them by such methods as would quickly interest them and were at the same time within reach of my very limited resources. My efforts to improve these schools are along two lines, the schools themselves and the future teachers who are now in the normal training class.

As all farmers keep cows and raise corn, I chose milk testing and seed-corn selection as the best topics for my work in the schools. I borrowed a Babcock milk tester from the dairy division of the United States Department of Agriculture, and with a small exhibit of choice seed corn I visit a country school each week. If the lesson is to be on milk testing, the pupils bring samples of milk and with these I instruct both pupils and teacher in the operation of the test.

I found it interesting that the Appomattox Agricultural High Schools' song and the current 4-H pledge both use the words 'head, heart, and hands'. Following is the school song as remembered by Mary Inge, a graduate of the Appomattox Agricultural High School (Hillison, 1988):

Girded by a circling hill  
Stands a high school proud and wide  
The pride of every boy and girl  
For she's known throughout the land  
Highest purposes to stand  
For the enlightenment of the head, heart, and hand.

The 4-H pledge reads as follows:

I pledge my head to clearer thinking  
My heart to greater loyalty  
My hands to larger service  
And my health to better living  
For my club, my community, my country, and my world.  
In his 1914 annual report of farmers cooperative demonstration and

extension work, Dr. Joseph Eggleston made the following statement concerning

corn club work (Eggleston, 1914):

There is not a single reason why an intelligent, patriotic teacher or superintendent of schools should not give this work his enthusiastic support, while there is every reason that he should. The corn clubs should be organized by the teachers, and in most cases the agent should give his instruction through field meetings on the demonstration plots. I believe that in the future the work will have to be done this way. (p. 37)

#### **Domestic Science Education**

There was also evidence of the development of home economics programming at the Congressional district agricultural schools in addition to the gardening, tomato, canning, and sewing clubs. The Haytokah Agricultural High School organized home demonstration clubs, which met at the high school. The

groups were made up of both students and adult women (J. F. Fletcher, Eggleston collection, February 19, 1916). In 1913, the principal of the Manassas Agricultural High School reported that the school had organized groups for women (Agricultural Instruction in High Schools, 1913). These educational groups met on the same day that the farmers' institute met. Men and women would gather for a general session followed by lunch, which was prepared and served by domestic science students. After lunch, the men would engage in educational interaction with an agricultural expert while the women did likewise with an expert in domestic science (Agricultural Instruction in High Schools, 1913). Both groups received awards annually. Boys and men received corn awards and the women and girls received awards for sewing and cooking (Round, 1911).

### **Agricultural Education**

The Congressional district agricultural schools conducted a wide variety of agricultural extension work. Most of the schools organized and conducted farmers' institutes. The farmers' institutes were typically 1 or 2 days in length. Farmers would gather at the Congressional district agricultural school and participate in educational programs conducted by faculty of the state agricultural college and other agricultural experts (Agricultural Instruction in High Schools, 1913). In addition, the farmers' groups often took field trips for on-farm

demonstrations and frequently successful farmers shared information during the farmers' institutes (Siddons, 1994). The Manassas Agricultural High School organized the first farmers' institute for their school in 1908 and after three years had an average attendance of 75 farmers (Agricultural Instruction in High Schools, 1913).

The high school agriculture classes attended the institutes and students wrote reports which served as material for both English and agriculture classes. According to the principal of the Manassas Agricultural High School, the reports on the farmers' institutes were the best English papers turned in at the school (Agricultural Instruction in High Schools, 1913).

As valuable as the information given by the speakers was, the social interaction was even more valuable. Rural citizens, at that time, were isolated by bad roads and by the lack of community spirit due, in part, to the rapid turnover in ownership patterns of farmland in the late 1800s (Agricultural Instruction in High Schools, 1913). The Congressional district agricultural school helped alleviate this isolation through the organization of farmers' institutes. Farmers and their wives attended the meetings and time was provided for social interaction.

Another area of agricultural programming conducted through the Congressional district agricultural schools was the winter short course program.



