

Historical Study of Burke's Garden High School: 1915 to 1960

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

Doctor of Education
in
Career and Technical Education

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June 27, 2012

Keywords: Burke's Garden, Agricultural Education, Home Economics Education, Career and
Technical Education

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ABSTRACT

Burke's Garden High School was a small school established in 1915 that was located in a fertile farming community in the Appalachian Mountains of Southwest Virginia. The uniqueness of the geography of the area promoted a communal-based society whose citizens worked together for educational prosperity. This historical study documents the establishment of public education in Virginia, the demand for a public school in Burke's Garden, the establishment, operation, and closing of the school, as well as identifies the two career and technical education programs offered at the school, agricultural and home economics education.

The remoteness of the community presented challenges to operating a school. Issues such as maintaining student enrollment numbers as well as qualified teachers required the school system and the community to work with neighboring communities for the benefit of the school and community. The practice of boarding students and teachers was employed to increase the number of students as well as to provide additional support for teachers. Eventually, due to improved transportation methods, construction of a new high school in the neighboring community of Tazewell, Virginia, and the modernization of the farming industry, there were fewer children in Burke's Garden, which led to the closing of the high school in 1960.

Burke's Garden High School was one of five high schools operated in Tazewell County Public Schools from 1915 to 1960. Tazewell County, Virginia, has two distinct areas of economic dominance, the mining of coal and the production of agricultural products. Two historical studies of public schools in Tazewell County outline the relationship between specific communities and their schools: *A Historic Coal Mining Community and Its School: A Study of Pocahontas High School 1908-1991*, by Thomas Brewster (2000) and *A Coal Camp and Its Classroom: A Historical Study of a Virginia Coal Camp and Its School 1888-1987*, by Terry Mullins (1996). The two schools in these studies were both located in coal mining communities compared to Burke's Garden High School that was located in the agricultural section of Tazewell County.

Dedication

To my family...

Acknowledgments

The journey to completing this doctoral program has been long and ultimately rewarding. It would be difficult to comprehend the task of completing this endeavor without the tremendous support and contribution of others. I can only hope that my gratitude and adoration reach those that so deserve.

To Dr. Daisy Stewart, thank you for all of your efforts and comforting words of direction and advice. Without you and your leadership, the doctoral process and the ravages of maintaining the course would have consumed me. Your professionalism and wisdom are astonishing and I will forever be grateful for what you have done to guide me through this endeavor. Again, thank you.

To my committee members, Drs. Brewster, Hillison, and Tripp, I am grateful for your willingness to work with me in this pursuit. The three of you have been very helpful and supportive, providing me with excellent guidance in both this study and in my professional journey. I am honored to have worked with you all.

To Tazewell County Schools, Bland County, and Rocky Gap High School, I express my appreciation for your support. Tazewell and Bland Counties are wonderful places because of their people. Thank you for all of your support and assistance.

To my close friend, Chris Stacy, together we began working towards the goal of obtaining our doctoral degrees. Now we complete another accomplishment in our lives. As with so many chapters in our lives that we have shared, you have always been a true friend.

To my entire family, the vastness of our group exceeds the ability to mention everyone by name. However, I desire to express how much I love and appreciate you all. To my wife April and sons Eric Ryan and Jacob, the three of you continually educate me about what life is all about. I cherish the blessings that you are in my life. To my brother Ray and sisters Julie, Ellen, and Anne, you are remarkable human beings and I am proud to be your brother. To my mother Thelma and my father Ronald, thank you for bestowing in us as children a desire and work ethic for achievement while maintaining a dedication and compassion for our family with honor and dignity. To Mark and Gail Webb, thank you for your endearing love and support. To nieces, nephews, and in-laws I love and cherish you. To those family members who have passed, I love and miss you all. No fortune or achievement could ever replace the treasure I have in my family.

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CHAPTER 1

INTRODUCTION AND METHODOLOGY

The 1959-1960 school year was the final year of operation for Burke's Garden High School. Burke's Garden was one of five high schools operated by Tazewell County Public Schools. The school was established in 1915 and for 45 years provided instruction to the students of Burke's Garden, Virginia. The isolation and uniqueness of Burke's Garden led to the formation of a society that prides itself on the sense of community and heralds its history. Burke's Garden High School was the result of a communal act of its citizens to provide educational services, to promote the practice of agricultural and vocational education instruction, and to foster the relationship between the school and its community.

Various factors influenced the growth of this community and the growth of the community's desire for education. In 1915, Burke's Garden High School was constructed. For several generations the educational services of this isolated community were provided in a local setting. During this time, the school became the center of community activities and focus. Eventually, various factors once again had an impact on the community and Burke's Garden High School was closed in 1960. Almost 50 years later, community members continue to reflect fondly upon the era of its operation (personal communications, E. Cooper, February 17, 2012, and R. Thompson, March 30, 2012).

Purpose and Objectives

The purpose of this study is to describe and explain the role of vocational education at Burke's Garden High School from the establishment of the school in 1915 to its closing in 1960.

The objectives are:

1. Analyze the circumstances regarding educational need, legislation and policy, and community that led to the establishment of Burke's Garden High School and also the eventual closing of the high school;
2. Examine the school's vocational education programs regarding their establishment, curriculum guidelines, impact of student organizations, community relationship, relationship with state and national organizations, and outcomes; and

3. Chronicle key events in history and legislation and analyze their impact on vocational education programs at Burke's Garden High School from 1915 to 1960.

Rationale for Study

This study contributes to the overall historical documentation of the community of Burke's Garden and Tazewell County, Virginia. To date, no study has documented the local history of the secondary school in Burke's Garden in relation to the practices and procedures to meet the vocational needs of the community or has analyzed the relationship between external and internal events with educational practices through the longevity of the school.

Burke's Garden, Virginia is recognized as a Rural Historic District with the National Register of Historic Places (Leslie & Mullins, 2007, p. 8). The act of preserving Burke's Garden High School's unique history and curriculum practices will prove beneficial for future generations. Cathy Sutphin (1999) described her rationale for the historical study of Congressional District Schools in Virginia as being beneficial for those interested in the history of public education and vocational education. The in-depth study of a local community is likely to uncover an entirely new theme or issue (Beckett, 2007, p. 3).

The public secondary school in Burke's Garden was a part of Tazewell County Public Schools. Tazewell County, Virginia, has a rich history and includes areas of coal industry and agricultural dominance. Two historical studies of public schools in Tazewell County outline the relationship between specific communities and their schools: *A Historic Coal Mining Community and Its School: A Study of Pocahontas High School 1908-1991*, by Thomas Brewster (2000) and *A Coal Camp and Its Classroom: A Historical Study of a Virginia Coal Camp and Its School 1888-1987*, by Terry Mullins (1996). However, the two schools in these studies were both located in coal mining communities.

Burke's Garden is, however, located in the agricultural section of the county. The documentation of the history of Burke's Garden High School endows the reader with an awareness of a particular period of the educational history of a rural population and illustrate some of the unique aspects of school and community relationships. William Brickman (1982, p. 2) suggested that the greater the level of knowledge of the roots of an educational problem, the clearer the conception of the historical forces and of interrelationships of communities and

schools. Historical knowledge alone will not provide solutions to educational problems; it will establish a foundation for increased understanding (Brickman, p. 3).

Schools are typically a microcosm of their surrounding community. Marc Bloch (1992, p. 157) stated that the “fact that establishment of relations of cause and effect constitutes an instinctive need of our understanding.” There are connections between historical events and the educational framework of Burke’s Garden High School. These events are classified in various categories including: social, economic, transportation, industrialization, technology, legislation, and communication. Lester Stephens (1974, p. 115) stated that historical analogy is a legitimate use of history and that analogies can be expected to provide insights about similarity of situations and perhaps predict some future possibilities. This study identifies these events and provides a historical analysis with the anticipation of an increased understanding of the educational framework in Burke’s Garden.

Methodology

The structure of this study is based upon historical research methods to document the history of the Burke’s Garden High School from 1915 to 1960. Historical studies enable and promote the understanding and criticism of decisions made that affect the daily lives of citizens (Lichtman & French, 1978, p. 1). Primary and secondary sources were utilized to obtain historical information. The collection of oral histories provide personal insight and connections to data collected. The process of collecting oral histories offers additional clues for interpreting the past from a present-day perspective (Dougherty, 1999, p. 716).

Primary sources utilized in this study were school board minutes, deed of trust, personal memoirs and oral interviews, superintendent reports, teacher term reports, and yearbooks. Secondary sources included newspaper articles, books, journal articles, and oral interviews. Interview participants provided information they witnessed firsthand, considered a primary source, and information not witnessed by the participant, considered a secondary source.

Two local historians, Louise Leslie and Dr. Terry Mullins, are familiar with Burke’s Garden and the surrounding areas. Both historians have published various books and articles regarding Burke’s Garden and Tazewell County. Leslie and Mullins were an asset to the investigator because of their extensive knowledge of the area, connection to the community, and knowledge of available historical records in the area.

Data Collection

The collection of interviews of individuals associated with Burke's Garden High School provides a humanistic approach to the study as well as valued information. An understanding of the factual meaning and the assertiveness of the text of a testimony makes it feasible to arrive at an accurate understanding of the overall meaning (Vansina, 2006, p. 75). The use of interviews provided a relationship between the testimonies and historical records. Community history grows naturally out of life stories (Counce, 1994, p. 33). Interviews also provided further direction and linkage to sources of historical information regarding the high school in Burke's Garden.

In addition to the collection of oral histories, the researcher used school board minutes, yearbooks, school registers, other school documents, newspaper articles, and materials obtained from participants to obtain information. School board minutes, registers, and other school documents are housed at the school board office of Tazewell County Public Schools. The division superintendent of Tazewell County Public Schools granted access to all materials relevant to this study.

Printed materials and pictures associated with this study were scanned into digital form whenever possible. This furthered the act of preserving the rich history associated with Burke's Garden High School. A portable flatbed scanner was used to digitize materials retrieved during the interviews. The use of the portable flatbed scanner reduced anxiety participants might have had about loaning materials to the researcher.

Certain documents, such as school board minutes, were too large for the use of a flatbed scanner to be practical in the digitization of the materials in their entirety. In that case, the portions of the documents that were relevant to this study were scanned into digital format.

Interview Protocol

Oral history interviews were conducted with the subject pool being former students of Burke's Garden High School and community members. The high school closed in 1960. Because of the length of time since the school's closing, there were limitations regarding an interview pool (see Appendix A for the list of interviewees). It was the intent of the researcher to also conduct oral history interviews of former employees. However, no former employees were

identified to be interviewed. Interviews were organized using the study participant information form (see Appendix B for information form).

Prior to the start of this study, the researcher obtained Institutional Review Board (IRB) approval (see Appendix C for IRB approval letter). IRB approval was initially obtained November 13, 2007. IRB approval was continued on November 13, 2011 with approval ending November 12, 2012.

Various sets of interview questions were used in this study. Questions for students and community members were utilized in the data collection process. The different sets of questions promoted clarification of participant responses according to their relationship with the school (see Appendices D and E for lists of interview questions).

Although there was a set of questions for each category of respondent, the interviewer was also granted the freedom to expand upon participant responses with open-ended questions for clarification and further study of newly discovered details. Counce (1994, pp. 152-153) described the combination of an organized question guide and the “free-form” approach as the preparation of a detailed list of questions, but employment of the set only as a general guide for the interview. Truesdell’s (n.d.) guide to organizing and conducting oral history interviews was utilized to establish a foundation for the collection of oral histories.

The use of open-ended questioning is also seen as empowering the interviewee. This line of questioning establishes the territory being explored while allowing interviewees to take any direction they want (Seidman, 2006, p. 84). Open-ended questions allow the interviewees to volunteer their own accounts of an event and to speculate on matters of interest (Rossman & Rallis, 2003, p. 176). The use of specific questions elicited direct information, often in response to something mentioned by the interviewee while answering an open-ended question (Ritchie, 2003, pp. 92-93).

Interview questions were organized into five categories: school operation and interviewee relationship to Burke’s Garden High, vocational education, establishment and closure, impact of key events and legislation, and conclusion. Truesdell (n.d.) stated that when conducting multiple interviews on a topic that the same information should be covered with all interviewees. Therefore, there are similarities in the various sets of interview questions (see Appendices D and E). The organization of interview questions into categories make it easier for the researcher to compare the interview responses and organize key information.

Prior to conducting interviews, the two sets of interview questions were field tested in a mock interview. The purpose of the field-testing was to identify possible flaws with the questions and to provide the researcher with practice in conducting interviews and use of equipment. Truesdell (n.d.) suggested that the wording of questions in oral history interviews should be tested and the researcher should practice using the interview equipment.

The field tests of the questions were conducted on two separate occasions. December 17, 2009 was the field test for community member questions. December 21, 2009 was the field test for former student questions.

Because of the small number of participants associated with Burke's Garden High School, field-testing was conducted with individuals in the age group similar to the potential study participants with the demographic portion of the questions being changed to match that of the field-test participant. Adjustments were made after the field-testing to correct any issues that were identified.

Areas of concern prior to the field test include the length of the testing session and the clarity and focus of the individual questions. Both of these concerns were identified in the field tests. Test respondents had a tendency to elaborate for extended periods of time on topics not covered in the interview questions. While it is important to allow the participant to freely respond in regard to their experiences, it is equally important to keep their focus on the questions presented.

Participant Selection

The search for research participants was originally conducted through existing public records (e.g., yearbooks, class rosters, and faculty, staff, and administration rosters). Initial attempts by the researcher to make contact with interviewees was unsuccessful. The researcher did not have any personal history or connection with the Burke's Garden community.

It was important that a relationship of trust be developed between the researcher and the members of the Burke's Garden community. According to David Cline of the Southern Oral History Program, "in every community there are one or two people who hold the key" to successfully collecting oral history interviews and they are referred to as "gatekeepers" (Bullard, 2009, p. 35) Using a gatekeeper, the researcher was able to schedule the first interview for January 2010. Once that interview was conducted, additional interviews became available. Four

community members and six former students were interviewed (see Appendix A for list of interviewees).

Due to the age of many of the participants, often there was difficulty in scheduling interviews. Failing levels of health and the death of interview participants during the time frame the interviews were being conducted reduced the size of the interview pool. Every attempt was made by the researcher to schedule interviews while at the same time remain respectful of the health situations faced by many of the potential interviewees.

Interview sessions were scheduled for one hour. However, most interviews lasted approximately two hours. Because of the age and health concerns of some participants, flexibility was needed in scheduling interviews. Interviews were recorded using audio equipment.

Interview participants were asked at the end of the interview session if they wanted to review the transcript of their interview for accuracy. None of the participants ever wanted to review transcripts after an interview. Participants were also informed that they could request a copy of the transcript for review even after the research study is complete. The participants' responses toward review of transcripts were noted on the Study Participant Information Form (see Appendix B).

Interviewees had the option to request anonymity regarding their participation. Prior to conducting interviews, participants were asked to sign an informed consent form. Participants were allowed to mark the form if they wanted their correct personal information included in the study or a pseudonym assigned (see Appendix F for a copy of the informed consent form). At any time, participants were able to change their anonymity status or withdraw from the study.

Interview recordings were transcribed by the researcher. The content of the interviews were analyzed by the researcher to identify common themes. Whenever possible, interview information was verified with information gained from primary sources. If information obtained from interviews could not be verified with primary sources, then the lack of verification was noted in the findings.

Verification of Sources

The definition of sources as primary or secondary is essential to historical research to establish the credibility and reliability of the information. Primary sources are those that provide

first hand accounts and original documentation (Brickman, 1982, p. 98). For this study, primary sources will be school and educational records, legislation and court documents, articles, personal diaries, letters, and credible data retrieved by conducting personal interviews.

A secondary source is a document or account that is based upon primary materials (Brickman, 1982, p. 108). Secondary sources for this study are categorized as regional publications, historical studies, and second hand information retrieved through interviews. The use of secondary sources in this study is needed because of the fragmentation of certain primary sources. Secondary sources are used in coexistence with primary sources. The use of primary and secondary sources together will provide a foundation of the historical events associated with Burke's Garden High School.

The use of triangulation methods enhances the credibility and rigor of this study (Rossman & Rallis, 2003, p. 69). The use of multiple sources of data, along with a variety of methods, is the basis of this study's framework. The use of oral histories in collaboration with written materials provides intimate details about historical events. However, there are concerns about inaccuracies and bias obtained through oral interviews. The information retrieved from oral interviews was analyzed for accuracy using triangulation techniques when possible to ensure credibility and rigor (Brewster, 2000). Wolcott (1988, p.192) supports the use of triangulation for "cross-checking, or for ferreting out varying perspectives on complex issues and events" when conducting research.

An issue that arose while conducting this study was the location of information. The information associated with Burke's Garden High School was retrieved from various locations. The central office of the Tazewell County Public Schools and the Tazewell County Courthouse were the locations of items such as board minutes, teacher registers, contracts, letters, deeds, and other documents. Newspaper articles were obtained from local libraries. The Library of Virginia, located in Richmond, Virginia, was the site at which copies of superintendents' reports were collected that provided principal and teacher assignments.

Interviewees were also a valuable source of information. The utilization of a portable scanner and laptop computer by the researcher enabled the collection of pictures and other documents for this study. Documents were also provided by interview participants and non-interview participants who were interested in the study of Burke's Garden High School.

Limitations

The research methods used in this study were qualitative in an attempt to document the history of Burke's Garden High School. The school was in operation from 1915 to 1960. Because of the dates of operation, the availability of primary resources and individuals who participated in the school posed limitations. A variety of sources was utilized to reduce the limitations of this study. Due to the length of time that had passed between the operation of the school and when this study was completed, there are concerns regarding limitations associated with the accuracy of participants' memories. However, within the scope of historical study, there will always be unidentified sources of information that would contribute to the value of any study.

Parameters

The events and people associated with a school influence its history. The establishment of clear parameters concerning this study were enacted to maintain focus on the purpose of the study. The use of question sets helped maintain focus in the interview session. However, it is important for participants to share information that is unknown prior to the interview.

