

COMMUNITY NARRATIVES FOR ARCHITECTURE SPACES; CHRISTIANSBURG INSTITUTE

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Thesis submitted to the faculty of the Virginia Polytechnic Institute and State University in partial fulfillment of the requirements for the degree of

Master of Architecture

In

Architecture

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Memories, Historic Preservation

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Figure 1.
Schaeffer Memorial Baptist Church,
Christiansburg, VA. (Personal Photograph)

Community Narratives for Architecture Spaces; Christiansburg Institute

Byronaé Lewis

ABSTRACT

Architecture is a pathway to capture memories in the physical presence. Like a charm bracelet, a path leads you through individual segments, each telling their own stories. "Community Narratives for Architecture Spaces" investigates how to choreograph design strategies around the memories of the Christiansburg Institute, a historically African American school, and its cultural legacy. Materiality, lighting, and programming articulate specific memories within the spaces of this project. It is essential to have moments highlighting the past, present, and future while individuals maneuver through the site. There is a life cycle where things must end, and new opportunities can grow from them. This cycle can be beautiful yet ugly to navigate through. Architecture highlights the essence of this cycle by portraying how beginnings can be born from the old. An old site can be transformed into a new one, creating new memories and perspectives while preserving existing ones. Christiansburg Institute encompasses all of these beliefs. This design proposal honors the life cycle of the institute.



Figure 2.
Edgar A. Long Building. Christiansburg,
VA. (Personal Photograph)

Community Narratives for Architecture Spaces; Christiansburg Institute

Byronaé Lewis

GENERAL ABSTRACT

Historically African American school in Southwest Virginia for approximately 100 years. At its prime, it reached over 185 acres with over 14 buildings. It now stands with less than five acres and only one surviving building. This thesis is a design proposal to rejuvenate the current site in honor of its legacy and contributions bestowed to the African American community.

Ethnographic storytelling documents the cultural identity of a group of people or a specific experience. Historically, storytelling has documented the history of African American communities. To directly honor the alumni of the site, I interviewed four individuals to discuss their memories of the school's spiritual and physical presence. Their stories will remain documented and help understand the Christiansburg Institute's space and its legacy. These recollections of memory were analyzed and dissected to influence the new design proposal.

As an emerging designer, the relationship between social narratives, the role of an architect, and creating community space are imperative. Community members should have a voice in how the design process shapes their neighborhoods and buildings. Community Narratives for Architecture Space; Christiansburg Institute uses Christiansburg Institute as a case study to further explore the process of engaging the community with schematic development procedures. Ideally, these actions will influence future design and planning strategies to be more intentional and inclusive.



Figure 3.
Schaeffer Memorial Baptist Church;
Stained Window. Christiansburg, VA.
(Personal Photograph)

DEDICATION

I dedicate this story to my beloved family, who has supported me throughout this journey; Meemaw, Grandpa Jerry, Nanna, Uncle Chunk, and my late Grandma Lil. I am honored to tell each of your stories at the Christiansburg Institute. My design proposal will have your memories at the forefront. I hope it honors all of the achievements and dreams that you have bestowed upon our family. Thank you and the Christiansburg Institute, whose legacy continues to live through its descendants. This proposal is all for you and our community.

ACKNOWLEDGMENTS

I want to thank everyone for all of the support I have received during the completion of my thesis.

Thank you to my thesis committee, Donna Dunay, Dr. C.L. Bohnannon, Sharone Tomer, and Heinrich Schnoedt; you have all been integral to the successful development of my thesis.

Thank you to Christiansburg Institute, specifically Chris Sanchez and Jenny Nehrt, for collaborating with me on the research process and working in the archives.

Thank you to my family, who has been my primary support system throughout this process. You continue to encourage me to keep pushing for my dreams.

I want to thank the four interviewees for their participation. Your insight inspired this thesis, and it would not be the same without you all.

Thank you to Jacqueline, Jerry, Georgia Anne, and Earnest. Thank you so much!

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01 THESIS OBJECTIVE

The objective of the “Community Narratives for Architecture Spaces; Christiansburg Institute” thesis is to explore my role as an architect to better engage with the community and understand the process of design. I am passionate about being a “voice” for my community in the design process. I am equipping myself to face the current social challenges of equity in design issues within my career. Christiansburg Industrial Institute (CII) is a case study for the design process. The design project may remain in schematics as my “ideal proposal.” However, the lessons learned through the community engagement process will be everlasting. The collaboration process involves actual alumni, the local community, and the Christiansburg Institute Incorporated foundation. As I work with different community members, I aspire to influence more engagement in the design process and continue to advocate for the legacy of CII.



Figure 4.
Edgar A. Long Building; The Light.
Christiansburg, VA. (Personal Photograph)

02 HISTORY

Christiansburg Institute was established in 1866 by Charles Schaeffer. Charles Schaeffer was a supervisor of the Freedmen's Bureau, located in Pennsylvania. His goal was to assist emancipated slaves in improving their new living conditions. The conditions included educational assistance, which formed into what we now know as Christiansburg Industrial Institute. It was the first black school serving the southwest area of Virginia. The school originated in a cabin building, and later the Christiansburg Normal Institute schoolhouse was built at Zion Hill. Shortly after, the organization built Old Hill School and the Schaeffer Memorial Baptist Church. In the mid-1880s, The Friends Freedmen Association, a Quaker organization, started to fund the school and renamed the site Christiansburg Industrial Building. The leadership quickly transitioned to an all-black leadership with Booker T. Washington supervising the arrangements. The original focus of the establishment was around agriculture. However, the school transitioned to an academic and

trade school, including cooking, sewing, carpentry, blacksmithing, wheelwrighting, and printing. The transition increased profits for the school and allowed it to sustain itself. Eighty-seven additional acres were purchased to grow the school. By the 1920s, the school had grown to 185 acres with 11 buildings. During the administration, the school added dormitories to serve the black students across the east coast. By the 1950s, the school held eight buildings and was renamed to what is now known as Christiansburg Institute. At its prime, there were up to 14 buildings on the campus at a time. The site closed in 1966 after integration. Christiansburg Institute Inc. was established in the 1990s by alumni. Since then, the organization has continued to work with community boards to serve the site and provide support. Currently, there are 4.47 acres left, with one building remaining, the Edgar A. Long Building.



Figure 5.
"Lattimer's Mill,"

(Public Domain)

1865	Federal Freedmen's Bureau established
1866	Christiansburg Normal Institute founded as Freedmen's Bureau school in Cambria, VA, by Charles Schaeffer
1867	Zion Hill campus established, including parsonage, First African Baptist Church, and school house, enrollment grows from 88 to 200 students
1868	Schaeffer transfers deed for school to Board of Trustees of church
1869	250 students, second teacher and evening classes added
1872	Freedmen's Bureau discontinued, Friends Freedmen's Association of Philadelphia now.
1875	
1885	Schaeffer steps aside, joins Board of Directors
1888	Hill School finished
1895	Students present original work at Atlanta Exposition; Curriculum includes French, Algebra, Classics, Astronomy, Bookkeeping, and industrial courses including carpentry, sewing, and cooking.
1896	Booker T. Washington begins role as supervisor, name of school changed to Christiansburg Normal and Industrial Institute; Charles L. Marshall, Tuskegee graduate, becomes Principal.
1897	Edgar A. Long, another Tuskegee graduate, arrives to teach printing.
1899	Schaeffer dies, 85-acre farm campus purchased.
1900	Mansion House occupied.
1901	Barn built.
1902	Industrial Building built.
1903	Morris Hall built.
1905	Edgar A. Long becomes Principal, Teachers Cottages built
1906	Cemetery established.
1908	Summer teacher institutes start.
1909	Booker T. Washington speaks at CII, 5,000 people attend.
1912	Baily Morris Hall built.
1915	Washington dies, Robert Russa Moton of Hampton Institute becomes supervisor.
1916	55 teachers attend the summer institute.
1917	Hospital opens.
1918	Hospital building partially burns in fire.
1920	Over 150 students had graduated through the years.
1924	Edgar A. Long dies, Mrs. Anna Long takes over as Acting Principal for several months, campus now 185 acres and 11 buildings, original Shop building burns down.
1925	Abraham M. Walker becomes Principal; Hospital converted to teachers' dorm and then to Trades building; 100 students enrolled with 1/3 from out of state.
1926	Historic Trades Building built on spot of original Shop, Negro History taught for first time.
1927	Edgar A Long Building built.
1932	Becomes first high school in the country accredited by the Southern Association of Colleges and Secondary Schools
1934	Leased by Quakers to Montgomery County Schools for \$1 per year.
1935	
1941	H. Leslie Giles becomes Principal.
1945	
1947	School deeded to Montgomery County Schools.
1948	John F. Banks becomes Principal.
1950	Name changed to Christiansburg Institute.
1953	Scattergood Gymnasium built.
1954	Football team wins Western District Interscholastic Athletic League Championship
1955	

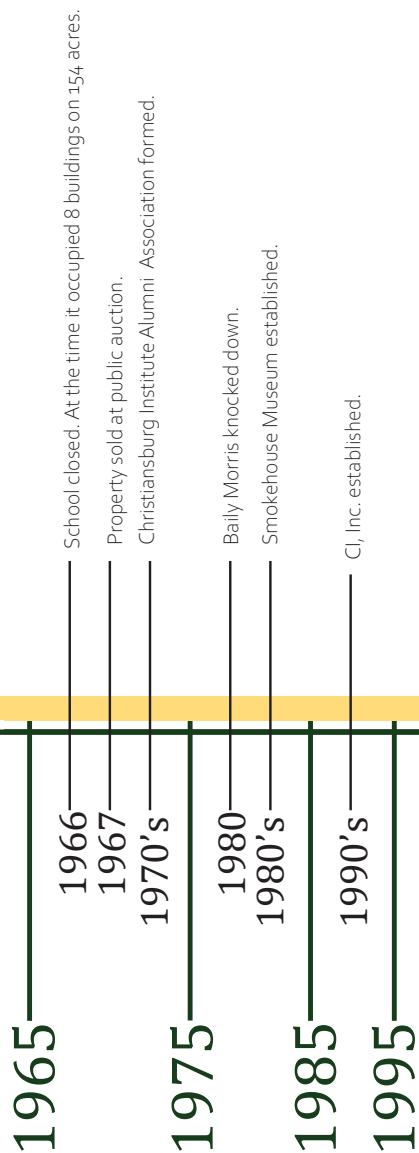


Figure 6. (With Permission)
 Mansion House Cabin.

CHRISTIANSBURG INDUSTRIAL INSTITUTE

TIMELINE

LEGACY STILL CONTINUING...

All information in timeline referenced
 from Christiansburg Institute Museum &
 Archives (CIMA)

"A plantation upon which men and women were driven to unrequited toil by the stern command of a task... master had been converted into a model training farm.... The slave mansion, once the headquarters of master and owner of human beings, has become the seat of instruction where the posterity of the victims of servitude are being fitted for Christian citizenship."

Person. "*Emancipation, Education, and the Black Freedom Movement*." Esri ArcGIS StoryMaps. Christiansburg Institute Museum & Archives (CIMA), October 7, 2020. <https://storymaps.arcgis.com/stories/1ac86b0c8016471eb9d341fe6cd330ac>.



Figure 7. (With Permission)
Painting of Christiansburg Institute.

ADDITIONAL HISTORY

The 185-acre school site was initially Lattimer's Plantation. The site included Lattimer's Old Mill, which sat upon a creek estimated to have flowed into the current Crab creek location. At this time, there is no record of when the institution tore down the mill. However, by 1912 the blueprints drawn did not include the mill on the site. Additionally, the site included the original slave cabins. Photos and blueprints show that the original cabins remained on-site after the institution purchased the property. During this period, the institution did not document the use of the cabins. They eventually were torn down as the institute progressed.

As the institute grew over time, buildings were added and repurposed to fit the needs. For example, dormitories were added, which eventually became space for classrooms. The trades building focused on wheelwrighting, blacksmithing, and printmaking. Eventually, this transitioned to include carpentry, barbering, and cosmetology.



Figure 8. (With Permission)
C.I.I. students studying in the Baily Morris Hall library.



Figure 9. (With Permission)
Charles Marshall and Edgar A. Long in the Trades Building.



Figure 10. (Public Domain)
Christiansburg Institute Alumni Association. Buildings on Christiansburg Institute Campus (CI20132).



Figure 11. (With Permission)
Booker T. Washington speaking at C.I.I.



Figure 12.
"Nancy Campbell's Cabin."

(Public Domain)



Figure 13.
Campus Overview c.1902.

(With Permission)



Figure 14. (With Permission)
Campus Overview



[Photographs of various buildings on campus]

(With Permission)

Photos left to right;

Figure 15. *Dorm2*, Figure 16. *Long Building*, Figure 17. *Baily Morris Hall*, Figure 18. *Historic Trades Building*, Figure 19. *Smokehouse*, Figure 20. *Barn1*, Figure 21. *Barn3*, Figure 22. *Barn2*, Figure 23. *Dorm 1*

PREVIOUS SIZE

185 ACRES AND 14 BUILDINGS

CURRENT SIZE

4.47 ACRES AND 1 BUILDING

TO ENVISION A REDEVELOPED MONUMENT

The question to look at the current site or the previous site as the “site condition”

COMMUNITY ENGAGEMENT

There have been previous resources used to renovate the existing Christiansburg Institute Site. The image on the right showcases a previous effort to restore the Long Building by the architecture firm Studio Ammons in 2003. The design ended up not being completed. There were a few renovations to the existing structure, such as the roof. However, the project as a whole remains uncompleted and unavailable for public use. Efforts for the project have returned. Currently, the community and foundation are working to rejuvenate the renovation project. There have been recent efforts to review the potential use of the site and the Long Building. The goal for the Long Building is to include a space for a museum, archive area, digital media room, and a restaurant in the basement. Based on this information, the proposal for the site will include the current plans for the Long Building. For the design proposal, there will not be any additional construction introduced to the Long Building.



Figure 24. (With Permission)
Studio Ammons Rendition of Long Building.

CURRENT



The image below shows the current parcels owned by Christiansburg Institute. The parcels include the current 4.472 acres left of the site. The darkened pink box inside of the middle parcel is the current location of the Edgar A. Long Building.

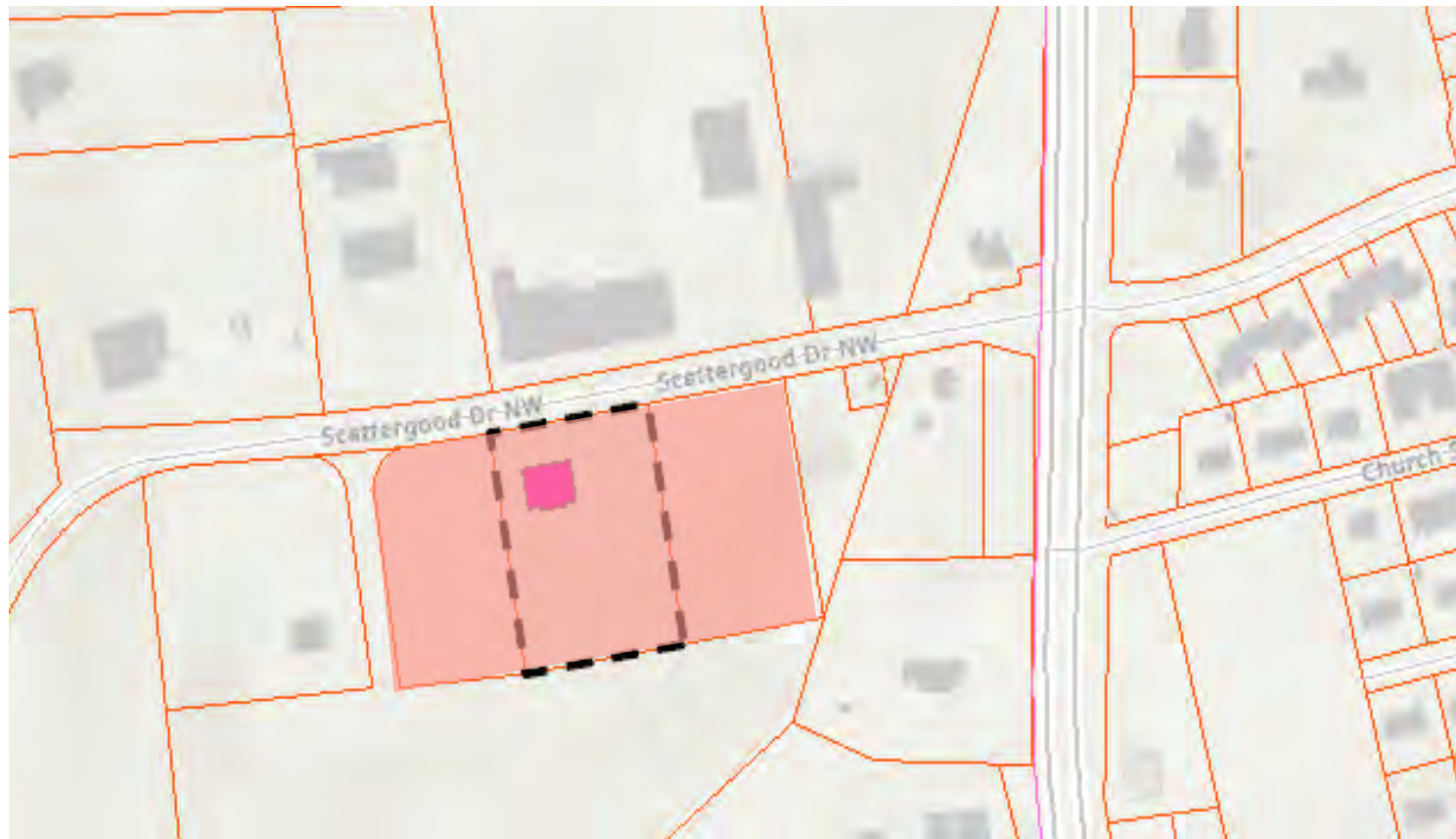


Figure 25.
"Christiansburg Parcels; Long Building."

(Public Domain)

03 NARRATIVES

The Christiansburg Industrial Institute (CII) officially closed in 1966 when the Board of Education legally integrated all schools. This decision impacted alumni's education and sense of community. Four interviews were conducted with CII alumni to recall this experience. The members were asked a series of questions concentrated on their school memories concerning the community and architecture. Six primary questions were developed to understand how individuals functioned on the campus and how it impacted them. As a result of the interview series, the final thesis design proposal included architecture details and site programming based on specific memories.

Full interview transcripts are noted in the Appendix

Interview Questions

1. What landmarks do you remember from Christiansburg Institute?
2. Are there any memorable, sacred, or community spaces you recall from the institute that were important to you? If so, why?
3. What do you consider makes a community space?
4. Was there any part of the Christiansburg Institute that symbolized community to you as a student? How about now as you reflect on the space?
5. If you could envision any use of the current site, what would it be?
6. If the institute had never closed, what do you think it would be like now?



Jacquelyn Smith



Jerry Wyms



Georgia Hayden



Earnest Hayden

[Yearbook Photographs]

Photos left to right;

Figure 26. *Jacquelyn Smith (cipic0351)*, Figure 27. *Jerry Wyms (cipic0415)*, Figure 28. *Georgia Smith (cipic0455)*, Figure 29. *Christiansburg Institute Class of 1961 (CI057)*.

(Public Domain)



Figure 30. (Public Domain, Personal Publication)
Jacquelyn Smith.

JACQUELYN SMITH

Attended CI 1961 - 1965

Age: 72

Interview Link

<https://youtu.be/eSmos7JqYgc>

Interview Summary

Jacquelyn Smith attended Christiansburg Industrial Institute from 1961-1965. Jacquelyn discussed her memories as a student of Christiansburg Institute. She gracefully walked us through the different buildings on the site and their functions. The highlight was the Gymnasium, which she thought felt like a gathering space. It hosted graduations, ceremonies, classes, lunch, and the choir. She believes there is a current need to develop a space where the alumni and community may gather.

Ideal Site Additions

Community Center
Restaurant

Quote

"it was a gathering place. It's where you got together with your friends and classmate... I enjoyed my time there, was very disappointed that I could not graduate from there"

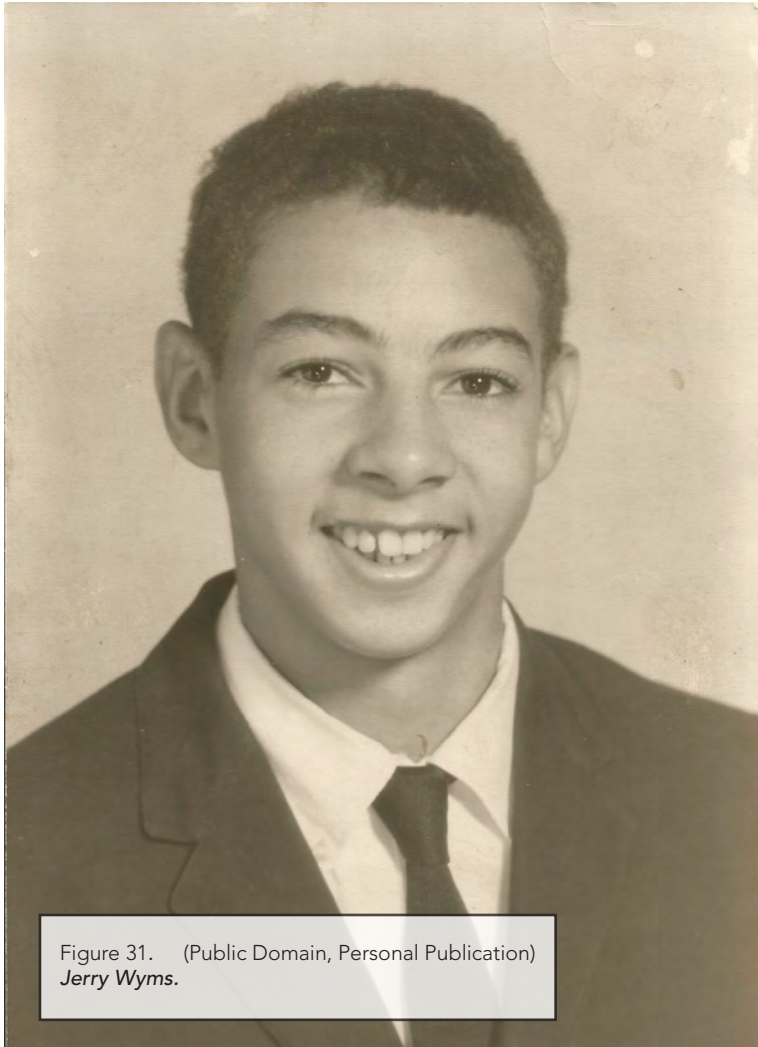


Figure 31. (Public Domain, Personal Publication)
Jerry Wyms.

JERRY WYMS

Attended CI 1964 - 1965

Age: 72

Interview Link

<https://www.youtube.com/watch?v=QS92if7ICaI>

Interview Summary

Jerry Wyms attended Christiansburg Industrial Institute from 1964-1965. Jerry discussed how the student would always work together and "keep pushing" towards their goals. In addition, the "family" atmosphere and strong values left an impression on him. He also included a detailed description of each building and its use on the property at that time.

Ideal Site Additions

Enlarged Educational Institution

Quote

"It brought forth a very, very good fellowship and unity amongst all of the students ... We felt close to each other, we bonded with each other, we expected to see each other, we would even have prayer with each other.... It was a very free atmosphere to do those things with each other."



GEORGIA HAYDEN
Attended CI 1963 - 1965
Age: 70

Interview Link

<https://www.youtube.com/watch?v=PvY2DVzAy8A>

Interview Summary

Georgia Hayden attended Christiansburg Industrial Institute from 1963-1966. Georgia discussed her memories of the social atmosphere on campus. Her involvement in cosmetology and cheer-leading allowed her to maximize her short time there. Her education prepared her to go to a trade school and pursue a career in cosmetology.

Ideal Site Additions

Community College

Quote

"you know, they're old friends, you know, you don't see for a long, long time and then you know, all the class reunions and, um, things that they have that we'd been to, uh, you know, once you all come together is still, it's still like family."



EARNEST HAYDEN
Attended CI 1957 - 1961
Age: 77

Interview Link

<https://www.youtube.com/watch?v=T-n7xvXI-Nk>

Interview Summary

Earnest Hayden attended Christiansburg Institute from 1957-1961. Earnest discussed his memories of being involved with the band. Additionally, he provides a humorous insight on a few memories within the Institute as he described the different locations of the campus.

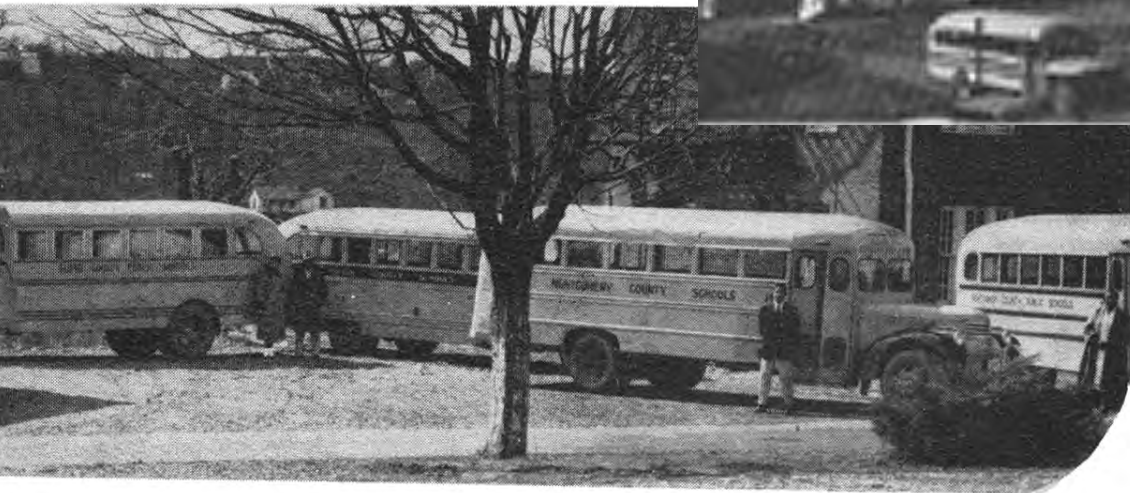
Ideal Site Additions

Community College

Quote

"The camaraderie of people from different areas... everything is different, was different so everybody coming together as one made a good community development at that school because we all went through the same thing."





[Photos from campus and student activities, Yearbooks]

Photos left to right; (Public Domain, With Permission)

Figure 34. *Trampoline Stunts detail (CI20252)*, Figure 35. *Outdoor Celebration in 1950 (CI020)*, Figure 36. [p. 22] 1955 Yearbook. *We Study, We Relax Detail (CI20247)*, Figure 37. [p. 26] 1965 Yearbook. *Barbering detail (CI20216)*, Figure 38. *Students Beside Bus. COL-202002-01-ChristiansburgInstitute_5*. Figure 39. [p. 10] 1955 Yearbook. *Transportation detail (CI20235)*, Figure 40. *Campus Sites (cipic0541)*, Figure 41. [p. 25] 1965 Yearbook. *Cheerleaders detail (CI20215)*.

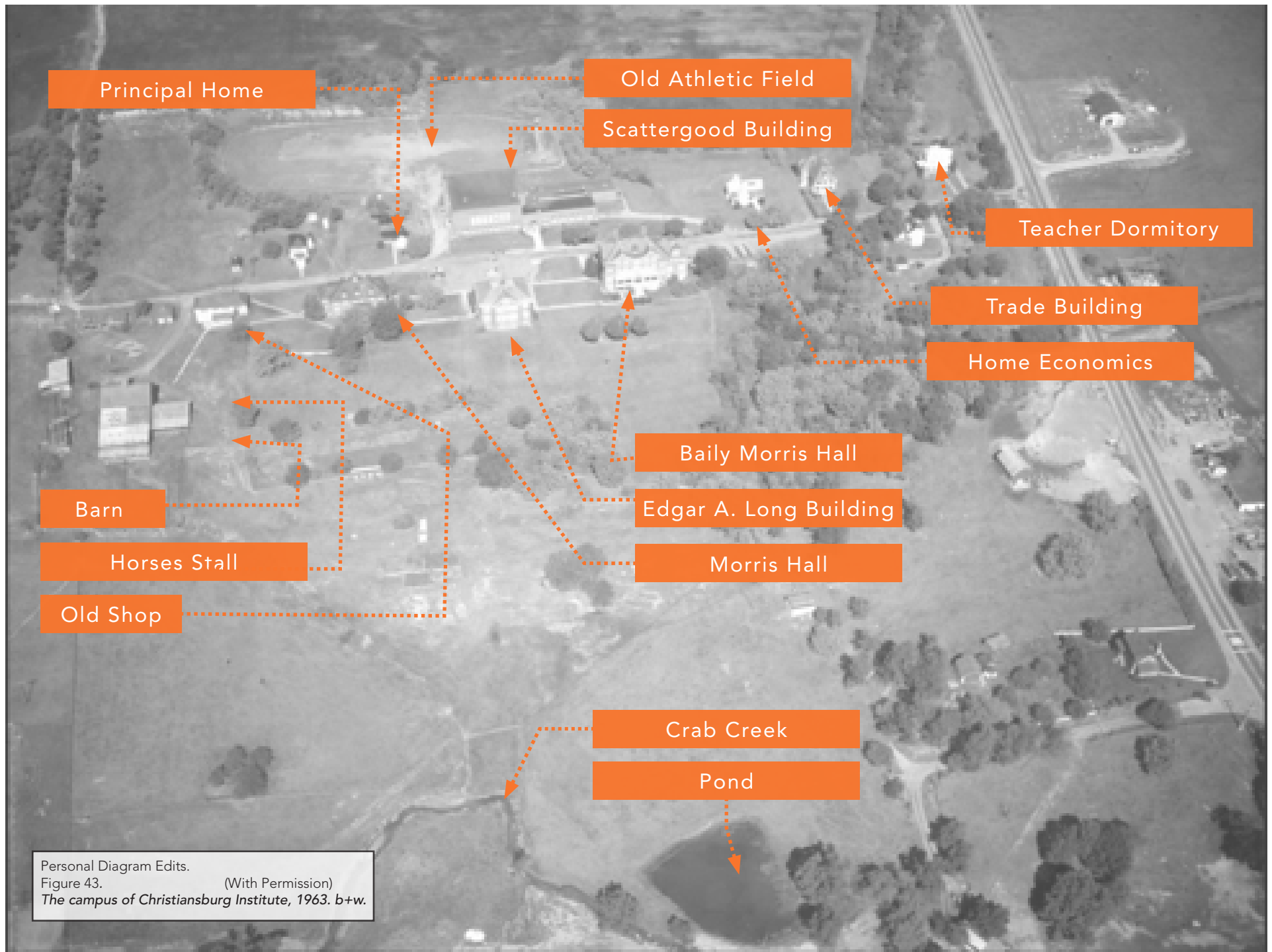


Figure 42. (Public Domain)
[p. 03] 1965 Yearbook. Administration detail. (CI20186) Mr. J.F. Banks,
Principal.

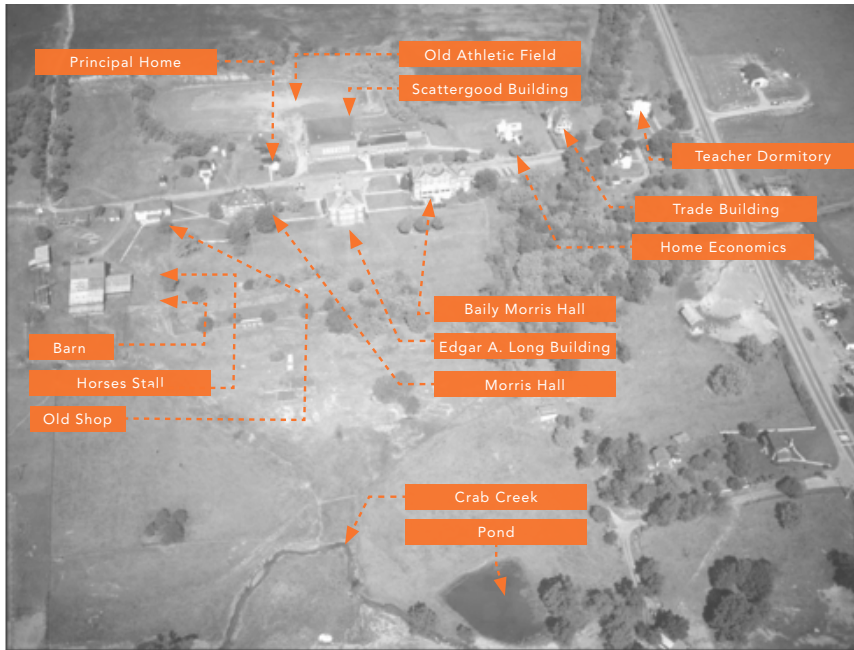
Interview Conclusion

The combination of the Christiansburg Industrial Institute's physical and spiritual essence had to be studied to understand how the institute functioned as a whole. In addition to the interviews, the focus was on the geographic and physical components of the site.

