

A HISTORY OF FERRUM COLLEGE --- THE FIRST FIFTY YEARS
1913-1963

A Thesis
Presented to
the Faculty of the Department of English
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
Ethel Shuler Ayres
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PREFACE

Brief forms of historical data have been prepared from time to time for use in catalogs and other areas of publicity for Ferrum College. An alumnus of the institution wrote a monograph concerning its history as a part of his study for the bachelor's degree at Randolph-Macon College in 1951. Nevertheless, within recent years there has been a pronounced need for a compilation of the facts relative to the story of Ferrum's founding and ongoing; and, because the school is approaching its fiftieth anniversary, the year of 1963 is singularly appropriate for such a study. Unfortunately, despite an almost exhaustive search, factual records in some isolated areas of the existence of the school are lacking, but, in general, a most adequate store of facts has been discovered.

The writer acknowledges with deep appreciation the inspiration and counsel given by Dr. Cratis Williams, Dean of the Graduate School of Appalachian State Teachers College, and the kind advice of Dr. J. R. Melton and Mrs. Martha Grey Hawkinson, members of the faculty of the same college.

She wishes to thank Dr. C. Ralph Arthur, President, Dr. Sidney E. Sandridge, Dean, and Mr. Raymond T. Holmes, Jr., Business Manager, of Ferrum College, for their staunch support in this research project.

The writer is deeply appreciative of interest shown and help given by a mentor and friend of long standing, Professor Marion Franklin Montgomery of Kingstree, South Carolina; and of the kindness of Mrs. Roscoe M. White of Richmond, Virginia, in checking parts of the manuscript.

The writer realizes that the progress and ultimate fulfillment of the undertaking depended in great degree upon the courtesy of many alumni and other friends of Ferrum College who lent documents and records and furnished additional information of value.

Finally, she desires to thank the board of trustees, the entire administration, staff, faculty and student body of Ferrum College for their loyalty in this endeavor. To Miss Elisabeth Pryor, the head of the English department, Mr. Ray Warlick, leading professor of history, Reverend Tedd Kelly, director of public relations, and Mr. Oliver Isaac, the librarian, a special debt of gratitude is due for assistance in obtaining materials.

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CHAPTER I

THE PROBLEM INVESTIGATED AND WHY, A PREVIEW OF THE HISTORY, AND EDUCATIONAL CONDITIONS ON EASTERN SLOPE OF THE BLUE RIDGE MOUNTAINS

Introductory statement. An educational institution bears the imprint either tangibly or intangibly of all of its presidents, deans, trustees, faculty personnel, staff members, all students, and other groups in the college community. It is influenced also, either directly or indirectly, by donors of material gifts for its advancement, by the relatives of its students, and perhaps pre-eminently by those individuals in whose hearts the dream of its founding was born.

The time ultimately arrives when a cry is heard with increasing persistence for dependable, accessible data detailing more than the year-to-year statistics and activities of the school. Such a moment has come in the life of Ferrum College, Ferrum, Virginia.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to present a history of the origin and development of the school now known as Ferrum Junior College, in order that

all interested persons may be privileged to find the material readily available.

Importance of the study. The school was founded in response to a pressing need in southwestern Virginia. The initial statement of purpose proposed that it make possible an education for boys and girls in the mountain areas who could not receive one otherwise.

In 1924 the following statement appeared in a volume of Virginia biography:

Ferrum is in Franklin County, Virginia, on the eastern slope of the Blue Ridge mountains and this is in a region where there are 10,000 young people of school age not in any school.¹

The same volume quoted from the 1923-1924 catalog of the Ferrum Training School, as follows:

The purpose in establishing the school was to give an opportunity for Christian education to that great army of young people in the mountainous and rural sections of our own and adjoining states, who, because of their poverty and location, are unable to secure more than the rudiments of an education, and in many cases not even that, and who have very poor Sunday School and church privileges, or none, and very little or no opportunity for the development of the religious life.²

The story of the founding, the problems encountered in the passing decades, the waxing and waning periods, the challenge of the uphill climb, and the phenomenal growth of

¹Special Staff of Writers, History of Virginia, Vol. V., Virginia Biography, (New York: The American Historical Society, 1924), p. 498.

²Ibid.

the school within recent years are elements which are described in this study.

II. DEFINITIONS OF TERMS USED

Ferrum Training School. This term refers to the name³ by which the subject of this study was first called.

Significance of the year 1913. The year 1913 is the date used on the seal of the college and is, therefore, the year from which the founding is reckoned. The reason is apparent. The first principal was appointed in November, 1913; the members of the charter Board of Trustees were then chosen; and, at the board's first meeting (in December, 1913), conclusive steps for founding the school were undertaken. Ferrum Training School actually opened its doors in September, 1914.

Motto: Non Sibi Sed Aliis. The seal bears the motto, "Not Self, But Others," an ideology that has found expression in the daily lives of Ferrum's students and alumni.

The feeder schools. Feeder school is a name given to the several primary schools in Franklin, Floyd, Madison and Patrick counties, Virginia, which were established for the purpose of preparing students to attend the high school

³Mr. P. T. Slone stated that the village and later the school derived the name Ferrum from the iron ore found in the nearby hills.

department and ultimately the college class at Ferrum Training School. The generally accepted number of feeder schools is five, but there are indications that at one brief period six were functioning. (See Chapter III.)