The interview process is designed to be open ended to enhance the participant's desire to share information. A negative result is that information will be shared that is not relevant to this study. Lu Jones and Nancy Osterud (1989, p. 563) stated, "oral history projects raise as many questions as they answer, for they provide new perspectives on the past." Parameters are needed to maintain focus on the purpose of this study while combining oral history with documentary sources.

Definition of Key Terms

Often terms have multiple meanings and the meanings change over time. There are also regional differences in the use of terms. Key terms associated with this study are defined to provide clarity to the reader.

- Vocational education – inclusive term used during this study in relation to programs associated with vocational, agricultural, and home economics instruction. Vocational education was the appropriate term used during the

operation of Burke's Garden High. Vocational education is currently referred to as career and technical education.

- Student organizations – refers to formal organization of students across a region, state, nation, or globally that is devoted to the needs of students enrolled in vocational classes.
- Agricultural education – refers to instruction associated with the management of livestock, crop production, and the basic principles associated with farm management.
- Home economics – refers to the instruction associated with the management of the home. Home economics was the term used during the operation of Burke's Garden High. Currently, in 2012, home economics is referred to as family and consumer sciences.

Organization of Study

This study is organized into seven chapters. The first chapter consists of an introduction of the study and describes the methodology. In the second chapter, the discovery and early years of Burke's Garden are discussed. The foundation of public education in Virginia, Tazewell County, and Burke's Garden is discussed in the third chapter. The fourth chapter contains documentation of the demand for and the key legislation associated with vocational education, and the push for and establishment of a high school in Burke's Garden along with its early operation. The fifth chapter discusses the growth and decline of the high school's vocational education programs and student organizations. The analysis of changes that occurred in Burke's Garden, which resulted in the closing of the school and the transition of students to Tazewell, Virginia, is given in the sixth chapter. Provided in the final chapter are conclusions related to the relationship between rural schools and their communities, a discussion regarding the impact of the vocational teacher in the community, and suggestions for further research.

CHAPTER 2

DISCOVERY AND DEVELOPMENT

The discovery of the “Garden,” as it is commonly referred to by residents, is associated with the name of James Burke. James Burke is characterized as a hunter, trapper, and discoverer. Laetitia Floyd told of James Burke’s discovery of the Garden in Ida Greever’s, *Sketches of Early Burke’s Garden* (1974, pp. 1-2):

James Burke and his stepson, Morris Griffith, were camping in Poor Valley. One morning while Griffith was preparing breakfast, Burke went out in search of game. He wounded a fine buck and followed it across the mountain into the next valley. Here he found much sign of all kinds of game, the deer and buffalo having made well-worn paths through the luxuriant growth of weeds, pea vines, hawthorns and briars. He hastily returned to camp and told his companion that he had discovered a hunter’s paradise and that it was the most beautiful country his eyes had ever rested upon.

During the 1740s, James Burke guided James Patton through the mountainous region in the western frontier of Virginia. James Patton was authorized by Governor Dinwiddie to survey and take up 800,000 acres of land granted by the Loyal Company from the British Government (Greever, 1974, p. 2). Patton’s exploring party would navigate the southwestern region of Virginia, from Waynesboro to the Kentucky border (Greever, p. 3).

According to legend and folklore, Burke left potato peelings in a fertile, crater-shaped valley surrounded by a continuous mountain. A year later, accompanied by other explorers, Burke returned to find a bountiful crop of potatoes. Thus, this fertile valley obtained the named “Burke’s Garden” (Leslie & Mullins, 2007, p. 11). There are several accounts in relation to the discovery of Burke’s Garden. For this study, the account of discovery detailed on the historical waymarker entering Burke’s Garden will be the accepted premise:

Known for its fertility and great natural beauty, the bowl-shaped Burke’s Garden is the highest valley in Virginia. James Burke discovered it during the 1740’s while hunting and settled here about 1754. After four years, Burke and his family moved to North Carolina, where he died in 1783. The threat of Indian Attack and the remoteness of the area discouraged permanent white settlement until the early 19th century (Groundspeak, 2009).

Burke had contracted to show Patton 30,000 acres of good land. In return, Burke was to receive ten pounds and 400 acres. The Garden was one of several areas that Burke showed to Patton in the region. There was a dispute between Patton and Burke over the location of Burke's 400 acres. The area Burke wanted was in the prime location in the Garden (Leslie, 1982, p. 413).

No survey of the land in Burke's Garden was conducted on the first visit. In 1749, Patton, Burke, and William Ingles returned to the Garden to explore the area. John Buchanan conducted the first survey of the Garden for Patton in 1753. Tracts of 200 acres and 345 acres were designated for William Ingles. A tract of 400 acres had been designated for Burke. The land initially designated for Burke did not meet with his satisfaction. The rest of the land was selected for Patton (Leslie, 1982, p. 413).

James Burke and his family eventually settled on his choice of 400 acres in the Garden (Leslie, 1982, p. 414). The exact date of Burke's settlement is unknown. The Burke family did not remain in the Garden for long. Fear of attack by Native Americans caused them to leave the Garden after about four years. The Burke family lived in various locations, eventually settling in North Carolina (Greever, 1974, p. 10). About 1767, James Burke sold his claim to the 400 acres in the Garden to William Ingles (Hoge & Hoge, 2004, p. 36).

Another dispute over the rightful ownership of the land in Burke's Garden continued throughout the 1700s. The Ingles family settled in the Garden in 1749. Thomas Ingles was the justice of the peace and William Ingles was the constable (Harman, 1925, p. 19). Variance in the recording of deeds and inaccuracies of surveys led to a dispute between the Ingles family and the descendants of James Patton. The 1753 Buchanan survey was conducted with Buchanan's Irish "long pole." As a result, the 4,400 acres surveyed by Buchanan were actually more than 12,000 acres. Certain land improvements were left off Buchanan's survey, voiding Ingles' claim to land in the Garden (Leslie, 1982, p. 416).

Large tracts of land were the focus of the dispute between James Patton and William Ingles. When James Patton commissioned John Buchanan to survey the Garden, certain areas were not included in the survey (Leslie, 1982, p. 419). The dispute lingered for several years during which time James Patton and William Ingles died. The matter was settled in August of 1804 in the Chancery District Court at Staunton, Virginia. Judge John Brown ruled in favor of

James Thompson, a descendant of James Patton. The Thompsons obtained all disputed lands, including Burke's 400 acres (Hoge & Hoge, 2004, p. 37).

Settlement

Stable or permanent settlement of Burke's Garden did not occur until around 1800. The small rural community sought to establish institutions consistent with spiritual and educational growth. Several churches of various denominations were constructed. The Germanic emigrants of Lutheran congregations from nearby Wythe and Smyth counties settled into Burke's Garden. Rev. Jacob Scherer organized the first Lutheran congregation in Tazewell County in Burke's Garden on December 9, 1828 (Harman, 1925, p. 312). Presbyterian, Methodist, and Baptist churches were also established in Burke's Garden throughout the 1800s (Leslie, 1982, p. 425).

It was common for members of different religious denominations to work together in Burke's Garden in construction projects and use of facilities. Citizens of various denominations completed the construction of the first church as a community project in 1826. Trustees of the project were Presbyterian, Methodist, and Lutheran. It was first decided that the site of the church and its cemetery would be on the land donated by George Rhudy. It was later decided to build the church on another area of George Rhudy's property closer to the proposed Fancy Gap – Tazewell Court House Turnpike (Leslie, 1982, p. 425).

Geographic Description

At 3,100 feet, the elevation of Burke's Garden gives it claim to the title "highest valley in Virginia." Burke's Garden is an oval valley of about 40 square miles on the southeastern edge of Tazewell County, Virginia. Tazewell County is located within the Appalachian mountain range. The topography of Burke's Garden is unique because it sits within a craterlike valley surrounded by Garden Mountain with ridges from 500 to 1500 feet high (see Figure 1). There is only "one natural opening to the valley, a gap created by the waters of Wolf Creek to the north" (Mann, 1992, p. 411).



Figure 1. Aerial view of Burke's Garden (Virginia Office of Tourism, 2008).

Early Life in Burke's Garden and Growth of Community

The fertile soil and bounty of game animals in Burke's Garden supported the establishment of a community entangled with the structure, lifestyles, and traditions of an agrarian society. The "pioneers of the area took advantage of the abundant wild game and the grazing grasses that grew from mountain to mountain in Burke's Garden making it a haven for grazing animals" (Bickley, 1852, p. 82). The inhabitants relied on each other for their early survival.

Daily life in the Garden exhibited a high level of mutual dependency among its citizens (Mann, 1992, p. 416). The isolation fostered a strong community identity and by the mid-1850s, the basic needs of farmers and their families were available in Burke's Garden with the exception of courts, schools, and banks. There were three stores, a doctor, a blacksmith, a wheelwright, a gristmill, and a lumber mill (Mann, 1992, p. 418).

The isolation of Burke's Garden led to the development of the community's self-sufficiency that can be portrayed in the account of Pearl Rhudy Leslie. Prior to leaving Burke's

Garden for College in 1913, Pearl Rhudy Leslie left Burke's Garden only two times. Once was to visit the dentist in the county seat of Tazewell and the other was to travel to Tazewell with her father to conduct business. According to Pearl Rhudy Leslie's daughter Louise Leslie, there was limited need for her mother to ever leave Burke's Garden growing up as a child because the community was so self-sufficient (L. Leslie, personal communication, March 30, 2012).

Another example of the community of Burke's Garden working together for the common good of each other is in the development and operation of Burke's Garden Telephone Company. Established in 1899, this community owned telephone company boasts that it was the first telephone company in Virginia west of Lynchburg. The company also stated that they were the first dial system in Tazewell County as well. The Burke's Garden Telephone Company is still owned and operated in 2012 by the citizens of the Burke's Garden community (Leslie, 1982, p. 458; Burke's Garden Telephone Company, 2012).

The early inhabitants of Burke's Garden had a conviction that education was essential to a good life (Greever, 1974, p. 38). The pioneers of this region taught their children at home using the Bible and hymnals that were available as reading books (Peery, 1998). Through the progression of time, private and public schools were constructed in Burke's Garden.

Growth of Agriculture

The topography necessitated agricultural developments primarily in the form of raising cattle and other livestock. The valley was fertile and well watered; however, the short growing season due to cold temperatures and difficulty transporting bulk goods to market created hardships for farmers. During the mid-1800s, cattle became the dominant commercial agricultural interest in the Garden (Mann, 1992, p. 415).

Because of the isolation of the Garden, local exchange of goods established a barter economy. Although the raising of cattle was dominant, the exchange of other livestock, produce, services, and wares was practiced locally. As transportation conditions improved, so did the farmers' ability to transport their products to markets.

Road Construction

From the arrival of settlers, the lack of good roads was a disadvantage to the progress and development of the region (Pendleton, 1920, p. 530). In 1848, the legislature of Virginia granted

a charter for the construction of a road, called Fancy Gap and Tazewell Court House turnpike (Bickley, 1852, p. 85; Pendleton, 1920, p. 533). The turnpike was constructed just before 1852 and ran from Tazewell to Burke's Garden, then on to Sharon Springs and across Walker's Mountain to Wytheville.

Wytheville was an important destination because it was the railroad center of the Virginia and Tennessee Railroad (Bland County Centennial Corporation, 1961, p. 403; Pendleton, 1920, p. 534). The construction of the turnpike and the extension of the railroad to Wytheville in 1855 and to Tazewell in 1887 led to an increase in production of agricultural products in Burke's Garden and a rise in the area's population (Leslie, 1982, p. 470). As the population began to rise, it was still important for settlers to work together for prosperity. Most families realized that what they did "could be greatly added to by the families of a community helping each other" (Pendleton, 1920, p. 244).

Summary

Burke's Garden is an agricultural oasis resting within the rim of Garden Mountain in the Appalachian mountains of southwest Virginia. Located in Tazewell County, Burke's Garden's economic heritage is different in comparison to neighboring communities established because of the absence of the coal mining industry in Burke's Garden. This agricultural area has been referred to as "God's Thumbprint" because of its unique formation and fertile soil (Virginia Office of Tourism, 2008).

Burke's Garden is named for James Burke, a member of the original survey party who left potato peelings that later sprouted and were found by later expeditions. The first permanent settlers arriving in Burke's Garden inhabited the area circa 1800 (Leslie, 1982, p. 425). Early life in Burke's Garden fostered an interdependency of its citizens and promoted a sense of community (Mann, 1992, p. 434). Improvements in transportation increased the community's ability to experience economic prosperity and access to outside resources.

Residents relied upon their neighbors and themselves to provide the necessities of life, including education. As the population increased, so did the need for civic structures and supports. However, the community continued to maintain bonds intended to serve the community's interests.

CHAPTER 3

EDUCATION IN EARLY VIRGINIA

Education in colonial Virginia was very similar to educational systems in England (Heatwole, 1916, p. ix). Instruction for the poor working class was limited to apprenticeships while the wealthy could afford private tutors and universities. Education was a luxury that few could afford (Heatwole, 1916, p. x). Free schools in colonial Virginia were generally for paupers and orphans, which hindered demand for public schools for all students (Buck, 1952, p. 21). The structure of education took on many changes since the seventeenth century to get to its current mode of operation.

The concept of free public schools in early Virginia met with stiff opposition. The wealthy landowners of Virginia did not want the establishment of public schools because it's funding would come in the form of increased taxation. "[Virginia], as in all other states, local taxation of property for the support of community schools, entirely free and open to rich and poor alike, was not a popular measure" (Maddox, 1918, p. 16). Many citizens and leaders did not see the importance of educating the masses. Sir William Berkeley, Royal Governor of Virginia for 38 years, stated in 1671, "I thank God, we have not free schools nor printing; and I hope we shall not have these hundred years. For learning has brought disobedience, and heresy and sects into the world; and printing has divulged them and libels against the government. God keep us from both!" (Thomas, 1874, p. 330).

Wealthy landowners objected to the imposition of taxes to support free schools. However, valiant efforts were made to establish free schools in colonial America (Mullins, 2001, p. 9). Thomas Jefferson, Edmond Pendleton, and George Wythe submitted a bill in 1779 to the Virginia General Assembly for *More General Diffusion of Knowledge*. Jefferson outlined this bill to provide for a state system of education that would create a township or ward system of elementary schools. This plan would have allowed every free white boy or girl to attend a tax-supported elementary school for three years. The curriculum was to consist of reading, writing, arithmetic, and the elements of European and American history. Outstanding male students, too poor to pay, were to attend one of 20 grammar schools for six more years of training. It was several decades before Jefferson's 1779 idea was adopted (Mullins, 1996, p. 25).

The Literary Fund

A major barrier to the establishment of a system of public free schools in Virginia was a lack of funding. As mentioned earlier, wealthy landowners did not see the value in taxing themselves to form schools that they themselves or their families would not utilize (Mullins, 2001, p.1). In the early 1800s, the governors of Virginia began to petition the state legislature for funds to be allocated for the formation of a system of public schools. In 1810, the state legislature acted on Governor Tyler's plea with the passage of the Literary Fund, the first bill in Virginia to set aside monies for public education (Mullins, p. 2).

The Underwood Constitution

After the Civil War, Virginia adopted a new constitution in its reconstruction efforts in 1869, which went into effect in 1870 (Heatwole, 1916, p. 214). This document is referred to as the Underwood Constitution because the constitutional convention was presided over by Judge John C. Underwood (Mullins, 2001, p. 34). Because of the new constitution, a plan for free public schools was created that was clear, sound, and thoughtfully enacted (Buck, 1952, p. 68).

The Underwood Constitution was vital to the establishment of public schools in Virginia because it provided for a State Board of Education and State Superintendent of Public Instruction and authorized the General Assembly to enact compulsory attendance and levy taxes in support of education (Heatwole, 1916, pp. 215-219). Although the Underwood Constitution was ratified and a plan for public schools enacted, it did not resolve all of the problems associated with providing education to all children, especially those of freed slaves (Buck, 1952, p. 52).

William Henry Ruffner

Dr. William H. Ruffner of Lexington was elected by the General Assembly as the first State Superintendent of Public Instruction. He had an audacious task of forming and enacting public education in Virginia. According to the Underwood Constitution, the State Superintendent had 30 days to present to the General Assembly a plan to enact the provisions set forth in the new Constitution. It took Ruffner only 25 days, and on July 11, 1870, the Governor signed the plan after it passed the legislature (Heatwole, 1916, pp. 219-220).

It did not take long for Ruffner to enact his plan and begin the work of establishing public schools in Virginia. According to Heatwole (1916, p. 220), within three months over 1,400

county superintendents and school trustees were appointed. By November of 1870, the first schools were open and by the end of that scholastic year, 2,900 schools with 3,000 teachers served 130,000 students (Heatwole, 1916, p. 220).

Ruffner faced many challenges instituting public instruction in Virginia. A few of those challenges were the lack of adequate funding, lack of trained teachers, and the lack of overwhelming public support in instituting public education for all children. In 1878, he defended the need for adequate funding by relating education to crime, pauperism, government, religion, property, and manufacturing (Buck, 1952, p. 79). Ruffner pushed for more teachers and an improvement in the training of teachers, for which teacher training was financially supported by the Peabody Fund (Buck, 1952, pp. 83-87). In terms of public opinion of public schools, Link (1986, p.18) stated, “White Virginian’s probably believed that outsiders had imposed the new school system, and it was considered a symbol of the tyranny of Reconstruction.” Therefore, Ruffner constantly was supporting the new school system.

Ruffner was the State Superintendent for 12 years, and his work was instrumental in the foundation and success of public education in Virginia. Under Ruffner’s leadership, by the end of the first decade, enrollment had jumped to 220,730 students (Heatwole, 1916, p. 244). During Ruffner’s tenure and those of the state superintendents that followed, there was considerable growth in terms of enrollment, average daily attendance, number of teachers, and funding for public education.