The winter short course program was modeled after the short course offered by the agricultural college. Each short course concentrated on an agricultural topic of interest to the local community (Agricultural Instruction in High Schools, 1913). The target audience consisted of the sons of farmers. The youth did not have to attend the Congressional district agricultural school to participate in the short courses (Siddons, 1994).

The principal/agriculture teacher at the Congressional district agricultural schools also responded to requests for agricultural information, tested milk and seeds, carried out experiments on the school farm and with cooperating farmers, figured feed rations, and calculated fertilizer formulas (“Chartered in 1795”, 1913). In addition, the agricultural teacher spoke to farmer groups, on road trips, and at other schools. Further, he visited the farms of his students during the summer to assist them in conducting their projects (Davis, 1981).

The following quote provides insight as to the similarities between the daily work of the Congressional district school principal and that of an agricultural extension agent of today (Agricultural Instruction in High Schools, 1913, p. 76):

In the village I am constantly called upon to prescribe for the ailments of flowers, trees, shrubs, and to destroy scales, plant lice, caterpillars, and miscellaneous bugs. Outside the village I am more and more frequently called on for expert advice on alfalfa, drainage, locations for orchards, sick cows, sick trees, and the like.

In the same article Professor Button, Principal of the Manassas Agricultural High School, explained that he wrote an article for the two newspapers each week. Mr. Button kept abreast of the latest research at the land-grant college and read current scientific publications in order to provide information to farmers.

### **Funding**

The development of extension work at the Congressional district agricultural high schools led to the initiation of shared funding sources for extension programming. Several Congressional school principals simultaneously served as the county demonstrator. This was true of at least two of the Congressional district agricultural schools: Turbeville Agricultural High School (“Coming home,” 1978), and New London Academy (“Chartered in 1795”, 1913). During the 1914-15 school session, W. G. Wysor was teaching at the Lebanon agricultural high school two days a week and as the county demonstrator four days a week. Wysor was being paid \$750.00 from federal and state funds and \$750.00 from the county government (J. D. Eggleston, Jr., Eggleston collection, June 17, 1915). Several principals were employed for 12 months, nine months at the school and three months as a county demonstrator (W. S. Green, Eggleston collection, August 18, 1917).

Later the schools had a more formalized relationship as evidenced by

school letterhead, which included extension farm and home demonstrators as faculty members (B. K. Watson, Eggleston collection, March 13, 1917). Another example was found at the Elk Creek Training School. In a letter to Dr. Eggleston, dated August 24, 1916, Principal Chas. Graham requested \$300.00 for the school's part of the county demonstrator's salary and an additional \$250.00 for organizing girls' clubs.

### **Article Summary**

It appears that the school principal led a very hectic, fast-paced lifestyle as is the case with extension agents today. Professor Button, Principal at the Manassas Agricultural High School, made the following recommendation to those seeking to conduct extension work (Agricultural Instruction in High Schools, 1913).

Let no one who values comfort undertake this type of extension work, for there are long rides through deep mud, hurried starts, late returns, and cold returns as the usual accompaniments of the trips.  
(p. 76)

The Congressional district agricultural schools led Virginia in the development of extension work and thus secured an interest among localities in such work. The schools proved that a shared funding scheme could be beneficial to everyone involved. Lastly, the schools in cooperation with the land-grant college developed the traditional extension programming areas and in so doing prepared

Virginia for the passage of the 1914 Smith-Lever Act.

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## Appendix

BOARD OF DIRECTORS				
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### APPOMATTOX AGRICULTURAL SCHOOL

L. CRAWLEY, M. A., PRINCIPAL

PATRONAGE FROM 16 COUNTIESENROLLMENT OVER 500

WE HAUL PUPILS TO SCHOOL  
PIGS AND POULTRY, CLUB WORK

BY EXTENSION WORK  
WE CARRY THE SCHOOL TO THE PUPIL

APPOMATTOX, VA.,      March 6th      1917

President J. D. Eggleston,  
Blacksburg, Va.