Christiansburg Industrial Institute closed in 1966. The photo on the right shows the site in 1963, right before it closed. It depicts how the campus was laid out and utilized. The entrance was guarded by trees, setting the tone for those arriving on campus. The buses would park on the left side of Scattergood Road, right before the Baily Morris building location. The design of all of the academic facilities surrounded Scattergood Drive. The agriculture and athletic fields part of campus extended north and south of Scattergood Drive.



Personal Diagram Edits.
Figure 43. (With Permission)
The campus of Christiansburg Institute, 1963. b+w.



Personal Diagram Edits.
 Figure 44. (With Permission)
The campus of Christiansburg Institute, 1963.

The diagram on the right further showcases the utilization of each building on the aerial site 1963 photo. All of the interviewees mentioned Scattergood Gym as a primary social hub for the students. The diagram acknowledges all of the academic and social activities included in the gym. Before the construction of Scattergood Gym, the students would use the basement in the Long Building for their physical education classes. The interviews and site evaluation noted that there was not a proper cafeteria for the students. They packed their lunches and ate in the locker hallways by the gym.

CHRISTIANSBURG INDUSTRIAL INSTITUTE

Academics available in 1960's prior to closing

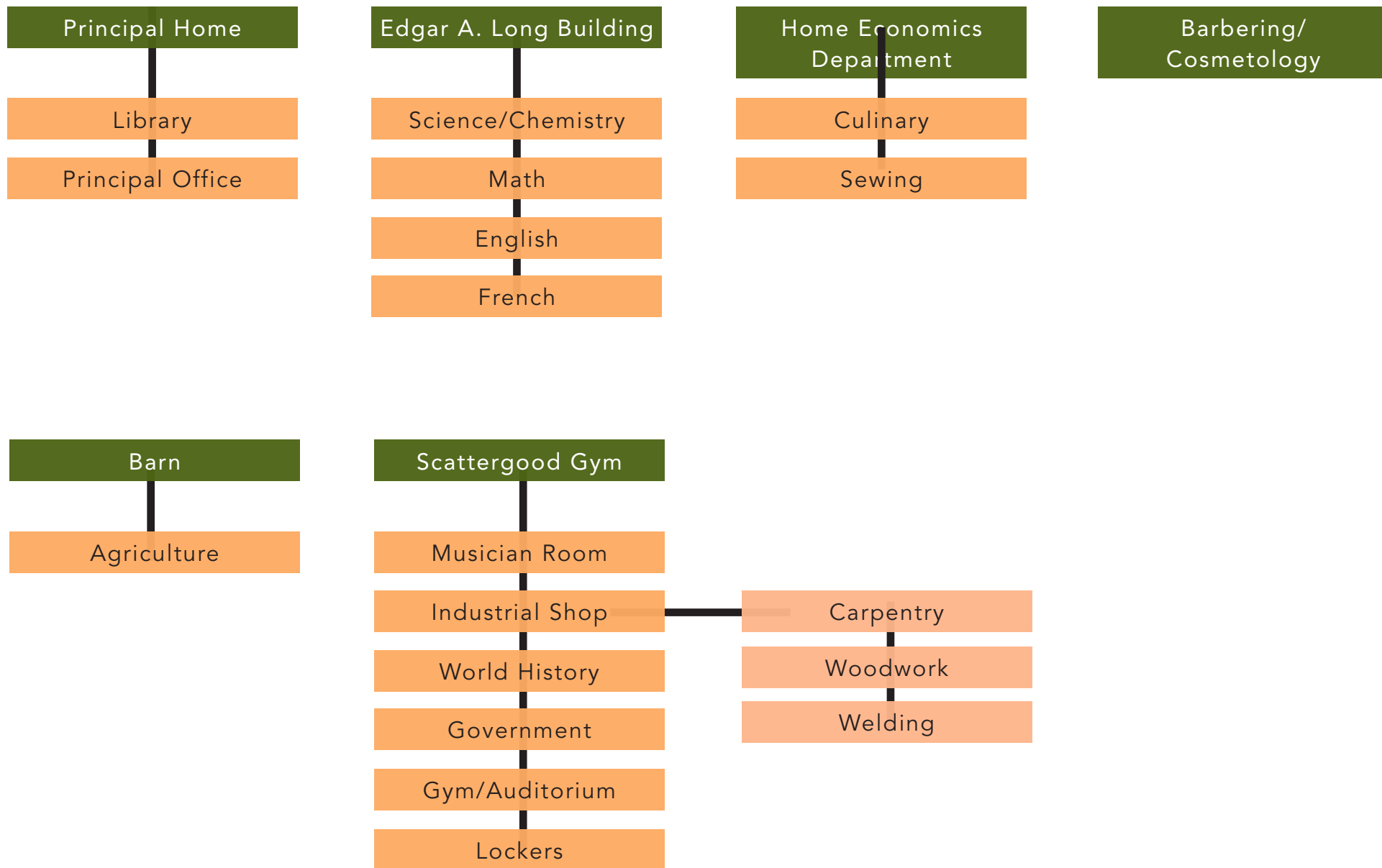


Figure 45.
CII Academic Diagram 1960's



Figure 46.
Booker T. Washington speaking at C.I.I.

(With Permission)

Interview Conclusion

Architectural spaces are seen through different eyes and carry different memories for each person. The purpose of the four interviews was to understand the alumni's perspective of the Christiansburg Institute. I was able to dissect the different spaces on the site, including their use and how they shaped the memories of the alumni. Ideally, the continuation of interviews will create a more comprehensive understanding of the alumni's viewpoint of the institute.

The interviews concluded the need for the development of a community space. **A space** that the alumni can come in for reunions. **A space** that allows everyday gathering and provides the opportunity for catering. **A space** for religious functions to continue and community values to evolve. **A space** for education to grow and the "idea" of the educational campus continuing.

We discussed how Christiansburg Industrial Institute was a school and community space that nurtured the black community into what it currently is. Each alumnus pursued their own goals and felt equipped for the future that he/she desired. Jacquelyn mastered her typewriting skills, which became a career as a secretary in the Veterans Hospital. Jerry pursued college, leading to preaching,

entrepreneurship, and working vigorously in the community. Georgia continued her path in cosmetology and entrepreneurship and opened her shop within the local community. Earnest pursued a career as the first African American police officer in Radford, VA. These four individuals are just a glimpse of how the Christiansburg Industrial Institute prepared its students for success and to be trailblazers within their own families.

These four individuals are just a glimpse of how the Christiansburg Industrial Institute prepared its students for success and to be trailblazers within their own families. If it had never closed, those ideals would still be carried. If the institution had never closed, those ideals would still be carried.

The goal of the proposed new site is to honor the Christiansburg Industrial Institute's legacy left by its alumni and descendants while creating a new legacy for the current community. We are marking the transition to the new Christiansburg Industrial Institute that would continue to carry those values for the entire community.

The question is, what is a community space? How can the Christiansburg Industrial Institute be that space the community needs?

Ideal Site Additions

Honor Scattergood, Edgar A. Long Building, the trade buildings, the library, and the agriculture sites that prospered.

We had a slogan when we went there . It was "keep on pushing," as the song there is also now says we fall down but we get up....

the slogan "keep on pushing, you keep on pushing" that means you're gonna gain more.

- Jerry W.



Figure 47. (Public Domain)
Christiansburg Institute Band (CI048).



Figure 48. (Public Domain)
[p. 21] 1965 Yearbook. Choir detail (CI20209).



Figure 49. (Public Domain)
[p. 20] 1965 Yearbook. Band detail (CI20208).

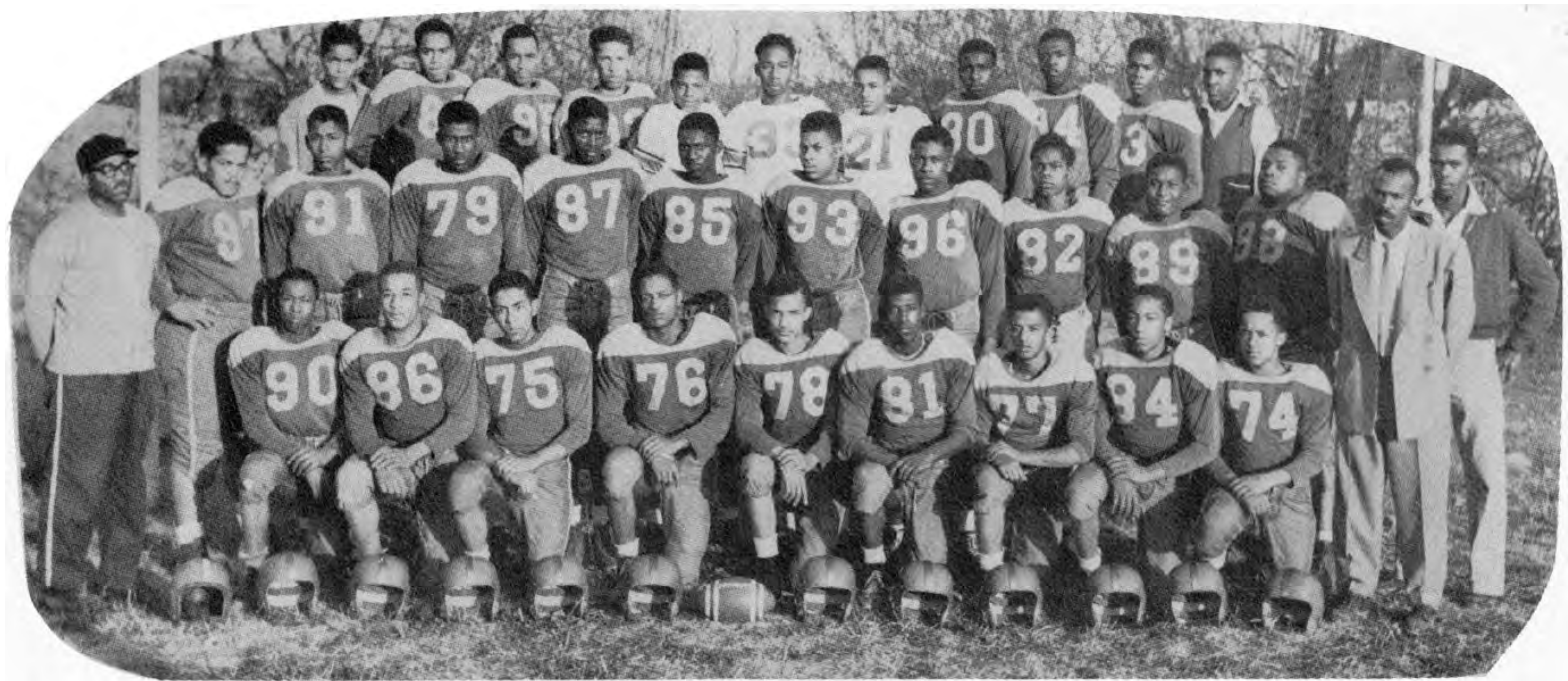


Figure 50. (Public Domain)
[p. 04] 1954 Yearbook. Dedication Page detail. Football Team 9CI20041).



Proposed Site Development

The proposed spaces needed for the new site were categorized by function; community, restaurant, and education. Based on observations and discussions with Christiansburg Institute, there have been multiple attempts to renovate the site as a museum and community space. The needs of the site have changed over the decades. As a result, new site plans have been developed multiple times. The current CII design process has advocated for media and technology centers; however, those spaces would not have been a priority twenty years ago. In an ideal world, funding would be limitless, and renovations could continue as needed. In reality, those funds have limitations.

I want to propose a site that addresses all current needs while remaining flexible for future development. It is difficult to know what cultural and social changes will happen in the future and how they will influence the campus's needs. As a designer, I envision a memorial space that fits current and future community needs.

[Campus Activities] (Public Domain)
 Photos top to bottom;
 Figure 51. [p. 17] 1955 Yearbook. *Senior English (CIANNUAL0104)*, Figure 52.
Students moving around the May Pole (CI021).

PROPOSED SITE NEEDS BY ALUMNI

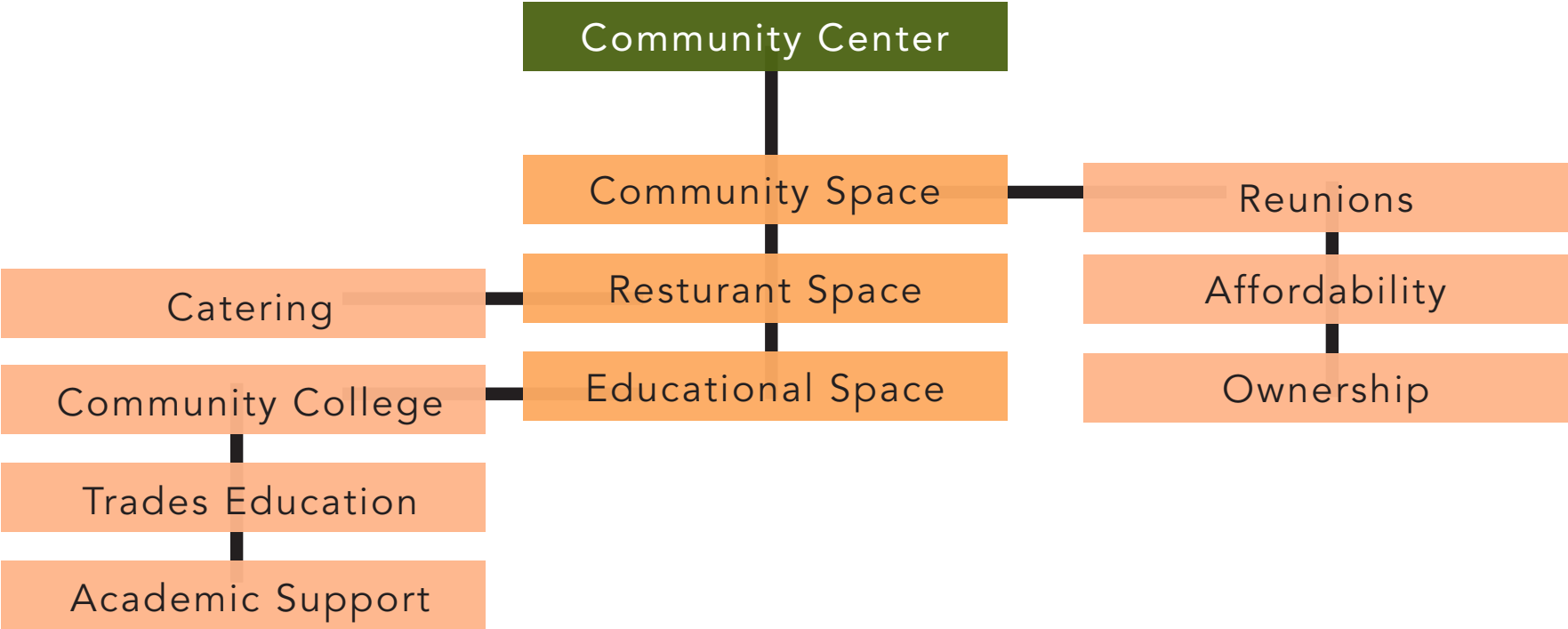


Figure 53.
Proposed Site Programming Diagram.

Yes, it's family. Cause I mean, you know, they're old friends, you don't see for a long, long time and then you know, all the class reunions and, things that they have that we'd been to, you know, once you all come together is still, it's still like family.

- Georgia H.

the comradery of people from different areas. Uh, cause Radford is not like Pulaski, Pulaski is not like Christiansburg, Christiansburg is not like Floyd. Everything is different. Was different. So, uh, Everybody coming together as one made the good community development at that school. Cause we all went through the same thing.

- Earnest H.

I believe that this in present town the institution would have become larger, and that would have been people on the outside that would've saw the benefit of what was doing to the people that won't inside of the institution that attended that. And that would've been a stronger yearning for people to come and say, can I have some of that too?

- Jerry W.

Well, we have a reunion every year and if we had our own building, I think a lot of people would love that ... the community center, and maybe even a restaurant. That would be able to cater the reunion when we have it.

- Jacquelyn S.



Figure 54. (Public Domain)
Teacher Playing in Snow (CI20308).

04 SURVEY RESULTS

The survey increased the opportunity for feedback about Christiansburg Industrial Institute. The goal was to understand the alumni's experience and the current community interest for development. In addition, there was interest in understanding how experiences could be quantified. The survey received nine responses, which included the four interviewees. Each interviewee was provided the survey before being questioned. The objective of the surveys was to kickstart the conversation about the institution's design process and personal experiences.

Additionally, the research benefited from having insight from a larger demographic that included the local community. All of the individuals did not attend Christiansburg Insitute. Thus, the data captured the desires of the alumni while also understanding the overall desires of the community. Ideally, the design proposal would be able to blend both interests.

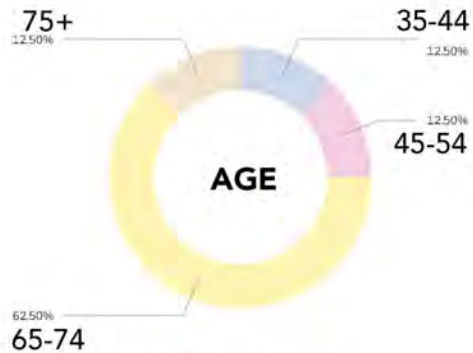
Full Survey is noted in Appendix

CHRISTIANSBURG INDUSTRIAL INSTITUTE

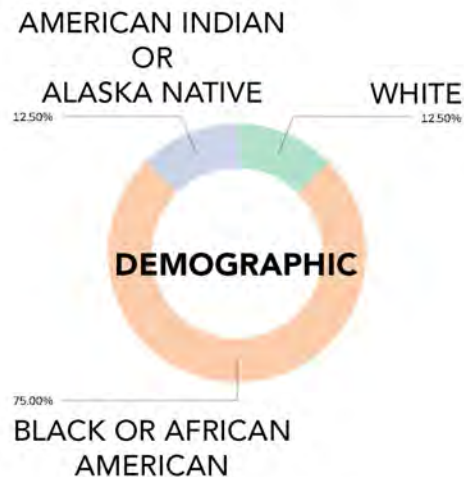
SURVEY FEEDBACK RESPONDENTS BACKGROUND



Did you attend Christiansburg Institute as a student or faculty member prior to its closure in 1966?



What is your age?



Choose one or more races that you consider yourself to be.



What is your sex?



Where do you reside?

Figure 55.
Survey Feedback.

CHRISTIANSBURG INDUSTRIAL INSTITUTE

SURVEY FEEDBACK RESPONDENTS (ALUMNI ONLY)

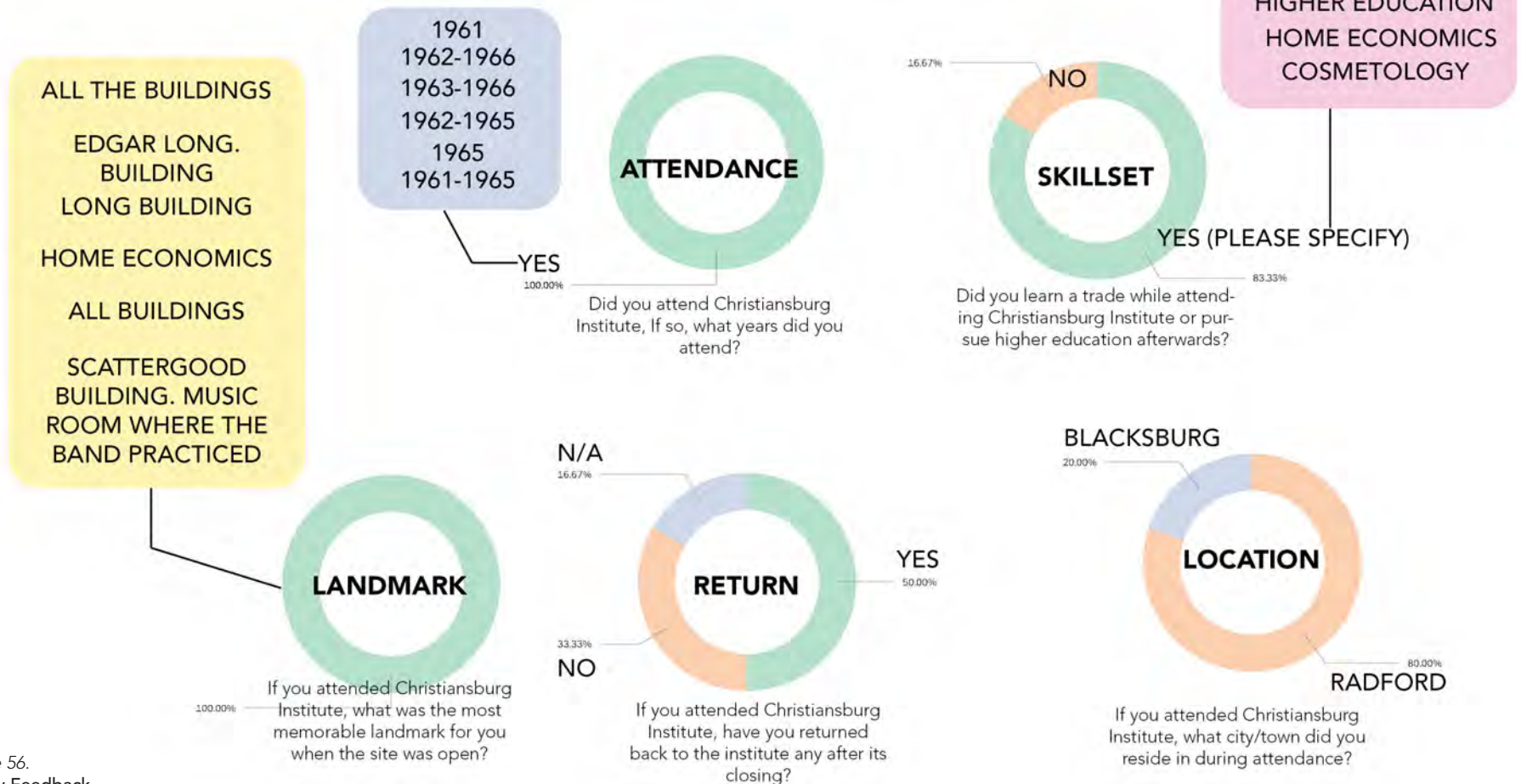
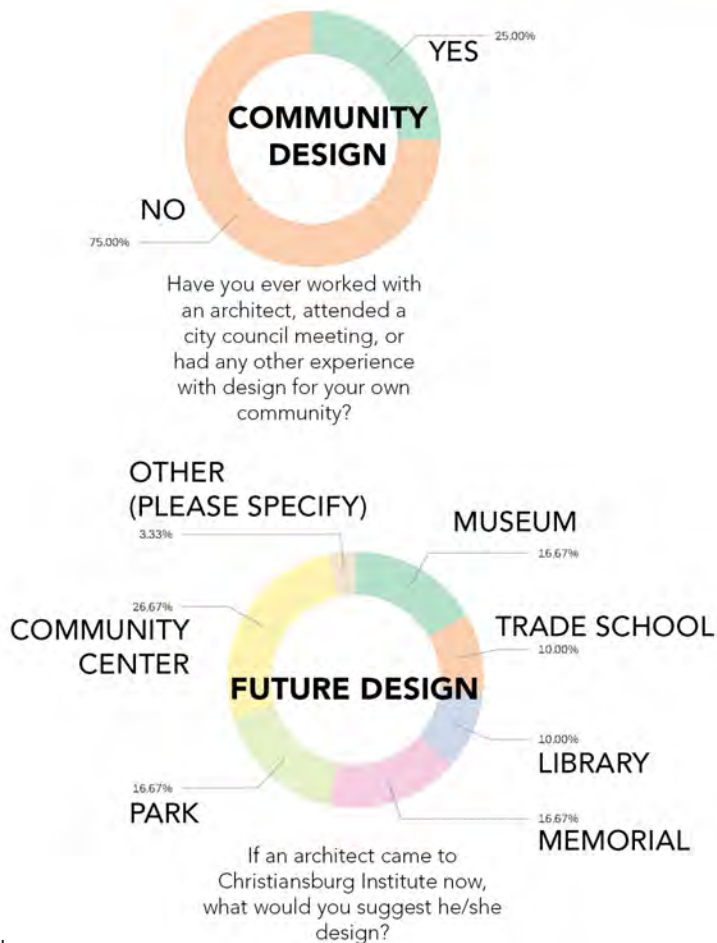


Figure 56.
Survey Feedback.

CHRISTIANSBURG INDUSTRIAL INSTITUTE

SURVEY FEEDBACK ALL RESPONDENTS



SCHOOL
COMMUNITY
COLLEGE

PRIVATE ADVOCATE
WITH FOCUS ON
AFRICAN AMERICAN
HISTORY

ADULT CARE/
CHILD CARE

AN INTEGRATED
SCHOOL. TO INCLUDE
AGRICULTURE AND

Figure 57.
Survey Feedback.



[Yearbook Photos]
 Photos top to bottom;
 Figure 58. [p. 37] 1954 Yearbook. *Homemaking detail* (CI20079), Figure 59. [p. 40] 1954
 Yearbook. *Cosmetology and Barbering detail* (CI20082).

(Public Domain)

Survey Conclusion

In conclusion, nine people filled out the survey. The final data helped to depict what the alumni and general community desired for the proposed site. The survey results verified that the “community” included alumni, New River Valley residents, and descendants of alumni. This community was not limited to the geographic boundaries of Christiansburg. Many respondents had migrated over the years to different states. Even though their location had changed, they still felt invested in Christiansburg Insitute’s future development.

Ideally, I wanted to include a more extensive range of individuals in the survey. Unfortunately, it was challenging to find participants that wanted to fill out the survey. The lack of participants was unexpected since there has been a high volume of community input. It was also arduous to connect to the alumni. The alumni are comprised of an older demographic and did not seem to use the same social media platforms with which I promoted my research. It became tough to reach out since COVID limited in-person contact.

If there were an opportunity for a next step, the survey would be repeated to see if individuals would respond differently after watching the final defense presentation. As a researcher, I want to know if they would add to their original design suggestions after further reflection? Would they reimagine the geographic scope of what the Christiansburg Industrial Insitute could be?

In the end, I hope that the results spark conversation and influence the future design process of the Christiansburg Insitute to be more fluid and inclusive.

With integration the buildings would stand empty unless they turned those building into a secondary school.

The economics and barbering building could have been homes for people, but they were torn down... a lot of things have been torn down.

-Jacquelyn



Black students from nearby counties were bused to Montgomery County's Christiansburg Industrial Institute (pictured in 1934) until integration forced the closing of the famed school

Figure 60. (With Permission)
Christiansburg Institute wide campus view b+w. n.d.

05 MAPPINGS -HISTORIC AND CURRENT

Christiansburg Institute site has evolved. The institution began practicing in a small cabin, grew to 185 acres, and then slowly dwindled to approximately 4.47 acres which stands now. For the research, there was an attempt to document the site's evolution through multiple map studies. The maps included GIS, Sanborn, and current digital maps. The study depicted how the site functioned during different periods. Additionally, it documented how certain buildings were lost, renamed, or repurposed over time.

For this study, there was a digital breakdown of three main maps. First, the grey and white map on the right side of the page expressed the entire site impacted. Second, the green-colored map depicts the area of land that included parcels of the Christiansburg Institute at its prime. Lastly, the dotted rectangle line area refers to the site sections included in the new design proposal and architecture renderings. The evolution of the buildings, waterways, topography, and agriculture that shaped the land were all documented. These were

all investigated and influenced the design process for the final proposal

The small map on the right was for context, which depicts the individual parcels encompassing the existing site. The highlighted area represents the parcels owned currently by Christiansburg Institute Inc. The dark pink square represents the existing Edgar A. Long Building. Please note that the pink square is recolored a

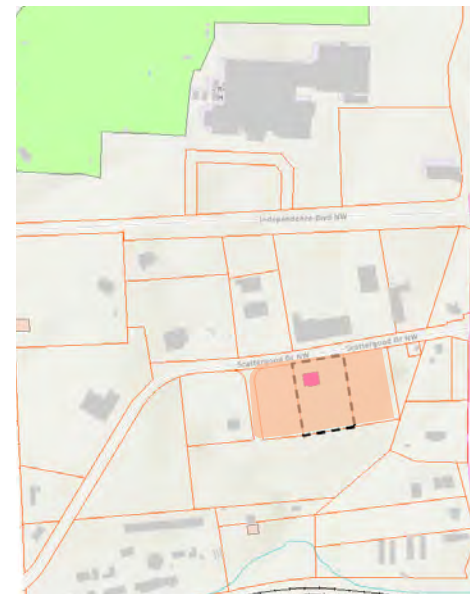







Figure 61. (Public Domain)
"Christiansburg Parcels; Long Building."



Figure 62.
Christiansburg Institute Previous Land Versus Existing Land Conditions

1912

The image on the right includes a site blueprint of the Christiansburg Institute's land during 1912. The blueprint is layered over the current site map conditions to represent how its capacity has fluctuated over time. The coral-colored buildings represent the previous locations of the campus buildings. In addition, there is the notation of the individual parcels, the specialty landscape areas, and pathways. For the final evaluation, it was beneficial to understand the exact location of the railroad, Lattimer's road, and all of the buildings in relation to the current site conditions. Based on photos and conversations with the Christiansburg Institute Inc. staff, we discovered new elements on the site and recorded their relation to each other. In addition, the experimental plot, silos, and unmarked original plantation slave quarters were noted.

-  Pre-existing Site Buildings
-  Pre-existing paths,
Lattimer Road included
-  Pre-existing Site Parcels
-  Pre-existing Agriculture Zones
-  Pre-existing/Existing Railroad

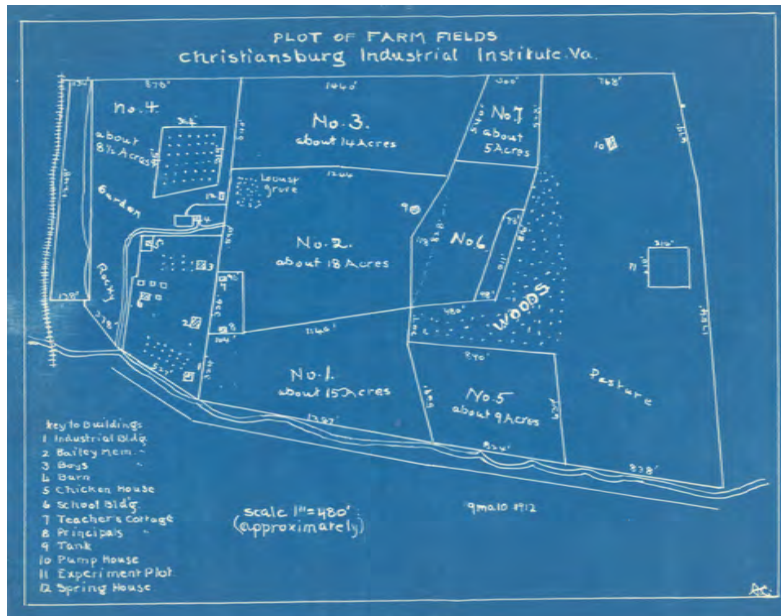


Figure 63.
Plot of Farm Fields. c. 1912. (With Permission)





Figure 65.



Figure 64.

1921

The images on the right include a 1921 Sanborn map. The map is layered over the current site map conditions. All of the coral-colored buildings represent where previous buildings were located based on the Sanborn map. The Sanborn does not depict where the property lines end and begin. However, it does showcase the location of campus buildings during 1921. In this map, the original Lattimer Road was noted by the orange transparent block. Based on geographic observations, the current main road 460, North Franklin Street, was relocated towards the northern axis when developed. Therefore, Lattimer Road no longer exists. Based on this understanding, all maps that included Lattimer Road were turned counter-clockwise to depict accurate conditions. Note that the current Long Building and Smokehouse museum on the site did not exist in 1921.

-  Pre-existing Site Buildings
-  Pre-existing Lattimer Road

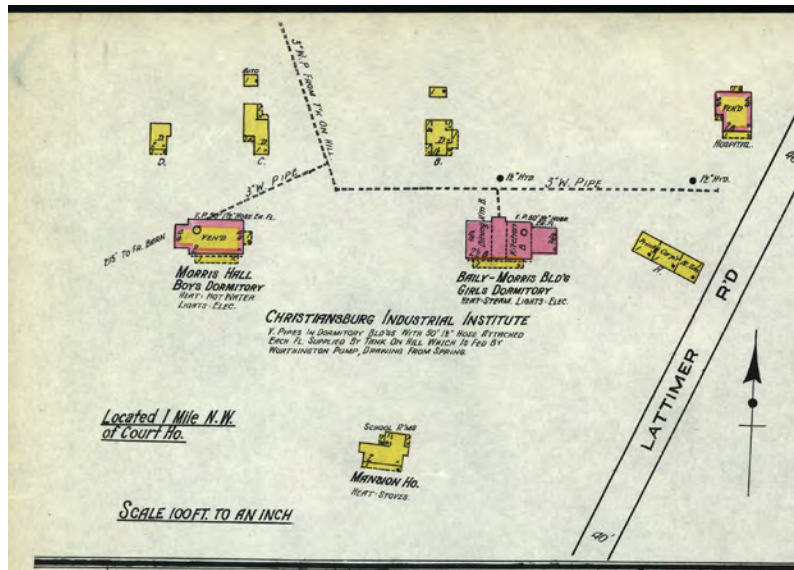


Figure 66. (Public Domain)
Sanborn Fire Insurance Map from Christiansburg, Montgomery County, Virginia.