The Underwood Constitution’s Impact on Tazewell County

Prior to the Underwood Constitution’s ratification July 6, 1869, education in Tazewell County was in poor condition. Educational services were limited to private schools located in the more densely populated areas where the wealthiest citizens were located (Pendleton, 1920, p. 667). The passing of the Underwood Constitution marked improvement in educational conditions in Tazewell County.

In 1852, there were fifteen schools in Tazewell County. Bickley (1852, p. 113) stated that the schools were, “better suited for barns than seats of learning.” Bickley (pp. 113- 118) also stated that 1,490 out of 3,317 persons over the age of 21 in Tazewell County were unable to read or write in 1852, and he argued that the county lacked an efficient school system with qualified

teachers. The Underwood Constitution initiated the education reforms needed in Tazewell County.

After the ratification of the Underwood Constitution, the office of superintendent of schools was established in Tazewell County. Rev. Jonathon Lyons, pastor of the Presbyterian Church in Jeffersonville, was appointed the first superintendent of Tazewell County Public Schools (see Appendix G for complete list of Superintendents of Tazewell County Public Schools). Lyons faced a large rate of illiteracy and strong opposing opinions regarding education in Tazewell County (Pendleton, 1920, p. 668).

At first, the taxpayers were reluctant to pay taxes in support of public free schools and some were hesitant to send their children to these schools. According to Heatwole (1916, p. 221) the children in the “mountain counties of southwest [Virginia] led in the number of children taking advantage” of public education. When these attitudes changed, private schools were practically deserted, and the common purpose among citizens became that of promoting and supporting the free school system (Pendleton, 1920, p. 668). It would not take long before schools were in operation under the new system.

School trustees were required to swear an oath of office. The oath of office for school trustees in Virginia, after the Constitution of the Commonwealth was revised and adopted in 1902, contained unusual verbiage (see Appendix H for copy of oath of office). The oath of that era required trustees to swear that they had not:

while a citizen of this State, since the tenth of July, nineteen hundred and two, fought a duel with a deadly weapon, or sent or accepted a challenge to fight a duel with a deadly weapon, either within or beyond the boundaries of this State, or knowingly conveyed such a challenge, or aided or assisted in any manner in fighting such duel; and that I will not fight a duel with a deadly weapon, or send or accept a challenge to fight a duel with a deadly weapon, either within or beyond the boundaries of this State, or knowingly convey such challenge, or aid or assist in any manner in fighting such duel, during my continuance in office.

This oath of office speaks of a different time in the history of Virginia and Tazewell County. Robert S. Moss of Burke’s Garden was a school trustee who signed this oath of office in

1908 to represent the citizens of Burke's Garden as per the requirements of the Virginia Constitution of 1902 (see Appendix H for a copy of oath of office).

The Development and Growth of Public High Schools

In March 1898, Joseph W. Southall was named State Superintendent of Public Instruction. During his administration, increased emphasis was given to the development of rural schools. He pushed for efficient elementary schools and for the development of public high schools. Southall also encouraged the establishment of more high schools as a means of increasing the opportunities for college preparation and as a way to secure teachers for elementary schools from among the high school graduates. His recommendation was for at least one public high school in every county to be established (Heatwole, 1916, p. 258).

At the end of the 19th century and early 20th century, a renewed interest in public education developed throughout the nation because of regional meetings at which the plight of education was discussed. The discussions at these meetings related to the problems of education in the South. The first conference met in Capon Springs, West Virginia on June 29 through July 3, 1898 (Heatwole, 1916, p. 316). In 1901, the conference met in Winston-Salem, North Carolina. The results of this conference were the construction of the Southern Education Board and the plan to distribute information throughout the South promoting education (Heatwole, 1916, pp. 307-308). By 1902, all former Confederate states were members of the Southern Education Board (Link, 1986, p. 108).

In 1902, the constitution of Virginia once again underwent major revision. Some of the important educational provisions were: appointment of a superintendent for each school division; annual property tax for state school funds of not less than one or more than five mills on the dollar; free textbooks for children of poor parents; compulsory education benefits for children age 12-18; and appropriations of state funds on the basis of school population, including all persons between the ages of seven and twenty (Heatwole, 1916, pp. 310-312).

In 1906, Joseph D. Eggleston became State Superintendent of Public Instruction. Eggleston was the first publicly elected Superintendent under the new provisions of the 1902 Constitution (Heatwole, 1916, p. 321). Some of the goals of the Eggleston administration were the creation of a strong Department of Public Instruction, development of an adequate public

high school system, and implementation of a richer curriculum for rural schools (Heatwole, 1916, p. 322).

Under Eggleston's leadership, the number of high schools in the Commonwealth grew from 75 in 1906 to over 388 by 1910 (Brewster, 2000, p. 24). The first curriculum guidelines for high schools were published in 1906, and then revised in 1910. Eventually the guidelines established minimum requirements in subjects and units for three grades of high school (Brewster, 2000, p. 24). Eggleston's administration would be active in encouraging the General Assembly to pass legislation and instituting guidelines to improve public education in Virginia.

By a close vote, the Mann High School Act passed in 1906, and it appropriated \$50,000 annually for special high school projects (Heatwole, 1916, p. 324; Buck, 1952, p. 143). For local school districts to receive these funds, they had to implement certain state priorities. There were financial incentives for such things as instituting a state-approved curriculum, ensuring adequate facilities, raising teacher salaries, operating on a fixed schedule, and allowing for inspections by state officials (Link, 1986, p. 130). The Mann High School Act of 1906 provided a plan for standardized high schools across the Commonwealth.

Across the Commonwealth of Virginia, curriculum offerings expanded and gained new significance (Link, 1986, p.155). As a result, more emphasis was placed on vocational training as an important part of the curriculum. Joseph D. Eggleston supported vocational training in high schools. He saw the importance of a well-rounded educated citizen who received both academic and vocational instruction. He stated in his 1907-1909 State Superintendent of Public Instruction biennial report:

I cannot attempt in this introduction to enter into a discussion of the feasibility, the necessity, and the duty of introducing into all of our high schools vocational training of a type that will fit those fundamental industries, which obtain in every community.

The academic training which we have been giving in the schools is not sufficient in a democracy, and unless an industrial training is added to this academic training... The two kinds of instruction should, as far as possible, go hand in hand and, if possible, under the same roof, or certainly in the same groups. In this way the youth who is securing an education in culture will at the same time be securing a training for everyday living, and the youth who is securing a training for every day work-life will at the same time be securing a training in culture. (Buck, 1952, pp.141-142)

In 1908, the Williams Loan Fund Bill was passed. It allowed for loans from the Literary Fund to local school divisions at a low rate of four percent to be paid back in ten annual installments for the construction of new schools. Prior to construction, the plans of the proposed school had to be approved by the Department of Public Instruction (Heatwole, 1916, p. 324). The loan had to be for more than \$250 and could not exceed \$3,000 or 50% of the building cost (Mullins, 2001, p. 52).

The increase of available funds resulted in an increase in the construction of secondary schools across the Commonwealth of Virginia. In 1910, there were 388 high schools with a statewide enrollment of 15,323 students. By 1917-1918, there were 522 public high schools in Virginia with an enrollment of 27,107 students. However, of the 522 high schools, only 183 were accredited four-year schools (Brewster, 2000, p. 26).

Early Education in Burke's Garden

Prior to the establishment of public schools in an area, it was not uncommon for local citizenry to establish their own educational opportunities. Burke's Garden followed that trend. Individual families usually operated the schools. In the early 1900s, seven private community schools operated in Burke's Garden, named Litz, Rhudy (see Figure 2), Ike, Glade (see Figure 3), Greever (see Figure 4), Groseclose, and Gose (Leslie & Mullins, 2007, p. 68).



Figure 2. Rhudy School (Leslie & Mullins, 2007).



Figure 3. Glade School (Leslie & Mullins, 2007).

In 1895, the Greever Academy (see Figure 4) opened to give the young people of the area an opportunity for an education. The school was owned and operated by the Greever family until 1910 (Leslie, 1982, pp. 603-604). The members of the family were college educated and provided a preparatory curriculum to encourage their graduates to go on to college. The academy was a large structure consisting of two rooms downstairs and two small rooms on the sides. All grades, including high school, were taught in the two rooms. Music and business were taught in the two smaller rooms. There were ten rooms upstairs for boarders (Leslie, 1982, p. 603).

The Greever Academy provided an enhanced private educational curriculum considering its location. While not all school age children in Burke's Garden attended the Academy, those that did were regarded to have received a high level of instruction. When Pearl Rhudy Leslie left Burke's Garden to attend Elizabeth College in Salem in 1913, she entered as a sophomore because of the level of instruction she received at the Greever Academy (L. Leslie, personal communication, March 30, 2012).

While the Greever Academy provided a private education in the Burke's Garden, getting to and from school on a daily basis was still up to the students and their families. In the memoirs

of Pearl Rhudy Leslie (n.d.) (see Appendix I) she tells of the perils of getting to school despite the weather conditions:

We lived a mile from Burke's Garden Academy, we Rhudy's walked to school, except on rare occasions. When the snows were too deep for us to break through, dad let us have old Joe, a big boned farm horse. Dad put a bridle on old Joe, no blanket, no saddle, then he lifted Elmer up, then me, and then Lettie. He turned old Joe around, headed him toward the school, gave him a slap on the rump, and away we went to school! When we arrived, we slid off, turned old Joe around, slipped off his bridle, smacked him on the rump, and he went home! If the snows were still deep in the afternoon, dad put old Joe out in the road, and wherever we found him, we put the bridle on, climbed on and went home! Why all the reading, writing and arithmetic weren't bounced out, I don't know! But a lot of it stuck and I finished high school.



Figure 4. Greever Academy (Leslie & Mullins, 2007).

Summary

Access to formal education in Virginia was limited prior to the ratification of the Underwood Constitution. As a result, the Department of Public Instruction was created in 1870 and William Ruffner was elected by the General Assembly as the first State Superintendent of Instruction. Within the first year of operation, Ruffner created and enacted a plan to provide public instruction to the students of Virginia.

Ruffner was State Superintendent of Instruction for twelve years. During the end of the 19th and the beginning of the 20th century, conferences were held in Capon Springs, West Virginia and Winston-Salem, North Carolina to discuss ideas about how education could be improved throughout the South.

In Tazewell County, Virginia, Rev. Lyons was appointed the first Division Superintendent of Instruction in 1870. Various churches and families supported private schools in Burke's Garden of which the students of the area attended. Private schools such as the Greever Academy took on boarders and sought to prepare students for college. Although public schools were started in 1870 in Tazewell County, it took another 45 years for public education to be offered in Burke's Garden.

CHAPTER 4

THE START OF A PUBLIC SCHOOL IN BURKE'S GARDEN

Over 40 years passed after the enactment of public schools in Virginia with the Underwood Constitution before the Burke's Garden community had a public school. Link (1986, p. 89), stated that by start of the 20th century, patrons, educational leaders, and civic leaders began pushing for improved public schools. He argued that in the 1890s, the different groups had "distinctly different approaches and outlooks and envisioned a different outcome for school reform" (Link, p. 89). Link went on to state that when these groups begin working together, a modernized rural school would become the, "physical and geographical center of the rural community and, unlike makeshift and transient nineteenth-century schools, would permanently project the power of the state and symbolize a modernized society" (Link, p. 91). The push for better schools in Tazewell County did not take form until patrons, educational leaders, and civic leaders of the county consolidated their efforts for better schools in their communities.

Push for a School

As mentioned in the previous chapter, several attempts were made to provide educational services to the community of Burke's Garden in the late 19th and the early 20th centuries. Either the local families or religious congregations supported schools in Burke's Garden. However, as the 20th century moved forward, there was an increased demand for improvement in the quality of education being provided to students in rural areas of Tazewell County, especially in regard to improvement in the high school availability.

In the January 24, 1913, issue of the *Clinch Valley News*, a letter to the editor by teacher C. Wagner spurred a firestorm of support for better schools in Tazewell County. In his letter, Wagner discussed his regret for having to leave his teaching post because of the poor conditions and lack of funding. Wagner (1913) stated, "my enrollment reached fifty-two, luckily however, they all never managed to find the school room the same day. The children here, like everywhere among the mountains, are sadly in need of better advantages."

On the front page of the next issue of the *Clinch Valley News* was an article entitled, "Better Schools Badly Needed: Children have not advantages here that are offered by poorer counties – Reason: No Money" (February 14, 1913). In this article, the unnamed author argued

that the issue of securing better schools in the towns and throughout Tazewell County had been an issue for years. However, the reason for the schools never improving was a lack of funding.

The February 14, 1913, article in the *Clinch Valley News* was vocal about the need for improvements in schools in Tazewell County, especially high schools. It was stated in the article, “the trouble in the county is a lack of money to employ teachers” which resulted in short school terms and teachers being poorly equipped. It was also stated in this article that the reason the towns in the county had better schools versus the rural country schools was because the towns were willing to tax themselves to provide the necessary funds needed for school operation.

The acquisition of funding for school operations was also included in the responsibilities of teachers. In the August 4, 1915, minutes of the Tazewell County School Board, there was a listing of teacher responsibilities. Item number 9 indicated:

All schools must continue for a period of six months, and where fuel is furnished by the patrons, or individuals, the school shall continue for a term of 6 ½ months, excepting all schools receiving State aid, which shall continue for terms to State requirements for schools of such grade, excepting schools in Maiden Springs district, whose trustees, if deemed necessary, owing to inadequate funds, may curtail the term one month (n. p.).

The issue of student tuition was addressed in the *Clinch Valley News* February 14, 1913, article. The practice of charging students tuition was condemned. It was stated “children are deprived of advanced studies in the county because of the inability to pay tuition.” Since the district did not have the needed funds to operate the schools for a full school term, “pupils are forced every year to stop school when the ordinary free school course is completed because their parents are unable to pay a monthly tuition.” The unnamed author of the article completed the argument for financial support of the schools by calling on the citizens of Tazewell County to launch a “great campaign” for better schools with courses of “high grade running for nine months.”

Schools were once again the topic in the February 28, 1913, article in the bi-monthly *Clinch Valley News* titled “[t]he school condition in the county.” In this article, it was expressed that the patrons of Tazewell County wanted improved high schools. It was stated “in the absence of a regular high school, with high school facilities, a number of citizens in certain communities are perfectly willing to provide necessary supplementary salary, or pay a regular tuition fee, to

have these higher branches taught in the primary schools.” This approach would give the students of the rural schools “equal advantages” in comparison to students in town-supported schools. It was also argued that this approach would have relieved the need to build separate high schools in rural communities and relieved the need for high school students who live in rural areas of the county from traveling to town to attend high school, thus reducing the number of high school aged students who drop out.

In a March 7, 1913, article of the *Clinch Valley News* titled “[h]igh schools in the county,” a staunch argument was made for rural high schools. In this article, the unnamed author raised concern that country boys and girls who were sent to high schools in town were being “weaned” from farm life. It was argued in the article that country boys and girls were tormented by teachers in town schools who made remarks about living in the country such as “I would not live in the country or on a farm for anything.” Also in the article were pleas for country high schools throughout the county with a “principal who is a graduate of some good agricultural school at its head.” It was also stated that support was not given for a teacher who was an, “inexperienced girl who never, perhaps grew as much as a tomato plant in her life, never set a hen or milked a cow, to put such a teacher in charge of a class of agriculture is ridiculous and pitiful.”

In a July 18, 1913, article in the *Clinch Valley News*, entitled “[r]eforms favored by Mr. F. M. Moss”, Moss remarked about his suggestions in regard to reforms needed across the state. In this article, Moss stated that in his view, “the school system is in wretched shape.” He continued by stating that the people who live in the rural areas, “get very little benefit from school funds.” Moss also said, “the students in rural areas have to travel to the towns if they want a high school education often at a cost of ten to fifteen dollars a month board.” Moss added that the voices of the patrons of rural communities were being ignored (see Appendix J regarding Moss family kinship).

Articles and letters to the editor in the *Clinch Valley News* in support of increased funding for schools in Tazewell County continued throughout 1913 and 1914. In an April 3, 1914, article titled *County Schools in Bad Condition*, the conditions of schools in Tazewell County were depicted as deplorable and various issues were brought to light such as a one-room schoolhouse 22 by 18 feet, where there was an enrollment of 118 students with an average daily attendance rate of 98%. It is also stated in the April 3, 1914, article that a bedroom was used for

a school that could only seat 12 people comfortably, and that bedroom school actually housed 39 students age 11 to 16 for the entire session. The article appealed to the citizens of the communities of Tazewell County to become involved and support, financially if necessary, the much-needed improvement of schools.

Public School #59

Officially recorded on school documents as Public School #59 in the Clearfork School District of Tazewell County, Burke's Garden School opened in 1915. The school's mascot was the wildcats. The school building had four classrooms and was made of wood on a stone foundation as stated in Ruth Fowlkes' Teacher Term Report from the 1915-1916 school term. School board minutes of Tazewell County Public Schools do not state nor describe any details of the approval for or the construction of the new school. There is no documentation in the school board minutes regarding approving the funds for the new school either.

The public school in Burke's Garden was referred to as Burke's Garden High School in the records associated with the school. Traditionally in 2012, high schools include grades 8 or 9 through grade 12. Burke's Garden High School served all grade levels of students in the community, elementary and high school. It was not until 1960 when the high school was closed that only elementary grades were taught at the facility.

The property on which the new school was constructed was obtained by the school board of the Clear Fork Magisterial District No. 2, of the County of Tazewell, from George and Nannie Moss on April 6, 1915, for a sum of \$1,500. Instead of the funds to purchase the property coming from the County of Tazewell's coffers, it was specifically stated in the deed that the funds needed to purchase the property came from "certain citizens of Burke's Garden" (see Appendix K for a copy of the deed associated with Burke's Garden High). A. S. Greever served as notary for the signing of the deed. A. S. Greever would eventually be named superintendent of Tazewell County Schools in 1917 (see Appendix F for complete list of superintendents serving Tazewell County from 1870 to 2012).