Dear Mr Eggleston:

I wish to thank you for your candid statement and from it I infer that we can not hope to get further aid from your hands for the support of this school, ~~or~~ for the continuance of the extension feature which we are doing this session. I think I understand the reasons too.

All this being true, I still desire to carry on the extension feature next year, and have a suggestion to offer. All the money we can "rake and scrape" will have to be used for pay of teachers in the school, and must be very limited at that.

This year we have four men riding the county every day - almost. Mr Andersen, Mr Featherston, Mr Rice and Mr Reller one or the other daily. The latter two are badly needed in ~~our~~ school and it is going to be very hard for me to retain them because of the "squeeze" I am in to eke out funds for their salary. I understand that we must look out for teachers for next year, and I will take that matter up with our Board in due time. Yet, I do not want to stop the extension work.

How about this plan? Why not make an arrangement with Mr Featherston, our County Supt., to do the field work under the direction of either myself, or some member of our faculty or under direction of Mr Andersen, the county agent, to visit all schools in the county, and to do all the riding so to speak as he has to go over county any how, and pay him just what we are now getting ~~for him~~ directly from the U. S. Government

WAVERLY S. GREEN, PRINCIPAL  
A. M. STERNES, AGRICULTURIST  
MISS LAURA AGNEW, LANGUAGES

MRS. C. B. BOWRY, ASST. PRINCIPAL  
MISS COURTNEY TAYLOR, HOME DEPT.  
MRS. M. P. BRADSHAW, MATHEMATICS

## The Haytakah Agricultural High School

Burkeville, Virginia

October 3, 1918.

Dr. J. D. Eggleston,

Blacksburg, Va.

Dear Dr. Eggleston:-

We are required by the State Board of Vocational Education to equip each agricultural student with individual shop tools, laboratory apparatus. We are also trying to give a cheap laboratory outfit to each student of Chemistry for individual work in that subject. It will take nearly four hundred dollars, in addition to what we now have to put the shop, Agricultural laboratory, and Chemical laboratory in shape for good work.

Our Board hasnt the money to meet this necessary expense. So, I am writing to ask if it will be possible for you to help us out some. I know that you have helped us a great deal in the past, and we appreciate it more than we can express. I feel that you saved our Dormitory and Farm, both of which, I am glad to say are now on a firm basis.

The apparatus which I am asking the Board for is absolutely necessary in order to do school work, and they are anxious to give it, but are financially unable to do it. I assure you whatever you can do for us will be greatly appreciated, and that every cent will count towards giving the boys and girls of this section of Virginia the training, which they so much need. I hesitate to ask you for aid again, but this call is of vital importance to the school, and you are our only possible benefactor.

Yours sincerely,

WS Green

Turbeville Agricultural High School  
Turbeville, Virginia

E. A. FRENCH, B. S. A.  
Agriculture  
~~XXXXXX~~ State Agent  
Under Smith-Hughes Law

June 7, 1918.

Dr. J. D. Eggleston,  
Blacksburg, Va.

Dear Sir:

I take this opportunity to write to you regarding the building of a dormitory at this place. In a recent letter from Prof. T. D. Eason, State Director of Agricultural High Schools, he informed me that there would be a sum of money available from the funds which you have for distribution for this purpose. We have succeeded in raising in this County about \$2000.00 by private subscriptions. This amount is not all in as yet but may be called upon at any time in the future. I also feel that we may be able to raise this amount another thousand.

However I am writing you at this time to know if there is and method whereby we may have a set of plans and specifications for this building made up by the department so as to comply with all of the requirements set forth by the State Board.

We will want a ten room, two story, frame building with dining room and kitchen. I am under the impression that it would be wise to plaster the interior rather than attempt to seal.

If there is to your knowledge any way that this may be secured by the state I would be pleased to learn of same. It will be necessary for us to have this building by the opening of school next fall as we are forced to depend upon it to house the teachers next session.