The college class. In 1926-1927 one year of college work was offered. The students of that class were the charter members of Ferrum's college department.⁴ College work was dropped in 1929 and resumed in 1936. (See Chapter IV).

Ferrum Junior College. To meet changing conditions following the building of county schools and the use of school buses, the feeder schools were closed, the elementary grades were abandoned and in 1936 the school expanded to junior college level. The State Department of Education of Virginia gave accreditation to the institution in 1939. In 1950 the new legal name of the institution became Ferrum Junior College and at that time senior high school courses and the first two years of college were offered.⁵

⁴The Peak (Yearbook), Ferrum Training School, 1927, p. 16.

⁵Ethel M. Johnson, "Ferrum Junior College, A Unique Institution in Franklin County," Virginia and the Virginia County, (April, 1952), p. 13.

In 1955-1956 senior high school work was dropped from the curriculum, leaving only the freshman and sophomore college classes.⁶

Full accreditation by the Southern Association of Secondary Schools and Colleges came to Ferrum Junior College in 1960.

III. REVIEW OF THE LITERATURE

Literature on the founding of Ferrum College. Dependable data on this phase of the matter in question have been found available in the following media: minutes of the Virginia Annual Conference of the Methodist Church; minutes of the Woman's Missionary Society of the Conference (known now as the Woman's Society of Christian Service); annual reports of said bodies; copies of the Virginia Advocate of the Methodist Church; catalogs, yearbooks, brochures, the school paper, and other printed matter of the institution; county, state, and other newspapers; magazine articles; a volume of Virginia history; a monograph written by an alumnus; articles of correspondence; and personal interviews with individuals who witnessed certain periods of the school's regimen.

Literature on the on-going processes of Ferrum College and its future destiny. Aside from certain brief periods for which only limited material was afforded, most areas

⁶Ferrum Junior College, Catalog, 1956-1957, p. 8.

of the life of the institution have been represented by adequate factual records. Again, the data were in the form of the media named in the above paragraph. Moreover, some personal correspondence and interviews brought forth revealing pictures of places, persons, and events. Conversations with administrative heads have pin-pointed ideas concerning hopes for the future of the college.

Literature on evaluation. Certain criteria are mandatory when an evaluation is to be made. In this instance, opinions of competent persons who know Ferrum College have been taken into account. In addition, a general cross section of current thought among educators in the realm of Christian higher education has been employed.

IV. A PREVIEW OF THE ORGANIZATION OF REMAINDER OF THE THESIS

Following Chapter I, which is made up of the introduction, statement of problem, definitions of terms used and review of the literature, this study describes the actual theories, activities, and accomplishments of the personnel of Ferrum College from the inception of the institution called Ferrum Training School to its status fifty years later as the largest private junior college in Virginia, and the largest Methodist junior college in the United States. Chapter II describes the circumstances and processes that led to the establishment of the school; Chapter III details the major accomplishments of the first

decade; Chapter IV combines the activities of the second and third decades; Chapter V has to do with the fourth ten-year period; Chapter VI deals with the decade immediately prior to the fiftieth anniversary of the college, together with future hopes and plans; and Chapter VII is a brief evaluation of how the institution has adhered to its original objective, that of giving a chance for higher education, in a Christian atmosphere, to young men and women who would not otherwise be able to procure one. Chapter VIII is an abstract entitled Summary and Conclusions.



A Mountain Cabin Found on the
Original Section of the Campus
of Ferrum Training School at the
Time of Purchase

From an Early Catalog

FIGURE 1

A Typical Mountain Cabin

CHAPTER II

THE BIRTH OF A MOUNTAIN SCHOOL

The beginning--To meet a need. From the abundant material extant pertaining to the founding of Ferrum Training School it would seem that one could point definitely to the person in whose mind the idea of such a school first occurred more than fifty years ago, and also to the time and place of the happening. Actually, the consensus indicates that many men and women of the Virginia Methodist Conference were concerned with the plight of youth in the isolated mountainous section of southwestern Virginia and surrounding areas. The chances were that persons who had reached physical maturity without educational advantages would not be able to utilize such a privilege to any great extent. On the other hand, however, great hope was centered in laying hold upon the youth of the mountains and training them to high and noble ends. The challenge was regarded as tremendous and pertained to all youth of the entire Blue Ridge Mountain area from the Rappahannock River to the North Carolina State line. (The records of the school show that some of the early students came from adjacent communities in North Carolina.)

At that time there were no high schools within thirty-five miles, the roads were at times impassable, and there were few families who were financially able to send the children to boarding school so that the boys and girls had no opportunity for an education above the seventh grade.¹

Contributing organizations. Soon after the turn of the century, two organizations in the Virginia Conference of the Methodist Church were making separate advances toward a policy of bringing advantages to the underprivileged youth of the mountain territory. These groups were the Board of Missions and the Woman's Home Missionary Society.²

Members of the Board of Missions thought in terms of utilizing strong ministers during the summer months in the far away, unchurched communities; of increasing appropriations to the mission charges in the mountain fastnesses; and of establishing a graded or high school at some central location with primary schools at other points, such schools to be correlated in a definite manner with the pivotal institution.³

In 1909, a small group of leaders from (what later came to be called) the Woman's Missionary Society of the Virginia Conference of the Methodist Episcopal Church, South, caught the vision of building a Christian school for the youth of the mountains of Virginia.⁴

¹Johnson, p. 13.