Figure 67.



Figure 68..

1940'S - 1950'S

The image on the right includes an unidentified blueprint of the Christiansburg Institute. Based on the understanding of the site evolution, it is estimated that the blueprint was developed sometime between the 1940s-1950s. The blueprint is the last depiction of the site found before its closing. By this point, the map included the 460 highway. The CII site had blossomed into a contemporary campus with a football field, vehicle drop-off, and other campus elements. This map was the primary resource to understand the relationships described in the four

-  Pre-existing Site Buildings
-  Pre-existing paths,
Lattimer Road included
-  Pre-existing Site Parcels
-  Pre-existing Landscape Zones

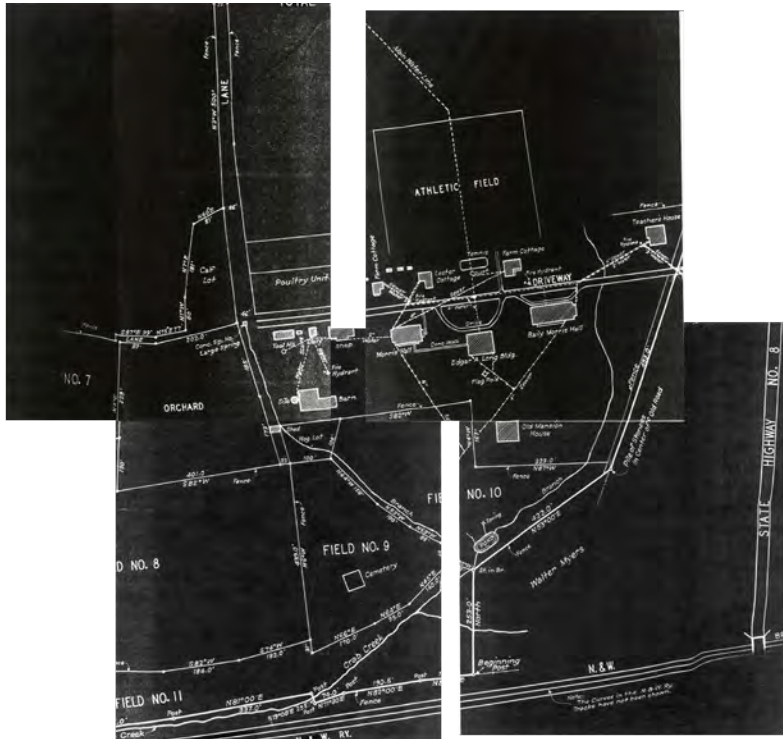


Figure 69.
Campus Bluepring. (With Permission)

This image was originally found in four seperate photos. Photoshop was used to piece together. Original blueprint location is unknown.



Figure 70.



Figure 71.

Site Development

1912



Figure 72.

1921



Figure 73.

1940'S - 1950'S



Figure 74.

CURRENT



Figure 75.



Figure 76. (With Permission)
VT- Crab Creek Train (1).



Figure 77. (With Permission)
Panorama with EALB c. 1927.

Site Evolution Response

Christiansburg Institute evolved over the century, and it will continue its evolution into the future. After reflecting on this process, I decided that the current moment resembles a time capsule that will later become a historical moment. In the future, people will look back at this current moment as just an event on the timeline. For the design, I wanted to portray this cycle. Coined the term “charmed ribbon,” I wanted to capture how these spaces were all connected with the essence of time holding them together. With a physical and spiritual presence, each moment was significant in various ways.



Figure 78. (With Permission)
Panorama with fence.

06 SITE ANALYSIS

ARCGIS

The site mappings were fundamental to understanding the site. As a final analysis, all of the information gained from each map was placed in a single digital form. The ArcGIS format allowed the placement of all existing and pre-existing locations on a single map. This mapping style made all of the changes easier to comprehend and digest. As a result, a hypothesis was formed concerning which buildings were repurposed, rebuilt, or renamed over the century. In the ArcGIS map, locators were placed in approximately the exact location to illustrate these overlapping spaces. Based on the final evaluation, CII consisted of over 30 individual landmarks during the past century. This included buildings and agriculture areas in the landscape. The investigation answered many questions; meanwhile, others arose due to the new information.

The development of the ArcGIS mapping was from collaboration with the historian at Christiansbrug Institute Inc. I have given the foundation access to the map to increase the accuracy percentage and allow this map to evolve as we continue to understand the site.



Figure 79. (Public Domain)
 Google. (n.d.). Aerial View of Christiansburg, VA; Previous Christiansburg
 Institute Location.

ARCGIS - STORYMAP



Figure 80. (Public Domain, Personal Publication)



Edgar A. Long Building

1927-present

Edgar A. Long Building was built to replace the Mansion House (then used as the classroom building). It is the only building on campus to be named after an African American, built after his death. "The northern facade of the Long Building was dignified by a scenic drive surrounding an ornamental fountain. Its "front" faced downhill toward the Norfolk and Western rail tracks. Its southern lawn, marked with a flagpole, was used for outdoor ceremonies. Like the previously constructed Georgian Revival buildings - Morris Hall, Baily Morris Hall, and the hospital - the Long Building was classical in its symmetry and solidity. Designed as a classroom building and used for that purpose throughout its years, the Long Building was strategically positioned between the boys' and girls' dormitories; accordingly, it had a doorway on both its east and its west facades. When it opened for classes in 1928, male and female students would enter from separate entrances on either end. Among the classrooms in the Long Building was a state-of-the-art science laboratory, a particular pride of the school; a photograph of students working in the lab was included in every subsequent school yearbook. Although much deteriorated through years of neglect, the Edgar A. Long Building was placed on the National Register of Historic Places in 2000; it is registered as a Virginia Landmark as well." (Fariello, 60-61)

Figure 81. (Public Domain, Personal Publication)



Baily Morris Hall

January 1912-December 1980

"More than one hundred feet across, the building was four stories tall with three double-flue chimneys rising above a slate roof. Its massive porch, measuring fifty-five feet across and better than ten feet deep, opened onto a hallway leading to an assembly hall that seated 200 comfortably and could accommodate 300 if necessary. The basement held a 100-seat dining room, kitchen, pantry, laundry, coal bin, and boiler room. The first floor housed the assembly hall, principal's office, sitting rooms for female teachers and students, and a library outfitted with shelves to accommodate 5,000 books.

Figure 82. (Public Domain, Personal Publication)

A snapshot of the digital ARCGIS map is illustrated on the left. Each landmark includes a corresponding number locator. It will be highlighted as the cursor maneuvers above, and a labeled description will appear. This label includes a description and image if available. Two snapshots are shown of the first two locations on the left to illustrate how the map displays different locations. The map intends to understand what it would be like walking through the site if all conditions were still existing. The locators allow the viewer to understand the evolution of the site better.

This information was critical for the proposed site development. In addition, this map was the first time a few of the current Christiansburg Institute Inc. staff could fully dissect the land usage during its total opening. This information will continuously be updated for institutional and research purposes. The link to the current site map is below.

<https://storymaps.arcgis.com/stories/7c50d27f810b4895898cd242f0ad7c3a>

Full publication is noted in the Appendix

SITE ANALYSIS

BUILDING AND FORM ANALYSIS

For the site analysis, the investigation included a conceptual approach.

I found a series of images that depicted different landmarks on the site. As a response, I traced each image to show the primary geometric forms on the site. The forms included the triangular roof structures and rectangular building components. I also noted how the porches and materials used repetition throughout the site to create a sense of hierarchy. Based on the results, I researched design inspirations that showed similar features of geometric structures. The similarities included physical structures, color, materiality, and the reflection of light. Finally, I challenged myself to use these elements in a contemporary way to honor the traditional building styles.

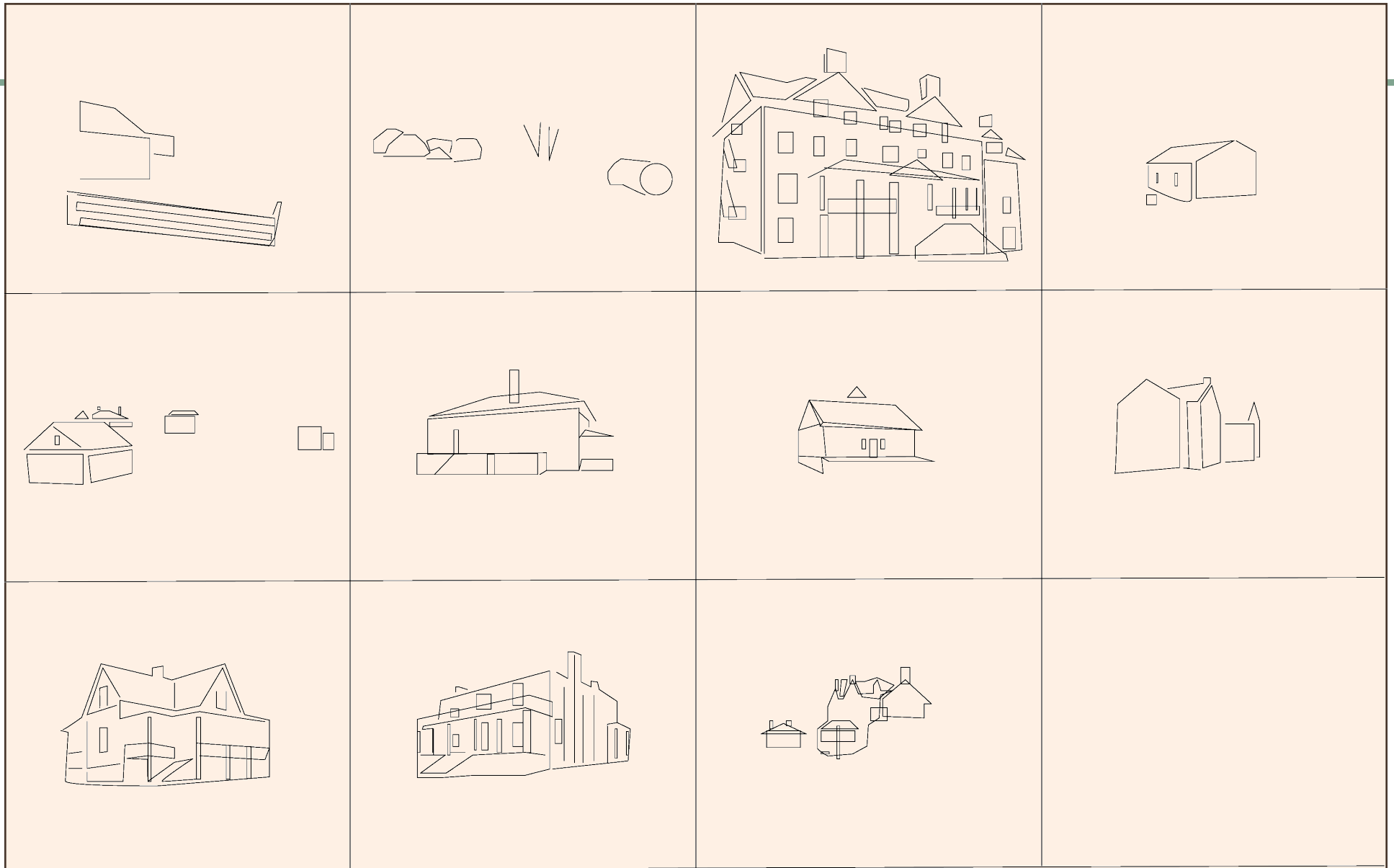


Figure 83.
Traces of Christiansburg Institute
landmarks. (Illustration)

Step 1: Trace each landmark.

These images were published in 1916 for the 50th anniversary of the Christiansburg Institute to raise additional funds for the school. The images illustrate the existing conditions of schools during that time. I traced each landmark to signify how geometric forms and repetitions were used in the site's structures. Triangles, squares, and repetitive lines are the prime forms.



Personal Tracings on top of each photo.

[CII 50th Anniversary Pamphlet.]

Photos from left to right, top to bottom;

Figure 84. CII-1916-18, Figure 85. CII-1916-08, Figure 86. CII-1916-06, Figure 87. CII-1916-16, Figure 88. CII-1916-12, Figure 89. CII-1916-14, Figure 90. CII-1616-17, Figure 91. CII-1916-10, Figure 92. CII-1616-07.

(With Permission)

Step 2: Remove the tracings from the original pictures to see the exact forms created.

In addition to geometric forms, the placement position also stands out. The buildings consist of layers that overlap, especially in places where porches and stairways exist. Chimneys were essential for heating elements. The style of roof and window systems were consistent from the top mansions house to the barn level. The only use of curved forms was from the outdoor landscape with hay barrels and waterways.

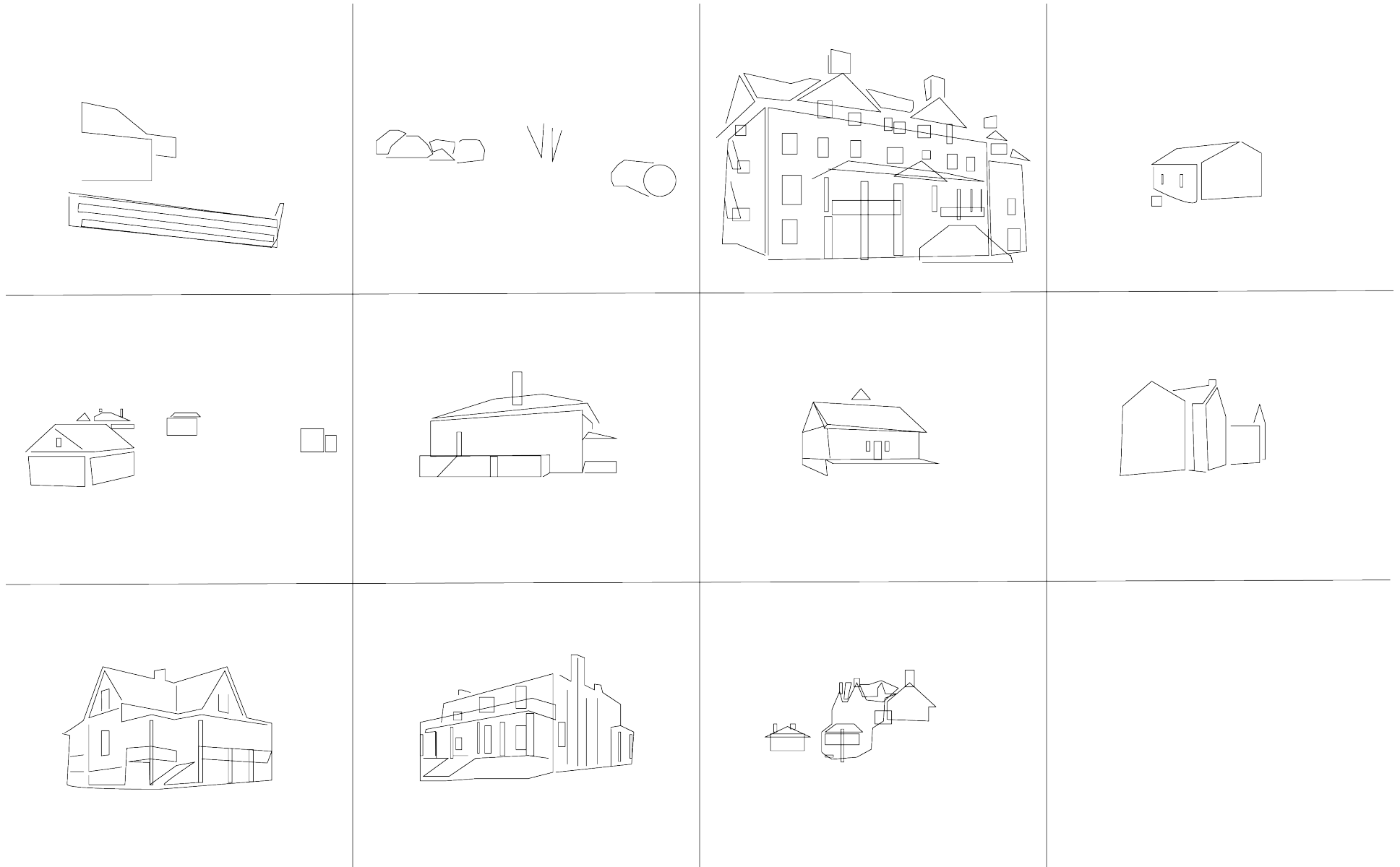


Figure 93.
Traces of Christiansburg Institute landmarks. (Illustration)

Step 3: Break down the geometric forms into the most basic shapes and reorganize them to create a single structure. The triangle roof, square foundation, rectangle chimney, rectangle porch, and repeated linear fence were reconstructed into a single form. This form influenced the design placement of the final structure.

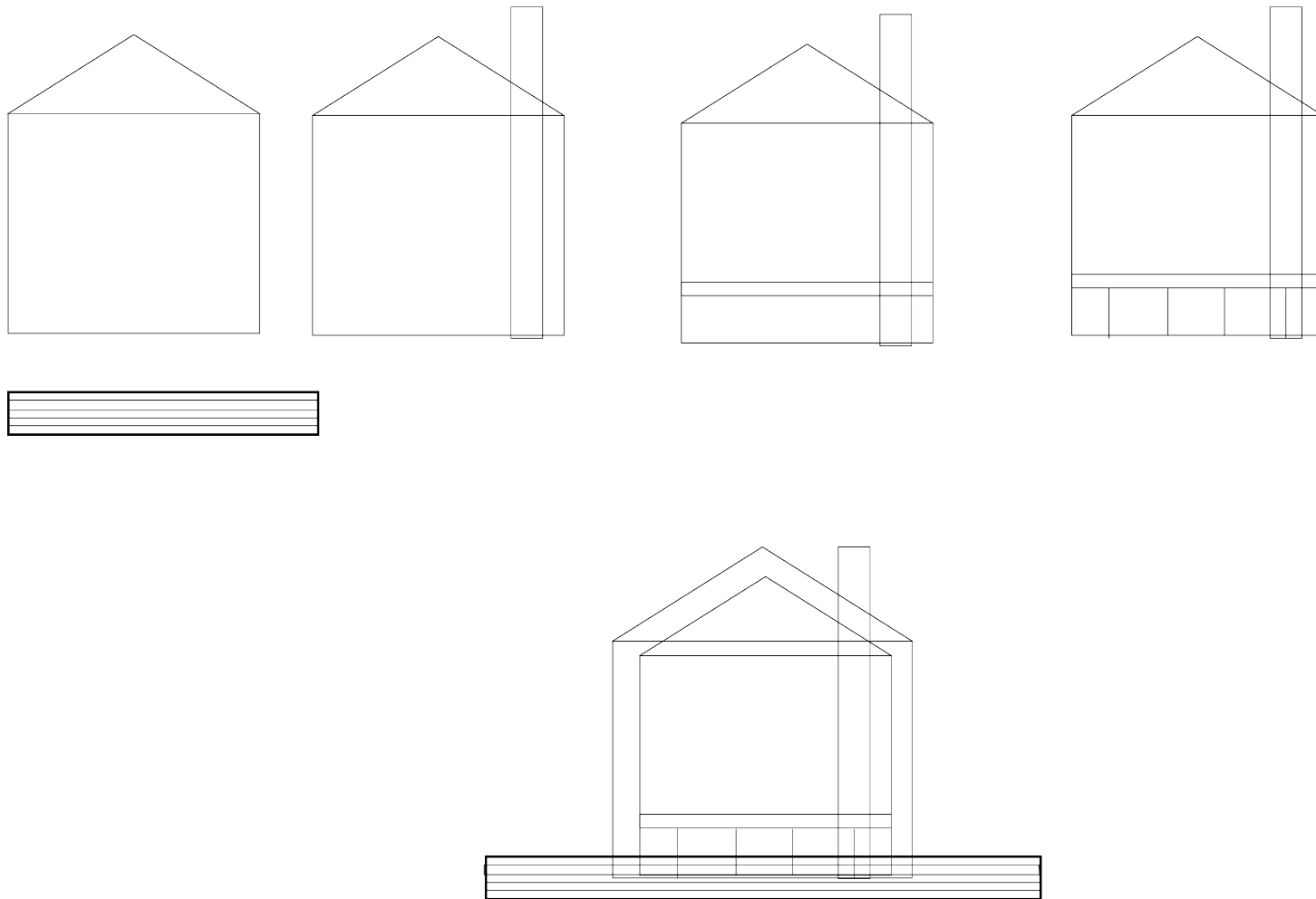
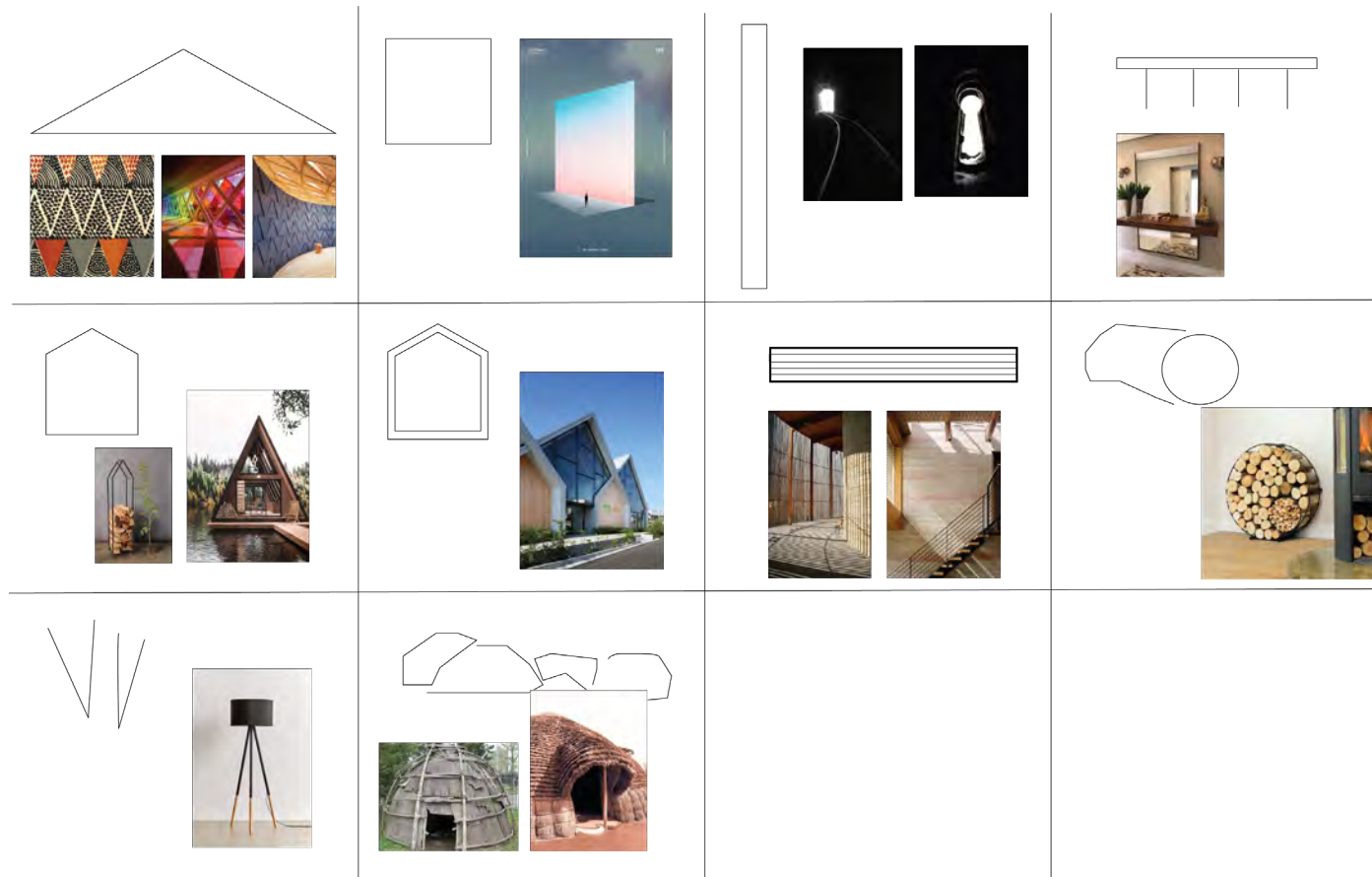


Figure 94.
Traces Colage. (Illustration)

Step 4: Use the fundamental geometric forms to research similar patterns in design. These patterns include overall shape, shadows of light, and color placement. The goal was to investigate how form can inspire design techniques. This conceptual study inspired me to use the forms created by the building site. I was also inspired to use my interest in the local landscape. The mountain terrain that surrounds the site showed repetition. Therefore, I chose to design structures that mimic the geometry of the mountains.



[Inspiration photos from different sources]

(Public Domain)

Figure 95. Bob Irwin "Zig0Zag Natural." Kudhinda Zimbabwe Screen Prints., Figure 96., Axiel Schmies. "Colourful Windows in the Transit Area of Miami Airport, Miami, Florida, Usa.", Figure 97. Larsen Paya. Gili Merlin. "Like a Tree; Serpentine Pavillion by Diébédo Francis Kéré.", Figure 98. Magdiel Lopez. "Illutions 169.", Figure 99. Caitlin. "Wrestling For The Light, Through MY lens.", Figure 100.) la Ezwa. "Et la lumière fut", Figure 101. Ena Russ. "Small entry Way Ideas", Figure 102. "Metal House Log House.", Figure 103. Nilton Forest. "Waterfront Rockwood Lakehouse.", Figure 104. Kino Architects. "Kana-L Westbranch.", Figure 105. Thom McKenzie. "Chapel of Reconciliation", Figure 106. Eleanor Gibson "Stripy rammed-earth walls curve through holiday home on Californian walnut farm.", Figure 107. Hunter Gatherer. "Circle Round Metal Log And Kindling Holder,", Figure 108. "Tripod Floor Lamp.", Figure 109. Sailor Shana "Cheerokee Indian Culture and Crafts Demonstration.", Figure 110. Larsen Paya. "Rwanda Kings Hut"

SITE ANALYSIS

MATERIAL STUDY

During the Christiansburg Industrial Insitute construction, multiple materials were included based on functionality and location. The structure's construction would be considered higher based on the period, especially for an African American institution. The funding from the Freedmen's Burea and in-house builders contributed to the material available and reduced costs. There was a sense of pride in the construction process, which still shows in the buildings remaining. It was delightful to see quality construction during the site investigations since it was an African American site.

The material study analyzed the conditions of the site. Five principal materials stood out for the study; the stone base, brick structure, white painted wood, marble entrances, and stained glass windows. For the design process, it was determined to include these details in the final building.

Marble was included at multiple entry spaces because it mimicked its usage for pre-existing buildings. For example, the Edgar

A. Long Building includes marble steps at the entrances. Additionally, leftover entry marble from demolished buildings remains on the original site. For the design proposal, "reflection benches" constructed of marble were placed at all pre-existing sites in memory of the demolished landmarks. The Ribbon hallway also included marble flooring. It symbolized a person entering into a demolished space or place of importance.

The stone base still stands as the foundation for the Old Hill School, the original base for the educational institution. Stone was replicated in different parts of the foundation and retaining walls for the proposed community center

. The white painted wood was used in numerous academic buildings and a significant part of the Schaeffer Memorial Church. Additionally, it conceptually highlighted the "whitewashing of trees," mentioned by Earnest Hayden, that came from his memories of the school. In the interviews, there was a sense of comical memory of this experience. The proposed

design commemorated specialty spaces while adding a sense of playfulness introduced by the interview.

Traditionally, stained glass was used in religious settings as a way to memorialize the space. The glass can be seen in multiple parts of the Schaeffer Memorial Church. In addition, stained glass was used as a primary material to highlight specialty zones and provoke a sense of enlightenment.



Figure 111.
Schaeffer Memorial Baptist Church; East View. Christiansburg, VA. (Personal Photograph)



Figure 112.
Schaeffer Memorial Baptist Church; West View. Christiansburg, VA. (Personal Photograph)



Figure 113.
Edgar Long Building; Ground Entrance. Christiansburg, VA. (Personal Photograph)



Figure 114.
Edgar Long Building; Current Exterior Entrance. Christiansburg, VA. (Personal Photograph)



Figure 115.
Edgar Long Building; Staircase. Christiansburg, VA. (Personal Photograph)



Figure 116.
Old Hill School, Current Community Center. Christiansburg, VA. (Personal Photograph)



Figure 117.
Edgar Long Building; Marble. Christiansburg, VA. (Personal Photograph)



Figure 118.
Edgar Long Building; Entrance. Christiansburg, VA. (Personal Photograph)

For the Schaeffer Memorial Baptist Church, names of prominent people were inscribed into the glass. A century later, these names remain immortalizing their impact on the foundation. This sparked an interest in how glass can relate to memory. Additionally, how can the use of stained glass and lighting manipulate space and create an aura? As a result, Stained glass was highlighted as a primary material for my proposed site. For research, I completed a material and rendering study to understand the qualities of colored glass better.

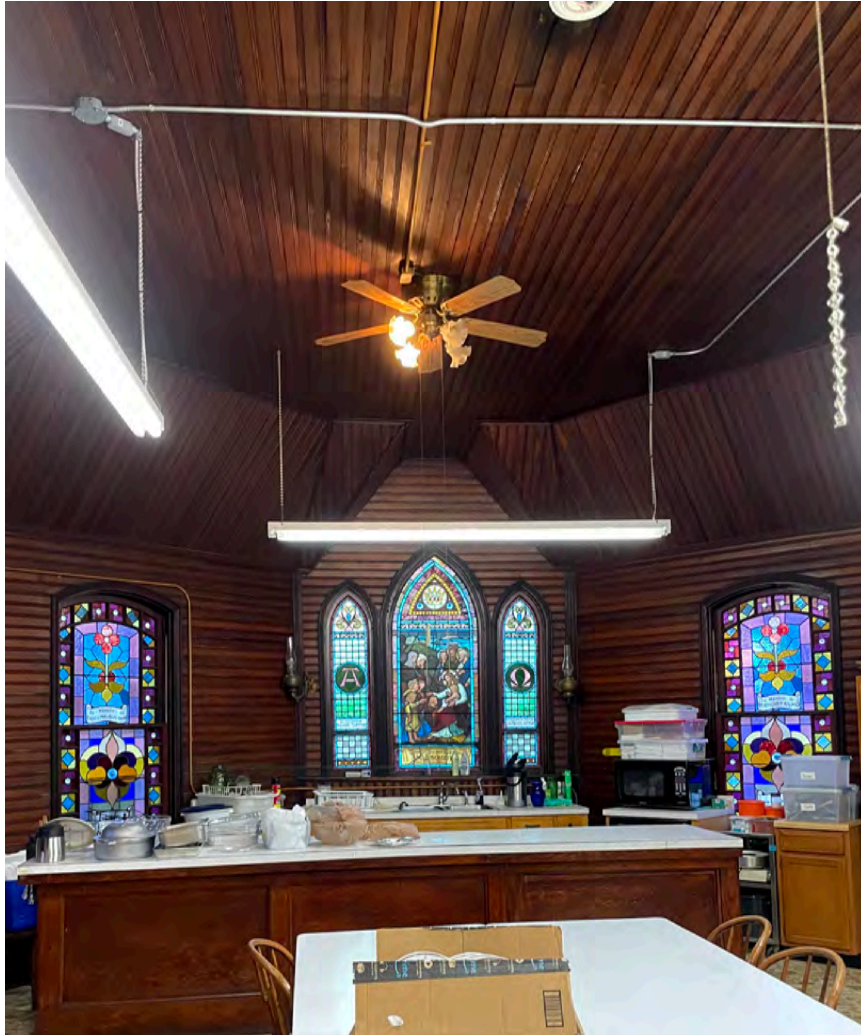


Figure 119.
Schaeffer Memorial Church; Kitchen. Christiansburg, VA. (Personal Photograph).