Trusting that I may be favored with a reply at your earliest convenience, I remain,

*E. A. French*

Lebanon State School  
(NINTH CONGRESSIONAL DISTRICT AGRICULTURAL HIGH SCHOOL)  
WILLIAM A. ANDERSON, JR., B. S. PRINCIPAL  
LEBANON, VIRGINIA.

Nov. 4, 1916.

Pres. J. D. Eggleston,  
Blackburg, Va.

My dear Mr. Eggleston:  
I have  
your letter of Nov. 1st,  
in regard to my showing  
your personal letter of  
Oct. 2nd. to several  
gentlemen. It is true  
that I showed this  
letter to two members  
of my School Board  
& to Gov. Stuart.  
At a meeting of the  
citizens of this commu-  
nity a committee of  
Gov. Stuart, Mr. Wyse



E. H. OSBOURN  
Principal of High School

H. W. SANDERS  
Director of Agriculture

Manassas Agricultural High School  
FOR EIGHTH CONGRESSIONAL DISTRICT  
MANASSAS, VIRGINIA

July 3, 1918.

Mr. J. D. Eggleston,  
Blacksburg, Va.,

My dear Mr. Eggleston;

In a conversation with Mr. T. D. Eason at Blacksburg last week, he suggested that I might possibly secure some assistance from you for the construction of an addition to our present wood shop to be used as a forge shop. This building would cost approximately \$300.00 and would practically complete the Agricultural equipment for our school. If possible I should like to have it completed before the beginning of the next school term. Please let me know whether you are in a position to render any assistance in this matter.

I would also like to know at what time the local school board may expect to receive the money granted in the appropriation this spring for Agricultural equipment as most of the bills for equipment were made several months ago and the companies to which they are due are anxious about the settlement. Mr. Eason tells me that he has O.K.'d the bills for our school and forwarded them to you.

Trusting that I may hear from you at your earliest convenience, I am

Yours very truly,

*H. W. Sanders*

May 16<sup>th</sup>  
999, 70

BOARD OF TRUSTEES  
R. L. MILLER  
P. B. STICKLEY, M. D.  
E. O. LARRICK

**Agricultural High School**  
**SEVENTH CONGRESSIONAL DISTRICT**  
**R. R. TOLBERT, PRINCIPAL**

TEACHERS  
DEWITT T. WEAVER  
MISS ANNA R. ALLEN  
MISS PEARL KNIGELY

*Middletown, Va., June, 26, 1915*

Dr. J. D. Eggleston, President,  
Virginia Polytechnic Institute,  
Blacksburg, Va.

Dear Sir;

Will you be at the College the latter part of this week and next week, if so I would like very much to come there and get some information as to the work of the Agri. High Schools for next session, also the standing of some boys who graduated from this school last year and wish to enter Blacksburg this coming session.

Please write at the University of Virginia, as I will be there this week attending the High School Conference.

Yours very Truly,

*R R Tolbert*

O. A. THOMAS, B. S., LL. B.  
PRINCIPAL  
DIRECTOR OF AGRICULTURE  
CARL W. NEFLIN, C. E.  
MATHEMATICS AND PHYSICS  
MISS LULU B. BUSHONG, A. B.  
ENGLISH AND HISTORY  
MISS MARGARET HARMANSON, A. B.  
LANGUAGES AND HISTORY  
MISS GRACE DAVIS, B. D. S.  
DOMESTIC ARTS AND SCIENCE

# New London Academy

AGRICULTURAL  
HIGH SCHOOL FOR SIXTH CONGRESSIONAL DISTRICT

FOREST DEPOT, VIRGINIA

MISS MARTHA EVANS  
6TH AND 7TH GRADES  
MISS NANNIE BARNES  
4TH AND 5TH GRADES  
MISS DAISY I. READ  
1ST, 2D AND 3D GRADES  
MISS M. R. GIBBS  
PIANO  
MISS GRACE DAVIS  
VOCAL MUSIC  
MISS FLORENCE TALBOT  
HOME DEPARTMENT

March 7, 1916.

Fres. J.D.Eggleston,  
Blacksburg,  
Va.