²Deroy Claudia Campbell, "History of Ferrum Junior College," (unpublished paper written as a partial fulfillment of the requirements for the degree, Bachelor of Arts, Randolph-Macon College, Ashland, Virginia, May, 1951), p. 6.

³Ibid., p. 7.

⁴Ferrum Junior College, Catalog, 1956-1957, p. 8.

The historic meeting referred to above took place in the home of Miss M. Lutie Roberts, Ashland, Virginia. It might be said, therefore, that the idea to found a school crystallized on that occasion.⁵

In the fall of 1910 the first definite planning meeting for the school was held in Richmond in the home of Mrs. H. T. Richeson, Superintendent of Supplies of the Woman's Home Missionary Society. Besides Mrs. Richeson, those in attendance were Dr. Eugene H. Rawlings, Missionary Secretary of the Virginia Conference; Reverend George T. Kesler, Pastor of the Patrick Circuit; Dr. B. M. Beckham, Presiding Elder of the Danville District; and Miss M. Lutie Roberts, President of the Woman's Home Missionary Society.⁶

The controlling idea of this group was that of procuring, if possible, a small building for the school in a remote, but accessible, mountain section; the annual expenditure for the project was not to exceed \$1,200.⁷

Shortly after the Richmond meeting, a site at Fayerdale, in Patrick County, was offered to Dr. Beckham as a suitable location for the enterprise. The offer was approved but, before the intention to build could be put into action, circumstances developed in such a way that organizational thought turned to other possible channels.

⁵Johnson, p. 13.

⁶Campbell, p. 12.

⁷Ferrum Training School and Junior College, Catalog, 1941-1942, p. 9.

By this time the Board of Missions of the Virginia Annual Conference had become interested in the proposed school and offered its support financially and in cooperative leadership in getting the school underway. Plans were made to build on a much larger scale than had been planned earlier.⁸

Fayerdale, near the present Fairystone Park in Patrick County, was in proximity to a narrow gauge railroad that hauled ore from the Fayerdale community to "Big Lick," another name for Roanoke.

Ferrum, a small village in Franklin County, was on the Winston-Salem Division of the Norfolk and Western Railway, forty-one miles south of Roanoke, ten miles west of Rocky Mount, and thirty miles north of Martinsville. About twenty-five miles from Ferrum, the Danville and Western Railroad crossed the Norfolk and Western route at Koehler, Virginia. Thus Danville, Stuart, Lynchburg, Roanoke, and many intermediate stations were within easy access to the Ferrum community. By the same token, one could leave Lynchburg or Danville in the morning, spend a while at Ferrum, and return home at night.⁹

Reverend George T. Kesler, already referred to, and Reverend Samuel R. Drewry, another minister of the Virginia Conference, were influential in convincing the church

⁸Ferrum Junior College, Catalog, 1956-57, p. 8.

⁹In 1960 passenger service by train from Ferrum to other points was discontinued.

organizations involved that Ferrum offered a more desirable and more accessible site for the school than Fayerdale.¹⁰

In 1912, at a meeting of the representatives of the Virginia Conference Board of Missions and the Virginia Conference Woman's Missionary Society held in the Main Street Methodist Church in Danville, the present location of the school at Ferrum was selected.¹¹

By 1914 the former Woman's Home Missionary Society and Woman's Foreign Missionary Society merged into the Woman's Missionary Society of the Virginia Annual Conference. Miss M. Lutie Roberts, as president, gave her report to the first annual meeting of these united societies held at Court Street Church, Lynchburg, Virginia, May 13-14, 1914.

The following extracts are from Miss Roberts' report:

Last year (1913), at the session of the Woman's Home Mission Conference, we studied the condition of the mountain people, their customs, characteristics, their possibilities and our work among them, what we had hoped to do and what we had accomplished.

Today we come before this larger conference made up of women who have united in the determination to carry out as far as possible our Lord's command to witness for Him in Jerusalem, in Judea, in Samaria and unto uttermost parts of the earth. . . . At the Woman's Home Mission Conference held in Richmond in May, 1911, a committee of four was appointed and given authority to expend \$1,200 during the year for the advancement of this work. Before this plan could be put into effect, new developments caused us to abandon it in favor of a larger project. The Board of Missions of the Virginia Conference held in Salisbury, November, 1911,

¹⁰ Statement by Mr. P. T. Slone in a personal interview with the writer.

¹¹ Ferrum Junior College, Catalog, 1956-1957, p. 8.

appointed a committee to confer with a like committee from the Woman's Home Mission Conference, and out of the joint meeting of these two committees grew the idea of uniting our forces and under-taking the work on a larger scale than either had at first contemplated.¹²

Dr. Beckham made clear that his term of service of four years as Presiding Elder of the Danville District was nearing its close when he was asked by the Virginia Conference Board of Missions (of which Dr. W. B. Beauchamp was chairman) to become the principal of the new school that was to be founded. In November, 1913,¹³ Bishop Collins Denny appointed Dr. Beckham to the principalship, officially.