Figure 120.
Schaeffer Memorial Church; Community Room Stained Glass. Christiansburg, VA. (Personal Photograph)

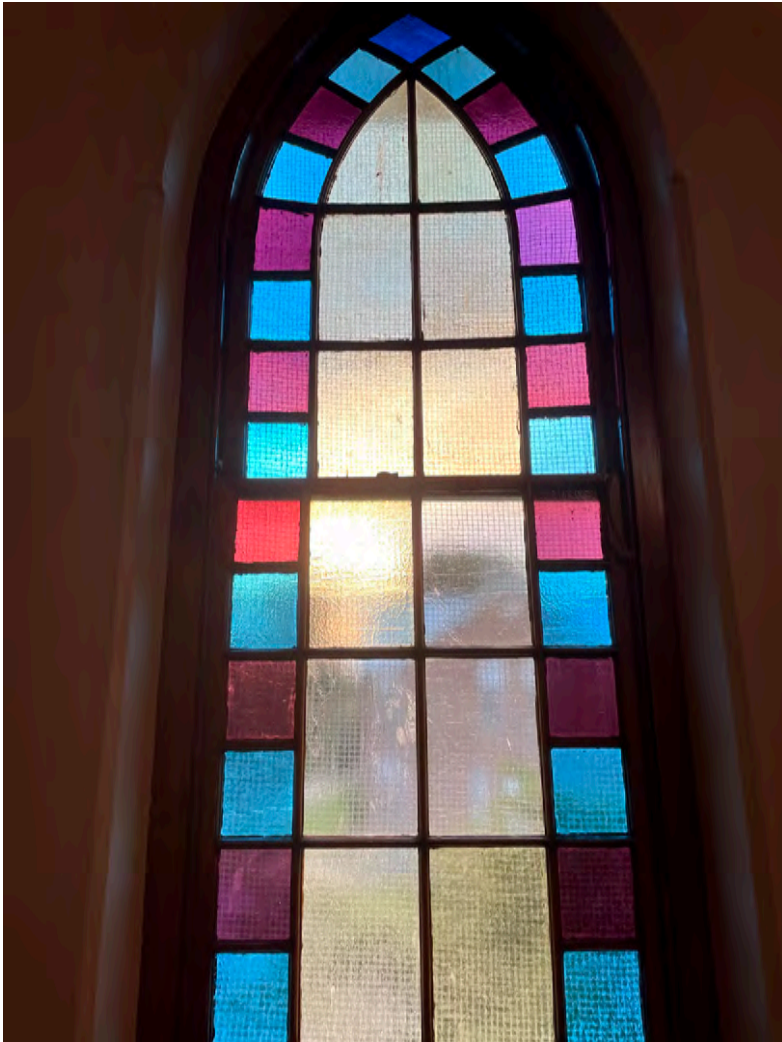


Figure 121.
Schaeffer Memorial Church; Church Stained Glass. Christiansburg, VA. (Personal Photograph)

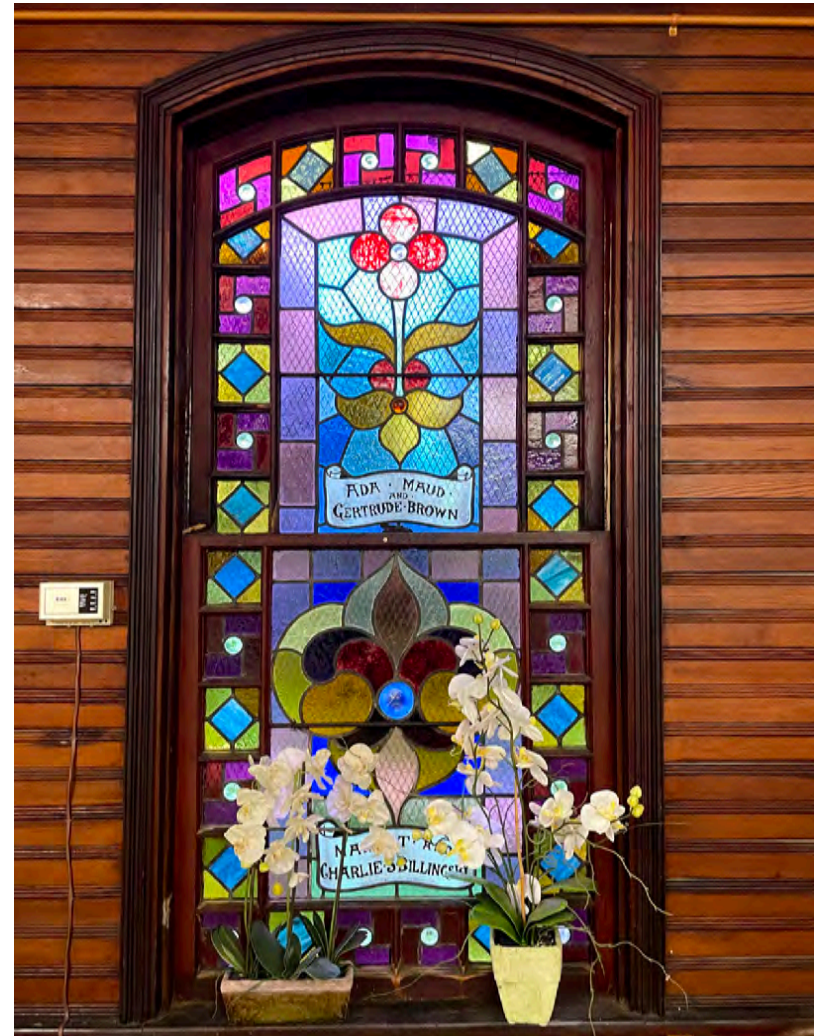


Figure 122.
Schaeffer Memorial Church; Kitchen Stained Glass. Christiansburg, VA. (Personal Photograph)

As stated previously, stained glass was a prominent addition to the proposed site. I conducted a light study for stained glass. I did a physical resin pour to see how light penetrates through color. I also did a digital rendering study. The studies allowed me to see how natural light maneuvered through the multi-colored glass.

Additionally, I made a rendering comparison to see how multiple spaces transformed by using regular glass versus stained glass within the same space. I questioned; How does the light hit the space? What is the level of transparency to the outside? How do different colors interact? The results are shown in the images on the right. In the future, I would love to complete a full-height stained glass study with two identical rooms, one with and one without stained glass.

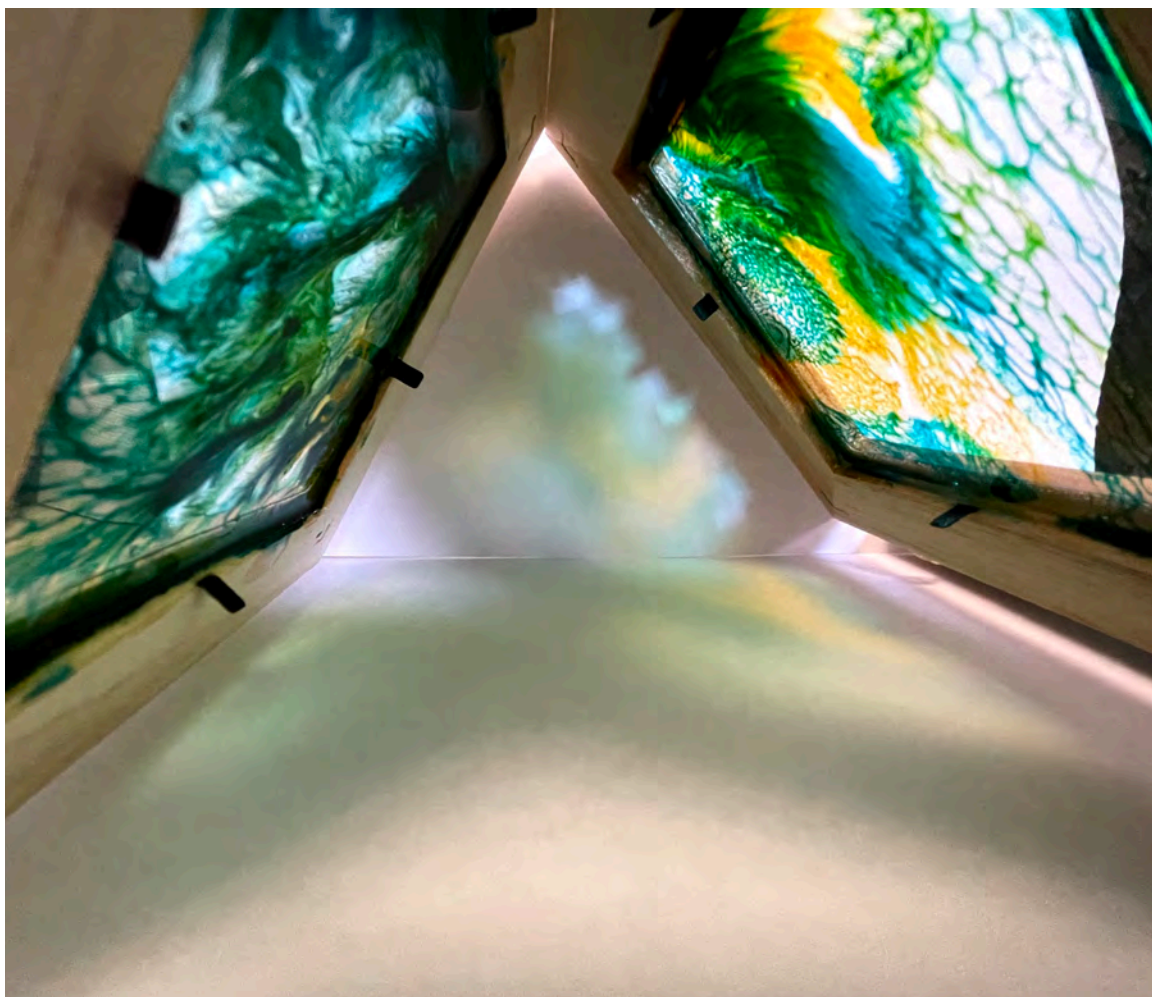


Figure 123.
Resin Pour. Light Study Course by Professor Jim Jones. Christiansburg, VA. (Personal Photograph)

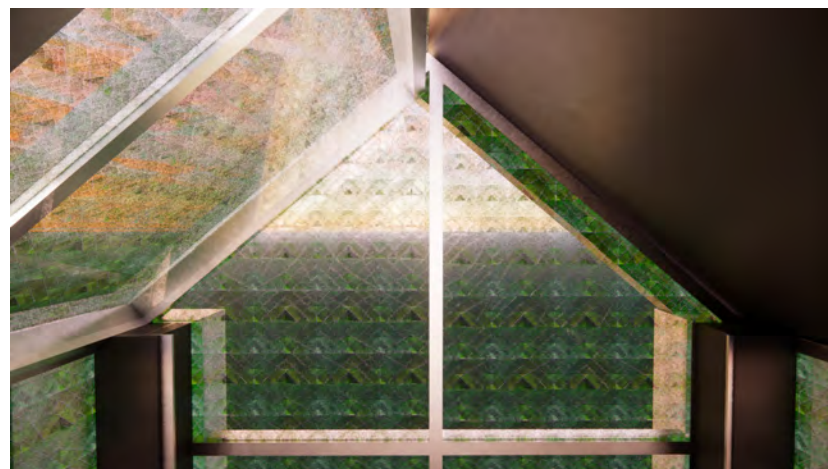


Figure 124.

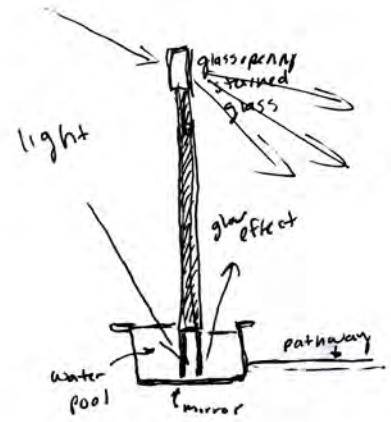
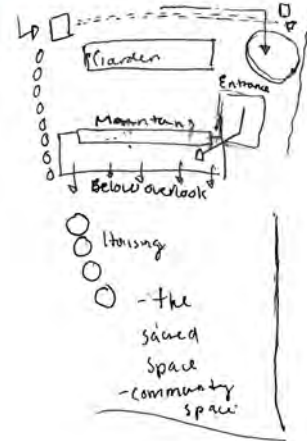
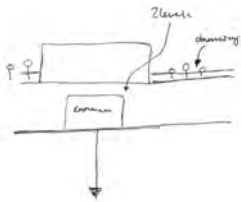
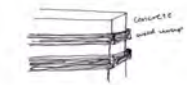


Figure 125. *Rendered Light Study . Light Study Course by Professor Jim Jones. Spring, 2021.*
Rendered Photo (Personal Illustrations)

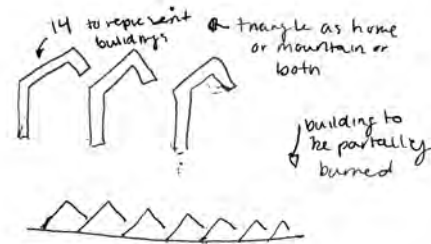
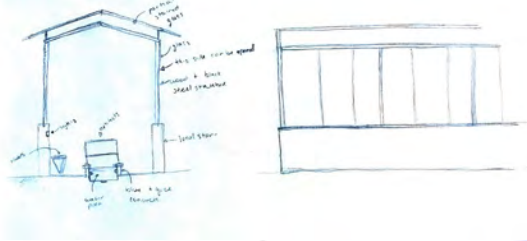
All material, form, and site studies were combined to create the design proposal. In addition, this examination included a series of hand and digital sketches throughout the year. On the next couple of pages is a synopsis of a few of the design inquiries:

1. How are different materials connected in detail?
2. How could the experience of space be manipulated through different material and structural features?
3. How can memories reflect through the design process?

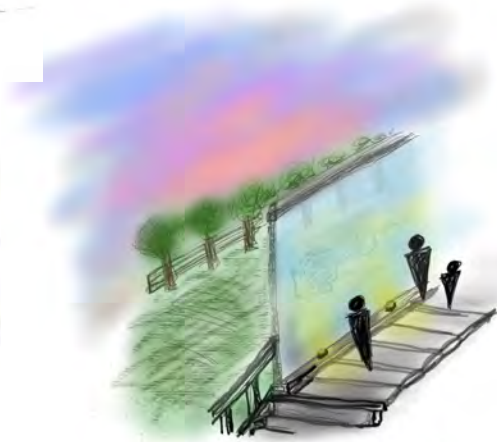
With all of the research and personal investigations, I was able to conclude a final design proposal. I now welcome you into the next chapter, the Christiansburg Insitute design proposal of "The Charmed Ribbon," an architecture space based on community narratives. I hope you can depict a few of the elements previously discussed in the final design as we tour the new community center in the next couple



path to
entrance,
railways,
buildings
representation of
migration
- accentuated
hub

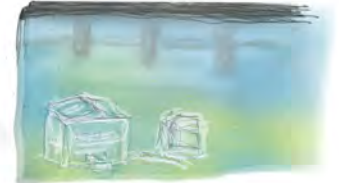


- waterways
- pathways
- water
- connections
- tranquility
- memories

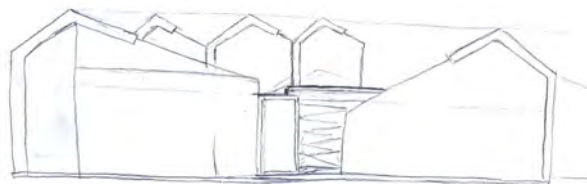


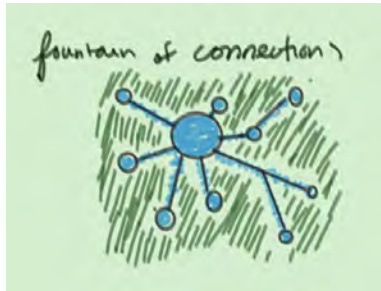
animating
light

laminated etched
glass with digital
animation behind

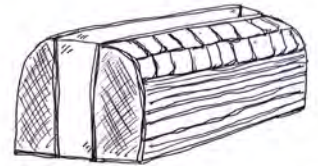


etching a
space

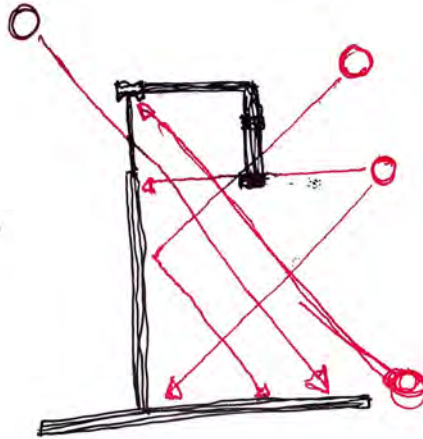
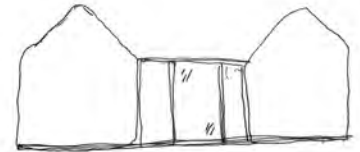
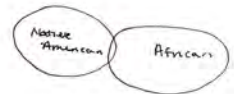




Architectural Elements
Materiality

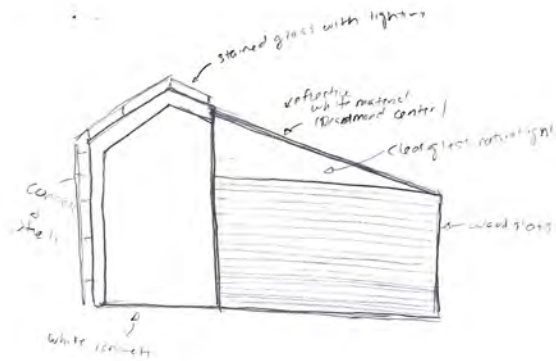
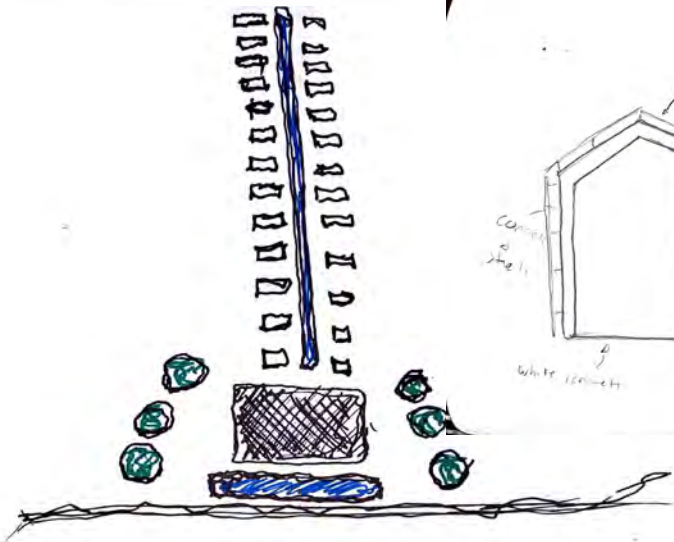
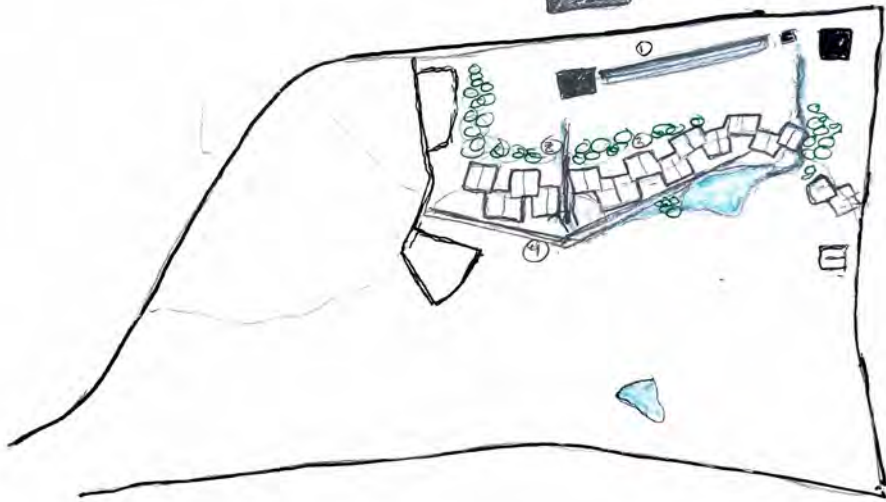


Modern Native American hut



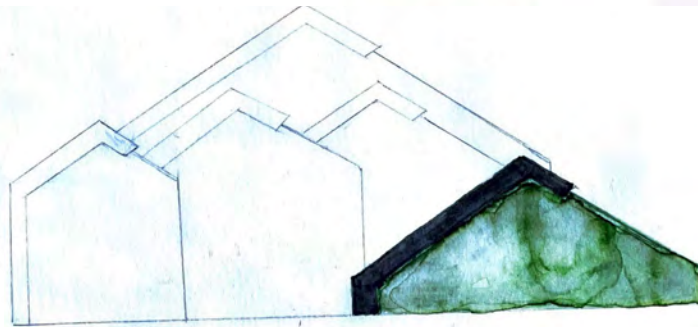
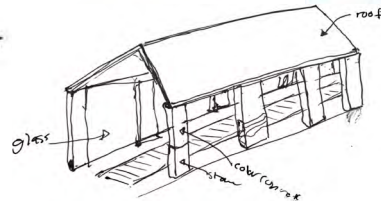
- Pathways
- Community living

- Notion of home



Traditional
vs modern

↑ build up → + out



07 SITE PROGRAM ANALYSIS

The proposed renovation to the site of the Christiansburg Institute is reclaiming the southern region of the original landscape. The exact location is between Scattergood Drive and the railway. As a designer, I intended to establish a space that honors the legacy of the evolution of the landscape. Meanwhile, I wanted to be cognizant of the current and future needs of the local community. Thus, the combination of memory, community space, and restoration was at the forefront. As a response, I developed this conceptual idea of the “charmed ribbon.”

The Charmed Ribbon derives from the concept of a connection between a primary host with individual fragments that intercept. The idea of the Ribbon represents time and how it is a flowing constant. Meanwhile, the fragments are individual spaces that connect and associate with different memories. These fragments represent time capsules that honor moments of history while creating current community spaces that will continue the evolution of the

Christiansburg Institute. The time capsule idea was inspired by an actual capsule enclosed and buried when the Scattergood Building was built. I found it poetic that the alumni wanted to commemorate the building through a capsule. It sparked my imagination with the question of, “what if every new building or decade received a particular time capsule and we slowly built off the foundation through capsules.

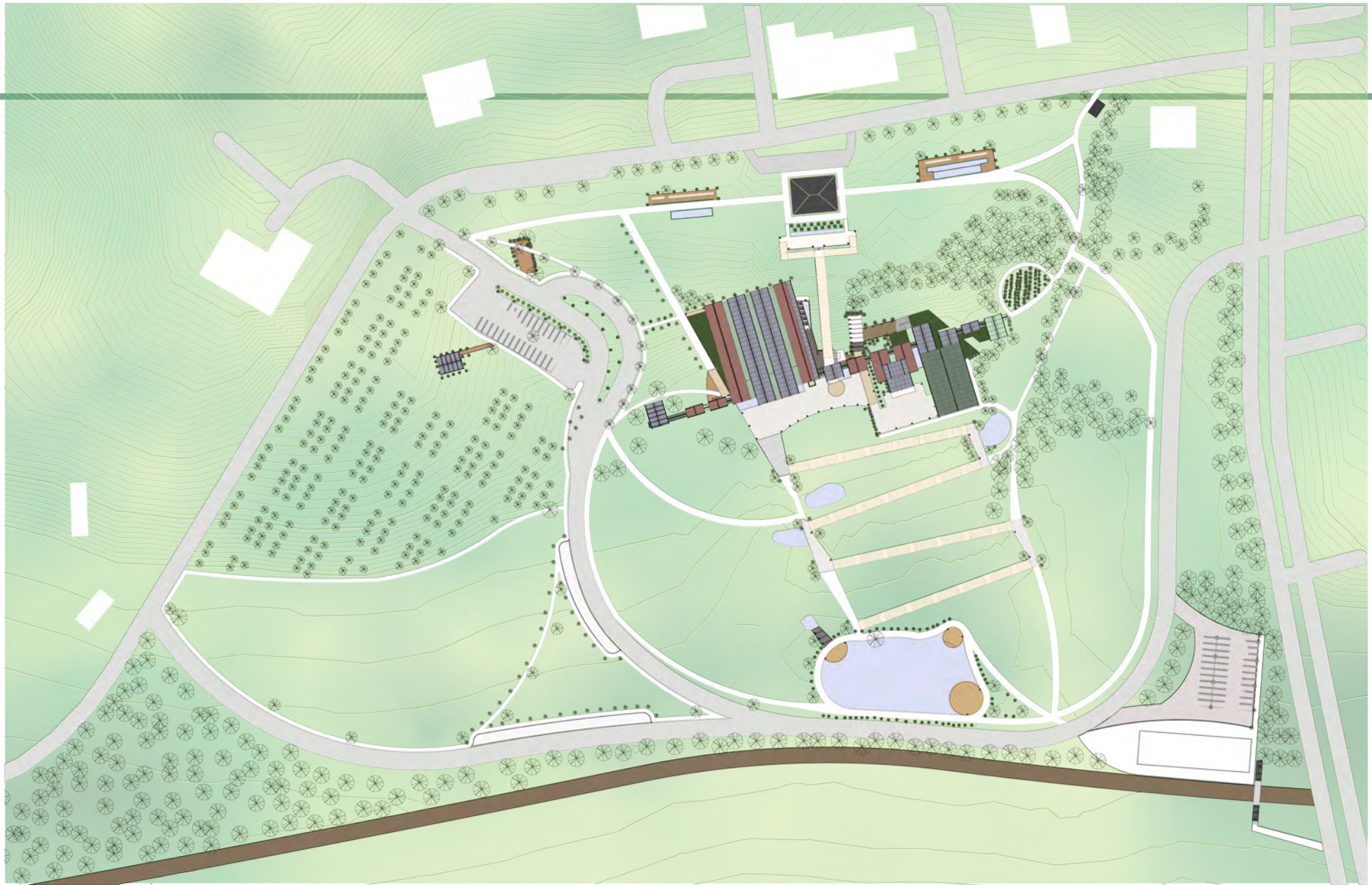


Figure 127. Site Plan.

SITE CONTEXT ANALYSIS

To better understand how I wanted to address the site, I analyzed the surrounding area. The research helped me understand the Christiansburg Institute's relation in the context of the overall community. Based on my examination, I realized that the location is prime for a community hub. It is in between a residential and educational zone. Additionally, it hosts multiple community spaces that bring people together; the recreation center, Huckleberry trail, and the aquatic center. Unfortunately, most of the site is currently dedicated to factories and storage for piles of rock and train cars.

I made a diagram to exhibit the community conditions in relation to the existing Christiansburg Institute site and the Schaeffer Memorial Baptist church. I knew I wanted to establish pathways that connected the current site to the past conditions. Ideally, this would reconnect the site as a whole.

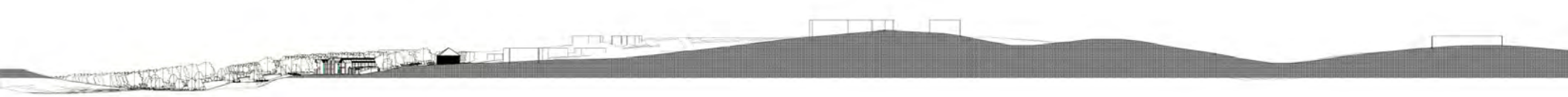
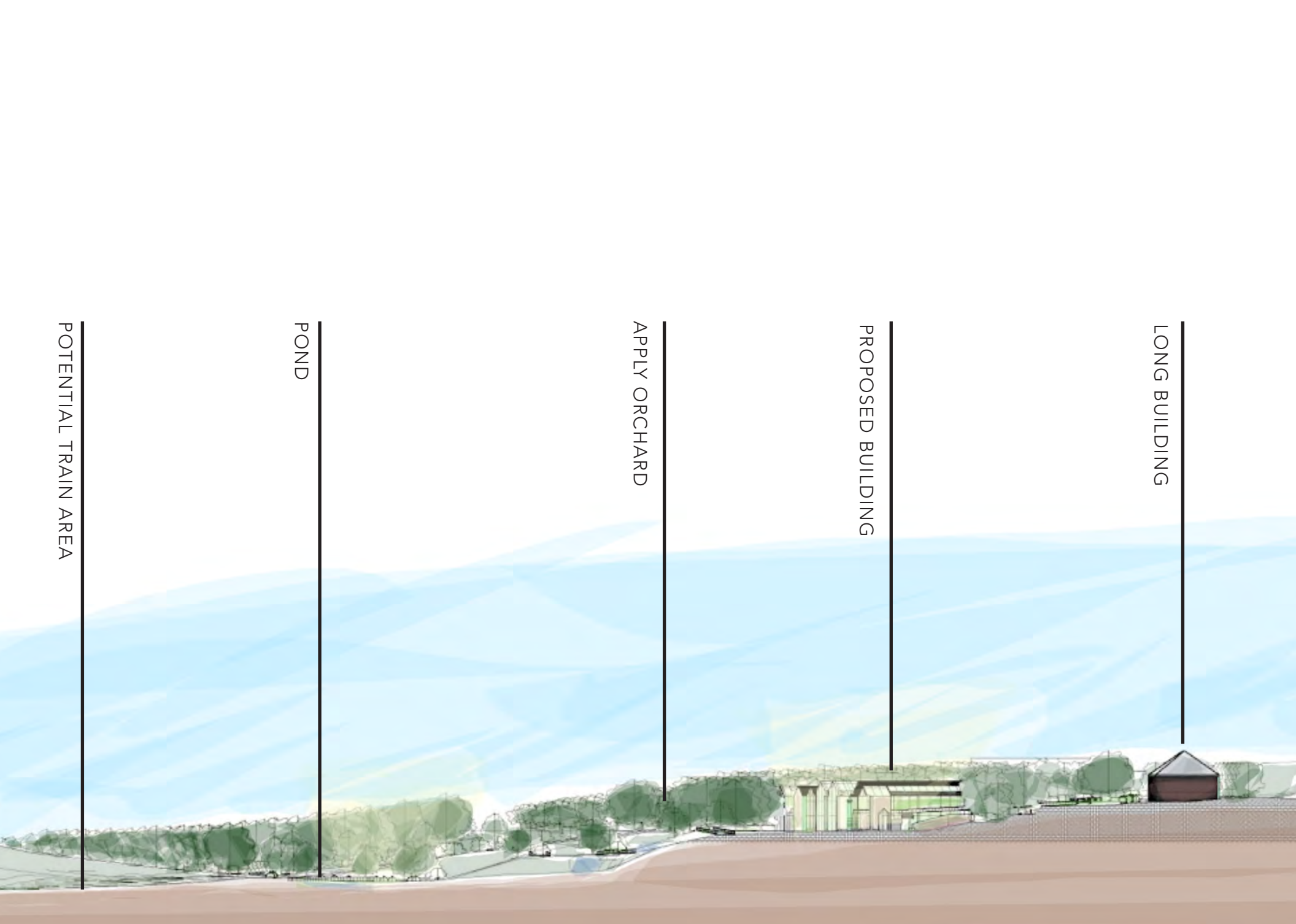


Figure 128. Site Section.



LONG BUILDING

PROPOSED BUILDING

APPLY ORCHARD

POND

POTENTIAL TRAIN AREA

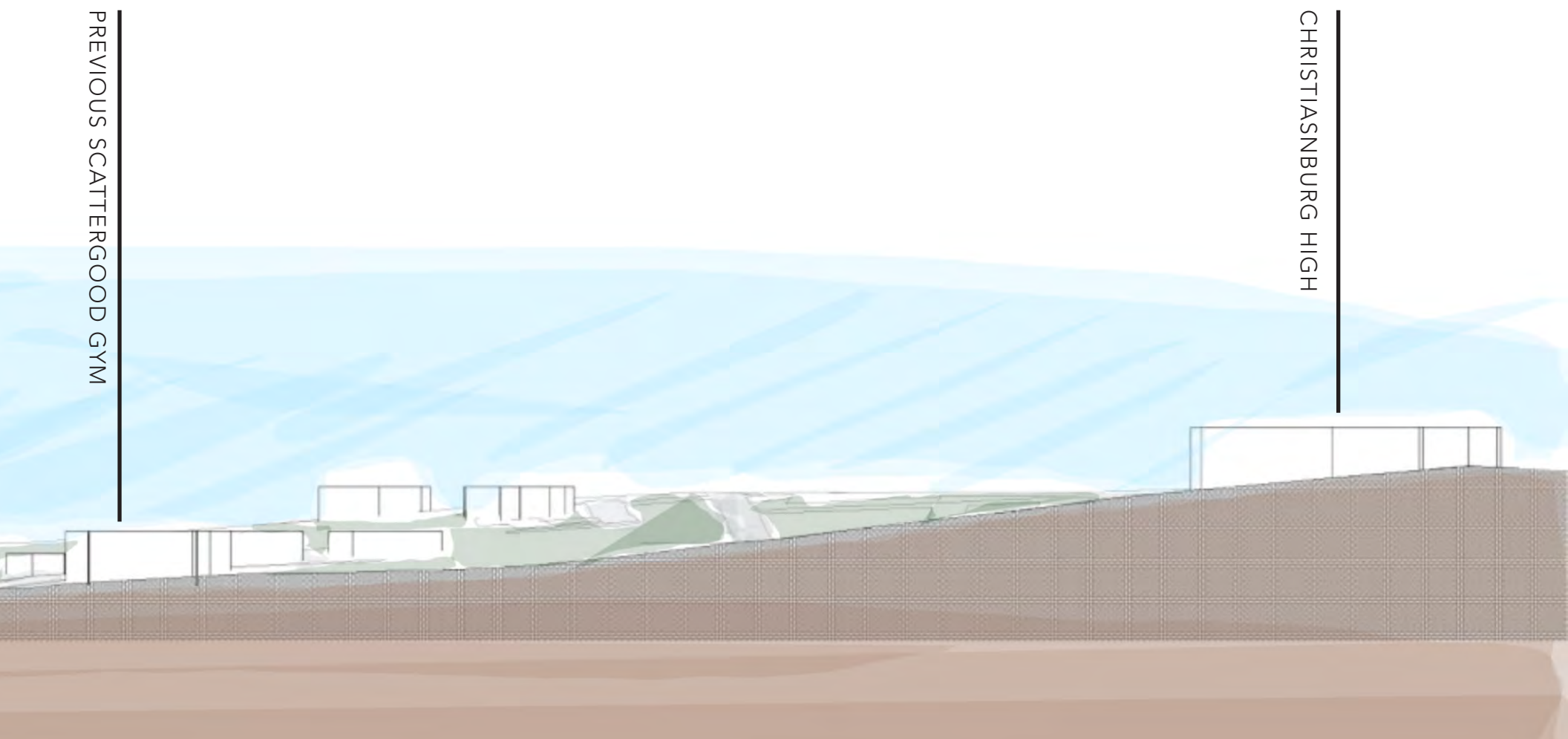


Figure 130. Labeled Site Section with context.