Term reports of teachers Ruth Fowlkes (1916) and W. M. Moncure (1916) gave conflicting accounts regarding the cost of the school. Three different amounts are stated. Fowlkes reported that the cost of the school construction was \$2,800, while Moncure originally reported that the cost was \$4,800. There was an "8" was drawn over the "4" of Moncure's report

indicating the cost of the school was \$8,800. Documentation has not been found to corroborate which was the correct cost for the construction of the school.

Both Fowlkes and Moncure reported that the school was located on a four-acre enclosed lot and that the school contained four classrooms (see Figure 5). Their accounts regarding the school's acreage were close to what was recorded in the property's deed. Also according to the term reports of that first year, the school had a seating capacity for 45 students, the walls were painted, the floor and stove were in good condition, and the total cost for the fuel for the school was "furnished by the patrons" (Fowkes, 1916; Moncure, 1916).

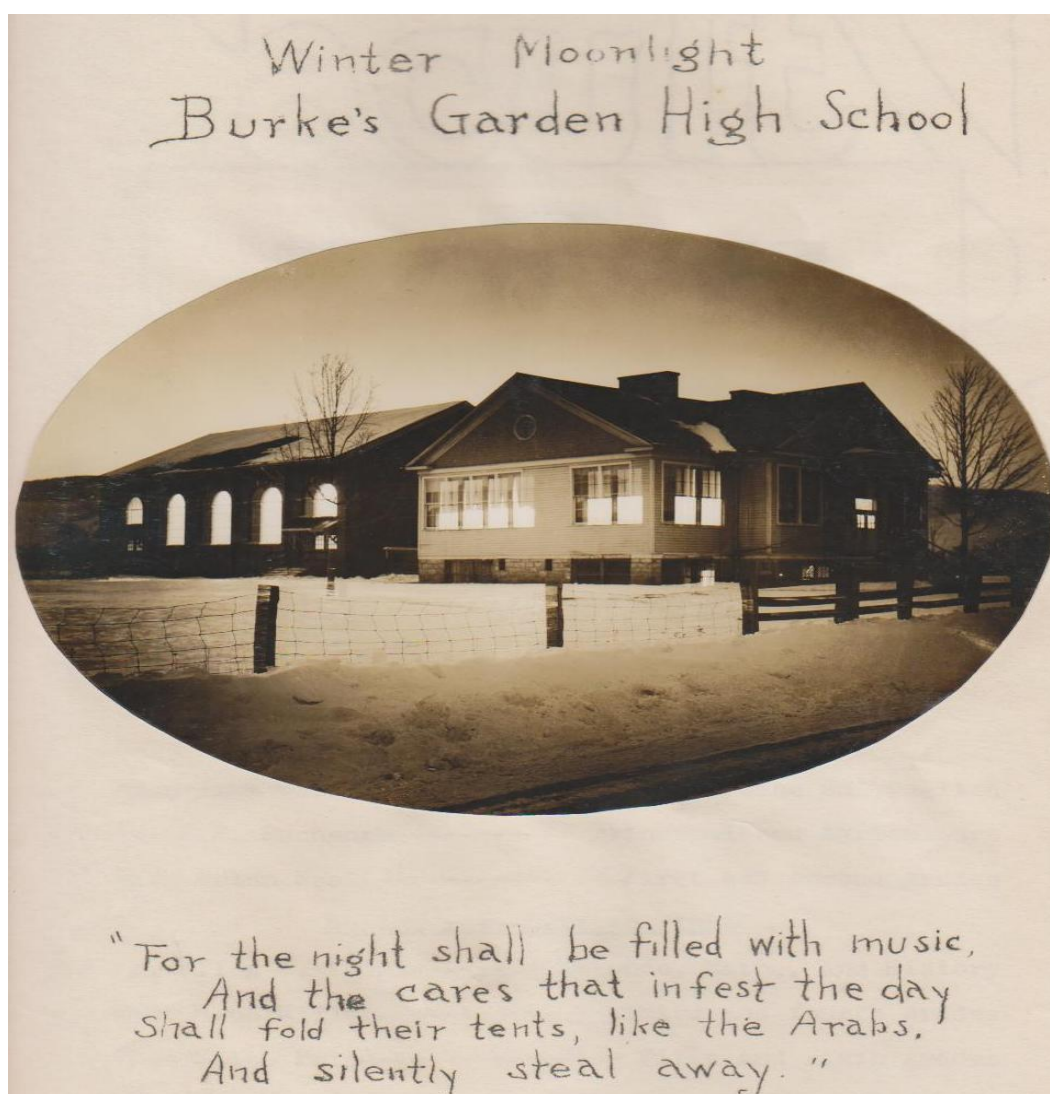


Figure 5. Burke's Garden High during winter, 1939 (Burke's Garden High School, 1939).

While the exact details regarding the funding or construction of the school have not been discovered, there are reports of the community's involvement in the school's construction. According to an interview with Junior Rhudy, a former student of Burke's Garden High School, the citizens of the community took an active role in the construction of the school. The stone used to construct the school's foundation was quarried from the bank next to the Mill Dam in the Garden. Evidently, there was some difficulty getting the stone. With the help of dynamite supplied by Rhudy's father, the stone was broken loose. To the dismay of the women fixing bread that day, too much dynamite was used and all the bread fell. According to Rhudy, when they set off the shot of dynamite, stone and gravel were blown all over the Garden (J. Rhudy, personal communication, January 24, 2010)

On September 6, 1915, the doors opened to Burke's Garden High for the first day of school (Tazewell County Public Schools, August 4, 1915). That first year, the high school was open for a term of 140 school days (Fowlkes, 1916). Teachers were to report by 8:45 a.m. and school was to start at 9:00 a.m. and last until 3:30 p.m. If students did not finish their lessons by 3:30 p.m., teachers were permitted to keep them over until 4:00 p.m. All teachers were required to attend two days of training prior to start of school at the annual Tazewell County Teachers Institute (Tazewell County Public Schools, August 4, 1915).

The parents of children in public schools in the early 1900s were expected to take on certain costs associated with their child's education. As noted in Fowlkes' (1916) term report, all fuel for the school was provided by the patrons. It also was not uncommon for parents or community members to provide room and board for teachers and students from other areas. According to Eunice Perry Cooper, a former student of Burke's Garden High School, it was common for teachers to board at people's homes. She stated that her parents took in many teachers without charging them rent. Often the teachers would help around the farms and homes in return for board (E. Cooper, personal communication, February 17, 2012).

Due to the agrarian basis of the community, housing boarders was not seen as an unusual practice. According to Randolph Thompson, former student, there was a need for workers on the farm and tenant farmers provided a stable of labor (personal communication, March 30, 2012). Teachers as well as students would board with families in Burke's Garden during the school year.

According to former students Margaret and Junior Rhudy, students from nearby communities such as Tannersville would stay with families in Burke's Garden in order to attend school. These students would help with the operation of the farms in return for their board. For many of these students, high schools were not available in their communities or the distance required to travel from their home to a school was such that regular attendance was not feasible (M. Rhudy & J. Rhudy, personal communication, January 24, 2010).

Ruth Hilt Ringstaff graduated from Burke's Garden High School on May 20, 1927. This night was remembered by Ringstaff (personal communication, May 17, 2012) because it was the same night as Charles A. Lindbergh crossed the Atlantic Ocean in his famous flying machine, the "Spirit of St. Louis." Ringstaff was from the neighboring community of Tannersville, Virginia. At the age of sixteen, Ringstaff had exceeded the capabilities of the Tannersville School. Her story enlightens the efforts of those desiring a high school education.

Superintendent Greever came to the home of Ringstaff to talk to Ringstaff's mother regarding the continuance of Ringstaff's education. According to Ringstaff, Superintendent Greever asked her mother what her intentions were with "Ruthy" continuing school. Her mother replied that she hoped the superintendent had a solution. The superintendent posed a scenario in which Ringstaff would stay at the home of the superintendent's sister, Sarah Moss, in Burke's Garden for one year in order for Ringstaff to graduate (Ringstaff, personal communication, May 17, 2012).

Ringstaff stated that she would travel by horseback to Burke's Garden from her home in Tannersville to attend school. She would return home every two to four weeks to visit her family. Her cousin, also from Tannersville, boarded with the Moss family and attended school in Burke's Garden. Ringstaff stated that multiple students as well as teachers boarded with the Moss family.

Ringstaff continued that the people in Burke's Garden were very friendly and courteous to all the students, especially to those from surrounding communities. An example of how the community provided assistance was the loan of horses. According to Ringstaff, the residents of Burke's Garden would offer their finest horses for boarders to use on the weekends to visit their home communities (Ringstaff, personal communication, May 17, 2012).

There were 10 students in the graduating class of Burke's Garden High in 1927 (see Figure 6). Two of the class members were from Tannersville, Virginia and one from Ceres,

Virginia. After high school, Ringstaff was a teacher for 46 years and two other classmates were also educators. Her cousin, Gladys Hilt, who was also from Tannersville taught for 31 years, and Hugh Cassell served as superintendent of Tazewell County Schools.



Figure 6. Burke's Garden High School Class of 1927. Students listed left to right: Richard Thompson, Peery Goodwin, Mary Moss, Nellie Sue Brooks, Bill Compton, Mildred Meek, Hugh Cassell, Ruth Hilt [Ringstaff], Gladys Hilt, Francis Hoge (courtesy of Ruth Hilt Ringstaff).

Costs associated with public education in 1915, in similarity with today, were a concern. The raising of funds for the operation of a school were part of the duties of the teacher. As part of the teachers' term reports in the 1915-1916 school term, they were to document if they were successful in enticing pupils or parents in making improvements to the school building or grounds (Fowlkes, 1916).

At times, direct financial contributions were not only requested but also required of patrons of public schools in Tazewell County. School board minutes documented a tuition charge of \$3.50 a year for high school students in the 1922-1923 school term (Tazewell County Public

Schools, September 1, 1922). For the 1929-1930 school term, the local school board required that all students who attended high school in the county paid tuition of \$5.00 monthly (Tazewell County Public Schools, August 17, 1929).

The School Facility

As stated previously, the original structure of the public school in Burke's Garden included four classrooms made of a wooden structure (Fowlkes, 1916). Eventually the school was upgraded with a brick façade and additional classrooms. The school term of 1936 -1937 included the demand for multiple building improvements across Tazewell County. Financial assistance from the Emergency Administration of Public Works, in the form of grant funds matching up to 45 % of construction costs for the school improvements, paved the way for needed construction projects across Tazewell County (Tazewell County Public Schools, November 4, 1936).

The distinction between the high school and elementary schools was the location of the classrooms. The elementary school classrooms were on the first floor and high school classrooms were located in the basement of the school. According to Nancy Wilson Neal, a former student of Burke's Garden Elementary School, there were two high school classrooms downstairs along with a library and kitchen (N. Neal, personal communication, February 21, 2012).

In 1937, the installation of a water system and the construction of the gymnasium for Burke's Garden High at the costs of approximately \$300 and \$27,900 respectively were approved by the Tazewell County School Board (Tazewell County Public Schools, March 25, 1937 and April 28, 1937). It was not until November 29, 1937, that the final contract for construction of the gymnasium between Tazewell County Schools and Fowler-Jones Construction Company from of Winston-Salem, North Carolina, was approved (Tazewell County Public Schools, November 29, 1937). The gymnasium is the only structure still standing in 2012 that was associated with Burke's Garden High School.

Burke's Garden High was not without tragedy. In July 1943, the agricultural department at Burke's Garden High School suffered a devastating fire that destroyed the agricultural building and all its equipment (Tazewell County Public Schools, August 2, 1943). The agricultural building was rebuilt in the fall of 1943 at a cost of \$5,000 (Tazewell County Public Schools, September 8, 1943, November 3, 1943). In 1948, additional facility improvements were

made. A new sidewalk outside of the school was constructed. The Tazewell County School Board provided the funding for the cement with the labor being donated by members of the community (Tazewell County Public Schools, June 1, 1948).

Transportation of Students

Regular school attendance was a challenge faced by early schools in rural Virginia. Difficulties in transportation of pupils to and from school were identified by Link (1986) as a factor in regular school attendance. Link argued that localities that provided transportation to students who lived in remote areas, granted students access to secondary schools that were often miles away and well beyond walking distance.

The geography of Burke's Garden did not present the disadvantages that other surrounding rural communities faced concerning difficulties of students attending school on a regular basis. The school was centrally located in the middle of the community. According to Fowlkes' (1916) term report, because of the school's location, the furthest distance any student had to travel was three miles. While travel inside Burke's Garden was good, travel to and from the area across the mountains was treacherous in the early years of the school as seen in Figure 7.



Figure 7. Road through the gap to Burke's Garden circa 1915. (Courtesy of Louise Leslie).

Public transportation for schoolchildren in Burke's Garden was eventually provided by Tazewell County Schools (see Figure 8). The first bus driver recorded to provide services in Burke's Garden was L.S. Edwards. He was paid \$100 a month to transport students in Burke's Garden during the 1929-1930 school term (Tazewell County Public Schools, June 11, 1930). However, in the beginning not all students were eligible to ride the bus. According to Junior Rhudy, only students who lived further than one mile from school were eligible to ride the bus, "rain or shine" (personal correspondence, January 24, 2010). Eunice Perry Cooper confirmed Junior Rhudy's statement and added that after the parents complained about their children being passed by the bus, the school bus began picking up the children from their homes or centralized bus stops (personal communication, February 17, 2012).

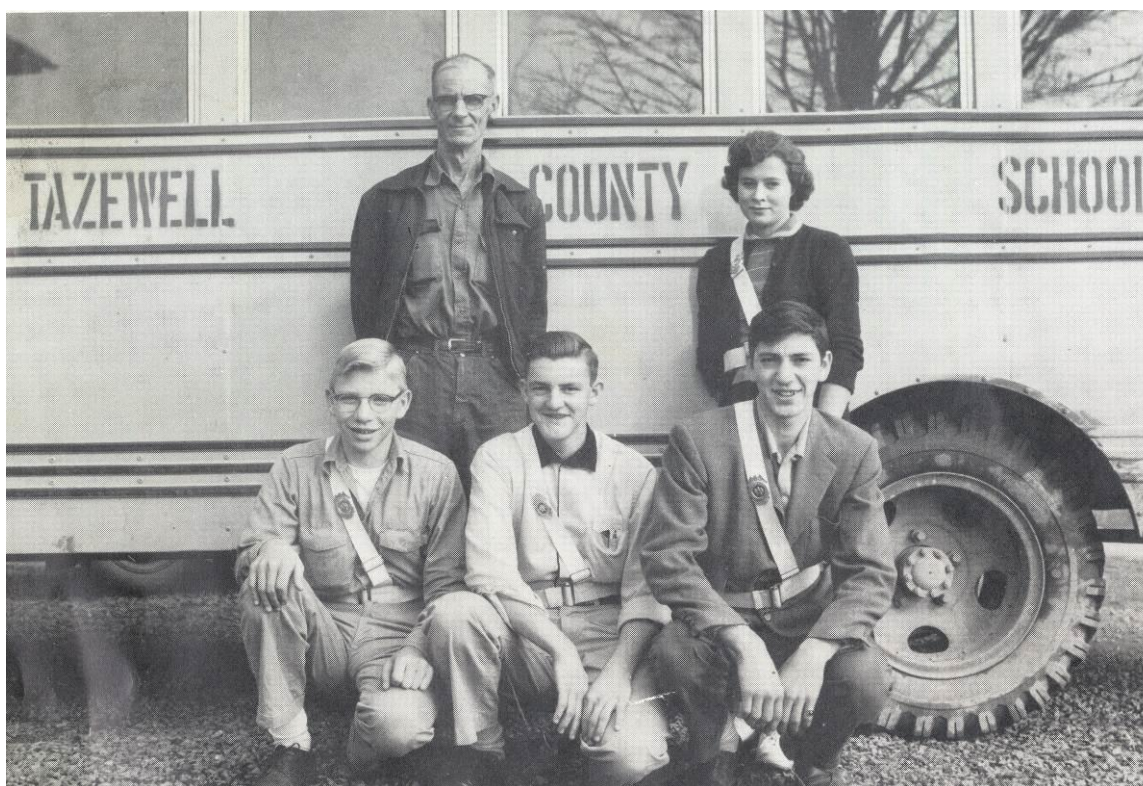


Figure 8. Burke's Garden school bus. Bill Lambert, driver, and safety patrols (left to right) Charles Tibbs, Merle Howell, Kent Thomas, and Earnesteen McCann in 1957. Bill Lambert drove the Burke's Garden bus from 1937 to 1960. (Burke's Garden High School, 1957; Leslie & Mullins, 2007).

Improvements in transportation across the region would eventually have a negative impact on Burke's Garden High School. The lack of good transportation in the early half of the

20th century promoted a higher enrollment at the school because of the number of students who boarded with families in the Garden to attend school and work on the farms. As improvements were made to the road system across the region and the web of school bus routes increased, there was a reduction in the number of students who attended the high school in Burke's Garden. The improvements to the roads also made it easier to travel to Tazewell across Garden Mountain.

Segregated School

Prior to the desegregation of public schools in Tazewell County, non-white children wishing to attend school had to travel to the eastern end of the county, Bluefield, Virginia, and attend school at either Tazewell County High or Tazewell County Elementary. There were instances when non-whites lived in other regions of the county and surrounding counties. Neighboring Bland County, Virginia, bused their minority students to Bluefield, Virginia, to attend public school in Tazewell County. Burke's Garden was no exception.

In 1926, there were enough non-white students living in the area to warrant opening a school for their instruction. As stated in the Tazewell County School Board minutes (Tazewell County Public Schools, October 5, 1926),

The school board requested the division superintendent to carefully investigate the probable number of colored children living in the school community at Amonate, and if in his opinion the number of children in such community justified it to empl[o]y a colored teacher and open a one-room school for colored children at that place. The division superintendent was also authorized to open the school at the east end of Burke's Garden and employ a competent teacher to teach in said school. The school is to be regarded as a part of the Burke's Garden High School and to be under the direct supervision of the Principal of Burke's Garden High.