The trustees. The following persons were the members of the first board of trustees: Reverend W. B. Beauchamp, D. D., President; Mr. W. C. Ivey, Vice President; Miss M. L. Roberts, Secretary; Reverend W. J. Young, D. D., Treasurer; Reverend M. S. Colonna, D. D.; Reverend C. E. Blankenship, Mr. R. A. Schoolfield, Mr. H. R. Fitzgerald, Mr. J. P. Pettyjohn, Mr. W. B. Roper, Mr. N. P. Angle, Mrs. H. E. Richeson, Mrs. Lee Britt, Mrs. H. E. Wall and Mrs. F. S. Heidelbach.

The executive committee was made up of Dr. Beauchamp (who later became Bishop), Mr. Colonna, Miss Roberts, Mrs. Britt, Mr. Ivey, and Mr. Pettyjohn.

The Board of Trustees met in Danville, December 16, 1913, in the home of Mr. R. A. Schoolfield. Dr. Beckham joined the members there in discussion.

¹²Campbell, p. 8.

¹³Attention is called to Chapter I, p. 3, Significance of the year 1913.

The trustees originally bought a farm of eighty [the correct number is fifty]¹⁴ acres, and have recently added another of fifty [the correct number is eighty] acres because it has on it a mountain spring from which the water is brought to the buildings by gravity. Some of this land is mountainous, but the greater part lies well for cultivation, and will be a source of income to the school, and a partial means of support. It will give the boys an opportunity for work, by means of which they can help to put themselves through school. The site for the buildings is an exceptionally beautiful one, the land sloping gently to the front and rear of a ridge several hundred yards in length . . .¹⁵

On the fifty-acre section was one two-story frame building which served as a home for the Beckham family.

The school was the property of the Methodist Episcopal Church, South, and was under the control of the Board of Missions of the Virginia Conference and the Woman's Missionary Society of the Virginia Conference of that church. Ten of the trustees (men) were elected by the Virginia Conference upon the nomination of the Board of Missions. Five of them (women) were elected by the Woman's Missionary Society of the Virginia Conference. No power could divorce this school from the ownership and control of the church except the church itself.¹⁶

The first president--a builder. A vigorous leader emerged for the task of founding Ferrum Training School; his name, as stated earlier, was Dr. B. M. Beckham.

¹⁴The order in which the number of acres is stated has been corrected to conform to several authentic sources.

¹⁵Ferrum Training School, Catalog, 1914, p. 7.

¹⁶Ibid., pp. 5, 6.

Benjamin Moore Beckham, A. M., D. D., after a number of years of service [22] as a pastor in the Virginia Conference of the Methodist Episcopal Church, South, was appointed principal and administrative head of an institution whose record is one of the most remarkable of any engaged in bringing the opportunities of modern education to boys and girls in the mountain districts of the eastern and southeastern states . . . The Ferrum Training School stands in a class by itself, providing the opportunities for Christian education to boys and girls without ability to pay more than a nominal part of the cost of such education . . .¹⁷

There are those who maintain that Dr. Beckham should have regarded his connection with the Ferrum Training School as the crowning achievement of his career.¹⁸ Actually, there is evidence that he did so regard it, for in his eighty-seventh year of life he said, "I look back upon the twenty-one years I spent at Ferrum as the happiest and most useful years of my life. My heart is there through time and eternity, as it is nowhere else on earth." (See Appendix.)

It is equally appropriate to say that the institution was fortunate in having such an administrator in its formative years.

Dr. Benjamin Moore Beckham was born near Burkeville, Nottoway County, Virginia, August 17, 1868, the son of Reverend Thomas Moore and Lucy Elizabeth (Royall) Beckham. His paternal grandfather was John Grigsby Beckham, and his maternal grandfather was Dr. S. H. Royall (a physician).

¹⁷History of Virginia, Vol. V., Virginia Biography, pp. 497, 498.

¹⁸Ibid.



Dr. Benjamin Moore Beckham
President, Ferrum Training School

1913 - 1934

*I look back upon the twenty-one years
I spent at Ferrum as the happiest and most
useful years of my life. My heart is there,
through time and eternity, as it is no
where else on earth.*

B. M. Beckham

The Closing Paragraph of an Article Written by
Dr. Beckham Shortly Before His Death. (See Appendix)

Used Here Through the Courtesy of
Miss Elisabeth Pryor

FIGURE 2

Dr. B. M. Beckham
The First President

Dr. Beckham received the Master of Arts degree from Randolph-Macon College in 1895. The same institution awarded him the degree of Doctor of Divinity in 1914. Dr. Beckham completed one year of theological work at Randolph-Macon and continued his studies in theology in Vanderbilt University, Nashville, Tennessee. He filled some prominent pastorates in Virginia, among them Asbury (now Reveille) Church of Richmond, Cabell Street Church at Danville, the South Halifax Church, the South Boston Church, and Memorial Church of Lynchburg. He was appointed Presiding Elder of the Danville District and toward the close of that four-year period was called to the principalship of the Ferrum Training School.

On June 9, 1901, Doctor Beckham married Miss Nannie Sue Barrow, daughter of Peter Thomas Barrow of Danville, to which union two children, to grow to adulthood, were born: Dora and B. M. Beckham, Jr. A son, Thomas Moore Beckham, died at the age of ten years.

The passing of Mrs. Nannie Barrow Beckham on March 7, 1948, brought to a close the marriage which lasted almost forty-seven years.