SITE VIEWPOINTS AND CIRCULATION

The next step was to layer all of the mappings on top of each. The layering identified the location of the furthest viewpoint for pre-existing landmarks. I chose to use the furthest original train stop area as a focal point to dictate the viewpoints. Then I located and made a notation of where the existing and potential conditions. Lastly, I made a diagram of how people may enter the site by vehicle, foot, or train.

This information helped me to propose the final design for the site. This is shown in the proposed image on the right.

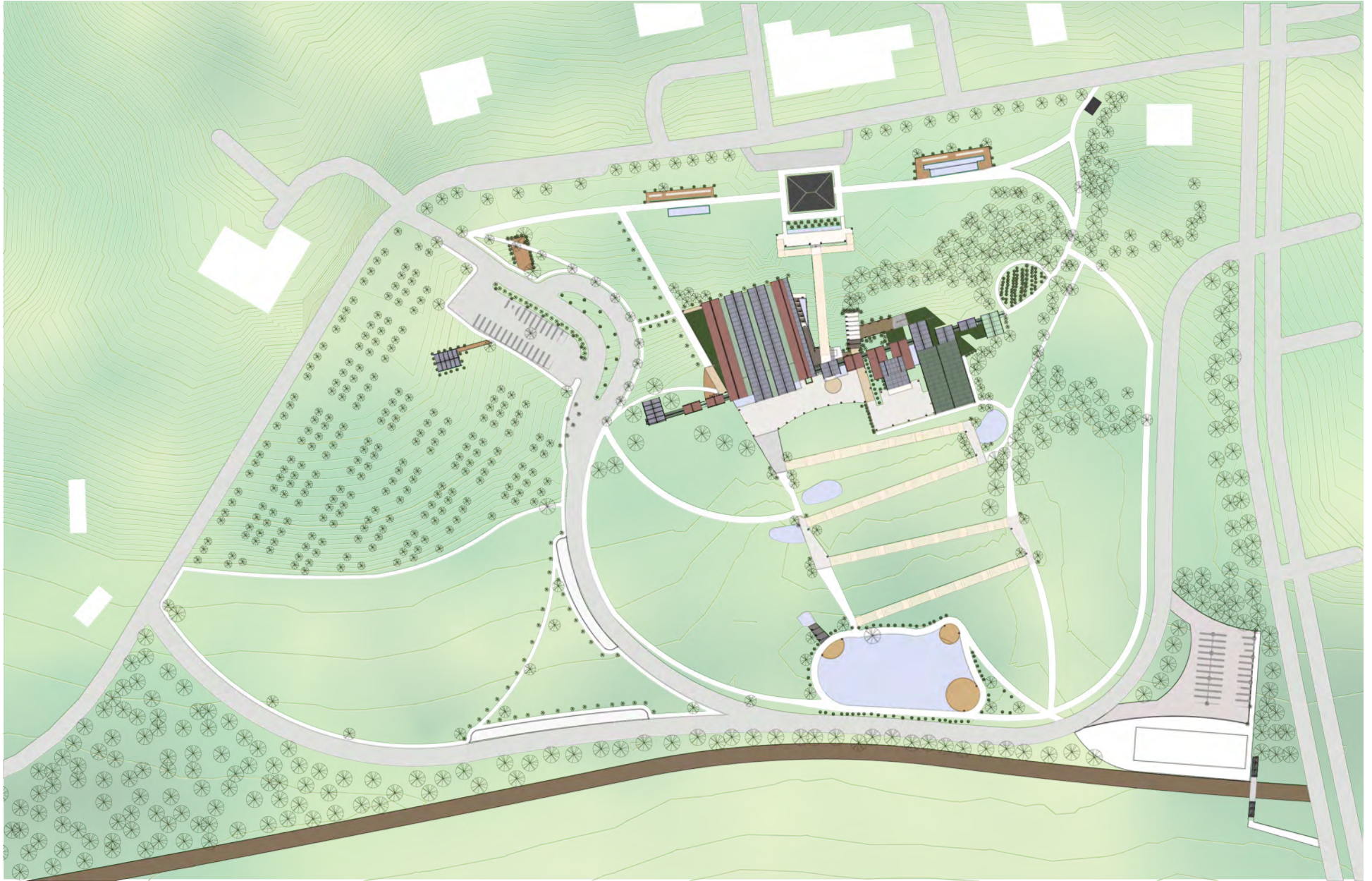


Figure 132. Site Plan.

08 CHRISTIANSBURG INSTITUTE SITE PROPOSAL

Christiansburg Institute site revitalization and community center are introduced to the community in honor of the legacy that historically sat upon the land. It will be a space that the community can use for its leisure. There is space for outside and indoor activities that fluctuate based on the expected various needs. The site includes an apple orchard, gardens, reflective memorial pools, a gym, theater, library, community room, archive, media space, outdoor patio, and pond. Walking paths were added to connect these spaces, making the area accessible and safe for all. The design was developed by hand sketches, Revit, Enscape, Lumion, Adobe Photoshop, Adobe Illustrator, AutoCAD, and CaDMapper.



Figure 133. Site Plan.

The following maps represent how the final set-up was divided. This was all influenced by how people circulated through the space and the various viewpoints on the site. Additionally, the final set-up was categorized by program; agriculture, landscape conditions, memorial, existing buildings, proposed buildings, and the project highlight of the “Charmed Ribbon.”

SITE PATHS




-  Site Circulation
-  Long Building View Point
-  Original Train/Pond View Points



Figure 134. Site Plan with Viewpoints and Circulation.

SITE ZONES

-  Agriculture Zones - Gardens
-  Pre-existing CI Buildings Memorials
-  Proposed CI Building Programs
-  Existing CI Buildings
-  Rejuvenated Pre-Existing Landscape/Building Conditions
-  The "Charmed Ribbon"



Figure 135. Site Plan with Function Zones



- 1 PREVIOUS SCATTERGOOD GYM
- 2 LONG BUILDING
- 3 REFLECTIVE POOL MEMORIAL
- 4 GARDEN MEMORIAL
- 5 FLAGPOLE MEMORIAL
- 6 APPLE ORCHARD

- 7 EXISTING MUSEUM SMOKEHOUSE
- 8 COMMUNITY GARDEN
- 9 ESTIMATED PREVIOUS MILL LOCATION
- 10 POND
- 11 TRAIN STATION
- 12 PROPOSED COMMUNITY BUILDING

09 BUILDING PROPOSAL

Christiansburg Institute, "The Ribbon" design inspiration was the natural landscape surrounding the area. I aspired to bring in elements from the mountains to create this glowing landscape. Triangular structures, stained glass, and lighting effects initially depicted in the material study created the design. I chased this whimsical, dreamy atmosphere and intertwined it with the practical needs of the community. In honor of the Christiansburg Industrial Institute's legacy, I introduce the new design proposal for the community building.



Figure 137. Christiansburg Institute View from the Upper Lawn.

The building comprises fourteen “homes” that fragment from the centralized “ribbon” walkway. These homes represent the original notation that the institute included 14 buildings during its prime. Based on the previous mappings, the 14 digit number may need adjustment to have more or fewer spaces to be accurate. However, as a concept, it still stands.

I personalized each home in material and spacing based on the current needs of the site. This approach is similar to how past construction was based on functionality with a chosen aesthetic applied.

Additionally, to extend the building, larger enclosures were added as needed.

The goal for the Ribbon is to continue construction as the legacy continues. During the life cycle, the institute will continue to add and repurpose these enclosures as needed. The Ribbon provides the foundation for a flexible design that shapes the campus needs as they change.



Figure 138. Christiansburg Institute “The Ribbon”, Elevation

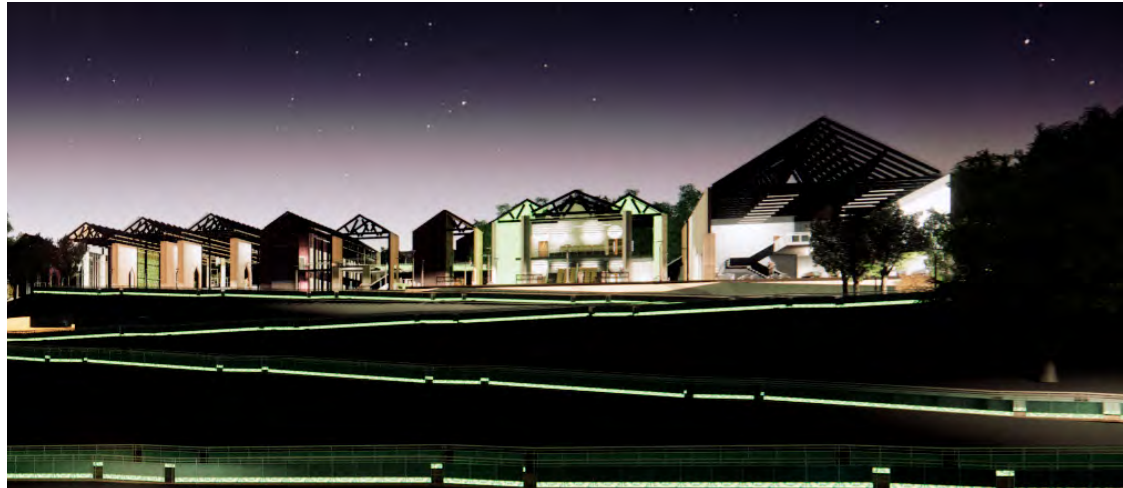
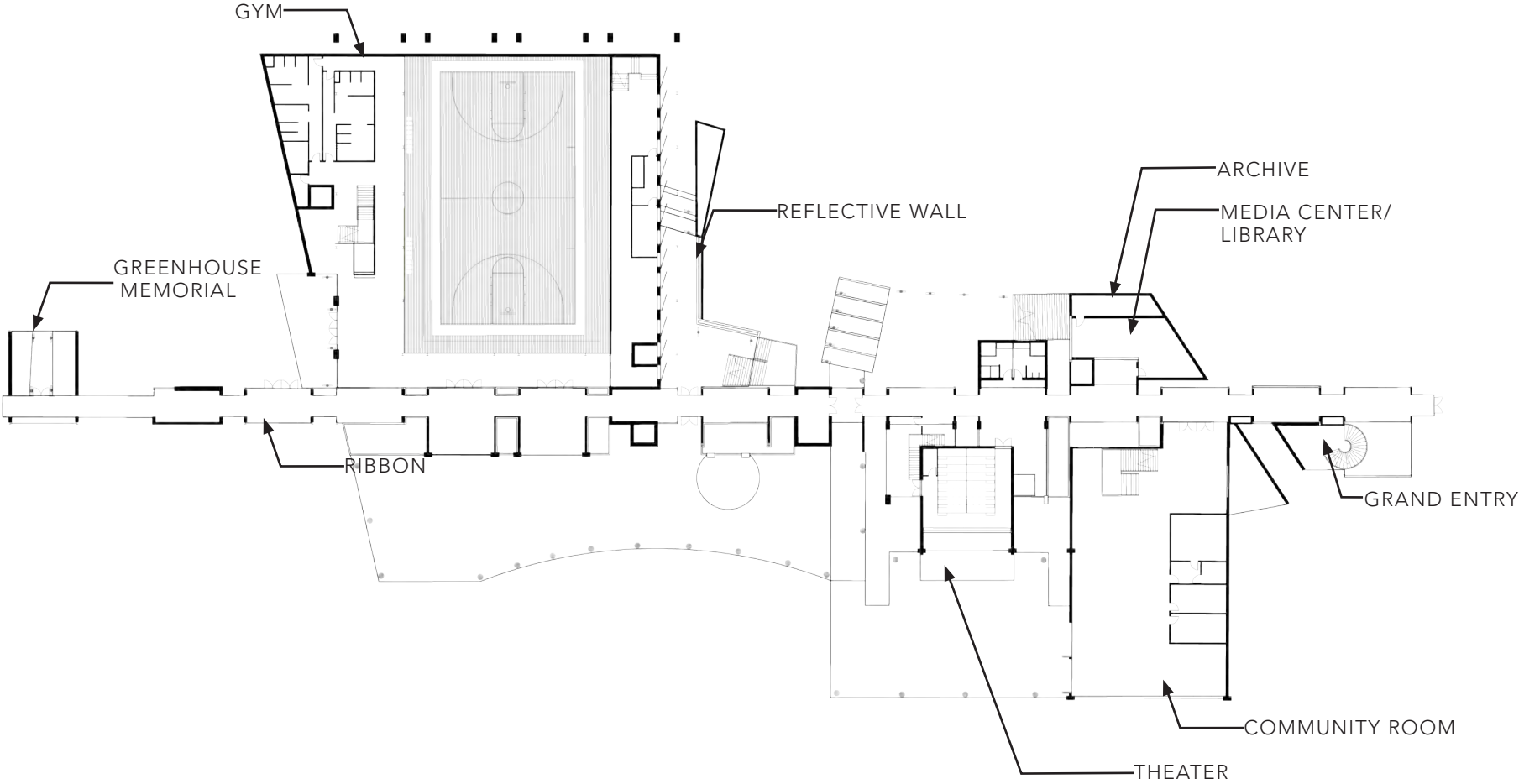


Figure 139 Christiansburg Institute View from the Lower Lawn at night.



The Ribbon Floorplans.

Figure 140.



LEVEL 1
1" = 60'

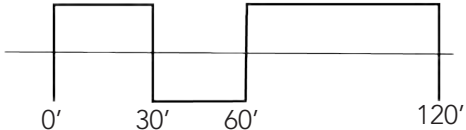
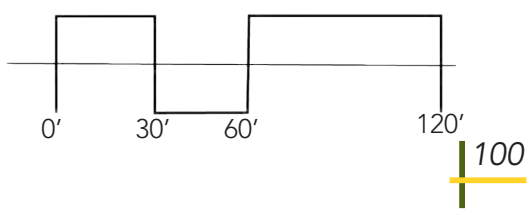
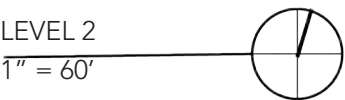
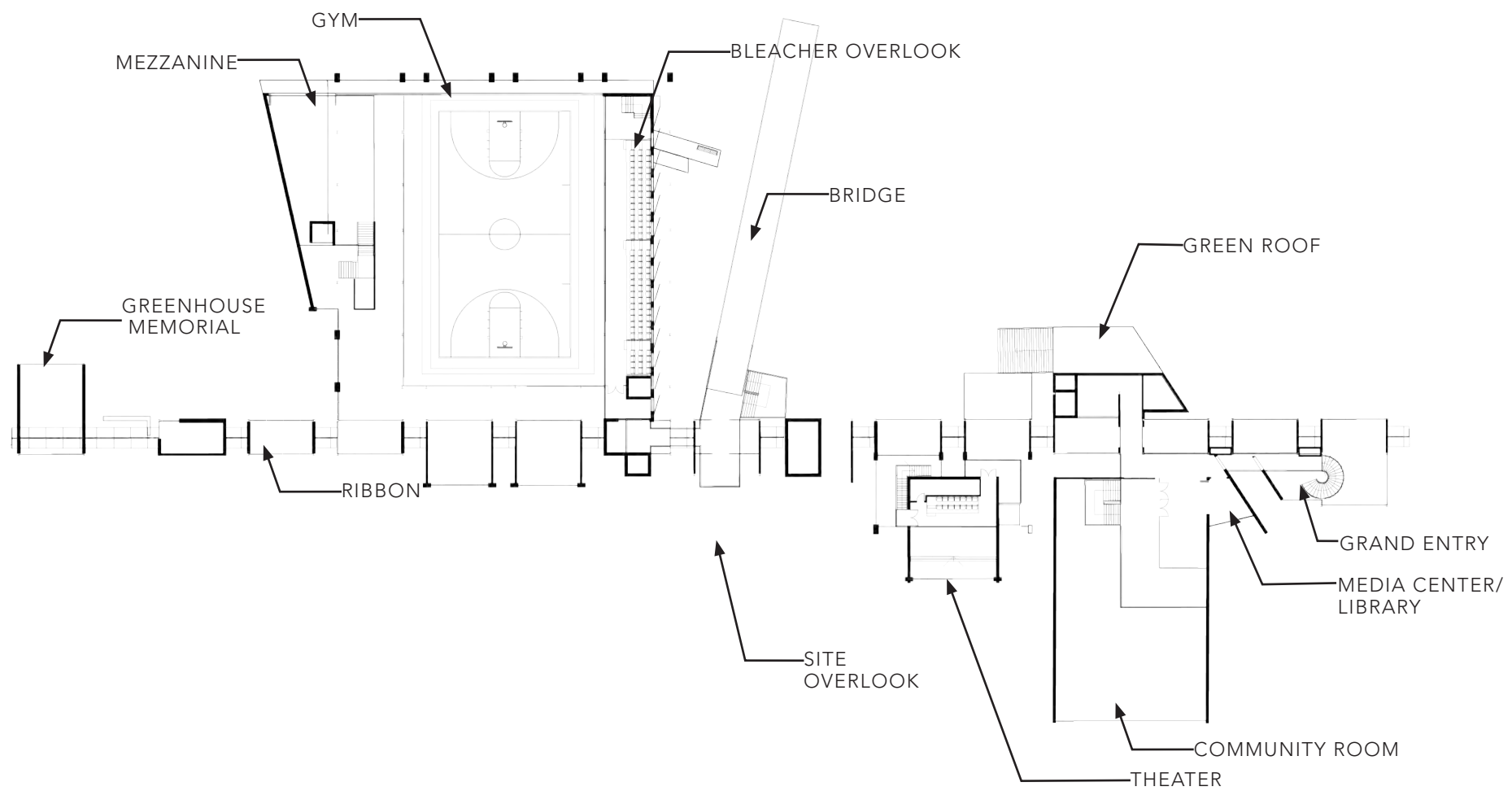


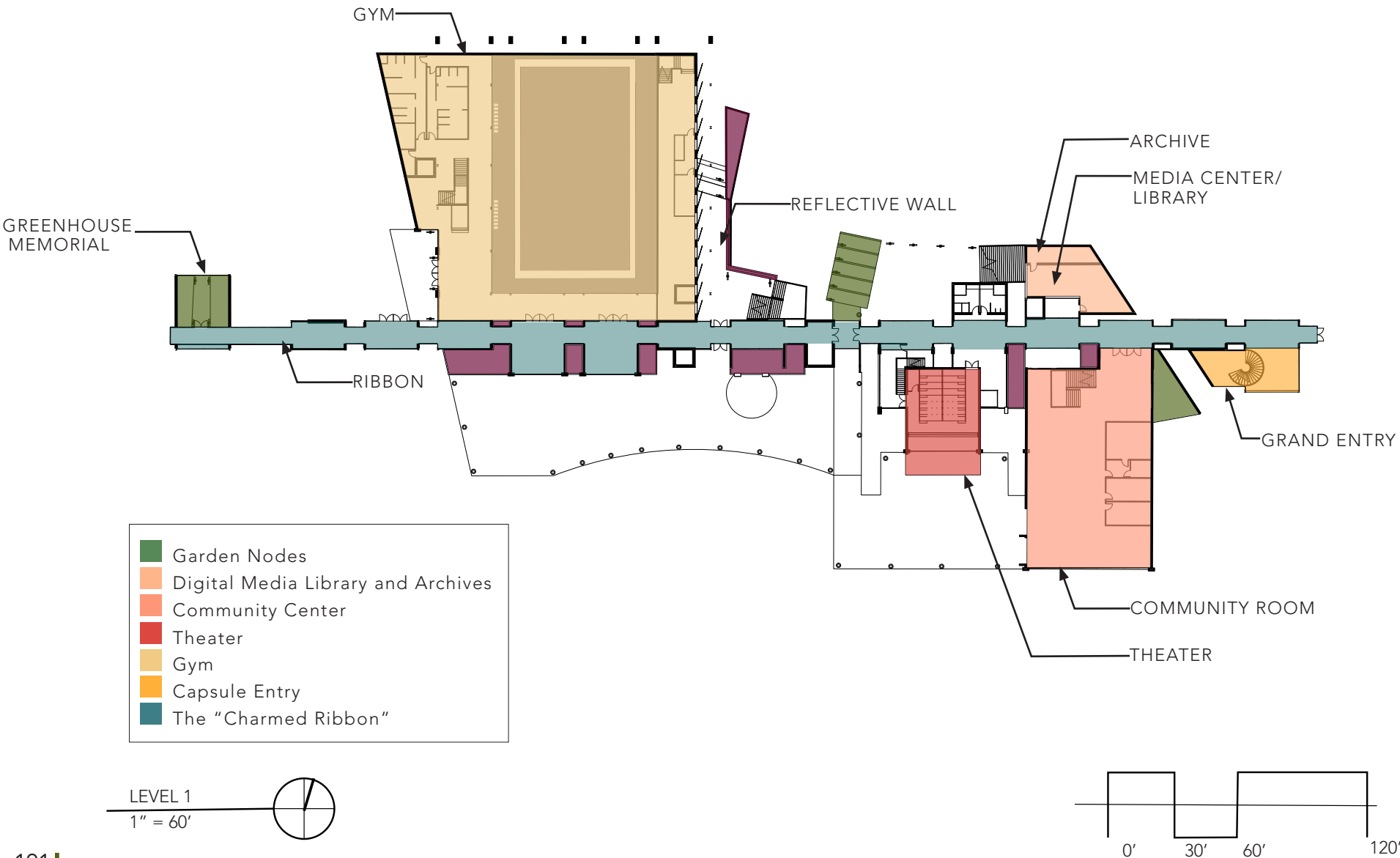
Figure 141.



COMMUNITY CENTER

FIRST FLOOR - BUILDING PROGRAM

Figure 142.



COMMUNITY CENTER SECOND FLOOR - BUILDING PROGRAM

Figure 143.

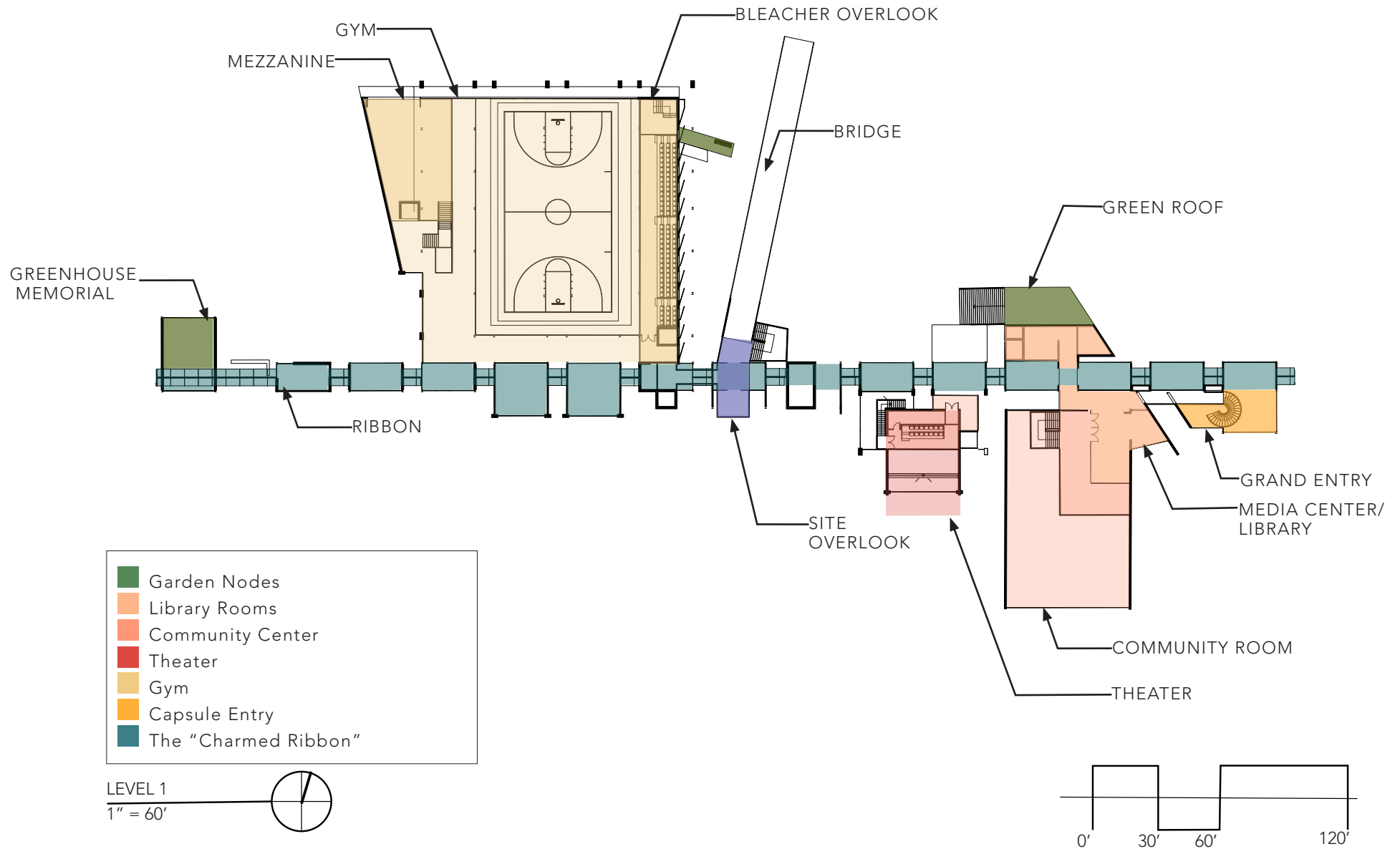
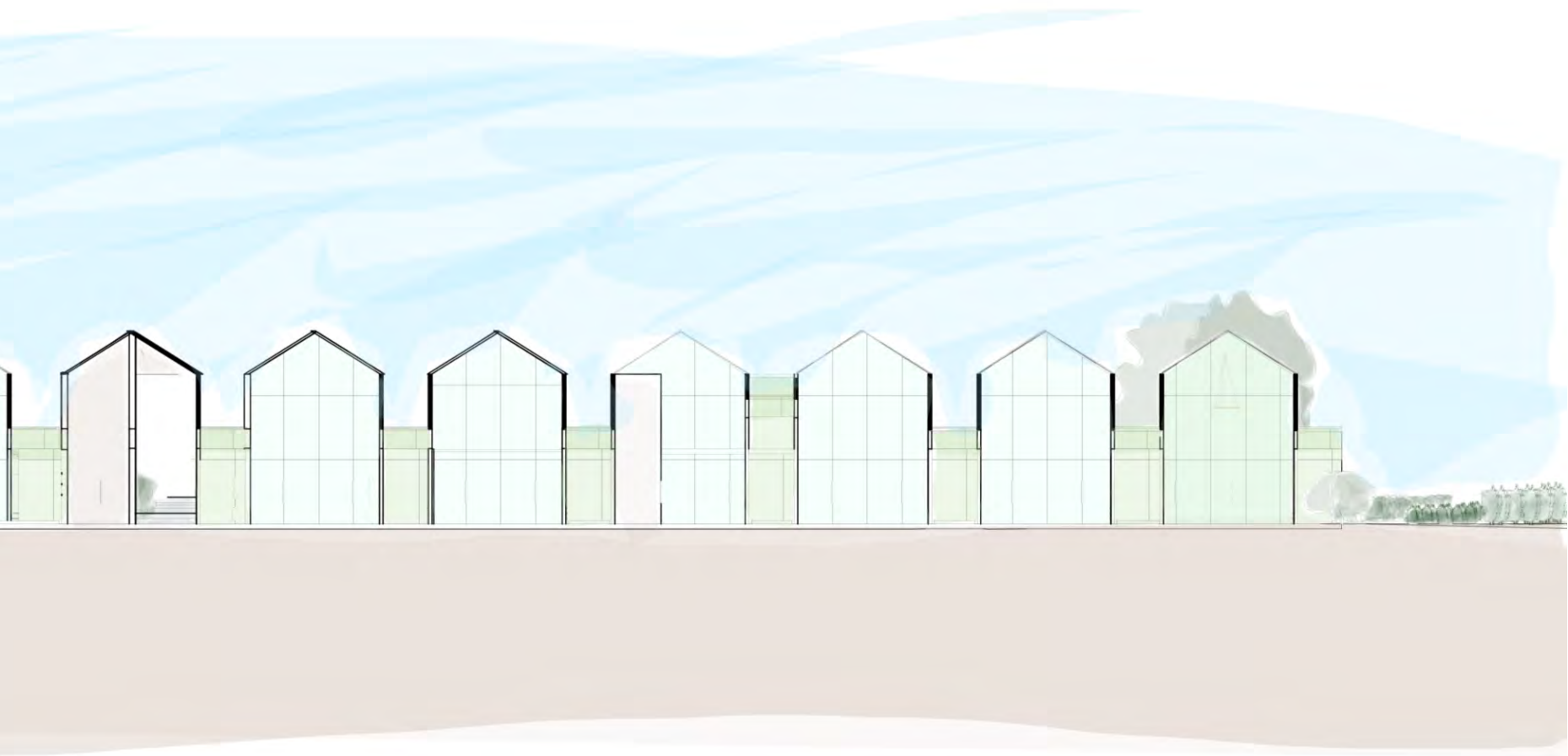




Figure 144. Christiansburg Institute “The Ribbon” Section.



10 CAMPUS TOUR

This final chapter is a walkthrough of the site. Labeled by location on the right, each of the following pages walks you through different highlights of the site. We walked through the area during the defense with the interviewees' perspective of visiting the site for the first time. I hope to recapture this experience through the following few pages. The next few pages are written from the perspective of your tour guide, introducing you to the campus experience.

Welcome to Christiansburg Institute's The Ribbon Community Center.