There are no other mentions of a separate building or a segregated school in Burke's Garden in the Tazewell County School Board Minutes. There is also no mention of the segregated school in the local papers or other available school records. It is not known the length of time the segregated school was in operation in Burke's Garden or how many students were served.

Summary

When the public school opened in Burke's Garden in 1915, it was not a lavish building that required Tazewell County to borrow funds for its construction. Instead, it was a modest rural school built to serve the needs of the community. The construction of the school was a culmination of the Burke's Garden community working together to provide a facility where public education could be provided to the children of that community.

The remoteness of Burke's Garden and its geography promoted the need for citizens to work together for the common good. These factors also fostered a strong sense of community. Burke's Garden was not unlike other rural communities that banded together to improve their status. Rather, the community of Burke's Garden can be used as an example of how citizens in close-knit rural communities have worked together for several generations.

CHAPTER 5

VOCATIONAL EDUCATION

Vocational education provides the instructional framework in which students acquire the skill sets necessary to find gainful employment. The turn of the 20th century experienced an awakening of instruction geared toward providing a more talented workforce. Efforts on the national, state, and local levels supported by key legislation known as the Smith-Hughes Act in 1917 provided the foundation for vocational educational programs in public schools.

National Demand for Vocational Education

In November 1906, The National Society for the Promotion of Industrial Education was formed with the goal of garnering public support for an educational system focused on industrial education (Wright, 1909, p. 13). One area of concern noted facing the development of industrial education was lack of efficient teachers (Wright, 1909, p. 21). The Society, along with other organizations, was successful in placing political pressure on national leaders to address concerns regarding vocational education in the United States.

The United States Congress approved the creation of the Commission on National Aid to Vocational Education on January 20, 1914. It authorized the President of the United States to organize a commission of nine members to analyze the need for federal funding of vocational education programs. The Commission organized on April 2, 1914, and appointed Hoke Smith, Senator from Georgia, as chairman (Commission on National Aid to Vocational Education, 1914, p. 9).

The Commission reported that, “there is a great and crying need of providing vocational education of this character for every part of the United States” and vocational education is “therefore needed as a wise business investment for our nation” (Commission on National Aid to Vocational Education, 1914, p. 12). The Commission’s report in support of vocational education was a critical step toward the adoption of future federal legislation, most notably, the Smith-Hughes Act of 1917.

On February 23, 1917, P.L. 64-347, also known as the Smith-Hughes Act of 1917, was signed into law. The Smith-Hughes Act “exemplified a new phase of Federal cooperation with the States in educational work. In each State, there is a board of vocational education, and the

Federal board deals only with this State board and not with individual schools receiving the benefits of this act. The Federal funds are expended in accordance with plans submitted by the State boards and approved by the Federal board.” (True, 1929, p. 371). The Act provided,

for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure. (Congressional Record, February 22, 1917, p. 929)

Prior to the Smith-Hughes Act, federal appropriations in Virginia in September 1916 for vocational education were in the amounts of \$16,060 for agriculture, \$5,600 for trades and industrial arts, and \$11,200 for the training of teachers and supervisors in these two fields. The Smith-Hughes Act affected federal funding in Virginia for vocational education. Funding levels increased gradually until fiscal year 1927 when Virginia received \$152,300 (Buck, 1952, p. 172).

The Smith-Hughes Act ultimately “required cooperation between the Federal Department of Agriculture and the States” (True, 1929, p. 371). In order to receive federal funds, states were required to designate or create a state board with all necessary power to cooperate with the Federal Board for Vocational Education (Congressional Record, February 22, 1917, pp. 931-932). Gordon (2003, pp. 80-81) stated that the Smith-Hughes Act tended “to promote a segregated curriculum with agricultural, homemaking, and trade and industrial education segments separated not only from academic programs, but from all other vocational programs as well.” In Virginia, the Division of Vocational Education was under the control of the State Board of Education (Buck, 1952, p. 303).

Vocational Education in Burke’s Garden High School

When Burke’s Garden High first opened its doors in 1915, the curriculum was structured around the core subjects of English, math, science, and social studies (Moncure, 1916). It would take six years for the school to expand its curriculum offerings to include vocational instruction. Home economics and agricultural education were the only two vocational programs provided at Burke’s Garden High. The terms vocational instruction and home economics were the terms used during the operation of Burke’s Garden High School. Currently, in 2012, vocational instruction

and home economics are referred to as career and technical education and family and consumer sciences respectively.

Although formal vocational instruction was not initiated until 1921, there were strong convictions for vocational programs and student participation in community programs. Burke's Garden High School was no different from other small rural schools in that the rural school often became the center of the community and its activities (Tyack, 1974, pp. 14-15). This is exemplified by the festivities held on Saturday, August 4, 1917, in which the students of the high school collaborated with the Red Cross Society to raise money in support for Red Cross operations associated with World War I. At this function, visitors could "visit" the various European nations and sample traditional foods of those nations prepared and served by the students and community members of Burke's Garden (Tazewell County Public Schools, August 20, 1917).

Agricultural Education

In 1921, F. X. Credle launched the Junior Farm Bureau program in Burke's Garden. Under Credle's leadership, the students involved with the Junior Farm Bureau worked with the Burke's Garden Agricultural Show and Stock Sale (Future farmers in Virginia celebrate fifth anniversary, 1931). Early student organizations in vocational agriculture, such as the one started in 1921 in Burke's Garden, gave emphasis to educating prospective farmers in the fundamentals of modern agriculture. These programs were the precursor to the formation of the Future Farmers of Virginia in 1928 (Stimson & Lathrop, 1942, pp. 456-457).

During the 1922-23 school term, an agricultural department was created at Burke's Garden High. F. X. Credle was the first agricultural instructor at the school. Credle held that position for two school terms, and it is not known why he left Burke's Garden High. However, agricultural education would continue at the school and filling the position of agricultural teacher would draw the full attention of the local school board.

School board minutes during the time of operation of Burke's Garden High School rarely mentioned the hiring of teachers for specific assignments. However, the hiring of the agricultural teacher for Burke's Garden High prior to the 1924-25 school term provoked comments from the Tazewell County School Board worth mentioning in their minutes. The school board had discussions regarding the importance of continuing the agricultural department at Burke's

Garden High and because of those discussions, the Board instructed the Division Superintendent to work with the Superintendent of Vocational Education, Mr. Lancaster, to find a competent agricultural instructor for Burke's Garden (Tazewell County Public Schools, May 6, 1924).

While it is difficult to confirm any reason why the hiring of the agricultural teacher at Burke's Garden is mentioned in the minutes of the school board meeting on May 6, 1924, it does suggest that there was an importance to the position in the Burke's Garden community. After all, there was no other item in the school board minutes from 1915 to 1960, in which the Division Superintendent was instructed by the school board to work with an outside representative such as the Superintendent of Vocational Education to locate competent teachers.

Following the search for a new teacher, W. L. McDonald was named agricultural instructor for the 1924-25 school year and maintained that position for two years. McDonald went before the school board seeking their support of the agricultural program at Burke's Garden High in 1925. McDonald requested that the school board financially match recently obtained funds from the State Board of Education. The school board appropriated \$75, one-third of the amount appropriated by the State Board. It is not stated in the school board Minutes why the State Board of Education provided financial support. It is described in the school board minutes as a "proposition" of the State Board of Education (Tazewell County Public Schools, September 10, 1925).

Burke's Garden High continued its close resemblance to its community through its activities. In October of 1925, the school hosted the Burke's Garden Industrial Fair. According to remarks in the school board Minutes (October 6, 1925), the fair was "largely attended and was a splendid success."

At the start of the 1926-27 school term, Horn Lineberry was hired as agricultural instructor of Burke's Garden High School after the resignation of McDonald (Tazewell County Public Schools, July 8, 1926). There were two agricultural instructors after the departure of Lineberry in 1929 at Burke's Garden High prior to J. P. Buchanan taking over for the 1935-36 school term. J. E. Cornett taught agricultural education from 1929 to 1931 and H. E. Agee taught from 1931 to 1935.

Buchanan would serve as agricultural teacher until the end of the 1946-47 school term. After that school term Buchanan was transferred to neighboring Tazewell High School to teach agricultural education. Before Buchanan was transferred to Tazewell High, he had risen to rank

of principal/teacher in the 1938 at Burke's Garden High. Buchanan was the last agricultural teacher at Burke's Garden High School. The picnic shelter at Tazewell High School is named after J. P. Buchanan.

Home Economics Education

The agrarian community surrounding Burke's Garden would lead one to expect that agriculture would be the first vocational subject taught at Burke's Garden High. However, home economics was actually the first vocational program taught in the school. Home economics was instituted in the 1920-21 school term with Malinda Chauce being the first home economics instructor. It was common for teachers to teach more than one subject. Chauce was similar to other teachers at the school in that she also taught history and geography (see Appendix L for list of principals and teachers at Burke's Garden High School).

During the 45-year existence of Burke's Garden High, there were only six agricultural teachers. Conversely, the home economics department experienced a significantly higher amount of teacher turnover. Twenty different teachers are listed as having taught home economics at Burke's Garden High. Of the 20 home economics teachers, 15 stayed for only one year prior to leaving the Burke's Garden High School. The longest tenure of any of the teachers was Olive Grose who taught home economics in the Garden for five years, 1929 to 1934.

In the basement of the school, there were the high school classrooms as well as the school's kitchen and library. The kitchen was also used as the classroom for home economics. According to former student Eunice Perry Cooper (personal communication, February 17, 2012), the home economics classroom included a basic kitchen and there were a few sewing machines. She also stated that she remembers making doughnuts, basic sewing, and crocheting in home economics. However, there were times when members of the community would come to the school to demonstrate certain crafts (see Figure 9).



Figure 9. Members of the community demonstrating how to weave the bottoms in chairs. Date of photograph not available (Leslie & Mullins, 2007).

While the Burke's Garden High had a chapter of the Future Farmers of America, a student organization associated with agricultural education, there were not any student organizations at the school associated with the home economics program. Two factors can be assumed to contribute to the lack of a home economics student organization. The first is the lack of consistency of teachers and the second is the time in which the state and national student organization associated with home economics was formed.

Whenever there is constant change of personnel, consistency in any academic or vocational program is difficult to obtain. At Burke's Garden High, 15 out of the 20 teachers who taught home economics at the school did not stay in that position longer than one year and only one taught the subject for five years. This rate of turnover can be viewed as a factor to the program lacking a student organization.

The state and national student organization associated with home economics, Future Homemakers of America, did not begin until 1945. By the time the organization was being developed, the vocational programs were in decline at Burke's Garden High School. After the 1947 school term, home economics was taught only one more school term, 1953-1954.

Without a steady instructor and the decline of the vocational programs being offered at the school, the home economics program was never able to move past the basic instruction and the creation of a corresponding student organization did not occur. Although the program lacked a student organization, it had a lasting impact on the students. According to Cooper, the home economics program linked “school work with everyday life” (personal communication, February 17, 2012).

Decline of Vocational Programs

A decline in enrollment numbers of Burke’s Garden High School created problems in offering a continuum of academic programs. The 1946-47 school term was the last school term that agricultural education and home economics were taught in Burke’s Garden. The agricultural teacher, J. P. Buchanan, and the home economics teacher, Louise Gregory, were transferred to Tazewell High School (Tazewell County Public Schools, n.d.). From 1947 until the high school closed in 1960, combinations of grade levels and courses were taught together in the same classrooms. In only one school term, 1953 to 1954, was there a return of home economics to the course offerings. Once the vocational programs were removed, course and grade offerings at the high school varied from year to year depending on enrollment.

Several reasons can be associated for the decline of school age children in Burke’s Garden. Two reasons stand out for the decline, better roads in and out of the Garden and improvements in farming machinery and techniques. Buford and Ruth Wilson lived as tenant farmers in Burke’s Garden and had three children who attended school there. However, as improvements were made to the agricultural industry and the roads into the Garden, there was no longer a need for workers to live on the farm and the number of agricultural workers decreased (personal communication, Nancy Neel, daughter of Buford and Ruth Wilson, February 22, 2012).

Summary

Vocational instruction was an important part of the curriculum of Burke’s Garden high school because it had a direct correlation to the way of life of many of the students. Instruction in agricultural education and home economics was subject matter that was not foreign to the students compared to other subjects. Agricultural education and home economics were concrete

subjects. The students not only witnessed the lessons of the vocational subjects in the community around them, many of the students worked on farms and worked with their families in the raising of livestock and gardens.

The traditions of the community also led to families preserving food they raised and producing merchandise for personal use as well as for profit. Students could take what they learned in the classroom and apply it to their daily life. It was not uncommon for instructors to visit the students' homes after school to see if they were utilizing methods discussed in the classroom (personal communications, R. Moss, February 24, 2012, and E. Cooper, February 17, 2012).

The decline in student enrollment, however, led to the removal of vocational instruction from the curriculum offerings at the school. While it is not known the exact number of students who took the course by gender, it is reported that boys as well as girls took home economics because of the lack of course offerings. According to Edith Cooper, many of the boys, including her brother, took home economics. However, she did not know of any girl who ever took agricultural education (personal communication, February 17, 2012). In the later years of the school, the course offerings had reduced to the point that only general subjects were taught in a combined grade level setting.

CHAPTER 6

CLOSING OF BURKE'S GARDEN HIGH SCHOOL

Change affects every community differently. As change occurred in Burke's Garden, it had a devastating impact on the existence of the small high school dear to many of its patrons. The closing of Burke's Garden High School and the subsequent transition to schools in Tazewell, Virginia, would become a point of contention. Interviewees Robert Moss and Nancy Neel, former students, identified the closing of the school as a difficult time in Burke's Garden (personal communications, R. Moss, February 24, 2012, and N. Neel, February 21, 2012).

World War II and the Tractor

When World War II began, several of the men from Burke's Garden enlisted. All of Randolph Thompson's older brothers enlisted in the military, leaving just Randolph and his younger brother Lenden behind (personal communication, R. Thompson, March 30, 2012). The shortage of available labor forced the farms in Burke's Garden and across America to make better use of available technologies and machinery.

It is difficult to measure the impact of a piece of equipment on the farming community without analyzing the role of the tractor. Prior to mechanization, agriculture had experienced little change in terms of how farms were managed. While there were tractors in use prior to World War II in Burke's Garden, their availability and practicality became more evident with the onset of the war.

According to Olmstead and Rhode (1994, p. 52), "the diffusion of the tractor compared with the spread of other technologies was slow; but the major reason for the delay was the Great Depression." Johnson (1950, p. 59), stated that in the period from 1920 to 1945, there was a 60% reduction of all horses and mules across American farms. Johnson continued that in a 30-year period after World War II, the number of tractors increased from 25,000 to 2,500,000.

The Consolidation of Small Rural Schools

It is not known when the initial discussions regarding the closing of the high school in Burke's Garden began. A challenge in the operation of small schools, such as the one in Burke's Garden, is the fluctuation of student enrollment and limited course offerings. Operating a small

rural high school presents economic challenges to school officials, especially as they are seeking to modernize their schools and operations (Link, 1986, p. 139).

Burke's Garden High was no different from many small rural schools in the fact that maintaining regular enrollment numbers presented certain difficulties in keeping the schools open. The period after World War II saw a focus on improving high school education standards across the United States. Educators such as James Conant were regarded for their study of the American educational system, and leaders looked to them to make recommendations for improvement.

Conant (1959, p. 37) stated that a top priority in the development of a comprehensive high school is the "elimination of small high schools." Conant did state that high schools with a graduating class less than 100 students can be "satisfactory," however, "only at exorbitant expense" (1959, p. 37). Conant continued that schools with a graduating class of less than 100 students are not in position to provide a "satisfactory education to any of their students, the academically talented, the vocationally oriented, or the slow reader" (1959, p. 77).

The construction of new larger schools provided a more cost efficient approach for many school divisions. As transportation systems improved and the demand for an extended offering of courses grew, the fate of small rural schools tended to result in their consolidation and creation of larger regional schools. Burke's Garden High was not exempt from these trends.

Closing of Burke's Garden High

The Tazewell County School Board minutes have limited detail regarding the closing of the school. The first record of mention regarding the closing of the school was in May 1939. It was resolved in that meeting that the "Burke's Garden School should continue for the year 1939-1940 school term" (Tazewell County Public Schools, May 26, 1939).

At the end the 1939-40 school term, a delegation from Burke's Garden attended the June 19, 1940, school board meeting. At that meeting, the patrons from Burke's Garden were informed that the school would remain open for another term. The Board declared that the school would have to be "re-organized" to address the reduction in the number of students (Tazewell County Public Schools, June 19, 1940). Nevertheless, in order to meet "state requirements," a new teacher was added to the school during the 1940-41 school term (Tazewell County Public Schools, April 30, 1941).

In January 1952, the Tazewell County School Board approved the site for the construction of the new Tazewell High School (Tazewell County Public Schools, January 24, 1952). In September 1954, the new Tazewell High School opened (see Figure 10). With a cost over one million dollars, the new high school had the capability to house over a thousand students. The distance from Burke's Garden High School to the new Tazewell High was only approximately fifteen miles. It could be derived that the community realized that with the building of the new high school in Tazewell, the fate of their small Burke's Garden High was in question.



Figure 10. Tazewell High School 1954 (Tazewell County Public Schools, 1954).

In November 1958, the Tazewell County School Board approved projects for the construction and/or renovation of several schools. At the cost of \$120,000, the plan for a new elementary school for the Burke's Garden community was announced by the school board (Tazewell County Public Schools, November 20, 1958). The residents of the Burke's Garden community became concerned and began to express their support for their high school.

At the April 5, 1960, school board meeting in Tazewell, the Burke's Garden community presented the board with a letter outlining their concerns regarding the future of the school in Burke's Garden (see Appendix M) (Tazewell County Public Schools, April 5, 1960). The school board was updated at their May 1960, meeting of the outcome of the community meeting held in Burke's Garden. At that community meeting, it was decided by the community that a new set of

requests and concerns should be presented to the school board. The community requested that the high school remain in Burke's Garden and a new facility be built and qualified teachers employed (see Appendix N) (Tazewell County Public Schools, May 3, 1960).