On December 27, 1948, Miss Emma Kate Snider and Dr. Beckham were married. Since her husband's death on September 29, 1957, Mrs. Beckham has continued a loyal friend and supporter of the college.

The forward look. At times, viewing in retrospect permits knowledge of how well a choice was made and of how nearly a vision approximates reality. Many individuals have

written articles concerning Dr. Beckham. Two extracts from such writings follow, illustrating the forward-looking choice made by church leaders when Dr. Beckham was appointed administrative head at Ferrum Training School. The first quotation is from Dr. J. M. Batten, who, before he became professor of church history at Vanderbilt University and Scarritt College, --and later Garrett Biblical Institute, taught under Dr. Beckham at Ferrum. The second quotation is from Florence Pedigo Jansson, a Ferrum graduate.

a.

For many years Dr. Beckham, traveling through the hill country of Virginia, saw the finest youth of our state deprived of full opportunities for Christian nurture and educational development. Like our Master, his heart was moved by the sight of scattered sheep without a shepherd. He developed a vision of a school that would minister to the religious and educational needs of these young people. With the help of God and the Virginia Methodists, he was able to translate this vision into reality. The remarkable record of service which Ferrum has achieved will ever remain the lengthened shadow of the influence of the man who planned the school and worked with tireless enthusiasm to make it an effective agency for the advancement of the kingdom of God.¹⁹

b.

What Dr. Beckham has built is far more than a structure of timber and brick. He has built hope and inspiration and courage in the hearts of many and has inspired them to build for others in turn. When he planned the Ferrum school and carried his plan forward to meet an urgent need of the time he contributed a splendid, far reaching service to humanity. In the words of Ralph Waldo Emerson, 'He builded better than he knew.'²⁰

¹⁹J. M. Batten, "In Appreciation of Dr. B. M. Beckham," Our Ferrum For Others, Vol. I, No. 1, (April, 1947), p. 1.

²⁰Florence Pedigo Jansson, "Remembering," Our Ferrum For Others, Vol. I, No. 1, (April, 1947), p. 2.

Early faculty. The announcement bulletin of 1914 detailing the opening of Ferrum Training School listed the first faculty and staff (and teaching scope²¹ of the institution) as follows: Reverend B. M. Beckham, Principal; Miss Addie R. Trent, Assistant Principal of High School; Miss Sue D. Walker, Domestic Science and Grammar Grades; Miss Grace Dickinson, Primary Grades; Miss Susie H. Trent, Instrumental Music; Miss Rubinette Lee, Vocal Music and Athletics; and Mrs. W. P. Hardy, Housekeeper.

First student body. The first session of the school began with ninety-nine pupils, but this number included the pupils of the one-room public school at Ferrum, which was closed. Records indicate that sixty-six of the ninety-nine pupils were the boarding members and the remaining boys and girls were from the closed Ferrum village school.²² The reason for the non-functioning on the part of the village school was that the building burned shortly before the opening of Ferrum Training School.²³

The objective of Ferrum is referred to in Chapter I. Early bulletins of the institution express it aptly in these words:

²¹This is detailed in Chapter III.

²²Letter to the writer from Mrs. B. M. Beckham, July, 1962.

²³Statement by Mr. P. T. Slone in a personal interview with the writer.

Ferrum Training School
for
Boys and Girls of limited means
but unlimited determination

Object

To train the hand and the head
to become willing servants of a consecrated heart

Physical equipment, academic and work programs, and general activities of the first session are treated in connection with the major emphases of the next chapter.

CHAPTER III

THE FIRST DECADE : 1913-1923

The strikingly beautiful terrain of the foothill country inspired faculty and students alike to high endeavor on September 30, 1914, when Ferrum Training School opened its doors for the first time. Nature compensated in loveliness for the many deficiencies in physical equipment.

The campus - grounds and buildings. In September, 1914, the school owned one hundred and thirty acres of land; by 1916, the campus and farm had grown to include three hundred and seventy-six acres; and, in 1923, there were approximately four hundred acres.¹

The first plot² of fifty acres was purchased from Mr. George Goode and became the building area. Later, a farm of about eighty acres, across the road from the original fifty acres, was bought from Reverend and Mrs. T. P. Duke. Subsequently, land was purchased from Mr. and Mrs. John Buckner, and from Mr. Lewis Young.³

¹Ferrum Training School, Catalog, 1923-1924, p. 3.

²This is sometimes referred to as the Feazell Tract.

³Statement by Mr. P. T. Slone in a personal interview with the writer.

The original plan called for three buildings: a school building proper to contain classrooms, office, library, auditorium, gymnasium and other necessary areas; a dormitory for girls; and a dormitory for boys.⁴

When the session opened, nothing of a permanent nature was evident except two-thirds of the girls' dormitory⁵ in the basement of which was the dining room, kitchen, pantry, laundry, three music rooms, domestic science classrooms, and a corridor. On the first floor were the office, parlor, four classrooms, bathroom, corridor and entrance hall. On the third floor were eleven bedrooms, bathroom and corridor.⁶

The building was lighted by electricity and heated by steam. The heating plant was housed in an offset at the northwest corner of the building. The high pressure boiler was constructed in such a way that the steam generated the electricity; thus, lighting required little additional cost above heating.⁷

As stated earlier the one frame building found on the grounds became a temporary home for Dr. and Mrs. Beckham and their children. (Later it was used as a temporary dormitory for boys.)