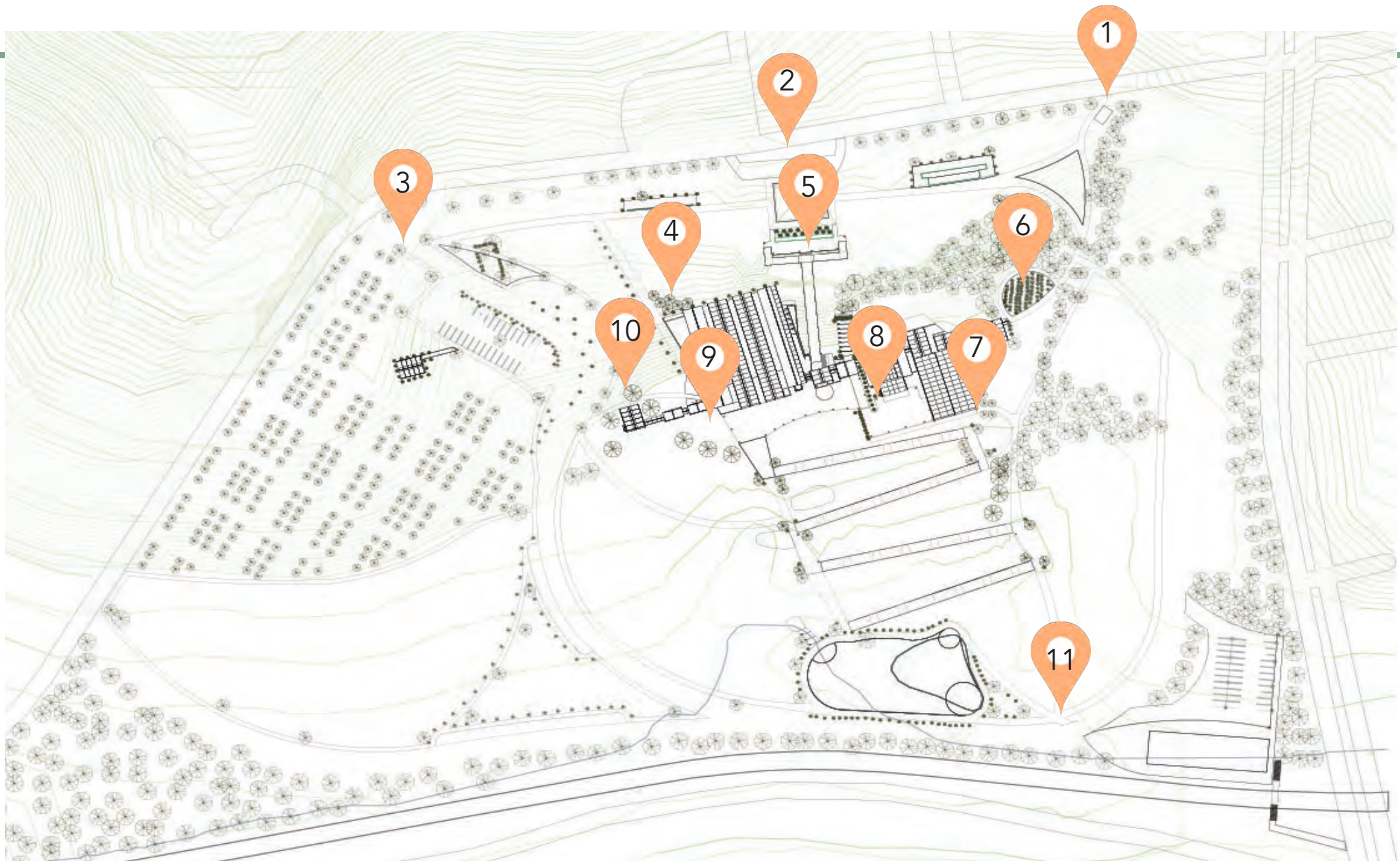


Figure 145. Christiansburg Institute Campus Tour Landmarks.

Welcome,

We have arrived on the site as we turn from North Franklin Street onto Scattergood Drive. It is a cool morning as the light cascades from behind the mountains onto the campus. As soon as you turn onto the street, you will see a series of trees guarding the property, symbolizing the entrance into a grand space. The original smokehouse, currently used as a small museum, and hut sit on the left. This guards a pathway that leads you down to the far south side of the site. On the far right, you will see what currently exists as the original Scattergood Gym, which is now used for religion, daycare, and other facilities.



Figure 146. Entrance from Scattergood Drive.



Figure 140.

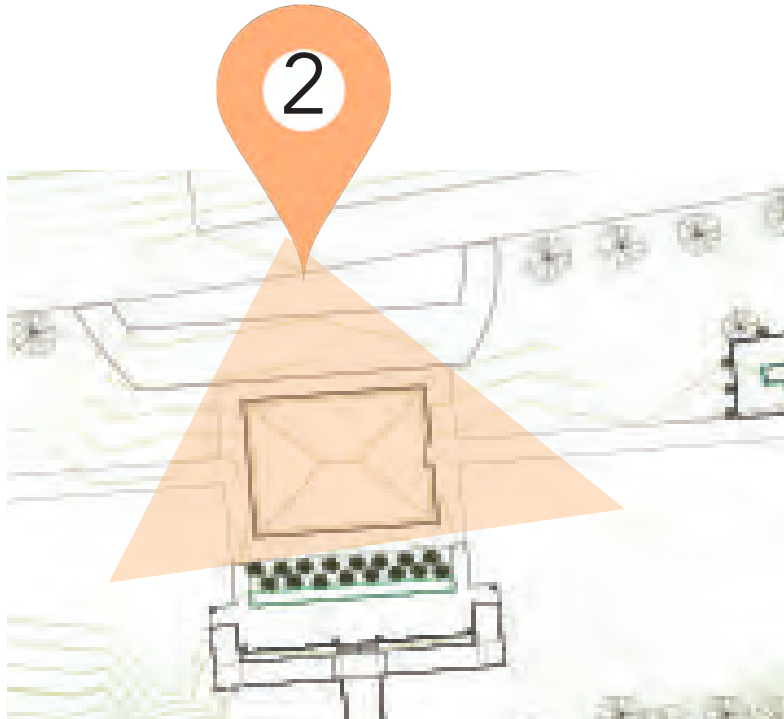


Figure 141.



Figure 142 *Chris Sanchez. "Juneteenth: A Celebration of Black Lives, Black Talent & Black Joy."* July, 2021. <http://nrvlivability.org/juneteenth-a-celebration-of-black-lives-black-talent-black-joy-held-at-historic-christiansburg-industrial-institute/>

We continue to descend down Scattergood drive. The trees temporarily open to a drop-off center right in front of the original Long Building. You get a small glimpse into the new Ribbon Community Center. However, the majority of the space seen resembles an open lawn, similar to the current conditions on the site. This would be perfect for the recent Juneteenth event that the center hosts annually on the property to continue. In addition, the current Christiansburg Institute Incorporated foundation has plans for the Long Building to host a museum, media room, cafeteria, and office space.



Figure 147. Edgar A. Long Building from Scattergood Drive.



Figure 144.

We exit Scattergood drive and enter the driveway to the Ribbon Community Center. You will see the Long Building on the far left. In between, there is a reflective pool and wall that notes student names that attended the institute. As you look in front of you down the hill, you will see the Ribbon community Center beginning to peek out from behind the trees. On the right, a parking lot sits parallel to a covered memorial garden. This garden reflects where an existing building once stood. Behind the memorial sits multiple acres of an apple orchard. The orchard hugs the west side of the campus and is popular amongst the community to visit in the Fall. Between all locations, you see multiple pathways that connect individuals by foot, bicycle, and scooter. For a second, you almost feel like you've stepped upon a college campus based on the layout of activities.

At this point, you will either park in the nearby lot or be dropped off at the pull-in area so that you can begin your journey through the site.



Figure 148. Christiansburg Institute View from the Driveway



Figure 149. Memorial Garden by the Orchard



Figure 150.



Figure 151. (Public Domain)
[p. 02] 1965 Yearbook. Title page detail (CI20185).

First, we stopped to check out the gym. Immediately you see an outdoor pathway that crosses the northern side of the path. From here, you can enter the space from the upper mezzanine on the right. You can also get a beautiful view of the basketball court and framed views of the background scenery. On the left, you will see spectators watching from above the court. You will also see people maneuvering through the central Ribbon to an adjacent location if you look closely. The main entrance is located down the path to the first floor of the building.

This space is articulated by different forms of stained and etched glass. It becomes a glowing form of mountains that send off this vibrant aura to the landscape at night. The black painted steel is the deepened contrast to the vibrant colors and reduces the overall reflection into the space.



Figure 152.



Figure 153. The gym.

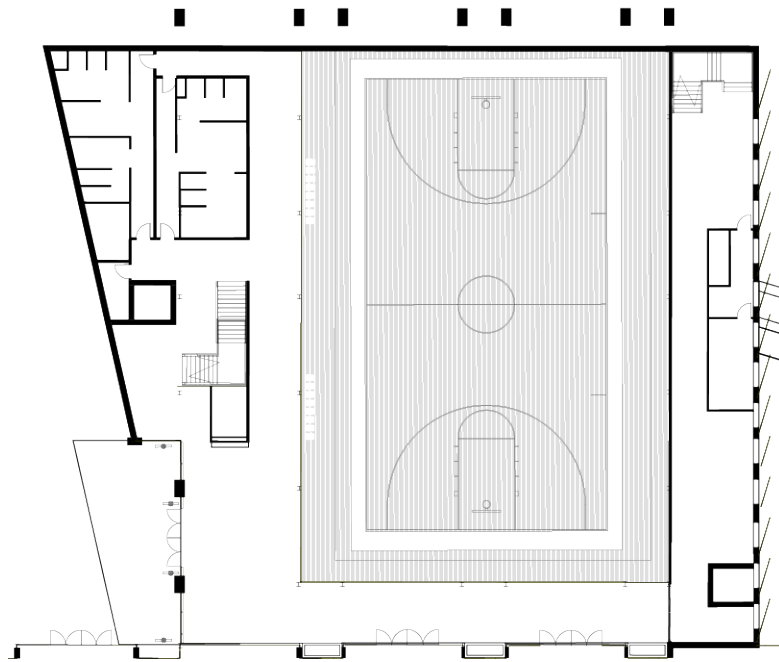


Figure 154. Gym Level 1 Floorplan

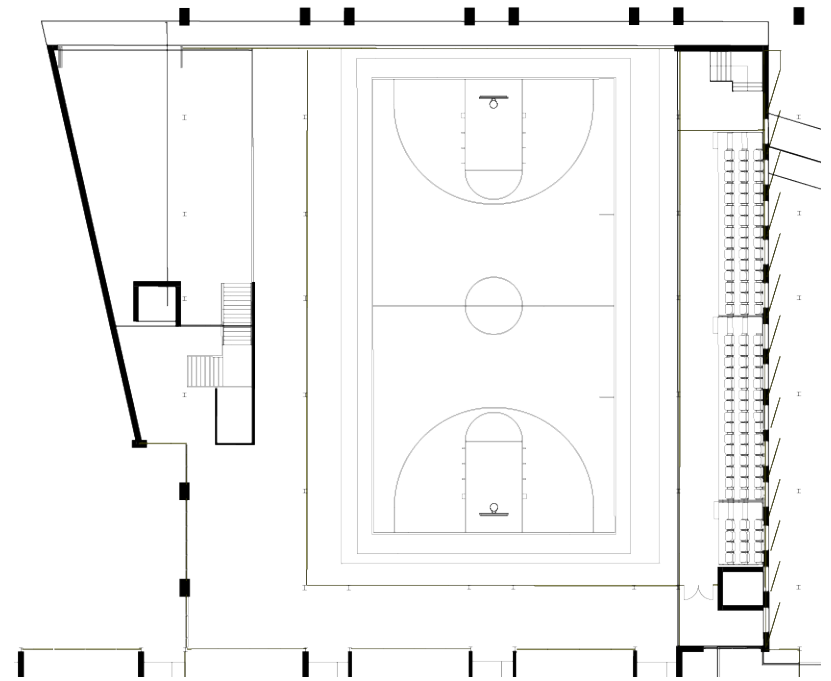


Figure 1556 Gym Level 2 Floorplan



Figure 156. South View Elevation Highlighting the Gym.

The gym is a central part of the design because it reflects the primary site mentioned in the interviews. The original Scattergood gym was a space for education and community activities. Currently, the local community hosts annual events that typically rely on rooms to rent. This new location would be ideal for those events to be placed. Additionally, it would support local tournaments and bring revenue into the city.



Figure 157. The gym from the bleachers.



5



Figure 158.

Next, we visit the flag pole memorial. This showcases where the original flag pole was located. It is in immediate access from the Long Building that directs you to the rest of the site. At this location, there is a small reflection pool with a bench surround. Facing south, you get a glimpse of the gym and bridge views. From the end of the bridge, the Long Building and flag pole view are framed. Also, this is the first peek into how the stained glass is used in the railing. The northern region of the site uses stained glass in its fence, while the southern part uses a mix with patina copper to represent the aging of time and reflection.



Figure 159.
Students moving around the May Pole (CI021).

(Public Domain)



Figure 160. Flagpole Memorial View



Figure 161. Flagpole Memorial View

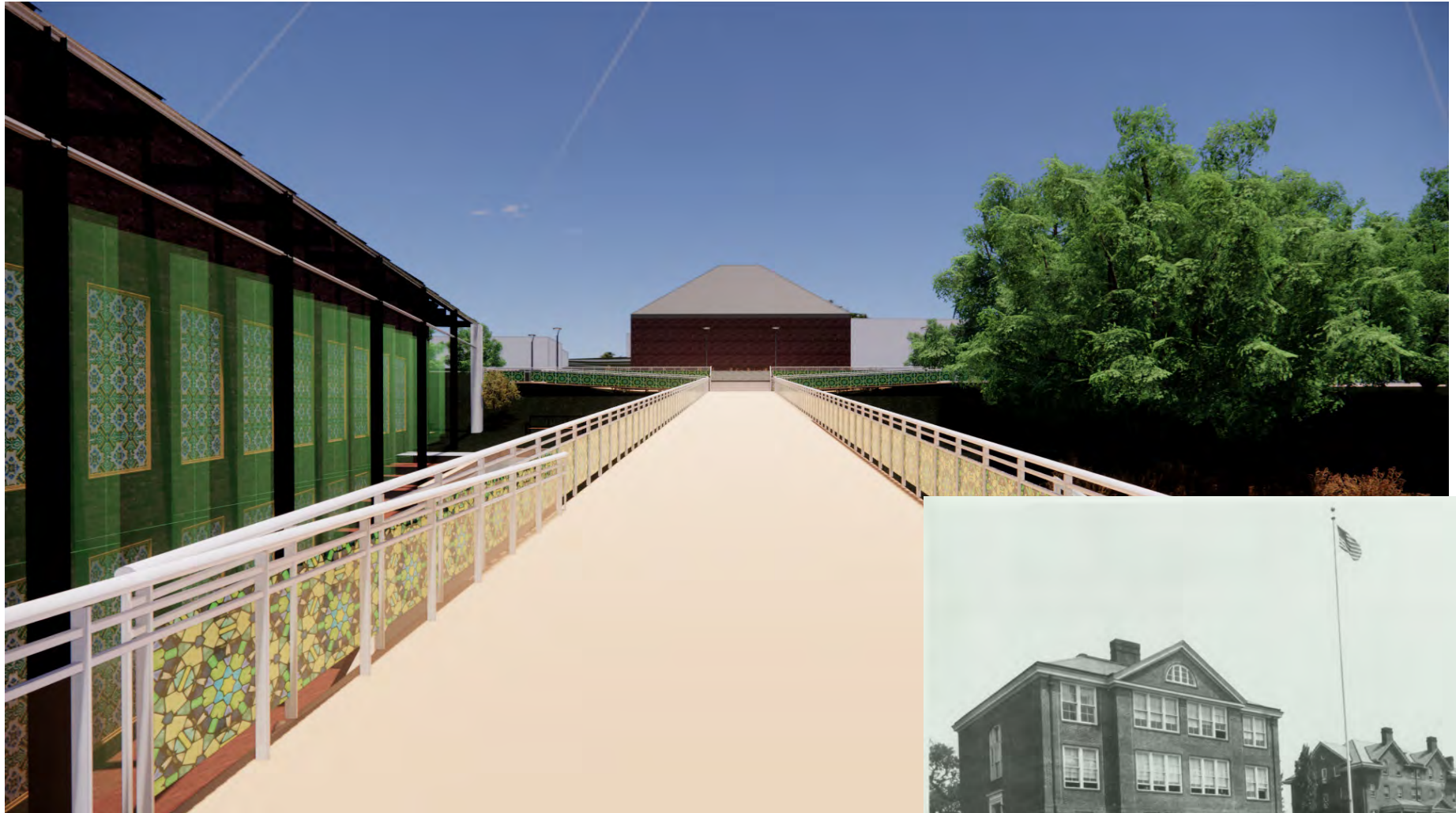


Figure 162. Flagpole Memorial and Edgar A. Long Building Framed View



Figure 163.
Edgar A. Long Building and Baily Morris Hall,

(With Permission)



Figure 164.

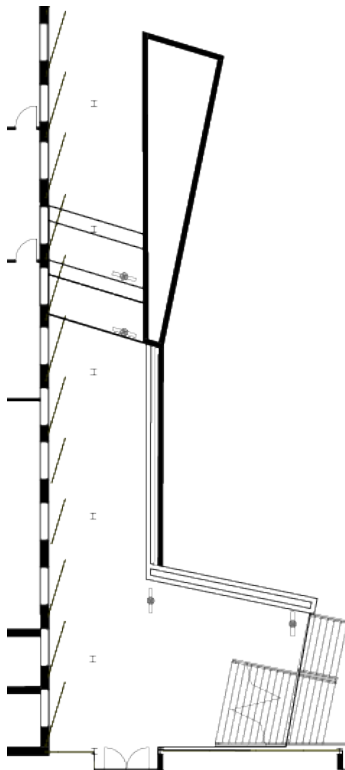


Figure 165. Slanted Wall and Reflective Waterfall Wall Plan

From the flagpole point, we can cross the bridge or walk down the hill to descend the stairs. If we choose to descend the stairs, we will reach the reflective wall memorial. This memorial represents where an existing building was demolished on the site. The monument includes a waterfall wall engraved with all of the founders, principals, and faculty names in the background stone. It is a moment intended for a pause. You will listen to the water as you “descend” into time. Parallel to the reflective wall sits the slanted stained glass walls. These walls are separate angled pieces that protect the gym exterior. They create an illusion of a single wall if you stand at the southern angles of the site. Behind these slants are stained glass designs that illuminate at night and create a jeweled tone of reflection into the gym’s interior.

On the bottom left, you see an additional floorplan illustrating the conditions of this site.



Figure 166. Gym Level 1 Floorplan



Figure 167. View of bridge and Slanted Walls from Flag Pole Memo-

6



Figure 168.

After touring the northern region of the site, we explored down the eastern path of the site. This passes the existing smokehouse and original creek. Next, you will arrive at the local community garden. The foundation will monitor this, but the community will have full access. The garden sits in front of the Ribbon entrance. From this point, you will get a framed view of the eastern side of the building.

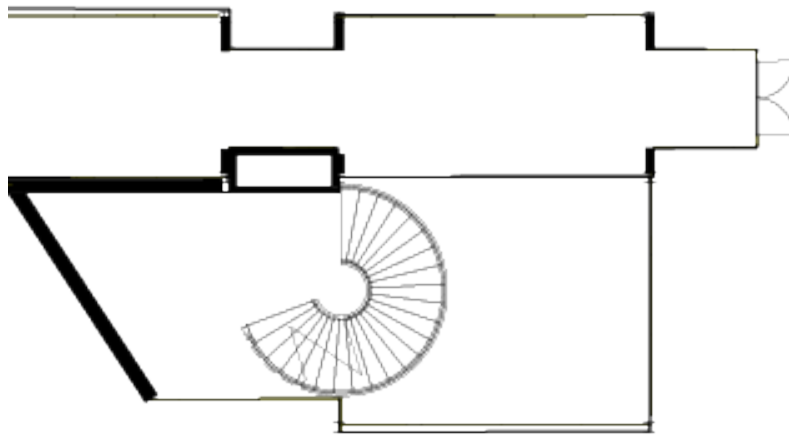


Figure 169. Grand Entrance Floorplan.



Figure 170. Grand Entrance from Community Garden.

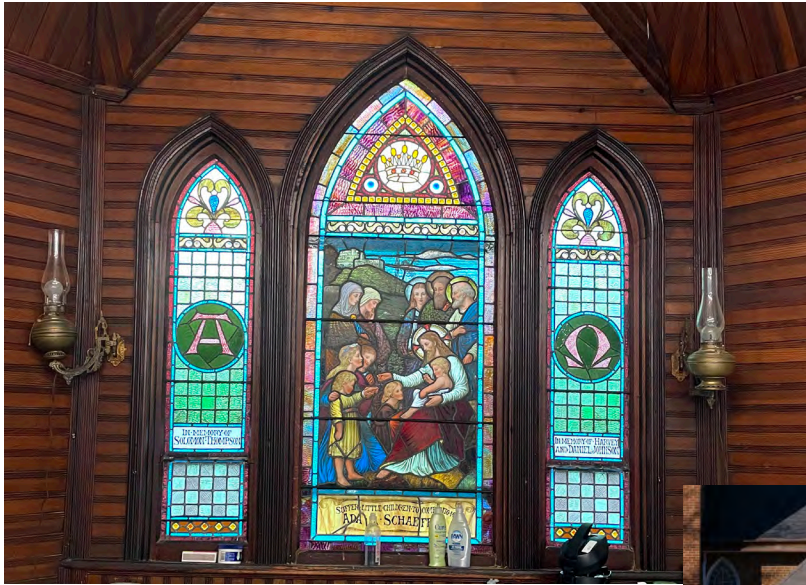


Figure 171.
Schaeffer Memorial Church; Kitchen Stained Glass Interior.
Christiansburg, VA. (Personal Photograph)



Figure 172.
Schaeffer Memorial Baptist Church; East
View. Christiansburg, VA. (Personal
Photograph)

When you enter the building, you will get a full view of the entire Ribbon. This view takes you down the hallway, drawing your eyes through the whole building. Hopefully, this sparks curiosity to see the rest. On the right, there is the grand entrance which includes an emerald staircase. The stained glass exterior radiates the room, similar to the stained glass in the extended room of the Schaeffer's Memorial Church.



Figure 173. South View Section Highlighting the Grand Entrance.

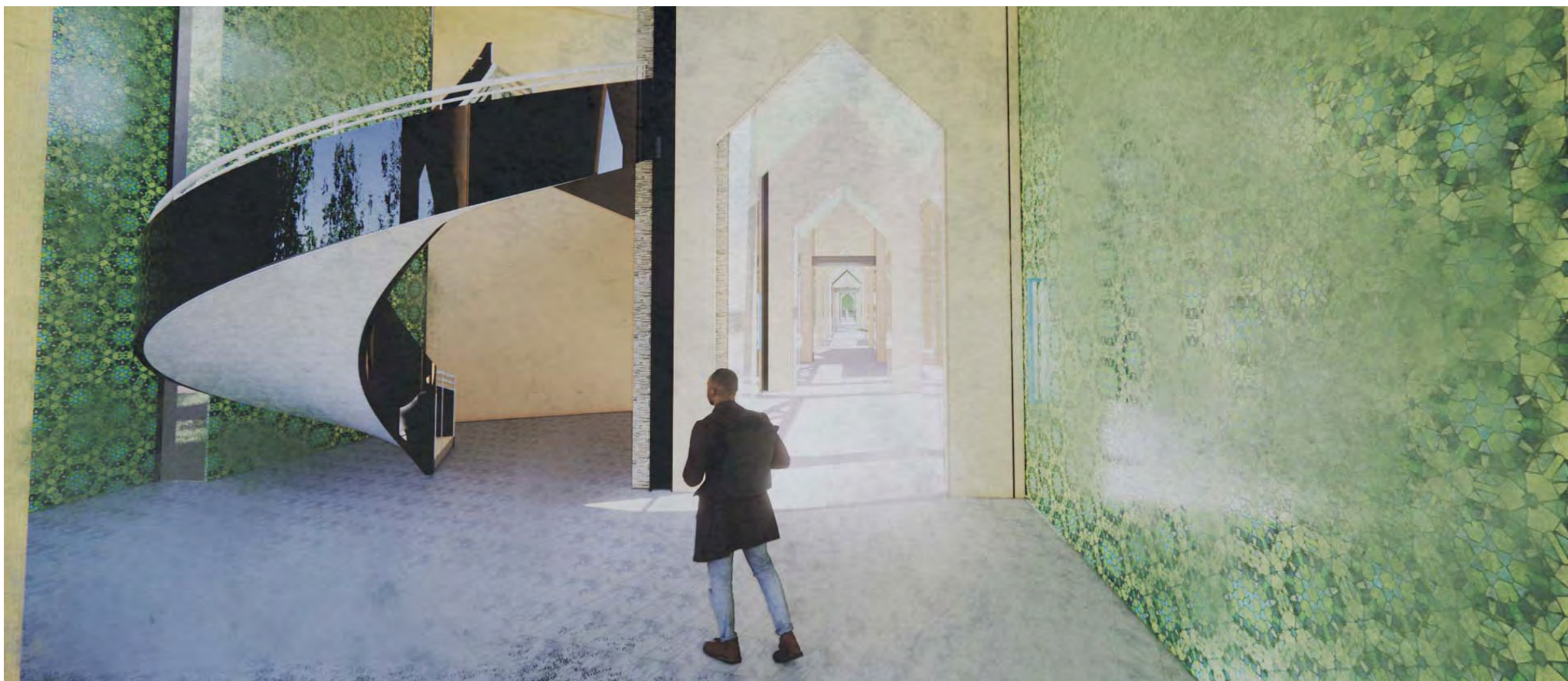


Figure 174. Grand Entrance view of Ribbon and staircase.

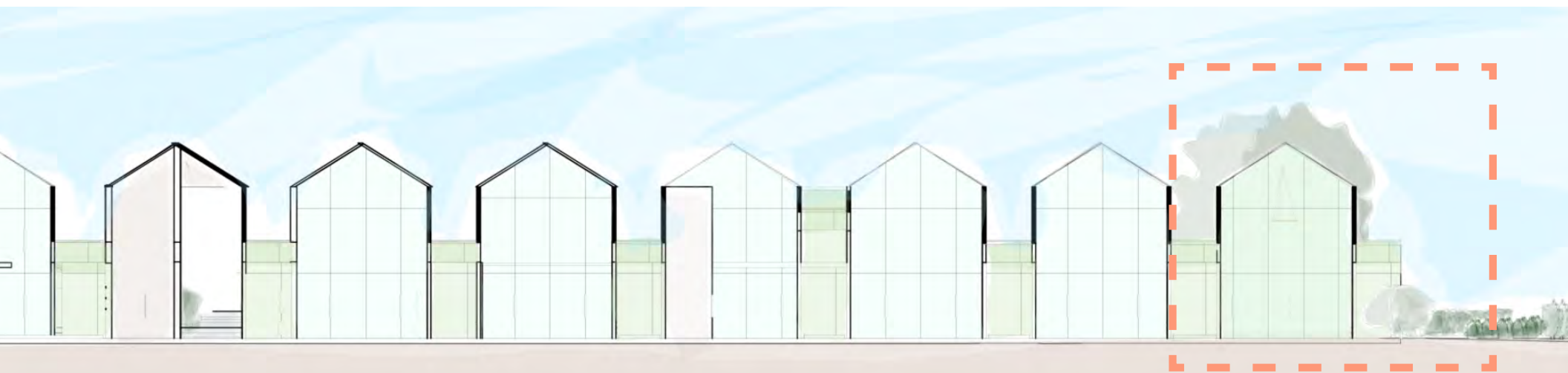




Figure 175.

After you enter the Ribbon, you will immediately see an entrance into the community room. This can be joined by the main ribbon hallway, the outdoor patio, or the overlooking library mezzanine. This space connects the indoors to the outdoors. It would be where the reunions are hosted. The room includes a built-in cafeteria space for events and regular dining. It mainly consists of an open room that allows flexibility of function. The highlight is how it frames the outside view of the mountains, creating a picturesque experience.



127 Figure 176. South View Elevation Highlighting the Community



Figure 177. Community Room.

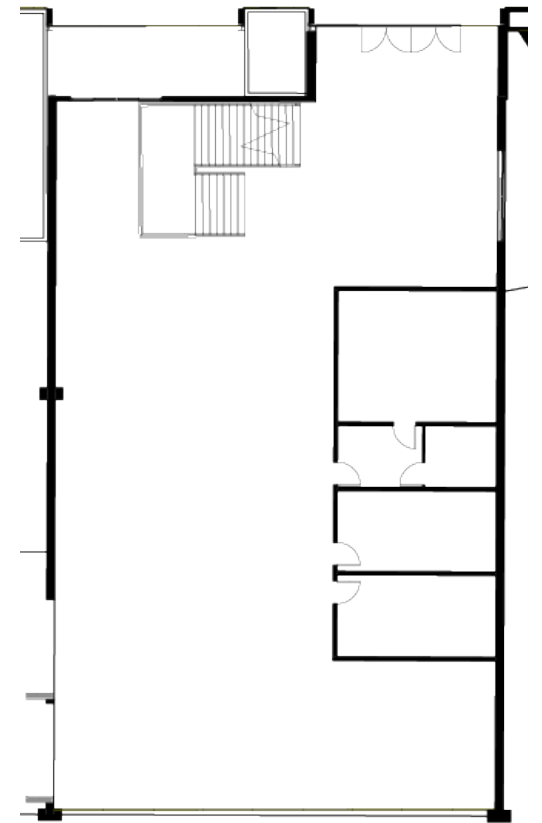


Figure 178. Community Room Floorplan

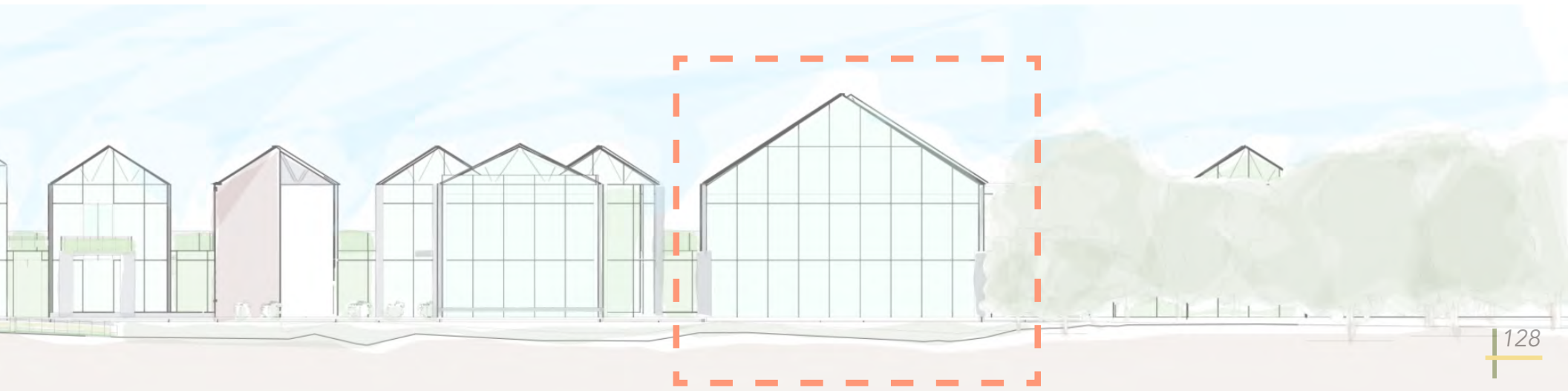




Figure 179.

After the community room, you will enter the theater. This may also be accessed by the patio or Ribbon. The theater stage will serve a dual function for an interior and exterior audience. with wall-mounted systems and curtains, the framed view can be closed to create two separate spaces. Meanwhile, when the space is open, it frames the exterior view.

Culturally, performance has always been important to the black and indigenous communities. Storytelling, dancing, and acting have been a way to express culture and history. The design aims for the community to have an outlet to perform and continue the creative arts for the modern space. This would be an ideal location to bring choirs or local theaters.



Figure 180. South View Elevation Highlighting the Theater.

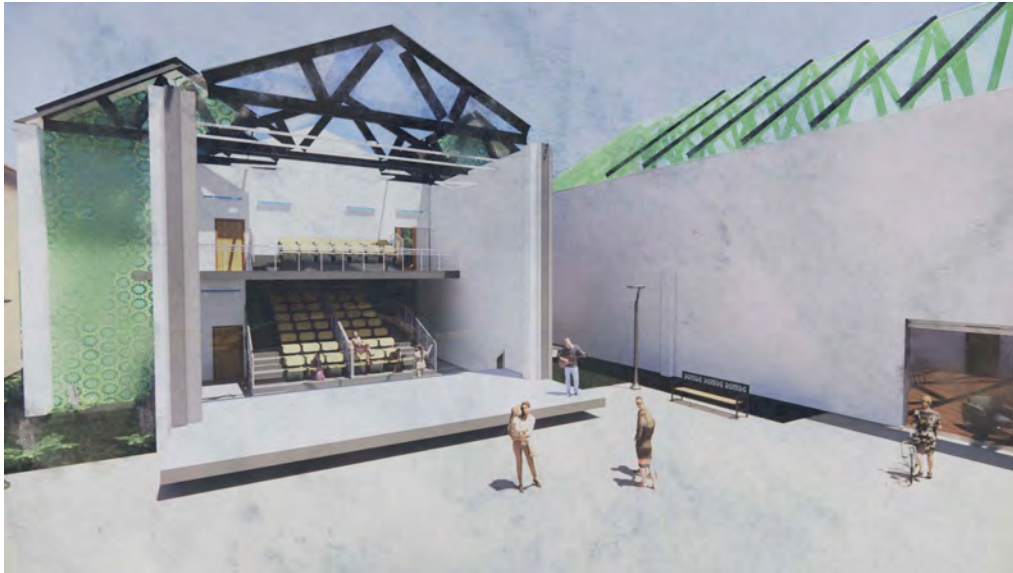


Figure 181. Theater View.