The class of 1960 of Burke's Garden High was publicized in the *Clinch Valley News* as one of the smallest in the Commonwealth of Virginia, having just four graduates (May 6, 1960). The concerns of the Burke's Garden community about the closing of the high school came to fruition on July 5, 1960. By action of the Tazewell County School Board, the high school was officially closed, construction of a new elementary school was planned, and the parents were to be notified that high school students were to attend Tazewell High when school started on August 29, 1960 (see Appendix N) (Tazewell County Public Schools, June 5, 1960).

The wooden school that had served the community for 45 years was torn down and a new brick elementary school was built in its place. The exact cost of the new school is unknown. There are no mentions in the school board minutes regarding details of the new school. While the new elementary school was being built, instruction continued. The agricultural education building was used to hold classes until students and teachers had a new school.

According to Nancy Neel (personal communication, February 22, 2012), there was not a lot of disruption with all the students attending classes in the agricultural education building. The students were accustomed to being in classes in which multiple grade levels were taught at the same time. Robert Moss (personal communication, February 24, 2012), recalled his experience in elementary school at Burke's Garden as very effective. Being a student in a combined classroom with multiple grade levels enabled a student to receive remediation by listening to instruction for the younger students as well as receiving advanced instruction listening to lessons given to the older students.

Transition to Tazewell

When the transition to Tazewell schools took place, a mixture of emotions and experiences followed. As expected, perceptions and views differed from individual to individual. However, three areas of greatest change for the students of Burke's Garden when the transition was made to Tazewell were size of the new schools, traveling across Garden Mountain, and intermingling with students from areas outside their own.

The schools in Tazewell were a melting pot of the surrounding communities. While these communities were all very similar, they had their differences. There were students from the coal camps as well as those from farming communities. Since the schools in Tazewell were larger, multiple grade levels were not taught in the same classroom. Rather, there were multiple classes per grade level. Therefore, the students were segregated by grade level and separated for the first time from family and friends (Neel, personal communication, February 22, 2012).

The bus ride to get to school every day was also dangerous. While the road conditions had improved, the trek across the mountain could still be treacherous. According to Nancy Neel (personal communication, February 22, 2012), the road was narrow and there were not any guardrails. If the bus met a tractor-trailer coming across the mountain at the same time, the bus would have to back up to make way. Neel's cousins moved from Burke's Garden to Tazewell because her uncle was afraid to send his children over the mountain on a school bus.

The size of the new schools was of great change for the students. Tazewell High School had an enrollment in the 1960s of over 1,000 students. This was a much larger environment than the students of Burke's Garden had ever experienced. While the large size of the schools in Tazewell could be seen as a challenge for the students transitioning from Burke's Garden, some of the faculty at the new schools had previously been at Burke's Garden High, such as J.P. Buchanan, the agricultural teacher. The presence of familiar teachers provided a sense of comfort for some of the students (Neel, personal communication, February 22, 2012).

Tazewell High presented a vast curriculum offering that could not be afforded at Burke's Garden High. It also had the vocational programs of agricultural education and home economics that Burke's Garden High once offered. Tazewell High also had vocational programs in business and marketing as well as an expanding academic curriculum. Attending school in Tazewell presented opportunities to the youth of Burke's Garden that had never been afforded before (N. Thompson & R. Thompson, personal communication, March 30, 2012).

Summary

Burke's Garden High suffered the fate of many small rural schools. The school was built and operated to meet the educational needs of the community. The economy of Burke's Garden was structured around agriculture. The public high school in Burke's Garden served its community for 45 years. However, as access to the community improved, the agricultural

industry became more mechanized which required fewer people to work the farms, and the new Tazewell High School in the neighboring community was constructed, the school eventually was closed. The high school and agricultural building were torn down and a new elementary school was constructed.

Eventually, even the elementary school was closed and all the students of Burke's Garden were bused to Tazewell to attend school. In 2012, the elementary school serves as the community center for Burke's Garden. All that is left of the high school is the gymnasium, which stands next to the community center and is used by the community for various events (see Figures 11 and 12).



Figure 11. Inside Burke's Garden High School Gymnasium (March 18, 2012).



Figure 12. Outside Burke's Garden Gymnasium. (March 18, 2012).

CHAPTER 7

CONCLUSIONS

Prior to the study of Burke's Garden High School, the researcher had limited knowledge of the history of the school and the Burke's Garden community. Through the process of gathering historical materials associated with the school as well as conducting interviews of former students and community members of Burke's Garden, the support of the community for education was identified. None of the study participants had any comments that could be deemed negative regarding Burke's Garden High. Rather, there was a strong sense of pride in the community, its former school, and the people associated with the school.

Burke's Garden is a community that prides itself on its support of education. Ruth Hilt Ringstaff (personal communication, May 17, 2012), stated multiple times during her interview the importance the citizens of Burke's Garden placed on education. According to Ringstaff, it was a community effort to educate the children of Burke's Garden and surrounding communities. This observation can be supported by the efforts of the citizens in taking in boarders and providing assistance when needed as well as the efforts of the citizens to keep the high school in Burke's Garden.

Importance of Vocational Instruction

While the community had its influence on the school, it was the vocational programs and teachers that had a lasting influence on the students in terms of success after high school. According to Donna Mertens (1982, p. 10), a majority of vocational students find employment in their related field of study. This holds true in Burke's Garden. While not all graduates or attendees of Burke's Garden High gained future employment in agriculture, home economics, or related fields, there was a preconceived notion that those students who would remain in the Burke's Garden or surrounding area would utilize their vocational training (N. Neel, personal communication, February 22, 2012).

Many of the former Burke's Garden students and community members and their families continue to farm. Farming, however, is often their secondary employment. The need for steady incomes and employment benefits associated with non-farming occupations has driven the need to be employed at another job besides farming (R. Thompson, personal communication, March 30, 2012, and R. Moss, personal communication, February 24, 2012).

Not all students stayed in Burke's Garden to work on the farm. Marvin Meek, born in Burke's Garden in 1922, left in 1942 to travel west to Arizona. Eventually, Meek would work on famous actor John Wayne's 26 Bar Ranch. Meek managed the famed ranch for 21 years. Meek and his wife would return to Burke's Garden in 1986 to farm and live on a farm that had been in his family since 1813 (Tennis, 2010; Vanhooser, 2003).

Role of the Vocational Teacher in the Community

The Burke's Garden community, being agrarian in nature, revered their vocational teachers. This was especially true with the agricultural teachers. In all interviews, whether with former students or community members, the participants knew who the agricultural teachers were. Several of the participants told of accounts of how important the agricultural teacher was in the Burke's Garden community.

It was common for the agricultural teacher to visit the farms in the community to teach new techniques and to assist the students as well as the local farmers (personal communications, L. Thompson, former student, March 29, 2012, and R. Moss, former student, February 24, 2012). Randolph Thompson, former student, stated that he still uses many of the techniques associated with raising cattle taught to him by his agricultural teacher during visits to his family farm (personal communication, March 30, 2012).

While it was recalled as normal for the agricultural teacher to visit the family farms after school hours in Burke's Garden, home economics instructors were not noted for the same practice. However, home economics was utilized by the students and their families daily. The students of the Burke's Garden community were raised in homes where growing, preserving, and preparing food as well as making clothing and other textile products were the norm (E. Cooper, personal communication, February 17, 2012, and R. Thompson, personal communication, March 30, 2012).

Role of the School in Rural Communities

There is a question as to the optimal size of a school, with pros and cons to the benefits of large schools versus small schools. According to Beckner (1983, p. 11), from 1930 to 1972 the number of secondary schools across the America was cut in half. He continued by stating that "school consolidation efforts succeeded primarily because educators accepted without question

the assumption consolidation of small schools, with their less trained teachers and limited financial resources, would solve most of the problems long considered endemic to rural education.” Beckner based his argument in support for small schools in the determination that the small school is an extension of the community, in which the school was a community responsibility and the community was a school responsibility (Beckner, 1983, p. 9).

Burke’s Garden High can be used as an example to Beckner’s viewpoint. The school and its curriculum were structured around its agrarian community. The community took an active role in the fight for the school. The citizens purchased the property on which the school was constructed, and still today, the site of the former school and the remaining buildings are used by the residents of Burke’s Garden as a community center.

Suggestions for Further Research

Prior to this study being completed, two other historical studies of schools in Tazewell County were conducted. Both studies focused on schools that are no longer in existence, *A Historic Coal Mining Community and its School: A Study of Pocahontas High School 1908-1991* by Thomas Brewster (2000) and *A Coal Camp and its Classroom: A Historical Study of a Virginia Coal Camp and its School 1888-1987* by Terry Mullins (1996), which was a study of the Bishop School. Pocahontas High School and the Bishop School were located in communities established around the coal industry. The uniqueness of this study in comparison to the other two historical studies of schools in Tazewell County is that Burke’s Garden High was located in an agrarian community isolated from the coal regions due to the mountainous terrain of the area.

Burke’s Garden High School shared similarities with other schools in Tazewell County in the fact that it was eventually closed due to decrease in student enrollment and as a cost savings to the school division. Tazewell County once boasted five high schools in operation; in 2012, there are only three. Pocahontas High was in operation for 100 years until its closing in 2008.

Pocahontas High was located in the coal camp community in northern Tazewell County. The demise of the school can be attributed to the same issues as Burke’s Garden High: decrease in the number of workers needed for the community-focused industry and financial constraints of the school division. According to Brewster in his study of Pocahontas High School, the town of Pocahontas “ had relied heavily on the coal industry and was ill prepared for the changes and

transformations that would result from the retirement of the Pocahontas No. 1 mine in 1955” (Brewster, 2000, p. 130).

When Brewster’s study was completed in 2000, Pocahontas High was still in operation. However, continued reduction of student enrollment and the financial concerns of the school division led to the school closing in 2008. The students from Pocahontas High are now bused to Tazewell and Graham High Schools.

Mullins (1996, pp. 259-260) contributed the closing of the Bishop School to the decline in demand of coal from the Bishop mine. The Bishop School closed in 1987 after nearly one 100 years of operation. The students from the Bishop area were bused to Tazewell upon the closing of the school.

This study, along with the two other historical studies of schools in Tazewell County, provides a context for further research on small schools. Through historical research, governmental and educational leaders gain knowledge of past relationships and how they can be rekindled for the benefit of the community. The development of partnerships can serve to strengthen bonds for a positive school engagement. It also details the resolve of the community to maintain its school regardless of the decline of enrollment.

It is suggested that further research be conducted to analyze post-secondary successes and challenges of students graduating from smaller, community-supported schools versus larger regional, consolidated schools. While it can be generalized that students from larger schools have more educational options available to them, questions could be posed related to the impact of community involvement on student success and the extent to which the level of community involvement is related to the size of the school or other community variables.

It is also suggested that further research be conducted on the segregated schools in Tazewell County. These schools need to be identified and their histories preserved to document the achievements and struggles of the students who attended them. It would be of interest if similar studies of segregated schools were conducted in the different counties of Virginia and then compared.

Summary

In 1925, E. L. Greever composed a letter to John P. Gose (both long time residents of Burke’s Garden) that sums up the feelings of the of the Burke’s Garden community:

Burke's Garden is unique, both physically and in the characteristics of its people. Surrounded by an unbroken mountain range, that beautiful basin is so cut off from the surrounding country that its inhabitants necessarily constitute an isolated community. Their lot is a common one, whether they wish it so or not. They are dependent upon each other for all community interest and life, as well as for their social and religious life. This physical situation they cannot change, and its effect upon their daily lives they cannot escape.

Therefore, it is of vast importance that in inter-dependence be recognized as the inescapable fact which must determine the character of community life and community happiness.

Other things have contributed to this community solidarity and unity. The people have, for generations, intermarried, cultivated inter-family friendships, shared the common burdens and worshipped in a common Church. Their children have been raised and educated together, and their dead sleep side by side on the hillside above the old Church, where they grew from childhood to maturity, and passed into old age and the final end.

The whole history of the community is rich with the fruits of this recognition of the common good (Leslie, 1982, pp. 459-460).

After nearly 100 years, the concerns regarding education are still the same, but the conditions differ. Areas of concern in 2012 such as funding, transportation of students, availability of programs, and student achievement rates were concerns when Burke's Garden High School was established in 1915. Funding is still a concern, especially since the number of programs offered at public schools has increased. While it is not common for students to ride horses to school in 2012, transportation of students and long bus rides still present problems. Student achievement continues to be at the forefront of many educational initiatives in 2012, as it was in 1915. This historical study concludes with the desire of the researcher for further historical research on schools to be conducted. As educational trends vary in direction, it is important to look back to gain additional perspectives and learn from the past.

Burke's Garden was and is a society that works together for the benefit of the whole community. Throughout the collection of information for this study, the persons interviewed

talked repeatedly about the pride the people of Burke's Garden share in their working for the common good. The establishment and operation of Burke's Garden High School was an example of how a group of people, when working together, can provide for each other.

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APPENDIX A
LIST OF INTERVIEWEES

Interviewee	Role	Date Interviewed
Eunice Perry Cooper	Student	02/17/2012
Louise Leslie	Community Member	03/30/2012
Robert Moss, Jr.	Community Member	02/24/2012
Nancy Wilson Neal	Community Member	02/21/2012
Junior Rhudy	Student	01/24/2010
Margaret Rhudy	Student	01/24/2010
Ruth Hilt Ringstaff	Student	05/17/2012
Lenden Thompson	Student	03/29/2012
Nancy Thompson	Community Member	03/30/2012
Randolph Thompson	Student	03/30/2012

APPENDIX B
STUDY PARTICIPANT INFORMATION FORM

Name of Study Participant: _____

Relationship to Burke's Garden High School: _____

Informed Consent Form Signed: yes no Option: A B

 If Option B, Participant Pseudonym: _____

Study Participant Reviewed Interview Transcript: yes no

 If no, explain: _____

Date of First Interview: _____ Location: _____

Date of Second Interview (if needed): _____ Location: _____

Date of Third Interview (if needed): _____ Location: _____

Study Participant Contact Information:

 Address: _____

 Telephone: _____

 Alternate Telephone: _____

 Email: _____

APPENDIX C

INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

■ **DATE:** October 24, 2011 ■

TO: Daisy L. Stewart, Eric Workman

FROM: Virginia Tech Institutional Review Board (FWA00000572, expires May 31, 2014)

PROTOCOL TITLE: Historical Study of Burke's Garden High School: 1915 to 1960

IRB NUMBER: 07-557

Effective November 13, 2011, the Virginia Tech IRB Chair, Dr. David M. Moore, approved the continuation request for the above-mentioned research protocol.

This approval provides permission to begin the human subject activities outlined in the IRB-approved protocol and supporting documents.

Plans to deviate from the approved protocol and/or supporting documents must be submitted to the IRB as an amendment request and approved by the IRB prior to the implementation of any changes, regardless of how minor, except where necessary to eliminate apparent immediate hazards to the subjects. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

All investigators (listed above) are required to comply with the researcher requirements outlined at <http://www.irb.vt.edu/pages/responsibilities.htm> (please review before the commencement of your research).

PROTOCOL INFORMATION:

Approved as: **Expedited, under 45 CFR 46.110 category(ies) 6, 7**

Protocol Approval Date: **11/13/2011 (protocol's initial approval date: 11/13/2007)**

Protocol Expiration Date: **11/12/2012**

Continuing Review Due Date*: **10/29/2012**

*Date a Continuing Review application is due to the IRB office if human subject activities covered under this protocol, including data analysis, are to continue beyond the Protocol Expiration Date.

FEDERALLY FUNDED RESEARCH REQUIREMENTS:

Per federal regulations, 45 CFR 46.103(f), the IRB is required to compare all federally funded grant proposals / work statements to the IRB protocol(s) which cover the human research activities included in the proposal / work statement before funds are released. Note that this requirement does not apply to Exempt and Interim IRB protocols, or grants for which VT is not the primary awardee.

The table on the following page indicates whether grant proposals are related to this IRB protocol, and which of the listed proposals, if any, have been compared to this IRB protocol, if required.

Invent the Future

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

An equal opportunity, affirmative action institution

APPENDIX D
INTERVIEW QUESTIONNAIRE FOR FORMER STUDENTS OF BURKE'S GARDEN
HIGH

School Operation and Interviewee Relationship to the School

1. What were the dates of your attendance at Burke's Garden High?
2. What grade levels did you attend?
3. Did you have any siblings or other relatives who attended or worked at the school? If so, please describe them and their connection with the school.
4. Please describe Burke's Garden High and what it was like being a student there.
5. How was the school day structured? For instance, did you change classes or were you in the same room all day?
6. How did you get to school? Was transportation provided? If yes, please describe.
7. How long was the school day? Please describe the school's calendar. For example, were there special events or holidays for which the schedule was altered?
8. Did the weather or the seasons affect the operation of the school? For example, during harvest season, winter, spring planting, or hog slaughtering time, did the school close or alter its schedule?
9. How many grades were taught at the school?
10. How many persons were employed at the school? What were their roles?
11. Did you eat lunch at school? Did you bring your meal from home or was it prepared at the school?
12. Did any of the local farmers provide food to the school? If so, please describe.

Appendix D continued*Interview questionnaire for former students of Burke's Garden High*

1. Please describe the various roles of the school employees? For instance, what duties did the teachers have other than teaching class?
2. Please describe the school building and the grounds around the school.
3. How many students attended the school? How many students were in your classes?
4. Is there any other information that you would like to share regarding how the school was structured or operated?

Vocational Education

5. What types of courses did you have in school?
6. Please describe what it was like in the classrooms.
7. Please describe some ways that the teachers taught the lessons.
8. Did the same teacher teach all of your courses or did they teach specific classes?
9. Did the school offer any types of vocational classes, such as home economics, business, or agriculture? If so, what classes were available?
10. Did you take any vocational classes at the high school? If yes, what classes did you take?
11. Please describe some of the activities that took place in the vocational classes you took.
12. Did you have a home economics class? If so, did the students in that class ever have any responsibilities in the school?
13. If you were enrolled in a vocational class, did the teachers ever go out to your home or where you worked and see if you were using the practices they taught in school?
14. What type of equipment was used in the vocational classes?