⁴Ferrum Training School, Catalog, 1914, p. 7.

⁵This dormitory was used originally for girls but later for boys, at which time it was given the name Wesley Hall. Architect, G. R. Ragan, Roanoke, Virginia.

⁶Ibid.

⁷Ibid., pp. 7, 8.

In 1916 the buildings in use were the girls' dormitory and three frame buildings. Of the wooden structures one was occupied by the principal, one by the chaplain and one was used as a dormitory for boys. The dates of construction are not definitely known.

Dormitory rooms were furnished with dressers, sanitary iron beds, felt mattresses, tables, chairs, sanitary washstands and large closets. The classrooms were provided with blackboards, maps, globes, and an iron desk for each pupil.⁸

Conditions were extremely crowded the first year, however. In November, 1914, two months after the initial session began, Dr. Beckham made this report:

Our classrooms are entirely too small, and we have as many as forty-five in one classroom with only twenty-eight desks. We provided three music rooms, but had to put three boys into every one of them, and take the parlor for a music room. Fifteen music pupils take their lessons and practice in this one room . . . We have no auditorium, and have to hold all of our assemblies in the hall, moving desks and chairs on each occasion.⁹

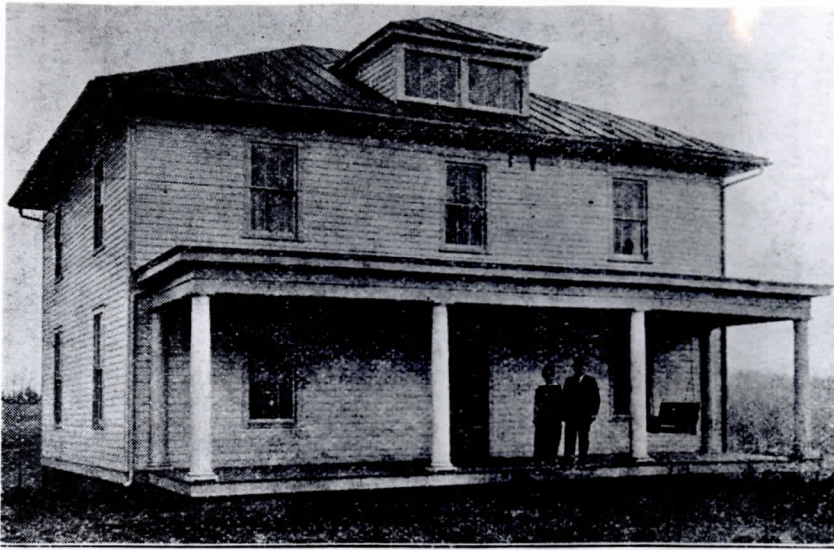
By 1923 Ferrum Training School had bought and erected fifteen building on the campus, and five feeder schools in remote localities. A sixth school was under construction.

The most important buildings on campus were the administration building¹⁰ (1917), later to be named Beckham Hall;

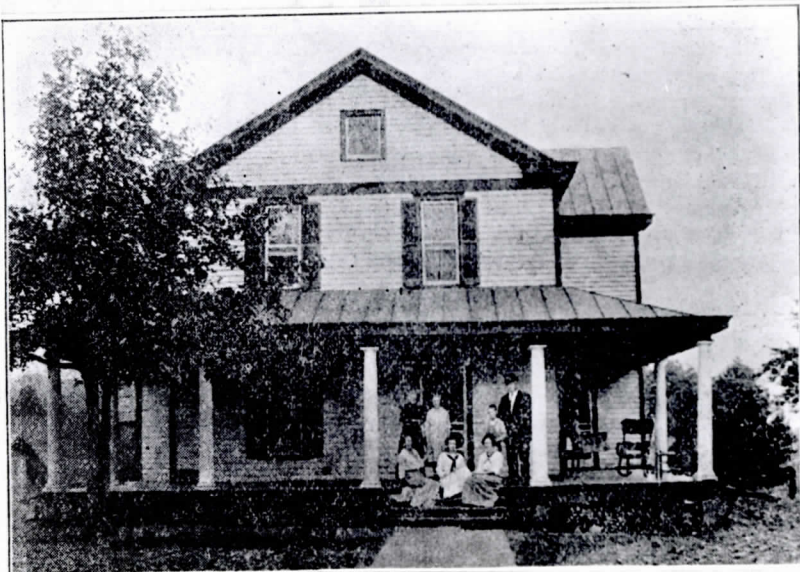
⁸Ferrum Training School, Catalog, 1915, p. 11.

⁹Campbell, pp. 25, 26. (Extracted from a longer report.)

¹⁰This was a misnomer because it was the classroom building.