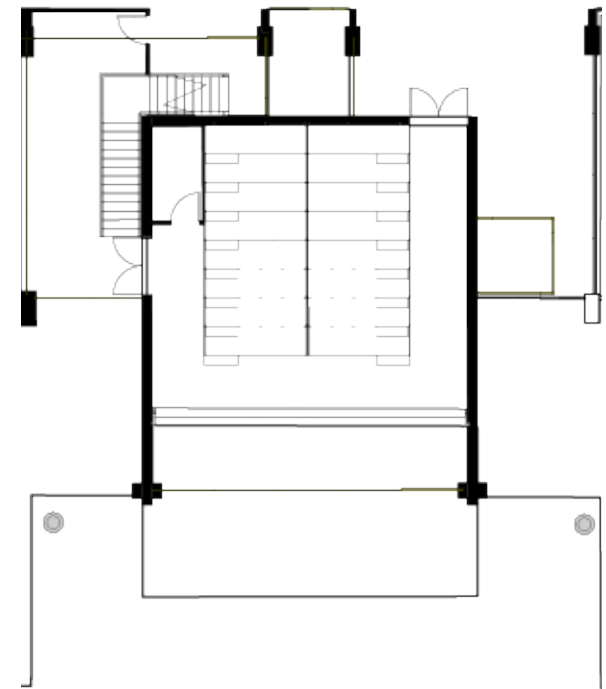
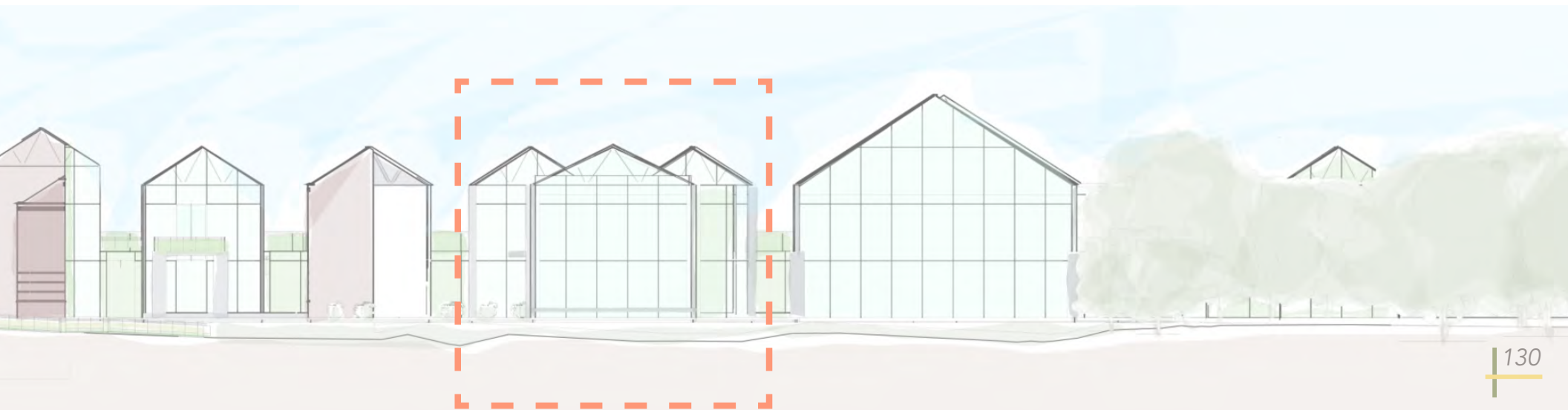


Figure 182. Theater First Floorplan



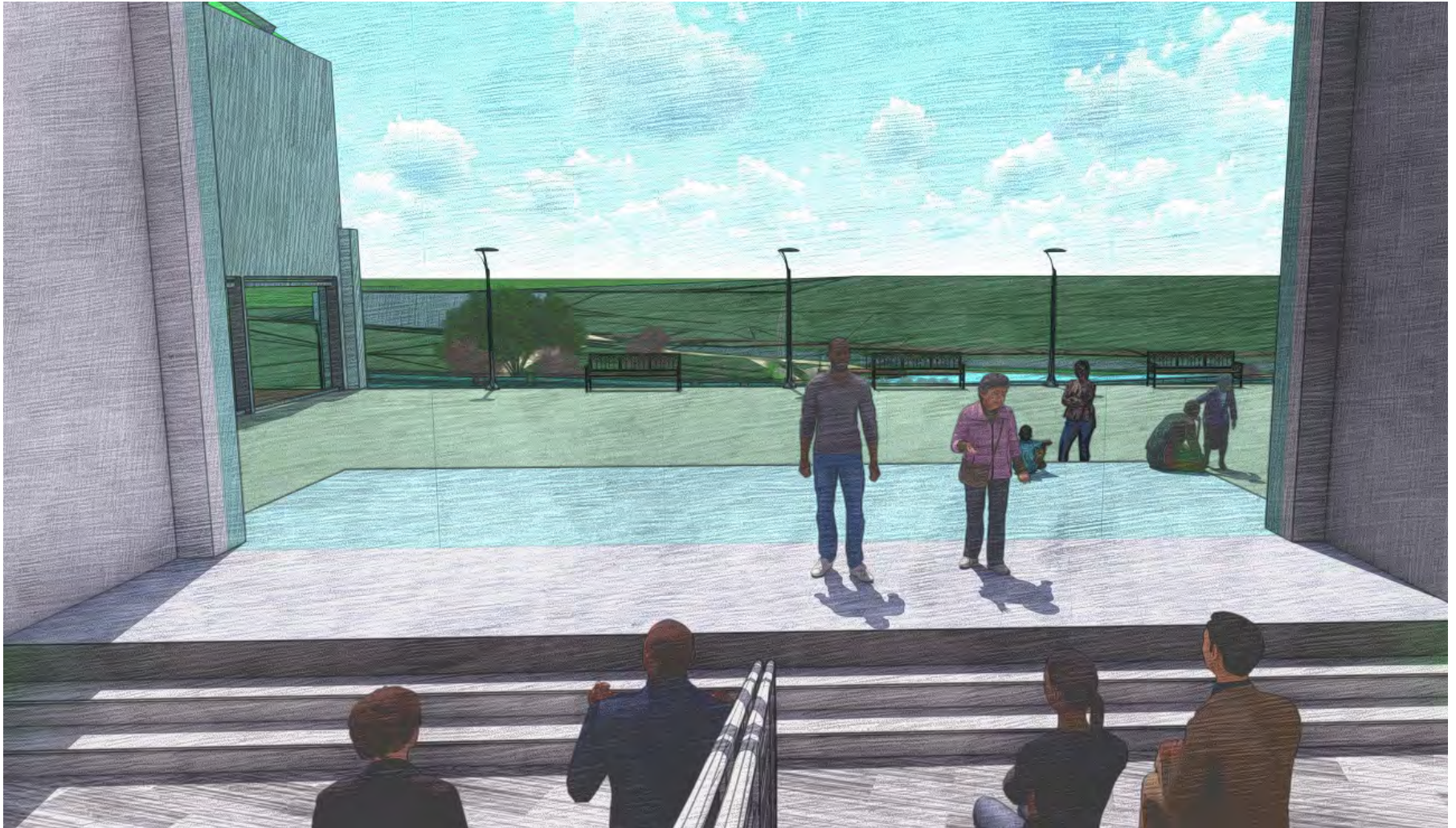


Figure 183. Theater View from the inside.



Figure 184. Theater view from the outside .



Figure 185.

Outside of the Ribbon sits the patio. This connects you to the outdoor landscape and multiple rooms on site. Amidst the patio are small reflective pools that sit in between the ribbon enclosures and the patio. Parallel to the interior of the Ribbon, the opening would be designed to hold artifacts of the Christiansburg Institute. These would be considered the time capsules of the Ribbon, hosting current memorabilia and past time capsules initially from the site. Additionally, a couple of garden spaces surround the patio.

This is a great space to hang out in the afternoon and take a rest. It is also large enough to host farmers' markets or allow local food trucks to come in. The patio connects you to the outdoor path that crisscrosses the southern region towards the duckpond and train station.



133 Figure 186. South View Elevation Highlighting Patio area..



Figure 187. View of the Patio connections to the Ribbon and reflective



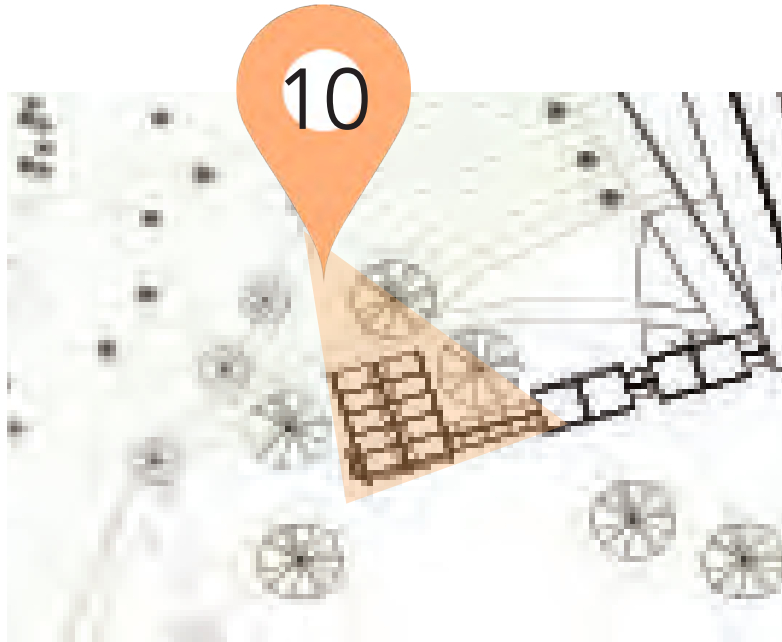


Figure 188.

After walking through the Ribbon, you will pass the gym on the right and end at the ribbon entrance. This is adjacent to the memorial Greenhouse Garden, located where an existing building was demolished. The Ribbon has been strategically placed to extend past this garden in case future development calls for the Ribbon to be expanded. This Greenhouse Garden would be a perfect place to rest and reflect year-round. The idea of growth and abundance in an abandoned space keeps the cycle of life within the area. The opening frames the Ribbon, stained glass, and surrounding landscape.





Figure 189. Greenhouse Garden View from the lawn.

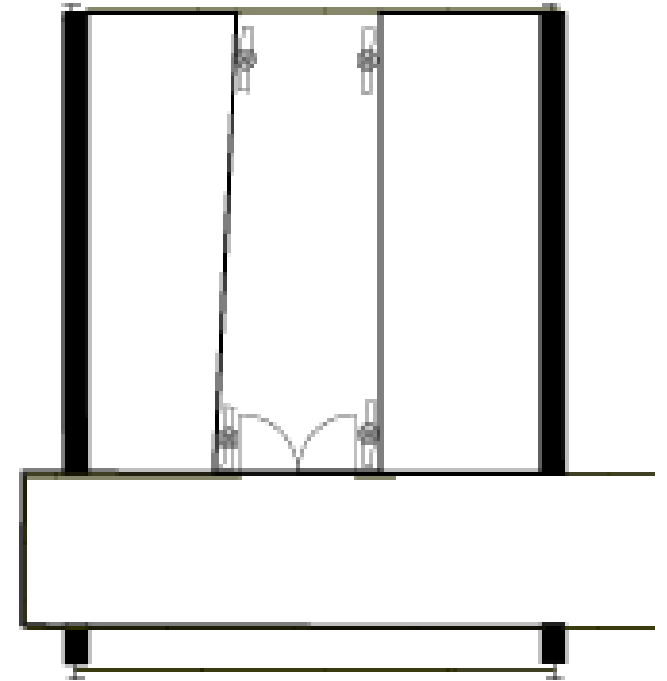


Figure 190. Greenhouse Garden Floorplan.

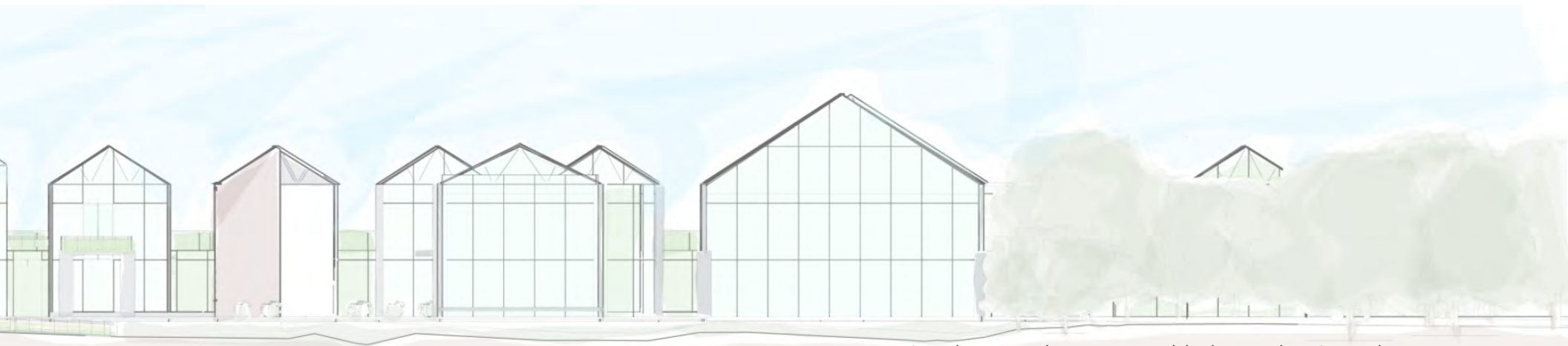


Figure 191. South View Elevation Highlighting the Greenhouse



Figure 192. Greenhouse Garden view from outside.



Figure 193. Framed site view from greenhouse garden.



Figure 194. Ribbon View.

The Ribbon pathway was the heart of the project. It represented how the solid path can be taken by many people but lead them to many different destinations. Within that path, there are memories and opportunities for future beginnings. This is the life cycle where growth can happen in spaces that have perished. The Ribbon, an architectural structure that leads to the 14 home and is engulfed in stained glass, isn't just a path but a monumental landmark within itself.



Figure 195. South View Ribbon Section.



Figure 196 Ribbon View by garden entrance.

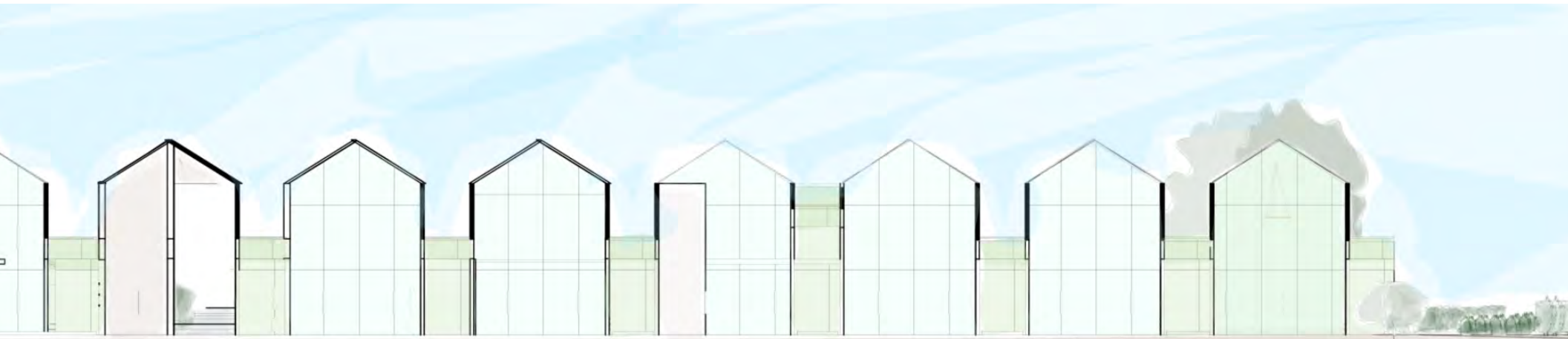




Figure 197. Ribbon Section

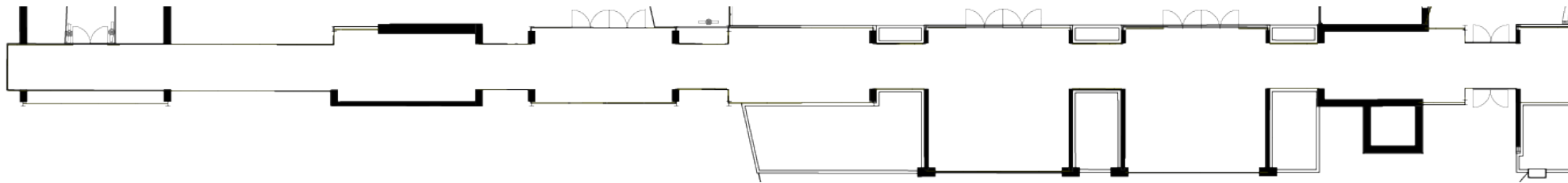
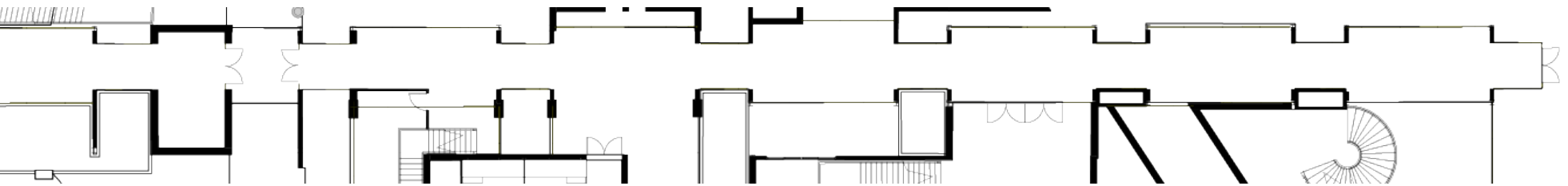


Figure 198. Ribbon Floorplan.



Figure 199. Ribbon East Entrance.





Figure

As we finish our day on the site, we reflect on the natural beauty the landscape and building bring when working together. We will pass the pond and train station as we head back to North Franklin Street. The glowing landscape of homes will stay mesmerized in time. The 14 home tops resemble mountains in the nighttime distance. These "glowing mountain tops" are the last glimpse into the institute. Christiansburg Institute's Ribbon Community Center is an experience for the young and old. It is a place of refuge for the alumni while a place of opportunity for its descendants.

Thank you for taking the time at the Ribbon.



Figure 201. The Ribbon Community Center view from Lower Lawn



Figure 202. The site aerial view.

11 APPENDIX

- A. Interview Transcripts
- B. Surveys
- C Original Published Proposal

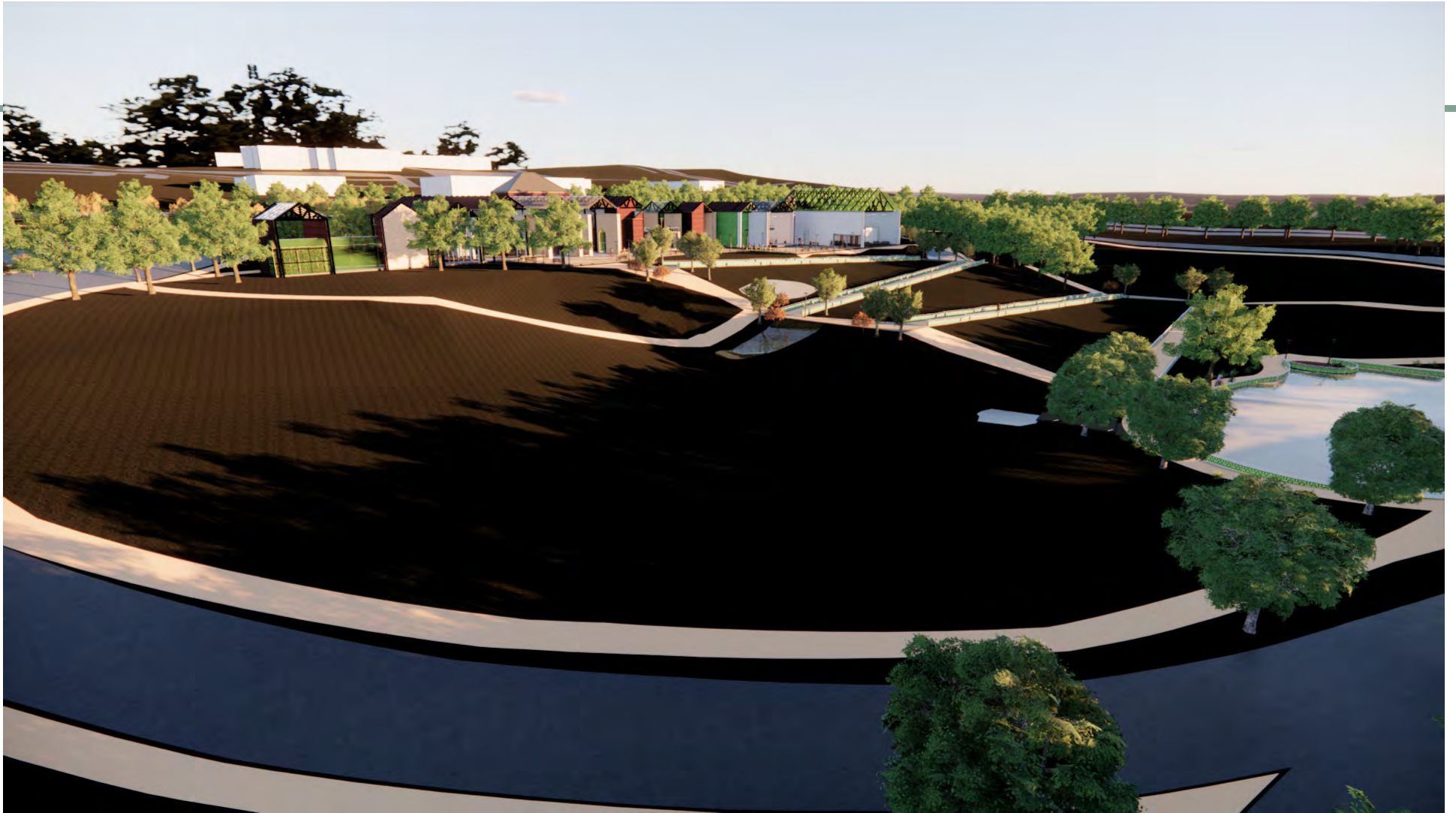


Figure 203. The site from the southwest perspective.

A. INTERVIEW TRANSCRIPTS

Jacquelyn Smith Interview Full Transcript

Interview Video Link

Date: November 25, 2020

Location: In-Person; Radford, VA

Jacquelyn: My name is Jacquelyn Smith and I'm 72.

Byronaé: Community Narratives; Christiansburg Institute. I'm trying to figure out experiences at Christiansburg Institute, um, so that I can better design for it. So will go ahead and get started.

First question, what landmarks do you remember from Christianburg Institute?

Jacquelyn: Oh, I remember quite a few of the buildings. There was the library, which also housed the principal's office.

Byronaé: They were in the same space?

Jacquelyn: Yes. And then there was, I think the Long Building had classrooms in it and we had a gymnasium.

Byronaé: Was that connected to it-

Jacquelyn: It wasn't, it was across the street from the Long Building.

Byronaé: Okay.

Jacquelyn: And down from the gymnasium was the home economics department, which was actually a house and a little ways from there was, uh, another house that they housed the, the barbers, barbers, barbering and cosmetology.

Byronaé: So-

Jacquelyn: that might be all.

Byronaé: Hmm, that's helpful. Um, well the second question.

that you recall from the Institute that was important to you?
And if so, why?

Jacquelyn: I would say the gymnasium. And mostly because it was a kind of like a gathering place. It's where you could meet your friends. And, um, we didn't have a cafeteria. So you stood in the hallways where the lockers were and had your lunch, but it was a gathering place. It's where you got together with your friends and classmates. And-

Byrona  : did you like bring your own lunches in then or- ?

Jacquelyn: Yes, one year they did supply lunches, but I don't think it worked out very well,

Byrona  : so they kind of stopped -

Jacquelyn: so it kind of, ended it.
And you know, that may have been my last year there, or next to the last year, but for the most part, we, everybody had to bring their own lunches,

Byrona  : okay,

Jacquelyn: because lunches were not supplied.

Byrona  : That makes sense. Hmm.
What do you consider makes a community space? and That's very open-ended (laughter)

Jacquelyn: um that is a hard question. Uh, community space would be a place where the community could get together.

Byrona  : Was there certain things that you think as a community that you all would do that kind of helped you to define that like this is our space?

Jacquelyn: Well, we have a reunion every year and if we had our own building, I think a lot of people would love that, as it is. We have to look for places to hold the venue and it can get expensive, very expensive.

Byrona  : That's kind of frustrating

Jacquelyn: yes,

Byrona  : or can be,
Was there any part of Christiansburg Institute that symbolized community to you as a student? And how about now as you reflect on the space?

Jacquelyn: Again, that would have been the gymnasium. We had classrooms in the gymnasium, but -

Byrona  : it was like everyday class or not every day, but like,-

Jacquelyn: yes, yes. Um, I think it's where they taught the shop,

Byrona  : which shop?

Jacquelyn: Woodworking and stuff , yeah and uh, that's where the choir room was. Uh, that's where the lockers were when you got ready for gym also. That's where I had world history and government. So there were classrooms in that building also.

Byrona  : Is that typically, I guess, where you'd have graduations or is that-

Jacquelyn: yes, yes-

Byrona  : is it outside?

Byrona  : Okay.

If you could envision any use of the current site, what would it be?

Jacquelyn: Again, the community center, and maybe even a restaurant. That would be able to cater the reunion when we have it. Because again, that is very expensive at the venues that people have to go to in order to attend the reunions

Byrona  : Makes sense. If the institute had never closed, what do you think it would be like now?

Jacquelyn: I actually think that with integration, those buildings would stand empty. Unless they had turned it into, for instance, a secondary school, like a middle school or even elementary school. But I honestly think it would have, with integration, those buildings would have been made empty. They could have turned the economics building and the barber building into houses for people as it is. I think now they've turned them down. A lot of things have been torn down, but I think that builders would have stood empty.

Byrona  : I think that's all the questions. um, I have a couple little small things to ask. Um, I know that green and yellow are your colors, school colors,

Jacquelyn: green and gold.

Byrona  : green and gold, Sorry. (laughter) green and gold,

Jacquelyn: Green and gold baby.

Byrona  : Were there any other things, um, like visuals that you would say would remind you of Christiansburg Institute? And I know there's a tiger.

Jacquelyn: I was going to say we were the tigers. Um,

Jacquelyn: Yeah. Except for the, the economics building and the cosmetology building, all of them were brick. Yeah. They were all brick.

Byrona  : Is there like any parking lots or anything or did you just kind of came up to the school or you just kind of arrived? (laughter)

Jacquelyn: You know, I rode the school bus, there were no, I don't think there were any students that drove cars like they do to schools now. We all had to drive , uh, ride, the school bus. So except for the parking lot for the school buses, I don't believe there were any.

Byrona  : Is there anything else you'd like to add about Christiansburg Institute or your time there?

Jacquelyn: Not really. It was, I enjoyed my time there. Was very disappointed that I couldn't graduate from there.

Byrona  : Because you graduate a year prior?

Jacquelyn: Yeah, I graduated a year, the year that it closed, but Radford City did not supply transportation for any student that wanted to continue to go to Christiansburg Institute. It was, it was the only place that did not supply.

Byrona  : So technically it stayed open a second year.

Jacquelyn: Yeah, it, it, it closed in 66. I graduated in 66, but as I said, Radford did not supply transportation. Like all the other localities did, Pulaski did, um, Blacksburg did, Christiansburg did, but Radford did not supply transportation for the students that wanted to...

Byrona  : stay

Jacquelyn: stay. And I mean, I lived across the street from the bus stop. I could have just...

Byrona  : jumped on

Jacquelyn: just jumped on the bus, but I was on the wrong side of the highway so I had to go to Radford High, which wasn't a bad thing, but I would have rather graduated from the school year, but I had already continued four years in.

Byrona  : That makes sense. That was where all your experiences were.

Jacquelyn: Yeah.

Byrona  : Makes sense. Well, thank you for interviewing. I appreciate your time and thank you for completing the interview.

Jacquelyn: You're welcome.

Jerry Wyms Interview Full Transcript

Interview Video Link

<https://www.youtube.com/watch?v=QS92if7ICaI>

Date: December 15, 2020

Location: In-Person; Radford, VA

Byronaé: Thank you for taking the time to participate in my thesis. The thesis is Community Narratives; Christiansburg Institute, and I'm currently interviewing, um, members and specifically my family who attended to understand their perception of the Institute. So first we'll start off if you can. And if you can explain what your name, age, and what years you attended, attended the Institute.

Jerry: Hello to everyone. It's a pleasure to be able to greet you today. My name is Jerry Wyms and uh, my age is 72 years old. I attended the Christiansburg Industrial Institute known to most people at that time as CII during the years of 1964 to 1965. And at the end of that 19th, year of 1965, I transferred to Radford High school, but at that time they were ending segregation and we were entering into integration. So I was transferred from CII to Radford High School in the city of Radford, Virginia.

Byronaé: Perfect. So we're just going to go ahead and jump right in and I'll start just asking you the questions. So the first question is what landmarks do you remember from Christiansburg Institute?

Jerry: The main landmark that I remember was the Scattergood Building and, uh, that was famously known for being our, where our huge gymnasium was very beautiful edifice and also it housed the, uh, area for our, uh, study of there were the musicians room. Uh, one of the teachers there being, Mr. McKnight. And, uh, we also had a shop there, industrial shop there, industrial arts, where we learned how to do carpentry and millwork and welding. And that was very good and also very informative towards the education and the knowledge that I have in the way that I'm able to do some things in this present time that I'm living in now. And, uh, it went on and on, in different classrooms with him there. And it was a wonderful building to spend time in.

homemakers.

That was also the barbering building, where we were trained to be barbers, which later on after I had taken that course, I began to take up and began to barber, become the barber in the neighborhood, here in the city of Radford going from house to house. I did not have a shop, but I actually went on bicycle to different homes and cut hair and was able to pick up some money doing that. And it was a very good service to the neighborhood and also very rewarding to me. And I enjoyed it and meeting the people and being able to, uh, communicate with them. And I was a part of the number of the youth lives in the city of Radford having done that.

There was also the, uh, building that was the building for the principal. And, uh, Mr. Banks was the principal at that time, I would go there and there was a library also in there, in that particular building. Also, the principal's wife, Mrs. Banks. She was the one that ran the library.

And then there was an Edgar A. Long Building. There were number of classrooms in that building. We were able to, uh, take our mathematics. We also had, uh, chemistry. We also had, uh, uh, science classrooms. We had an English classrooms. We had a French classroom. There was there in the particular building and all the teachers were very informative. They were very serious about the teaching and training of every one of the students. They knew that at time they didn't, unless we got a good education, life could be exceptionally hard for us if we didn't get our education. So they stressed education to the highest. And they trained us very, very, very well and just time and very appreciative of that because it was very rewarding to me now.

I learned on that time has surely paid off to me during the

and be able to do field trips out there. And that was also very informative also. And I just certainly enjoyed my time at Christiansburg Industrial Institute. And I thank the good Lord that he allowed me to be, to have that period of training during in my life.

One thing I might add during that time, there were times I had to actually walk from Radford all the way to Christiansburg, Virginia, to be able to get to Christiansburg Institute. And also times I had to walk back, because sometime there was no bus to even ride. We did not have transportation at various times. I just stand in cold weather waiting for long periods of time to wait for the bus to come along. Some times the bus got there and sometimes it didn't get there. So we have to get there as best way we could at that time.

And thank you for even listening to me, for even for those few questions. So for the answers, I could give. I hope that was enough information to be able to help update you and give you a general birds eye view of what we went through to be able to receive the training that we got.

Byronaé: Perfect. So my next question, just want to ask you something that you mentioned that like agriculture was out of a barn. Um, was it like a full, like barn in how I'm imagining it now? Or was it kind of like, what do you mean agriculture was in a barn,, like a legit barn. Legit barn. Okay. Got it. That's all I needed to know. Just trying to imagine. Is it more like a school zone or a legit bar?

Okay. So I'll ask the second question.

Are there any memorable, sacred, or community spaces that you recall from the Institute that was important to you? And if so, why?

question about, whether not, there was some places that were memorable, sacred places or community spaces there at the Christiansburg Institute. We didn't actually, the best of my remembrance have an actual place to go such as a chapel, but we did in the essence did have chapel, because every classroom, without exception. When we would go into those classrooms, especially in the morning hours, we would always have prayer. We would have the pledge of allegiance to the flag of the United States of America one nation under God. And we always use the name of God there in the present day of time, they've seemed to want to filter out the name of God, but we were taught to always recognize God, the father, God the son, God the holy ghost. And we respected that and we were taught well from that.

Matter of fact, we've been taught that all the way from elementary school, all the way up, regardless of what county we came from or what city we came from. Everyone knew when we stepped on the campus of Christiansburg Institute, because we had learned it already in elementary did not mean that we were going to be able to be separated from that when we came to Christiansburg Institute that practice continued on, and that was definitely expected of me and all the other students around. And it brought forth a very, very good fellowship and also unity amongst all the students with each other, we felt close to each other. We bonded with each other. We expected to see each other. We would even have prayer for each other and it was totally allowed no exceptions at all. And it was very, a very free atmosphere, for us to be able to do that with one another and be able to share the love of one another.