Dear Mr. Eggleston: Evidently I have not gotten the right information in some way regarding the possibility of handling some demonstration work through the Agricultural High Schools. I understood the proposition to be that if the legislature would make an appropriation for extension and demonstration work in the Agricultural High Schools, placing it under the control of V.P.I. you would be able to add to it an equal sum from the Smith-Lever fund, for the same purpose.

I am sorry to have troubled you in the matter if there is no chance for me to extend the usefulness of this school. At the same time, I wish to co-operate with you in articulating the agricultural high schools with V.P.I., and whenever any agricultural high school in the state finds itself in a position to help or get helped New London Academy would like to be considered.

Yours very truly,

*O. A. Thomas*

J. B. L. DEJARNETTE. . . DIVISION SUPT.  
DRIVER, VA.

PAUL S. BLANDFORD, HEAD OF AGRI. DEPT.  
C. C. GARVIN. . . AGRI. AND HISTORY  
JOHN D. RIDDICK, MATH. AND LANGUAGES  
R. MOORE WILLIAMS, MECHAN'L DRAWING  
J. E. AMES, JR., . . . SCIENCE

## Agricultural High School

SECOND CONGRESSIONAL DISTRICT

### BOARD OF TRUSTEES

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GRACE BIRDSEY. . . DOMESTIC SCIENCE  
MAUDE WRIGHT. . . MUSIC

Driver, Va.

May 2, 1916.

Mr. J.D.Eggleston,

Blacksburg, Va.

Dear Sir,

The Sleepy Hole District School Board hereby makes application for ten thousand dollars (\$10,000 ) from the fund turned over to V.P.I. extension department for allotment among the Agri. High Schools.

We would like to have five thousand dollars this summer and five thousand next. We must have this for a dormitory.

Our board would like to lay our claims before you in person on Wednesday, May. 9, and if convenient to you we will visit Blacksburg at that day.

Thanking you for this and past favors, I am,

Yours very respectfully,

*A. S. Hargrove,*

Sect. Sleepy Hole School Board,

Driver, Va.

Annual Administrative/Professional Faculty  
College of Agriculture & Life Sciences  
Virginia Cooperative Extension

NAME: Cathy M. Sutphin

DATE: May 1, 1999

EXTENSION UNIT: Pulaski

DATE OF PRESENT RANK: 1/1/91

RANK: Lecturer, Agent

SPECIALIZATION: 4-H

**I. Curriculum Vitae**

A. Education

PhD, Education, Vocational/Technical, Cognate Family & Child  
Development, VA Tech

M.S., Vocational/Technical Education, VA Tech, 12/92

B.S., Animal Science, Business Option, VA Tech, 6/84

B. Previous Experience

4/98 – Present	Senior Extension Agent/4-H Youth, Pulaski County
10/95 – 4/98	Extension Agent/4-H Youth, Unit Coordinator, Wythe County
2/86 - 9/95	Extension Agent/4-H Youth, Wythe County
6/85 - 2/86	Manager: Dublin Farm Supply
7/84 - 6/85	4-H Technician: Pulaski County
10/84 - 6/85	Purina Farm Consultant: Dublin Farm Supply

C. Honors and Awards

1996 - Distinguished Service Award, NAE4-HA  
1994 - National Model Youth Program, HUD-USDA  
1994 - Outstanding Individual Award, Epsilon Sigma Phi  
1993 - Achievement In Service Award, NAE4-HA  
1993 - Achievement In Service Award, VAE4-HA  
1993 - Outstanding 4-H Agent, Southwest District

1992 - Outstanding Agent Working With 4-H Volunteers  
1991 - Elected to Phi Kappa Phi  
1991 - Outstanding Team Achievement, Epsilon Sigma Phi  
1990 - Cooperative Spirit Award, Southwest District  
1989 - Outstanding Programming for Youth With Special Needs,  
VAE4-HA  
1983 - Ralph E. Hunt Animal Science Student Leadership Award  
1981 - 4-H All Star  
1980 - Gilmer Rickey Science/Athletic Scholarship