The President's Home



The Chaplain's Residence
Later Used As a Dormitory

FIGURE 3

Early Frame Buildings

Wesley Hall (1913) used originally as a dormitory for girls but later for boys; Centenary Hall (1921), later renamed Roberts Hall, with space for a girls' dormitory, two dining rooms, kitchen and pantry; the White Cottage (1915), a frame building of eight rooms used as a dormitory for teachers; the Principal's Residence (1914), a frame building of eleven rooms; the Chaplain's Residence, a frame building of eight rooms; the Laundry and Library (1921), a brick building containing a steam Laundry and Heidelbach Library. The library was the gift of the women of Mount Vernon Church, Danville, Virginia, and of Mr. and Mrs. F. S. Heidelbach of Danville.¹¹

In addition to the structures mentioned were the following: the dairy barn and silo (1915); the planing mill (1920); the farm barn (1922); and a number of outbuildings, including a horse barn, a storage house for fruits and vegetables, a meat house with an ice house underneath, paint shop, Delco lighting plant, three farm houses, a corn and flour mill, a cannery, and a concrete water tank for storing water from the mountain spring that furnished water for all campus needs.¹²

The grounds within the building area were laid off with walks lined by Norway maples.¹³ The small lake at the rear

¹¹Ferrum Training School, Catalog, 1923-1924, pp.18, 19.

¹²Ibid., p. 20.

¹³In a letter to the writer, July, 1962, Mrs. B. M. Beckham said that Dr. Beckham did not recall the exact date of the planting of the maples but that a friend of the College gave \$100 for their purchase. Dr. Beckham remembered touching every one of the young trees when they were set in the earth.

¹⁴Ferrum Training School, Catalog, 1923-1924, p. 17.

of the buildings was stocked with fish. Fruit trees (predominantly apple and pear) were set out.¹⁴

The raising of funds for development of the school. The objective of the institution being what it is, funds from students could not be expected to support in any sense the cost of maintenance, not to speak of growth of Ferrum Training School.

During the first four years of its existence money was raised for the building up of the institution, and for its support as well, entirely by voluntary contributions. These were secured very largely through the efforts of the Principal and the financial agent¹⁵ of the School, who visited the Churches of the Virginia Conference, usually on Sunday, and received voluntary contributions only. No collections were ever taken by means of propositions made publicly to the congregation. Every subscription was made privately with a card and by this means, together with larger offerings from a few of our stronger Churches, contributions from the Woman's Missionary Society of the Virginia Conference, an appropriation of \$1,000 per year from the General Board of Education of the Church, and a small amount paid by the students themselves, the School has met its financial obligations. At the session of the Virginia Conference in December, 1918, the support of the School was put on the assessment basis so far as the income from the Conference itself is concerned.¹⁶

Health conditions. Perhaps no section of Virginia combines more favorable conditions for promoting good health than the vicinity of Ferrum, which is 1,300 feet above sea level. Pure water, bracing breezes, moderate temperatures,

¹⁴Ferrum Training School, Catalog, 1923-1924, p. 17.

¹⁵The terms, principal and financial agent, referred to one and the same person.

¹⁶Ferrum Training School, Catalog, 1920, p. 7.

and even in the early days proximity to a skilled physician and to additional medical facilities in Rocky Mount or Roanoke gave a sense of well-being to students and their parents. Until the infirmary became an established feature,¹⁷ a matron was on duty when necessary with sick students.¹⁸

Religious policy. The school insisted upon being non-sectarian despite its connection with the Methodist Church. It upheld in the beginning and has continued to maintain a policy of adherence to Christian principles. Special emphasis rests upon the moral and spiritual faculties of students. Patriotism, temperance, reverence, truthfulness, purity and uprightness are stressed.¹⁹

Church services, church school sessions, youth meetings, gatherings of the life service band, and Bible study hours were the high points of the religious life at Ferrum.²⁰

In the beginning the Life Service Band was an all-girl organization to distinguish it from the Ministerial Band which was an all-boy organization.

Work program. Boys and girls. Ferrum Training School was in no sense a rival of any other school. Its supreme aim was to provide educational advantages for young people

¹⁷The exact date has not been determined.

¹⁸Ferrum Training School, Catalog, 1923-1924, p. 21.

¹⁹Ibid., pp. 7, 8.

²⁰Ferrum Training School, Catalog, 1923-1924, p. 21.

who could not have them otherwise. Parents who were able to educate their children elsewhere were respectfully and earnestly requested to do so. For eight years the school policy was to let students pay what they felt able to pay, but this practice proved unsatisfactory. The new policy was to put all students on an equal basis and charge every one the same fees. Those able to pay would be required to render in cash the whole amount charged while others would pay as much as possible in cash, and provide for the remainder by means of scholarships and notes.

Each pupil worked on an average of not more than two hours per day for the entire session in order to compensate the institution to a slight degree for its great benefits to the student body.²¹

The girls do all the work of the kitchen and dining room besides looking after their own rooms, the cleaning of the building in which they live, and the School building as well.

The boys work on the farm, care for the hogs and cows, look after the heating, lighting and pumping plants, bring the mail, cut and saw wood, and assist with the cleaning of the buildings.²²

In 1923 the cost to the school for tuition and board per pupil was \$240 but the school did not charge anyone as much as that and it received many students who paid nothing at all. Scholarships (most of them worth \$100 each) were

²¹Ibid., pp. 15, 16.

²²Ibid., p. 16.