And we saw the benefits of that, in the future days and years to come. And even to this day, as I'm living now. Those that have even attended class with me right now, I still see the attributes and the benefits of that having happened.

Jerry: As far as for a community space, the privilege to be able to walk around and be free with each other and being able to express an idea. And differences with each other and yet the same time, be reason, be set a reasonable way to sit down and reason. One with the other, as the word say "I can two walk together and see if up there agreed." When we would walk together, someone may have had a better idea than I did. And sometimes there were times when I had a better idea than they did, but once we reasoned together, we were able to come out with something very beneficial to not only us, but even those that were around us. And everyone wants to be affected by whoever did something else.

It was more like a domino style. What happened on one end affected the other end. And sometime people felt like they were behind at times and maybe a little slow learning at times, but as the word say, "he who be it last, shall become first." Those that stayed in the line and we helped them become along with those that were older or even knew something better. We always helped each other to be able to climb the ladder. And to this day, I'm very appreciative to, because there were times when I needed that help also.

Byronaé: Thank you, I like that. Four, was there any part of Christiansburg Institute that symbolized community to you as a student? And how about now as you reflect on that space?

Jerry: Yes. Uh, there was a privilege to be able to have been around each other's. I literally have already spoken previously, but in adding to that, I could say that, uh, we expected each other.

We were excited about each other, if someone was missing. We felt like there's something was wrong. We would ask questions. Maybe we make visitations if we could, after

Byronaé: Thank you. Number five, if you could envision any use of the current site, what would it be?

Jerry: We had a slogan when we went. It was keep on pushing. As a song, there is also now says "we fall down, but we get up." We were taught that when you fall down, don't laugh at the other. Don't be ashamed, but go ahead and lift your head up and be encouraged and know that the Lord himself will help you and know that there's someone else as a classmate that was willing to help you to get back up.

That being there. It was very comforting. It had an atmosphere of peace, one to another, and we knew that we were all in that together. And we were there to be helpless and fellow workers, one of another. And as a result, we became stronger. If the school was still there right now, having, going back to that slogan, keep on pushing me, when you keep on pushing that means you going to gain more.

I believe that this in present town the institution would have become larger, and that would have been people on the outside that would've saw the benefit of what was doing to the people that won't inside of the institution that attended that. And that would've been a stronger yearning for people to come and say, can I have some of that too? Can you help me to help that? And I believe firmly that it would've made a stronger community, stronger people by community, state, and nation.

Byronaé: Thank you, Appreciate that. And then here's the last question. If the Institute had never closed, what do you think it would look like now?

Jerry: For one, I believe that a number of the homes and things that are around there, I don't think that would have been room for the homes to been there, because I believe the institution itself would have expanded so much. They

students and faculty having to be there, they would have needed more space. So back at that time, before those homes were long, years before the homes that were even built there. I believe that there would have been more land having to be purchased.

There would be larger buildings there. It probably be about the size of some, uh, smaller college campuses. And, uh, that would have been a very big surprise.

But the older ancestors of those students that went there during the early, early, early, years before I went there and I look at that now, and I say, it's a shame that it came to a halting stop. Not that we didn't want integration. It was needed too, but integration really should not have had just started in a school. It should have actually started in our churches so that when it came time for integration, we would have all been willing, both black and white to be able to come together.

Byronaé: Thank you, well, that concludes all of the main questions that I have for you. Um, was there anything else that you specifically wanted to add or any memories or anything that you just kind of want to know about your time there or about the Institute? Like how it looked or just certain things?

Jerry: Uh,
I would ask people right now that are listening to this as I think about it, I wonder if the some of the ideas that you had and the dreams that you had, did you hold onto those? If you held on to them, I'm believing the answer would be that you have become what you had wanted as a matter of fact, in many cases, more than what you wanted to to be, because he, that does not apply himself , is setting oneself up for failure.

But he that apply himself, is setting himself up for victory.

Georgia Hayden Interview Full Transcript

Interview Video Link

<https://www.youtube.com/watch?v=PvY2DVzAy8A>

Date: December 15, 2020

Location: Virtual ZOOM

Byronaé: So I want to thank you for taking the time to participate in my research thesis, Christiansburg Institute; community narratives. And I just have a few questions for you. First, we're just going to start with, if you could introduce yourself with your name and your age?

Georgia Ann: Georgia Ann Hayden, 70.

Byronaé: Thank you, So we'll just go ahead and jump right in. First question, what landmarks do you remember from Christianburg Institute?

Georgia Ann: Uh, the landmarks that I remember are, um, all the buildings. They were, so it was like a uni- , uh, a little, a university to me, a college or whatever, because everything was in different buildings. So the buildings and the sign. Yeah, they were all separated.

Byronaé: Hm, Um, two, are there any memorable, sacred, or spaces that you recall from the Institute that was important to you? And if so, why?

Georgia Ann: Yes, um, uh, cosmetology, uh, home economics. Uh, those were my favorites,

Byronaé: I guess you followed cosmetology after.

Georgia Ann: Yes, I sure did.

Byronaé: Did you learn cosmetology there?

Georgia Ann: Yes, I sure did. That's where I first started was there, but then later I went to a trade, I did go to a trade school.

Byronaé: That's pretty awesome. Cause your first bit. That's

Georgia Ann: I guess the, it was the people, just, uh, the students. It was, uh, it was a small school, in a way, but, um,

Byronaé: Did you have large classes?

Georgia Ann: They weren't that large, were yours?

Byronaé: That helps me, um, four, was there any part of Christiansburg Institute that symbolized community to you as a student? And how about now as you reflect on that space?

Georgia Ann: Uh, togetherness, and it just seemed like family.

Byronaé: Do you feel that's kind of the same feeling you get now, when you think about Christiansburg Institute?

Georgia Ann: Uh, yes. Do you want me to explain.

Byronaé: It's up to you?

Georgia Ann: Uh, yes, it's family. Cause I mean, you know, they're old friends, you know, you don't see for a long, long time and then you know, all the class reunions and, um, things that they have that we'd been to, uh, you know, once you all come together is still, it's still like family.

Byronaé: Five, if you could envision any use of the current site, what would it be?

Georgia Ann: Now, um, I guess a community college.

Byronaé: That'd be good too.

Georgia Ann: That would be nice.

Georgia Ann: It would probably be, um, larger than what it was, um, more added. It would be bigger and better.

Byronaé: I feel like, even for its time period, it was pretty phenomenal. It was a pretty cool school.
Um

Georgia Ann: , it was really was, um, I enjoyed what, what time I was there. I wish I could've graduated from there, but, uh, you know, they segregated the schools and then I had to, you know, attend Radford High School.

Byronaé: Was that, did you stay, like, were you there past your freshman year? Or how long did you get to stay?

Georgia Ann: Uh, I was there, let's see, my eighth grade year, my ninth grade year, and I think they segregated when I was in the ninth grade.

Byronaé: Okay.

Georgia Ann: Yeah. Cause I remember at Radford I was um a sophomore. Yeah. Started in my, I think sophomore year.

Byronaé: That's pretty cool. I've learned that you guys were green and gold, not green and yellow. Cause I got corrected (laughter)

Georgia Ann: Yes, green and gold

Byronaé: and that you were the tigers. So it's been a pretty , um, awesome -

Georgia Ann: and I was also a cheerleader.

Byronaé: At both schools?

Georgia Ann: No, at Christiansburg Institute. See when they, when they segregated, it was like, I don't know if it was, it wasn't like the end of a school year. And when we went to Radford

Highschool, they already had, it was like, they already had everything set in place, you know, they already had their cheerleaders. So we couldn't, you know, try out, we could try out the next year, but yeah.

Byronaé: You were a cheerleader,

Georgia Ann: everything was already set in place. Huh?

Byronaé: It's like, you were a cheerleader. That's pretty cool.

Georgia Ann: Yeah.

Byronaé: So they had full sports teams and everything. Like it was a full active school.

Georgia Ann: Yes.

Earnest: No.

Georgia Ann: What?

Earnest: We didn't have but two.

Georgia Ann: Two what?

Earnest: Two sports.

Georgia Ann: Well, when you think, when you say full active sports. Okay. Yeah. Football and basketball.

Byronaé: That works.

interview, it's been very helpful. Um,

Georgia Ann: Well thank you!

Byronaé: And thank you for participating.

Georgia Ann: You're welcome.

Earnest Hayden Interview Full Transcript

Interview Video Link

<https://www.youtube.com/watch?v=T-n7xvXI-Nk>

Date: December 15, 2020

Location: Virtual ZOOM

Byronaé: Hey, how are you?

Earnest: I'm doing just fine. How are you doing?

Byronaé: I'm doing well. I want to thank you for taking the time to help me with my research project. We're going to start off. Will you just take a moment to introduce yourself with your name and your age?

Earnest: My name is Earnest Hayden. Uh, my age is 77.

Byronaé: And right before I get started, do you remember what years you attended CI?

Earnest: Yes, 1957 to 1961 a long time ago.

Byronaé: So I'll go ahead. I have six questions for you just to kind of better understand the space. Um, one, what landmarks do you remember from Christianburg Institute?

Earnest: Well, I guess would be the, uh, the buildings and the long road that leads up to the school. Because we rode buses down there, we were bussed in.

Byronaé: Is it the same road that is there now?

Earnest: Yes, it is. But the parking lot, they park the bus down below the Long Building.

Byronaé: Okay.

Earnest: That's where we would get off.

Byronaé: Would it be like towards the tracks or I guess towards , um, the river, or towards like there, I know there was like a gym and other stuff on the other side.

Earnest: Well it was across from the gym.

Byronaé: Oh, okay. That's how, I think I know what area you're talking about. I've been there a few times recently. Um, two, are there any memorable, sacred, or community spaces that you recall from the Institute that was important to you? And if so, why?

Earnest: Well, one thing I remember is if you messed up in school, You know, and the principal would, would correct you and he'd have us to whitewash built the trees.

Byronaé: that's so intense (laughter)

Earnest: You'd be out there white washing them trees everybody walking by laughing at you. And what you do.

Byronaé: That's so funny.

Earnest: And also one of the memorable things was our government teacher, Mr. Holmes. It was as quiet as a mouse in that school. And you could hear him when he was walking around because his shoes squeaked, all the time. It was the only noise you heard and that you couldn't hear anything else in there because it was quiet.

Byronaé: That's, That's really funny. Was all your classes in the Long Building?

Earnest: No I had, if I remember correctly, I had two in the Long Building and one was downstairs and one was upstairs. I had a Scattergood building. I had two classes, three classes, it was shop, which was woodworking and government. And band, I played in the band for four years also. Okay.

Byronaé: So does that mean you also took all those band

Earnest: Yes, I did.

Byronaé: Because nobody else knows about the secret attic that I've talked to.

Earnest: Yeah, I took the, I took the drums up there.

Byronaé: That's awesome. I just went in there recently. It's kind of intense.

Earnest: Yes, it is.

Byronaé: Let me, what do you consider makes a community space?

Earnest: Uh, the comradery of people from different areas. Uh, cause Radford is not like Pulaski, Pulaski is not like Christiansburg, Christiansburg is not like Floyd. Everything is different. Was different. So, uh, Everybody coming together as one made the good community development at that school. Cause we all went through the same thing.

Byronaé: That's beautifully said.

Earnest: Thank you. '

Byronaé: I guess I'll jump to the next one. Was there any part of Christiansburg Institute that symbolized community to you as a student?

Earnest: How people work together? And doing things at that school. We, uh, we had all kinds of, you know, everybody come from different areas. So we all work together to achieve a common goal. And that was to graduate.

Byronaé: I like that. Now, as you reflect on the space, now that you're older, do you feel that had the same feeling on

Do you think you have the same, um, perspective on it that you did as a student.

Earnest: I think we have more feelings for it, at the present time, because we remember back then how it was. And, I don't know, it just seemed like it's not like that anymore afterwards, uh, with integration.

Byronaé: I've heard that from a few Jumping into the next one. If you could envision any use of the current site, what would it be?

Earnest: For me, it'd be a community college.

Byronaé: Good choice.

Earnest: Because there's a lot of room there for growth, well used to be, but now you have factories, daycare, and who knows what else down there.

Byronaé: I've been studying the site. The 185 acre, quite thoroughly (laughter). So I understand, Um, I guess six, last one.

Earnest: So do you know where, uh, when you go on the road to the, on the campus and you pass the Scattergood building just beyond that is where, uh, they had a horseshoe barn.

Byronaé: Oh really?

Earnest: And guys used to learn how to do horse shoes, horses and agricultural out through that way.

Byronaé: So that became a skill set, that explains a lot of cookouts.

Earnest: (laughter) yeah

Earnest: okay,

Byronaé: Finding help knowing where some locations are. I have one last question.

Earnest: Okie dokie .

Byronaé: If the Institute had never closed, what do you think it will look like now?

Earnest: If they hadn't have closed, I think it would be a community college because of the, they only have one in, uh, New River Valley and they actually need another one. And I think that would've been the perfect site for it. I think it should have been there in the beginning.

Byronaé: Yeah, that would be a really like perfect central location.

Earnest: Yeah.

Byronaé: Well, thank you so much. I really do appreciate it. This has been very helpful and I look forward to moving forward with my thesis with this information.

Earnest: Okie doke, and I hope I've been helpful.

B. SURVEY

Community Narratives:

Christiansburg Institute
September 29th 2021, 5:40 PM
Published

Please note, Questions that included personal information were omitted for publishing. Only information approved by respondents has been publicly published. If you need access to the additional survey information, please contact Byronaé Lewis

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Did you attend Christiansburg Institute as a student or faculty member prior to its closure in 1966?	1.00	2.00	1.25	0.43	0.19	8

#	Answer	%	Count
1	Yes	75.00%	6
2	No	25.00%	2
	Total	100%	8

Q2 - If you answered yes to the previous question, what years did you attend?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you answered yes to the previous question, what years did you attend? - Selected Choice	1.00	1.00	1.00	0.00	0.00	6

#	Answer	%	Count
1	Please write years below.	100.00%	6
	Total	100%	6

Q2_1_TEXT - Please write years below.

Please write years below. - Text

1962-1966

1961

1963-1966

1965

1962-1965

1961-1965

Q3 - Choose one or more races that you consider yourself to be:

#	Answer	%	Count
1	White	12.50%	1
2	Black or African American	75.00%	6
3	American Indian or Alaska Native	12.50%	1
4	Asian	0.00%	0
5	Native Hawaiian or Pacific Islander	0.00%	0
6	Hispanic or Latino	0.00%	0
7	Other	0.00%	0
	Total	100%	8

Q3_7_TEXT - Other
Other - Text

Q4 - What is your sex?

#	Field	Mini- mum	Maxi- mum	Mean	Std Devi- ation	Variance	Count
1	What is your sex?	1.00	2.00	1.50	0.50	0.25	8

#	Answer	%	Count
1	Male	50.00%	4
2	Female	50.00%	4
	Total	100%	8

Q5 - 50 States, D.C. and Puerto Rico

#	Field	Mini- mum	Maxi- mum	Mean	Std Devi- ation	Variance	Count					
#	Answer	%	Count									
1	Alabama	0.00%	0	20		Maine	0.00%	0	39	Pennsylvania	0.00%	0
2	Alaska	0.00%	0	21		Maryland	0.00%	0	40	Puerto Rico	0.00%	0
3	Arizona	0.00%	0	22		Massachusetts	0.00%	0	41	Rhode Island	0.00%	0
4	Arkansas	0.00%	0	23		Michigan	0.00%	0	42	South Carolina	0.00%	0
5	California	37.50%	3	24		Minnesota	0.00%	0	43	South Dakota	0.00%	0
6	Colorado	0.00%	0	25		Mississippi	0.00%	0	44	Tennessee	0.00%	0
7	Connecticut	0.00%	0	26		Missouri	0.00%	0	45	Texas	0.00%	0
8	Delaware	0.00%	0	27		Montana	0.00%	0	46	Utah	0.00%	0
9	District of Columbia	0.00%	0	28		Nebraska	0.00%	0	47	Vermont	0.00%	0
10	Florida	0.00%	0	29		Nevada	0.00%	0	48	Virginia	62.50%	5
11	Georgia	0.00%	0	30		New Hampshire	0.00%	0	49	Washington	0.00%	0
12	Hawaii	0.00%	0	31		New Jersey	0.00%	0	50	West Virginia	0.00%	0
13	Idaho	0.00%	0	32		New Mexico	0.00%	0	51	Wisconsin	0.00%	0
14	Illinois	0.00%	0	33		New York	0.00%	0	52	Wyoming	0.00%	0
15	Indiana	0.00%	0	34		North Carolina	0.00%	0	53	I do not reside in the United States	0.00%	0
16	Iowa	0.00%	0	35		North Dakota	0.00%	0		Total	100%	8
17	Kansas	0.00%	0	36		Ohio	0.00%	0				
18	Kentucky	0.00%	0	37		Oklahoma	0.00%	0				
19	Louisiana	0.00%	0	38		Oregon	0.00%	0				

Q6 - If you attended Christiansburg Institute, what city/town did you reside in during attendance?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	
1	If you attended Christiansburg Institute, what city/town did you reside in during attendance? - Selected Choice	2.00	3.00	2.20	0.40	0.16	5

#	Answer	%	Count
1	Christiansburg	0.00%	0
2	Radford	80.00%	4
3	Blacksburg	20.00%	1
4	Floyd	0.00%	0
5	Giles	0.00%	0
6	Pulaski	0.00%	0
7	Wytheville	0.00%	0
8	Roanoke	0.00%	0
9	Other	0.00%	0
	Total	100%	5

Q7 - What is your age?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your age?	3.00	7.00	5.50	1.22	1.50	8

#	Answer	%	Count
1	18-24	0.00%	0
2	25-34	0.00%	0
3	35-44	12.50%	1
4	45 to 54	12.50%	1
5	55 to 64	0.00%	0
6	65 to 74	62.50%	5
7	75 or older	12.50%	1
	Total	100%	8

Q8 - If you attended Christiansburg Institute, have you returned back to the Institute any after its closing?

Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
If you attended Christiansburg Institute, have you returned back to the Institute any after its closing?	1.00	3.00	1.67	0.75	0.56	6

Q9 - If an architect came to Christiansburg Institute now, what would you suggest he/she design? Check all that apply.

#	Answer	%	Count
1	Museum	16.67%	5
2	Trade school	10.00%	3
3	Library	10.00%	3
4	Memorial	16.67%	5
5	Park	16.67%	5
6	Community Center	26.67%	8
7	Other (Please Specify)	3.33%	1
	Total	100%	30

Q10 - If Christiansburg Institute had never closed down, what do you imagine would be on the site? Would it still be a school? Would other Institutions be added to it?

#	Field	Minimum	Maximum	Mean	Std Devi- ation	Variance	
1	If Christiansburg Insti- tute had never closed down, what do you imagine would be on the site? Would it still be a school? Would other Institutions be added to it? - Selected Choice	1.00	2.00	1.14	0.35	0.12	7

#	Answer	%	Count
1	Your vision	85.71%	6
2	No comment.	14.29%	1
	Total	100%	7

Q10_1_TEXT - Your vision

Your vision - Text

school

Private advocate with focus on African American history

Community college

An integrated school. To include agriculture and trades.

Adult Care/Child Care

Q11 - If you attended Christiansburg Institute, what was the most memorable landmark for you when the site was open?

Field	Mini- mum	Maximum	Mean	Std Devi- ation	Variance	Count
If you attended Chris- tiansburg Institute, what was the most memora- ble landmark for you when the site was open? - Selected Choice	1.00	1.00	1.00	0.00	0.00	6
#	Answer		%		Count	
1	Landmark (Com- ments Below)		100.00%		6	
	Total		100%		6	

Q11_1_TEXT - Landmark (Comments Below)

Landmark (Comments Below) - Text

Long Building

All the building and their purpose

All the Buildings

Home Economics

Scattergood Building, Music room where the band practiced.

Edgar Long Building

Q12 - Did you learn a trade while attending Christiansburg Institute or pursue higher education afterwards?

Field	Minimum	Maxi- mum	Mean	Std Devi- ation	Variance	Count
Did you learn a trade while attending Chris- tiansburg Institute or pursue higher education afterwards? - Selected Choice	1.00	2.00	1.17	0.37	0.14	6

#	Answer	%	Count
1	Yes (Please Specify)	83.33%	5
2	No	16.67%	1
	Total	100%	6

Q12_1_TEXT - Yes (Please Specify)

Yes (Please Specify) - Text

Barbaring

Cosmetology

Barbering, Higher Education too.

Home economics

Q13 - Have you ever worked with an architect, attended a city council meeting, or had any other experience with design for your own community?

Field	Minimum	Maximum	Mean	Std Devia- tion	Variance	Count
Have you ever worked with an architect, attended a city council meeting, or had any other experience with design for your own community?	1.00	2.00	1.75	0.43	0.19	8

#	Answer	%	Count
1	Yes	25.00%	2
2	No	75.00%	6

Q14 - Do you approve for all answers to this point to be shared publicly?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you approve for all answers to this point to be shared publicly?	1.00	1.00	1.00	0.00	0.00	8

#	Answer	%	Count
1	Yes	100.00%	8
2	No	0.00%	0
	Total	100%	8

Q15 - Would you be willing to be selected for an interview about your own experience at Christiansburg Institute? This response will be kept private.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
	Would you be willing to be selected for an interview about your own experience at Christiansburg Institute? This response will be kept private. - Selected Choice	1.00	2.00	1.25	0.43	0.19	8

#	Answer	%	Count
1	Yes (Please specify an email for potential contact)	75.00%	6
2	No	25.00%	2
	Total	100%	8

Q16 - If you have any additional comments, please mention below.

#	Field	Minimum	Maximum	Mean	Std De- viation	Variance	Count
1	If you have any additional comments, please mention below. - Selected Choice	1.00	1.00	1.00	0.00	0.00	2

#	Answer	%	Count
1	Additional Comments	100.00%	2
	Total	100%	2

Q16_1_TEXT - Additional Comments

Additional Comments - Text

I didnt have much to contribute to this survey, but I appreciate your work to help save and promote the Christiansburg Institute.
When they informed us about the integration, I was hesitant baded on ym own personal experiences with discrimination. I knew we were not wanted there. Prior to us attending, the confederate was part of Radford high school uniforms. We were used to wearing CI green and yellow, so many changes had to happen with the school.

C. ArcGIS STORYBOARD

Information latest publication on October 7, 2021. This site will continuously be updated in collaboration with Christiansburg Institute Inc. as information continues to be researched and obtained.

For updated information refer to link;

<https://storymaps.arcgis.com/stories/7c50d27f810b4895898cd242f0ad7c3a>

Christiansburg Institute

Byronae Lewis
August 27, 2021



1 Edgar A. Long Building



1927-present

Edgar A. Long Building was built to replace the Mansion House (then used as the classroom building). It is the only building on campus to be named after an African American, built after his death. "The northern facade of the Long Building was dignified by a scenic drive surrounding an ornamental fountain. Its "front" faced downhill toward the Norfolk and Western rail tracks. Its southern lawn, marked with a flagpole, was used for outdoor ceremonies. Like the previously constructed Georgian Revival buildings - Morris Hall, Bailly

Morris Hall, and the hospital - the Long Building was classical in its symmetry and solidity. Designed as a classroom building and used for that purpose throughout its years, the Long Building was strategically positioned between the boys' and girls' dormitories; accordingly, it had a doorway on both its east and its west facades. When it opened for classes in 1928, male and female students would enter from separate entrances on either end. Among the classrooms in the Long Building was a state-of-the-art science laboratory, a particular pride of the school; a photograph of students working in the lab was included in every subsequent school yearbook. Although much deteriorated through years of neglect, the Edgar A. Long Building was placed on the National Register of Historic Places in 2000; it is registered as a Virginia Landmark as well." (Fariello, 60-61)

2 Baily Morris Hall



January 1912-December 1980

"More than one hundred feet across, the building was four stories tall with

three double-flue chimneys rising above a slate roof. Its massive porch, measuring fifty-five feet across and better than ten feet deep, opened onto a hallway leading to an assembly hall that seated 200 comfortably and could accommodate 300 if necessary. The basement held a 100-seat dining room, kitchen, pantry, laundry, coal bin, and boiler room. The first floor housed the assembly hall, principal's office, sitting rooms for female teachers and students, and a library outfitted with shelves to accommodate 5,000 books.

3 School Building

4 Farm Cottage

5 Teacher House



1910- N/A

Teacher's House was also called the Teacher's Cottage. It was built by the

carpentry department

6 Hospital



1916-1925

"A conversation between Principal Long and Dr. Showalter, a prominent white local physician, initiated a proposal to build a hospital on school grounds to serve African Americans barred from treatment at the local white hospital. Dedicated on May 15, 1918, Commencement Day, the hospital was plagued with conflict from its inception. The principal recognized the "danger of the hospital becoming a serious drain upon our resources." In its annual report, the board expressed "misgivings in regard to the advisability of attempting it." Such philosophical misgivings were compounded by actual events. Before the hospital could be put to use, it caught fire. According to Principal Long's report, an influenza epidemic had broken out shortly after the beginning of the school year. Whether resulting from haste to accommodate ill students or due to an improperly installed furnace, fire rendered the hospital useless until extensive repairs could be made. It took

another year to repair and reopen the hospital, located at the northeastern edge of campus (near the present-day intersection of state route 460 and Scattergood Drive). The hospital was a handsome structure with light filtering in from windows on each facade and two-story covered porches designed to provide ample space for recuperative fresh air.

While principal Long envisioned the hospital as a school resource where girls could receive training in nursing and home health care, the FFA embraced the project as an experiment in inter-racial cooperation. The Friends called the venture "The Christiansburg Experiment." However, it was not the hospital itself that was experimental, but the fact that it was run by an interracial board of managers in the segregated South that gave the project this name. The hospital was short-lived, and by 1925 the Friends had considered putting the building to an alternate school use. Also in 1925, the shop burned, resulting in a total loss. While two fires within a few years may sound suspicious, reports never indicated that arson may have played a role in the school's bad luck. A follow-up memorandum from the FFA suggested that the shop be rebuilt on the same foundation and the hospital was converted into a teachers' residence. Later, the hospital building functioned as a residence for boys enrolled in the depression-era National Youth Administration program and, in the 1940s, was used for girls' trades, including more modern vocational courses such as typing and shorthand." (Fariello)

"The two-story red brick hospital, comprising eight rooms, four lavatories, and a laundry, was formally opened in February, 1921, though it commenced receiving patients before then. The hospital was officially named the "Christianburg Colored Hospital." It was located near the main entrance to the campus of Christianburg Industrial Institute, and it was well-equipped with modern conveniences and implements. The operating room was equipped by the Frank S. Betz Company of New York, a leading dealer in hospital equipment, and the room comprised, among other things, an electric sterilizer for sterilizing instruments and preparing bandages, and a medical cabinet containing all instruments necessary for performing practically any operation a physician was qualified to make" (DeHart, 37)

7 Athletic Field



After 1945 (DeHart, 60)

8

9 **Tennis Court**

10 **Scattergood**



New Shop and Gym

In 1953 the Christiansburg Institute Board of Control opted to erect a gymnasium on campus, the largest building to date. Named Scattergood Hall, this building would be the last one constructed on the campus. Like so many American public school buildings, the gymnasium doubled as an auditorium; inside were new industrial arts facilities and an additional classroom. Projected to cost between \$250,000 and \$300,000, the building was a major investment in the perpetuation of a "separate but equal" system of education. In spite of such political implications, the gym was important to students; subsequent to the gym's construction, the football team went on to win the district championship. But the symbolic significance of the new construction eclipsed its practical importance as an improvement to the school's campus. Scattergood Hall was a physical manifestation of the "success" of segregation. Plans were made for the dedication speech to be delivered by the governor himself.

11

Old Hill School



Hill School Community Center

1888-present

"contributor to building the new school was the Friends' Freedmen's Association of Philadelphia. During the academic year of 1885-86, the Association raised several ~thousand ~dollars for the project. The new school building was erected adjacent to the First African Baptist Church, in the summit of the hill overlooking the town of Christiansburg and the surrounding countryside. It was located within walking distance for pupils from Christlanburg and Cambria, and convenient for students coming from long distances who could afford to ride the train. The school, locally called the "Hill School", was completed in 1888 at a cost of \$8,724.33. Nearly half of that amount, some \$4,234.75, was raised by Sch_aeffler, who contributed his salary and much of his time and energy raising money for the project." (DeHart 9)

12 Cemetery



13 Lester Cottage



Principal Cottage?

14 Farm Cottage

Teachers Cottage?

15 I.?

16 Morris Hall (Boys Dormitory)



-wrong photo, get from CII

1903-

First dormitory

“Finished with a double hip roof, a dormitory was the first of four Georgian Revival Buildings that gave the campus a look of lasting solidity. Designed by Philadelphia architects Morris and Vaux, the dormitory cost nearly \$10,000 to build, and, until the construction of a second dormitory in 1912, it housed

both boys and girls (on separate floors, of course), as well as laundry and dining facilities.” (Fariello, 51-52)

17 Experiment Plot

18 Tank

19 Pump House

20 Cemetery?

21 Silo Barn

22 Orchard

23 Spring House?

is spring and tool house the same?

24 Tool House

25 Scales

26 Dairy

On campus from at least 1916 according to 27th catalog

27 Shop?

Summer 1901- N/A

Also known as the industrial building or trades building throughout school history, see #31

First building erected on new farm campus (mansion house and slave cabins already existed)

28 Old Mansion House



29 Pond

30 Chicken House

On campus from at least 1916 according to 27th catalog

31 Industrial Building



Printing/Carpentry/ Blacksmith Shop

Recheck Photo

- 32 Auto
- 33 D.?
- 34 Schaeffer Memorial Babtist Church



1869-

Originally named the "First African Baptist Church"

- 35 Poultry Lot
- 36 Calf Lot
- 37 3 Unknown Small Buildings

38 Shed

39 Hog Lot

Estimated Location of 4 Original Lattimer Plantation Slave

40 Quarters

41 Approximate Old Lattimer Mill Location



VITA, Esri, HERE, Garmin, INCREMENT P, USGS, METVNAS, EPA, USDA | Source: USGS... Powered by Esri
Christiansburg Institute

D. ORIGINAL PROPOSAL



Figure 204.



Figure 205.



NARRATIVES, RESEARCH, AND DESIGN

RESEARCH

My research will include multiple mediums. I plan to create a survey that will be given to the Christiansburg Institute, attendees of the institute, and any additional members interested within the BIPOC community from Southwest, VA. The survey will be a maximum of ten questions. (Questions still being determined) However, it will allow me to compute a larger range of responses and understand how different methods can be used for research.

I am looking at newsletters, maps, statistics, etc. that help me to better understand the history of the Christiansburg Institute. I also want to investigate the site and the building compositions that were originally part of the entire institute. I plan to visit the site and photograph it's current conditions to create a typographic mapping.

I have been participating in video conferences recently to influence how I want to approach my work. This included the "Reclaiming Spaces and Places" conference. I plan to continue participation in events that align with my values through-out the semester. I am also planning to read excerpts from suggested readings discussed with my committee.

Prior to research, further investigation on the following topics will need to be addressed.

What platform?

- Determine platform to document resources
- Determine survey platform.
- Reach out to VT Human Research Protection Program to verify that all research is done ethically and legally with interviewees and surveyors.



NARRATIVES, RESEARCH, AND DESIGN

DESIGN

My thesis is research heavy. However, I hope this fuels into a better design process this semester. I've listed all of the design parts I want to include for my final presentation. This list will be open to variance through the semester and I am mentally preparing my self to be flexible, not rigid in the design process. As a designer, I have found interest in the use of light, transparency, and resin in my past projects. I hope to introduce this interest into this current project.

September - October: Research, Conceptual and Schematic Design

November: Model-Making, Programming

December: Design Development and Commit to Site/Form

January: Design Development; Digitally draw the space.

February: Design Wrap-Up, Render Site

March: Thesis Book, Finalize Interviews for Public Access.

April: Final Wrap-UP

Can we tell a story, for the community and with the community, through design ?

Design Objectives:

- Sketchbook: To document schematic ideas through-out the semester
- Rendered Primary Building and Site
- Floor plans and Elevations for Primary Building
- Laser Cut Models (5 Minimum,
- Laser Cut Site Plan
- Typographic Site Photos; Current and historic
- Interviews in digital form; visual or audio to be determined
- Surveys in database with graphs.

Committee Schedule:

- Meet once a week
- individually through email, video, or in-person depending on needs. Once every three weeks, all members will meet at a designated time for group-check in.

An online database and google doc will be set-up for all members to access at any time.

Figure 206.

Figure 207.

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It has been a pleasure working with Christiansburg Institute Inc, Alumni, and Schaeffer Memorial Church Board. All information that is not public has received permission to be released and published. Thank you all access to the archives, private tours, and access to historical articles.

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