Appendix D continued*Interview questionnaire for former students of Burke's Garden High*

1. Did the school have a kitchen and a cafeteria? Did students ever have duties in the kitchen? If so, please explain.
2. Did any members of the community or outside organizations ever come into the school to teach certain skills or subjects? If so, what are some examples you remember?
3. Did the teachers live in Burke's Garden?
4. Did the teachers have any other occupations, such as farming? If so, what were some examples?
5. Are there any stories that you would like to share regarding the vocational instruction?
6. Were there any student organizations, such as Future Farmers of America, at the high school while you were there? If so, what were the various organizations?
7. Were you involved in any of the student organizations? If so, what was your level of involvement? For example, did you ever hold an office or serve on a committee?
8. Please describe some of the activities that would occur with student organizations.
9. Was agricultural education and vocational instruction tied to the activities of the student organization? If so, please describe.
10. How many students were involved in student organizations?
11. How involved was the community in student organizations?
12. Who were your sponsors? Were the sponsors teachers or community members?
13. Did the student organizations ever participate in any competitions or conferences? If yes, please describe.

Appendix D continued*Interview questionnaire for former students of Burke's Garden High*

1. Did the students ever travel to compete in any regional, state, or national competitions or conferences? If yes, please describe.
2. Are there any stories that you would like to share regarding student organizations or extra curricular activities?

Establishment and Closure

3. Prior to the high school being built, what can you tell me about educational opportunities that were available in Burke's Garden?
4. Please tell me any stories you know related to the building or establishment of the high school.
5. If you are familiar with the closing of the school, please describe your recollection.
6. What was the community's response to the closing of the high school?
7. What impact did the closing of the school have on the community?
8. Are there any other memories that you would like to share regarding the establishment or closing of the high school?

Impact of Key Events and Legislation

9. Were there any events that you remember that brought change to the school?
10. Do you recall any major historical events and their impact on Burke's Garden and its school?
11. Do you recollect the impact of any foreign war or legislation had on the Burke's Garden community and its school? If so, please describe.

Appendix D continued*Interview questionnaire for former students of Burke's Garden High*

Conclusion

1. Are there any other world, national, state, or local events that affected the Burke's Garden community and its school that you would like to share? If so, please describe them.
2. After high school, did you stay in Burke's Garden or did you move away? If you moved, where else did you live?
3. Did you continue your education after high school? If so, where did you attend and what was your major area of study?
4. After high school, what type of work did you do? In what ways did your education at Burke's Garden High prepare you for the workforce and/or further education?
5. If you took a vocational class, what did you learn in your vocational class or classes that helped you after you finished school?
6. We have discussed several aspects of the school. However, is there anything else that you would like to share regarding Burke's Garden High School?
7. In addition, to help with this study, do you have any pictures, yearbooks, documents, etc. that you would allow me to copy to be used in further documentation of Burke's Garden High?
8. Before we conclude, I would like to thank you for your participation. Our interview today has been recorded and will be transcribed into written form. Do you wish a copy of the interview transcript for you to review?

If yes, within two weeks you should expect a copy of the interview transcript. If there are any errors with the transcript or additional information, you wish to share, please contact me. If no, at any time you may request a copy of the interview transcript.

Within two weeks after this interview, it should be transcribed into written form.

APPENDIX E
INTERVIEW QUESTIONS FOR BURKE’S GARDEN COMMUNITY MEMBERS

School Operation and Interviewee Relationship to the School

1. In what capacity are you linked to Burke’s Garden and how long have you been associated with Burke’s Garden?
2. What was your association with Burke’s Garden High School?
3. Did you ever attend school in Burke’s Garden? If so, please describe.
4. As a member of the Burke’s Garden community please describe Burke’s Garden High.
5. Do you have any siblings or other relatives who attended or worked at the school? If so, please describe their relationship with the school.
6. Please describe the community’s involvement with the high school.
7. What were some examples of the community’s involvement?
8. Do you have any information you would like to share regarding the physical structure of Burke’s Garden High or how the school operated?
9. Did the community use the building for outside activities? Please share examples.
10. Do you recall any teachers or students being boarders? If so, please describe the practice of boarding here in Burke’s Garden.
11. Did the teachers or other school employees have any other occupations, such as farming? If so, what were some examples?

Vocational Education

12. Please share any information you have regarding the vocational instruction at the school.

Appendix E continued*Interview questions for Burke's Garden community members*

13. Do you know if the vocational teachers ever taught classes that were open to the community?
14. Do you have any information regarding the practice of vocational teachers going into the community to assist in community projects or to observe students using vocational practices taught in school? If so, please share some examples.
15. Did any members of the community or outside organizations ever go into the school to teach certain skills or subjects? If so, what are some examples you remember?
16. Are there any stories that you would like to share regarding the agricultural education or vocational instruction at the high school?
17. Do you know if the students ever participated in any clubs or organizations at the school? If so, please describe the various organizations.
18. Was the community ever involved in the activities at the school? If so, please describe.
19. Did the agricultural education or vocational students ever travel to compete in any regional, state, or national competitions or conferences?
20. Please describe the community's level of support of the vocational student organizations at Burke's Garden High.
21. Are there any stories that you would like to share regarding vocational student organizations or activities?

Establishment/Closure

22. Prior to the school being built, what can you tell me about educational opportunities that were available in Burke's Garden?

Appendix E continued

Interview questions for Burke's Garden community members

23. Do you know of any stories related to the building or establishment of the high school? If so, please share them with me.
24. If you are familiar with the closing of the school, please describe your recollection.
25. What was the community's response to the closing of the high school?
26. What impact did the closing of the school have on the community?
27. Are there any other memories that you would like to share regarding the establishment or closing of the high school?

Impact of Key Events and Legislation

28. Were there any events that you remember that brought change to the school?
29. Do you recall any major historical events and their impact on Burke's Garden and its school?
30. Do you recollect the impact of any foreign war or legislation had on the Burke's Garden community and its school? If so, please describe.
31. Are there any other world, national, state, or local events that affected the Burke's Garden community and its school that you would like to share? If so, please describe them.

Conclusion

32. We have discussed several aspects of the school. However, is there anything else that you would like to share regarding Burke's Garden High School?

Appendix E continued*Interview questions for Burke's Garden community members*

33. In addition, to help with this study, do you have any pictures, yearbooks, documents, etc. that you would allow me to copy to be used in further documentation of Burke's Garden High?

34. Before we conclude, I would like to thank you for your participation. Our interview today has been recorded and will be transcribed into written form. Do you wish a copy of the interview transcript for you to review?

If yes, within two weeks you should expect a copy of the interview transcript. If there are any errors with the transcript or additional information, you wish to share, please contact me.

If no, at any time you may request a copy of the interview transcript. Within two weeks after this interview, it should be transcribed into written form.

APPENDIX F
INFORMED CONSENT FORM

Virginia Polytechnic Institute and State University

Informed Consent for Participants
in Research Projects Involving Human Subjects

Title of Project: History of Burke's Garden High School: 1915-1960

Investigators: Dr. Daisy Stewart & Eric R. Workman, Sr.

I. Purpose of this Research Project

The purpose of this study is to describe and explain the role of education in Burke's Garden, Virginia, to meet the needs of its residents. The objectives are: 1. Document the (a) establishment of public education in the Garden, and (b) curriculum structure and procedures; 2. Analyze the relationship between external and internal events and educational practices through the longevity of Burke's Garden High School.

II. Procedures

Interviews will be conducted with up to 30 former students, school employees, and community members who were involved with the Burke's Garden High School during the period of 1915-1960. Oral histories will be developed from the information provided by stakeholders who volunteer to become study participants. The interviews will be recorded and take approximately one hour. Interview questions will be asked in reference to events, historical recall, and perceptions of the educational services provided at Burke's Garden High School. The audio recordings will be transcribed to provide accuracy in reporting the data collected during the interview. All interview materials, data, and study materials will be secured with access granted only to the researchers. The interview recordings and data retrieved during the interview will be used only for educational purposes.

III. Risks

Potential risk to study participants is minimal. Study participants will be asked questions regarding their educational, employment, and other experiences in relation the Burke's Garden High School and the events surrounding the era of the school's operation. At any time, the study participant may decline to answer a question or withdraw from the interview or the study.

Appendix F continued

Informed consent form

IV. Benefits

The anticipated benefit of this study for study participants and the local community is the historical recording of the curriculum practices of Burke's Garden High School, its educational and economic impact on the surrounding community, and the relationship of the school with historical events.

V. Extent of Anonymity and Confidentiality

Confidentiality of study participants will be maintained except for their approved disclosure of certain personal information such as name, dates, and type of relationship with Burke's Garden High School, and data obtained from responses to interview questions.

Upon the request of individual study participants, all personal identification will be withheld and a pseudonym will be used. Study participants' personal information will be housed in a secure location with access only granted to the researchers.

VI. Compensation

Involvement in this study and in its interview process is voluntary. There will be no monetary awards, copyright royalties, or other compensation in this study.

VII. Freedom to Withdraw

Study participants are free to withdraw from the study at any time without penalty or prejudice.

VIII. Subject's Responsibilities

Study participants' responsibilities include participating in the study voluntarily and providing accurate information to the best of their recollection.

Appendix F continued

Informed consent form

IX. Subject's Permission

Option A - I have read the Consent Form and conditions of this project, and all my questions have been answered. I hereby acknowledge the above and give my voluntary consent along with permission to use limited personal information (e.g., name, dates of attendance) in all study materials and presentations.

_____ Date _____
Study participant signature

Option B - I have read the Consent Form and conditions of this project, and all my questions have been answered. I hereby acknowledge the above and give my voluntary consent on the basis that my name will remain confidential and a pseudonym used in all references about me in study materials and presentations.

_____ Date _____
Study participant signature

Study participant pseudonym

Should I have any pertinent questions about this research or its conduct, and research subjects' rights, and whom to contact in the event of a research-related injury to the subject, I may contact:

Eric Workman	276-322-1971 /workmane@vt.edu
Investigator	Telephone/e-mail
Dr. Daisy Stewart	540-231-8180 / daisys@vt.edu
Faculty Advisor	Telephone/e-mail
David M. Moore	540-231-4991 / moored@vt.edu
Chair, Virginia Tech Institutional Review Board for the Protection of Human Subjects Office of Research Compliance 2000 Kraft Drive, Suite 2000 (0497) Blacksburg, VA 24060	Telephone/e-mail

APPENDIX G
SUPERINTENDENTS OF TAZEWELL COUNTY PUBLIC SCHOOLS

Superintendent	Year of Appointment
Rev. Jonathan Lyons	1870
James C. Spotts	1875
Rev. James H. Gillespie	1882
Harry M. Smythe	1886
P.H. Williams	1896
W. Archie Thompson	1906
Albert S. Greever	1917
Hugh G. Cassell	1945
James L. Walthall	1947
Lester L. Jones	1965
Frank A. Cosby	1984
Woodrow W. Mullins, Jr.	1991
Donald Hodock	2000
Dr. Brenda Lawson	2001 to present (2012)

APPENDIX H
OATHS FOR DISTRICT SCHOOL TRUSTEES

[Form B—No. 11.]

COMMONWEALTH OF VIRGINIA.
OATHS FOR DISTRICT SCHOOL TRUSTEES
(FOR COUNTIES)

[The law provides that these oaths shall be made and subscribed before the division superintendent of schools, who shall certify the same to the clerk of the circuit court, and the said clerk shall make in his record book a minute of the qualification of the trustee.]

STATE OF VIRGINIA,

County of Lynchburg to-wit:

I Robert S. Moss, do solemnly swear (or affirm)

that I will support the constitution of the United States, and the constitution of the State of Virginia ordained by the convention which assembled in the city of Richmond on the twelfth day of June, nineteen hundred and one, and that I will faithfully and impartially discharge and perform all the duties incumbent upon me as District School Trustee to the best of my ability. So help me God. I swear that I have not, while a citizen of this State, since the tenth of July, nineteen hundred and two, fought a duel with a deadly weapon, or sent or accepted a challenge to fight a duel with a deadly weapon, either within or beyond the boundaries of this State, or knowingly conveyed such challenge, or aided or assisted in any manner in fighting such duel; and that I will not fight a duel with a deadly weapon, or send or accept a challenge to fight a duel with a deadly weapon, either within or beyond the boundaries of this State, or knowingly convey such challenge, or aid or assist in any manner in fighting such duel, during my continuance in office. So help me God.

Robert S. Moss

Sworn to and subscribed before me, this 18 day of Feb. 1908

Supt. Schools C. H. Williams

A minute of the above qualification entered in the Circuit Court of _____ county, this _____ day of _____, 190

_____, Clerk.

APPENDIX I
MEMOIRS OF PEARL RHUDY LESLIE (N.D.).

challenge the rocs and mud holes
 on its way to Tazewell from Wytheville.
 And then a few years later, I, who
 had learned to distinguish the
 graceful flight of the eagle from
 the hawk or buzzard, was aware
 of a terrific roar in the sky, and
 I saw the first airplane to
 fly across Burk's Garden.

We lived a mile from Burk's Garden
 Academy - we Rhudys walked to
 school, except on rare occasions.
 When the snows were too deep
 for us to break through, Dad let
 us have old Joe, a big boned farm
 horse. Dad put a bridle on old Joe -
 no blanket, no saddle - then he lifted
 Elmer up, then me, and then Lizzie.
 He turned old Joe around, headed

Appendix I continued

Memoirs of Pearl Rhudy Leslie (n.d.).

him toward the school, gave him a slap on the rump, and away we went to school! When we arrived, we slid off, turned old Joe around, slipped off his tridle, smacked him on the rump, and he went home! If the snows were still deep in the afternoon, Dad put old Joe out in the road, and whenever we found him, ^{we} put the tridle on, climbed on, and went home! Why all the reading, writing and arithmetic weren't bounced out, I don't know! But a lot of it stuck, and I finished High School - I won some prizes and medals for spelling, elocution and running - and I was one of our who

Appendix I continued

Memoirs of Pearl Rhudy Leslie (n.d.).

commencement speaker's biggest mind
 Of course, I had joined the Lutheran
 church - with my background -
 there just wasn't any other -
 though I consider it one of the
 greatest blessings of my life
 that I went to church where
 Lutherans, Methodists, and
 Presbyterians worshipped together.
 And then to College for 3 years -
 and of course, a Lutheran college -
 Elizabeth College, Salem, Va.
 I came to Tazewell with my father -
 he was driving a wagon, and brought
 my trunk with me. I saw my
 first train, and I was scared
 all the way to Salem. A lovely
 three years - in which I was first
 introduced to German and French,
 advanced Latin, and some Greek, and

APPENDIX J
KINSHIP OF MOSS FAMILY MEMBERS

Name	Kinship
Robert Stafford Moss	Great-grandfather of Robert Lincoln Moss, Jr.
Robert Lincoln Moss	Father of Robert Lincoln Moss, Jr.
Robert Lincoln Moss, Jr.	Agricultural teacher at Tazewell High School in 2012
Mary Moss	Unknown relationship
Sarah Moss	Grandmother to Charles and W. H. Moss. Sister to Superintendent Albert Greever.
F.M. Moss	Father to W.H. and Charles Moss.
Sue Buchanan Moss	Married to W.H. Moss.
Vaughn Moss	Married to Charles Moss.

APPENDIX K
BURKE'S GARDEN HIGH SCHOOL DEED

THIS DEED, made and entered into, this the 6th day of April, 1915, by and between George W. Moss and Nannie B. Moss, his wife, parties of the first part, and School Board of Clear Fork Magisterial District No. 2, of the County of Tazewell, a body corporate, of the State of Virginia, party of the second part,

WITNESSETH: That for and in consideration of FIFTEEN HUNDRED DOLLARS (\$1500.00), heretofore paid by certain citizens of Burkes Garden, the receipt of which is hereby acknowledged, the said George W. Moss and Nannie Moss, his wife, do grant, bargain, sell and convey unto School Board of Clear Fork Magisterial District No. 2 of the County of Tazewell, its successors and assigns, all that certain tract, piece or parcel of land, situate on the west side of the public highway, and north of Goodman's store, in Burkes Garden, Tazewell County, Virginia, bounded

G.W. Moss
to
School Board
Clear Fork

*Examined
delivered to
Geo. J. Dudley
July 28-1916,
W. S. Surpass,
etc.*

Beginning at a stake, being the north east corner of a certain tract of land this day conveyed by the parties of the first part to the Trustees of Burkes Garden School property, in the west edge of the County road, thence with the County road, N. 34° 34' W. 282.3 feet to a stake on the west side of said public road, and in the south line of a 21 feet alley, or pass way, belonging to the said George W. Moss; thence S. 54° 52' W. 234 feet with the south line of said 21 feet alley or pass way to a stake, thence S. 35° 30' W. 282.3 feet to a stake, the north west corner of the 2-1/2 acres of land above mentioned; thence with the 2-1/3 acres of land, N. 57° 52' E. 229 feet to the beginning, containing 1-1/2 acres, be the same more or less.

It is expressly understood by and between the parties hereto that the said party of the second part, its successors and assigns, shall, at its own cost and expense, erect a wire fence with nine strands of No. 9 wire, properly stretched on posts, which posts are not to be at a greater distance than one rod a part, and also to place two barbed wires on the top of said fence along said line of posts, - that is, - one barbed wire on each side of each post, and forever maintain and keep in good repair the same.

The said parties of the first part covenant to and with the said party of the second part that they will warrant generally the title to said tract of land, and that the same is free from any and all incumbrances.

Witness the following signatures and seals, the day and year first above written.

Geo. W. Moss (SEAL)

Nannie B. Moss (SEAL)

Appendix K continued

Burke's Garden High School deed

VIRGINIA: Tazewell County, to wit:

I, A. S. Greever, a Notary Public in and for the County of Tazewell, in the State of Virginia, do hereby certify that George W. Moss and Nannie Moss his wife, whose names are signed to the above and foregoing writing, bearing date on the 6th day of April, 1915, have each acknowledged the same before me in my said County and State aforesaid.

My commission expires on the 8 day of June, 1916.

Given under my hand this the 24th day of May, 1915.

A. S. Greever N. P.

Acting under the authority of an order of the Circuit Court of Tazewell County, Virginia, entered on the 27 day of May, 1915, in compliance with an Act of the General Assembly, approved February 20, 1912, I hereby certify that I have examined the title to the property embraced in the foregoing conveyance, and I do hereby approve same.

This the 27 day of May, 1915.

T. C. Bowen Attorney.

VIRGINIA: In the Clerk's Office of Tazewell Circuit Court, May 27, 1915.

This deed, with one dollar and fifty cents in Federal Revenue Stamps thereon duly cancelled as required by law, was presented and upon the annexed certificate of acknowledgment, admitted to record.

Teste: W. S. Surface D. Clerk.

APPENDIX L
PRINCIPALS AND TEACHERS OF BURKE'S GARDEN HIGH SCHOOL

<u>School Term</u>	<u>Name</u>	<u>Position and Grade Taught</u>
1915-16	Ruby Smith	Teacher
	D. M Pincher	Teacher
	Ruth Fowlkes	Teacher
	Wm. E. Moncure	Teacher
1916-17	E. W. Major	Teacher
	Ruth Fowlkes	Teacher
	Marie Walker	Teacher
	Culley James	Teacher
1917-18	Mary Bonham	Teacher
	Kate Dunn	Teacher
	Frances Litz	Teacher
	Culley James	Teacher
	Marie Walker	Teacher
1918-19	Maud Schaeffer	7 th Grade & High School
	Pauline Hull	4 th , 5 th , 6 th
	Ida Greever	Primary

Appendix L continued

Principals and teachers of Burke's Garden High School

School Term	Name	Position and Grade Taught
1919-20	Victoria Lewis	7 th Grade & High School
	Ida Greever	4 th , 5 th , 6 th
	Ruth Davis	Primary
	Edith Crockett	1 st – 7 th One Room Teacher
	Gussie Walker	1 st – 7 th One Room Teacher
1920-21	Grover L. Strong	Principal
	Malinda Chauce	History, Geography, Home Economics
	Ida Greever	4 th , 5 th , 6 th
	Ruth Davis	1 st , 2 nd , 3 rd
1921-22	Grover L. Strong	Science
	S.W. Hoka	Latin, History
	Helen Alverson	Home Economics
	Ida Greever	4 th , 5 th , 6 th
	Ruth Davis	Primary

Appendix L continued*Principals and teachers of Burke's Garden High School*

<u>School Term</u>	<u>Name</u>	<u>Position and Grade Taught</u>
1922-23	Grover L. Strong	Principal
	May Freeman	History, English
	C.J. Gose	Home Economics
	F.X. Cradle	Agriculture
	Ida Greever	6 th , 7 th
	Edith Linkous	4 th , 5 th
	Ruth Davis	1 st , 2 nd
1923-1924	G. L. Strong	Principal, Math
	F.X. Credle	Agriculture
	Ida Greever	Math, Latin
	Pauline Fry	Social Science, English
	C.J Gose	Home Economics

Appendix L continued*Principals and teachers of Burke's Garden High School*

<u>School Term</u>	<u>Name</u>	<u>Position and Grade Taught</u>
1924-25	G.L. Strong	Principal, Math
	W.L. McDonald	Agriculture
	Velma Beidler	English, Latin, History
	Inda Miller	Science, Home Economics
	Ida Greever	Grammar Grades
	Mrs. W.L. McDonald	Grammar Grades
	Lena Stowers	Primary Grades
	P.E. Bowman	Primary Grades
1925-26	G.L. Strong	Principal
	W.L. McDonald	Agriculture
	Velma Biedler	Latin, English, French
	Jean Mish	Science, Home Economics
	Mrs. W.L. McDonald	3 rd , 4 th
	Eva Oliver	Primary Grades
	Christine Huddle	6 th , 7 th

Appendix L continued

Principals and teachers of Burke's Garden High School

School Term	Name	Position and Grade Taught
1926-27	G.L. Strong	Principal, Math, History
	H.H. Lineberry	Assistant Principal, Agriculture
	Isabel Thomas	English, Foreign Language
	Gibson Kitchen	Home Economics, Science
	Dorothy Sharitz	5 th , 6 th , 7 th
	Grace Eller	3 rd , 4 th
	Eva Oliver	1 st , 2 nd
1927-28	G.L. Strong	Principal, Math, History
	H.H. Lineberry	Agriculture, Coach
	Isabel Thomas	English, Science
	Gibson Thomas	Home Economics
	Helena Coiner	Grammar Grades
	Josephine Groseclose	Grammar Grades
	Frances Miller	Primary Grades

Appendix L continued

Principals and teachers of Burke's Garden High School

<u>School Term</u>	<u>Name</u>	<u>Position and Grade Taught</u>
1928-29	G.L. Strong	Principal, Math
	H.H. Lineberry	Agriculture
	Eva Wampler	English, History
	Naomi Brooks	Home Economics, Science
	Harriet Teufel	5 th , 6 th , 7 th
	Josephine Groseclose	3 rd , 4 th
	Frances Miller	1 st , 2 nd
1929-30	G.L. Strong	Principal, Math, History
	J.E. Cornett	Agriculture
	Eva Wampler	English, History
	Olive Gose	Home Economics, Science
	Mae Teufel	5 th , 6 th , 7 th
	Billie Miller	3 rd , 4 th
	Ruth Graham	1 st , 2 nd

Appendix L continued

Principals and teachers of Burke's Garden High School

<u>School Term</u>	<u>Name</u>	<u>Position and Grade Taught</u>
1930-31	G.L. Strong	Principal, Math, History
	J.E. Cornett	Agriculture
	Olive Gose	Home Economics, Biology
	Betty Miller	English, History
	Charlsie Camper	Science, History
	Eva Phipps	3 rd , 4 th
	Martha Hurst	1 st , 2 nd
1931-32	G.L. Strong	Principal, Math, History
	H.E. Agee	Agriculture
	Olive Gose	Home Economics, Biology
	Margaret Fisher	English, Latin
	Mary Morehead	Junior High
	Eva Phipps	Grammar Grades
	Martha Hurst	Primary Grades

Appendix L continued

Principals and teachers of Burke's Garden High School

<u>School Term</u>	<u>Name</u>	<u>Position and Grade Taught</u>
1932-33	W.F. Coley	Principal, Math
	H.E. Agee	Agriculture
	Olive Gose	Home Economics
	Margaret Fisher	English, Latin
	Eva Phipps	Grammar Grades
	Anna Greever	Grammar Grades
	Jessie Philpott	Primary Grades
1933-34	W.F. Coley	Principal, History
	H.E. Agee	Agriculture
	Olive Gose	Home Economics
	Margaret Fisher	English, Latin
	Jessie Philpott	Grammar Grades
	Frances Miller	Primary Grades
	Ruth Umberger	Primary Grades

Appendix L continued*Principals and teachers of Burke's Garden High School*

<u>School Term</u>	<u>Name</u>	<u>Position and Grade Taught</u>
1934-35	W.F. Coley	Principal, History
	H.E. Agee	Agriculture
	Margaret Fisher	English, Latin
	Evelyn Simpson	Home Economics
	Marcus Gillespie	Junior High Classes
	Frances Miller	Intermediate Grades
	Ruth Umberger	Primary Grades
1935-36	W. F. Coley	Principal, Math, History
	J.P. Buchanan	Agriculture
	Marcus Gillespie	High School Classes
	Evelyn Simpson	Home Economics
	Margaret Pitts	Grammar Grades
	Frances Miller	Intermediate Grades
	Dorothy Hughes	Primary Grades

Appendix L continued*Principals and teachers of Burke's Garden High School*

<u>School Term</u>	<u>Name</u>	<u>Position and Grade Taught</u>
1936-37	W. F. Coley	Principal, Math, History
	J.P. Buchanan	Agriculture
	Roy Ringstaff	High School Classes
	Ruth Crabtree	Home Economics
	Sara Thompson	7 th Grade
	Frances Miller	Intermediate Grades
	Dorothy Hughes	Primary Grades
1937-38	Roy Ringstaff	Principal, High School Classes
	J.P. Buchanan	Agriculture
	Allan Thomas	High School Classes
	Ruth Crabtree	Home Economics
	Louise Greever	Grammar Grades
1938-39	J.P. Buchanan	Principal, Agriculture
	Allen Thomas	Math, History
	Karl V. Sloop	Math, History, Science
	Minnie Osborne	Home Economics
	Edith Price	6 th , 7 th
	Reba Miller	3 rd , 4 th
	Helen Neel	1 st , 2 nd

Appendix L continued*Principals and teachers of Burke's Garden High School*

<u>School Term</u>	<u>Name</u>	<u>Position and Grade Taught</u>
1939-40	J.P. Buchanan	Principal, Agriculture
	Allen Thomas	Math, History
	Karl V. Sloop	Math, General Science
	Mildred Aker	Home Economics
	Edith Price	6 th , 7 th
	Margaret Garnett	3 rd , 4 th
	Virginia M. Speed	1 st , 2 nd
1940-41	J.P. Buchanan	Principal, Agriculture
	Allen Thomas	Math, History
	Kathleen Burt	Home Economics
	Edith Price	6 th , 7 th
	Helen Morehead	3 rd , 4 th
	Eliza Miller	1 st 2 nd
1941-42	J.P. Buchanan	Principal, Agriculture
	Olin Munsey	Math, History
	Anna Laura Croft	Home Economics
	Frances Jones	6 th , 7 th
	Helen Morehead	3 rd , 4 th , 5 th
	Eliza Miller	1 st , 2 nd

Appendix L continued

Principals and teachers of Burke's Garden High School

<u>School Term</u>	<u>Name</u>	<u>Position and Grade Taught</u>
1942-43	J.P. Buchanan	Principal, Agriculture
	Helen Boling	English, History
	Beulah Robinson	Home Economics
	Elizabeth Fox	3 rd , 4 th
	Bernice Robinette	5 th , 6 th , 7 th
	Eliza Miller	1 st , 2 nd
1943-44	J.P. Buchanan	Principal, Agriculture
	Helen Boling	High School Subjects
	Doris Mason	Home Economics
	Bernice Robinette	6 th , 7 th
	Elizabeth Fox	3 rd , 4 th
	Van Davis Pruett	1 st , 2 nd
1944-45	J.P. Buchanan	Principal, Agriculture
	Helen Boling	English, History
	Marie Ogle	Home Economics
	Bernice Robinette	5 th , 6 th , 7 th
	Elizabeth Fox	3 rd , 4 th
	Thelma Perry	1 st , 2 nd

Appendix L continued*Principals and teachers of Burke's Garden High School*

<u>School Term</u>	<u>Name</u>	<u>Position and Grade Taught</u>
1945-46	J. P. Buchanan	Principal, Agriculture
	Curtis Prillaman	High School Subjects
	Ethel Baugh	5 th , 6 th , 7 th
	Mary Nancy Claytor	3 rd , 4 th
	Thelma M. Peery	1 st , 2 nd
	Louise Gregory	Home Economics
	1946-47	J.P. Buchanan
1946-47	Curtis Prillamen	High School Subjects
	Ethel Baugh	5 th , 6 th , 7 th
	Mary Nancy Claytor	3 rd , 4 th
	Thelma Peery	Primary Grades
	Louise Gregory	Home Economics
	1947-48	Curtis Prillaman
1947-48	Lester Harmon	High School Subjects
	Allene Sparks	High School Subjects
	Billie Pruett	5 th , 6 th , 7 th
	Mary Nancy Claytor	3 rd , 4 th
	Elizabeth Fox	1 st , 2 nd

Appendix L continued

Principals and teachers of Burke's Garden High School

School Term	Name	Position and Grade Taught
1948-49	Curtis Prillaman	Principal
	Billie Pruett	5 th , 6 th , 7 th
	Mrs. James Page	8 th , 9 th
	Douglas Necessary	2 nd , 3 rd , 4 th
	Miss Ted Williams	1 st , 2 nd , 3 rd
1949-50	Curtis Prillaman	Principal
	Mrs. James Page	8 th , 9 th
	Billie Pruett	6 th , 7 th
	Douglas Necessary	3 rd , 4 th
	Mrs. J.M. Hoge	1 st , 2 nd , 3 rd
1950-51	Harold Harman	Principal
	Edna Iris Harman	English, Social Studies
	Irvin Synan	5 th , 6 th , 7 th
	Billie Ruth Neal	3 rd , 4 th
	Marcie Zoe Osborne	1 st , 2 nd , 3 rd

Appendix L continued*Principals and teachers of Burke's Garden High School*

<u>School Term</u>	<u>Name</u>	<u>Position and Grade Taught</u>
1951-52	Harold Harman	Principal
	Elmer H. Ganscopp	English
	Helen Peery Goodman	English, Social Studies
	Rosa Williams Smith	6 th , 7 th
	Mildred Bruce	3 rd , 4 th , 5 th
	Carolyn Latimer Gray	1 st , 2 nd
1952-53	Charles William Nye	Principal
	Elmer H. Ganscopp	Math, Science
	Helen Peery Goodman	English, Social Studies
	Billie Ruth Neal	6 th , 7 th
	Mildred Bruce	3 rd , 4 th , 5 th
	Louise Greever Hoge	1 st , 2 nd
1953-54	Glenn Burton Cooper	Principal
	Elmer H. Ganscopp	Math
	Louise Greever Hoge	English, History, Home Economics
	Edgar Greever	Math
	Billie Ruth Neal	6 th , 7 th
	Mildred Bruce	3 rd , 4 th , 5 th
	Thelma Peery	1 st , 2 nd

Appendix L continued

Principals and teachers of Burke's Garden High School

School Term	Name	Position and Grade Taught
1954-55	George R. Bird	Principal
	Edgar Philip Greever	High School, 6 th , 7 th
	Louise Greever Hoge	High School
	Mariam Lineberry	High School, 6 th , 7 th
	Billie Ruth Neal	6 th , 7 th
	Helen Boling	3 rd , 4 th , 5 th
	Thelma Peery	1 st , 2 nd
1955-56	Unknown	
1956-57	Unknown	
1957-58	James Rogers	Principal
	Pearl Leslie	High School
	Sue Moss	High School
	Dorothy Rogers	6 th , 7 th
	Helen Boling	4 th
	Thelma Peery	1 st , 2 nd , 3 rd

Appendix L continued

Principals and teachers of Burke's Garden High School

School Term	Name	Position and Grade Taught
1958-59	Jack Harman	Principal
	Pearl Leslie	High School
	Sue Moss	High School
	Helen Boling	3 rd , 4 th
	Thelma Peery	1 st , 2 nd
	Eleanor Douthat	1 st , 2 nd
1959-60	Charles Blankenship	Principal
	Pearl Leslie	High School
	William Taylor	High School
	Eleanor Douthat	6 th , 7 th
	Helen Boling	3 rd , 4 th
	Thelma Peery	1 st , 2 nd
1960-61 Burke's Garden Elementary		
	Eleanor Douthat	Principal, 6 th , 7 th
	Vaughn Moss	3 rd , 4 th , 5 th
	Thelma Peery	1 st , 2 nd

APPENDIX M
LETTER TO TAZEWELL COUNTY SCHOOL BOARD FROM BURKE'S GARDEN
COMMUNITY, APRIL 5, 1960

April 5, 1960

TO: Tazewell County School Board

SUBJECT: Burke's Garden School

Gentlemen:

At the request of a representative group of citizens of Burke's Garden at a meeting held March 31, the writer wishes to present for your consideration certain questions pertaining to the school situation for our community. We feel that it is imperative that we have this information in order to intelligently and co-operatively reach a sound and final decisive relative to the future of our school.

We respectfully request that, you make every effort to reply not later than April 21, in order that this information may be presented to a community wide meeting on April 28.

1. What is the plan of this Board for the continuation of our school with an improvement in plant and facilities to make it comparable with other schools in the county?

Appendix M continued

Letter to Tazewell County School Board from Burke's Garden Community, April 5, 1960

2. What is the plan of this Board for moving Burke's Garden High School to Tazewell with an improvement in plant and facilities to make the elementary school comparable with others in the county?

Your careful consideration and response will be greatly appreciated.

Respectfully submitted,

Signed: Robert L. Moss

(Tazewell County Public Schools, April 5, 1960)

APPENDIX N
REPORT TO THE TAZEWELL COUNTY SCHOOL BOARD AT THEIR MAY 3, 1960
MEETING REGARDING BURKE'S GARDEN COMMUNITY MEETING HELD
APRIL 28, 1960

At a meeting of the citizens of Burke's Garden held on April 28, 1960, a general discussion was held with regard to the Burke's Garden School situation. The April 14th reply to certain questions posed to the school board and the Board of Supervisors on April 5th was considered in detail, with particular attention to the list of advantages and disadvantages to the idea of moving Burke's Garden High School to Tazewell. At the conclusion of this discussion the motion was made and passed that the following recommendations be made to the school board.

1. That the high school be continued at Burke's Garden;
2. That the school board provide teachers who are qualified to conduct the Burke's Garden School at a level of academic opportunity comparable to the other schools in the county;
3. That the school board provide new housing facilities to accommodate the high school, using the present agriculture building and gymnasium to the best advantage.

(Tazewell County Public Schools, May 3, 1960)

APPENDIX O
TAZEWELL COUNTY SCHOOL BOARD CLOSES BURKE'S GARDEN HIGH,
JUNE 5, 1960

Upon motion of H. S. Kinser, seconded by Claude H. Vandyke and unanimously passed, the board so ordered that the Burke's Garden High School be closed for the next school session, that the high school students from Burke's Garden be transported by bus to the Tazewell High School, beginning August 29, 1960; that action be taken at an early date to plan for the construction of a new elementary school in the Burke's Garden Community. The Superintendent was asked to notify the Burke's Garden patrons with an official letter stating the decision of the board.

(Tazewell County Public Schools, June 5, 1960)