Work on the Campus



Gathering Ice for Storage



These Pictures Are Used Through the Courtesy of
Mrs. Jessie Bridges Hart

FIGURE 4

The Work Program

given by many churches, Sunday schools, missionary societies, and individuals who were prompted to donate a part of their substance.²³

In the beginning no adequate method presented itself by which girls could work their way through school, but boys could make their expenses by working for five hours in the afternoon on the farm, or at some other assigned work.²⁴ Likewise, the farm has been a source of consistent value to boys by providing a means of learning agricultural skills. The young men, under careful supervision, did most of the work in constructing buildings, with the exception of the first brick building which was erected by J. P. Pettyjohn and Company of Lynchburg, Virginia.²⁵

Ultimately, openings arose for girls in the laundry, library, offices, and other areas.

Social policy. Firm rules dominated social activities, and the sexes did not mingle socially except on a few special occasions in the school year. Nevertheless, campus life gave opportunities for the development of the social nature with emphasis upon educative processes. Daily contacts with other students proved of great inspiration to each individual

²³Ibid.

²⁴Ferrum Training School, Catalog, 1915, p. 13. Work program hours were in addition to the two hours given to the institution.

²⁵Campbell, p. 44.

youth.²⁶ One of the most consistently worth-while aspects of Ferrum through its history has been the close bond between professors and students.

Courses and departments. The curriculum of the first session, 1914-1915, dealt with four primary grades, three grammar grades, and three grades of high school. This was equivalent to the course of study of some regular public schools of the time; in such schools the curriculum consisted of programs for grades one through ten.

At Ferrum Training School the following studies were used:

First Primary Grade - reading, spelling, writing, language, number work, nature study

Second Primary Grade - reading, spelling, writing, language

Third Primary Grade - reading, spelling, writing, language, number work, geography, nature study

Fourth Primary Grade - reading, spelling, writing, language, arithmetic, geography, nature study, history, morals

First Grammar Grade - reading, spelling, writing, language, arithmetic, history, geography, nature study

Second Grammar Grade - reading, spelling, writing, language, physiology, arithmetic, nature study, history, civics, geography

²⁶Ferrum Training School, Catalog, 1916, pp. 11, 13.

Third Grammar Grade - reading, spelling, writing, language, arithmetic, history, civics, geography, physiology and hygiene

First Year High School - English, Latin, science, mathematics

Second Year High School - English, spelling, science, mathematics, Latin, history, physiology-hygiene

Third Year High School - English, Latin, science, mathematics, spelling.²⁷

The Bible was taught in some way in every grade, but no effort was made to proselyte students from their denominational belief.²⁸

Except in special cases, no primary work was offered during 1915-1916. The curriculum included the fourth grade through ninth. Bible, music, and domestic science were taught.²⁹

The course of study for 1916-1917 provided for grades one through eleven. The eleventh grade offered these subjects: daily rhetoric, a review of solid geometry, trigonometry, Virgil, reviews of arithmetic, Latin grammar, and English grammar. Piano and Bible were taught.³⁰

By 1919 the pupils in all eleven grades were offered an increasingly well-rounded program of study. Agriculture,

²⁷ Ferrum Training School, Catalog, 1914, pp. 14-24.

²⁸ Ibid., p. 6.

²⁹ Ferrum Training School, Catalog, 1915, pp. 15-18.

³⁰ Ferrum Training School, Catalog, 1916, pp. 22-28.

chemistry, and physics had been added to the curriculum. Music consisted of piano, voice culture, sight singing, and choral singing.³¹

Authorities abandoned the elementary grades before 1923. Grades seven through eleven were taught in 1923. French I and French II were offered high school students; and the term "Home Economics" replaced "Domestic Science."³²

The trustees. The names of the following new trustees were on the roll by 1923: Reverend H. P. Myers, Mr. J. T. Catlin, Dr. J. L. Jarman, Mr. N. T. Shumate and Mrs. H. E. Barrow.³³

The faculty. The faculty and staff consisted of seven persons in 1914 (See Chapter II). There were ten in 1916, and fifteen in 1923. In addition to the group of fifteen at Ferrum Training School in 1923, five feeder schools were functioning with one principal and one assistant in each. Thus, the entire faculty and staff totaled twenty individuals.³⁴

Extracurricular beginnings. Two literary societies, named Beckham and Athenian, added spice to campus life beginning in 1920. Students felt responsible to join one or

³¹Ferrum Training School, Catalog, 1919, pp. 19-29.

³²Ferrum Training School, Catalog, 1923-1924, pp. 34-44.

³³Ibid., p. 5.

³⁴Ibid., pp. 6-8.

the other. The major purpose of belonging to a literary society was, and is, to learn to express one's thoughts easily before a group, thereby sharing knowledge with others.³⁵

The same year saw the initial phases of an athletic program at Ferrum. Courts were provided for basketball, tennis, and baseball. Games were played between "on-campus" teams and an occasional visiting team, but Ferrum students were not permitted to play match games away from home. Trips would interfere too drastically with necessary work procedures.³⁶

Extension - The feeder schools. Extension work grew out of summer teaching experiments in 1914 in the North Patrick charge. Reverend and Mrs. W. J. Craddock (as minister and wife) and Miss Ruth Watson (as teacher) were pioneers in this branch of the Ferrum program. The first feeder school was at Nowlin's Mill in Patrick County.

Others were the Harris School in Floyd County (1917), the Wilson School in Patrick County (1918), Trinity School in Patrick County (1918), Heidelbach School in Patrick County (1921), and Rose River School in Madison County (1922). The Rose River School did not function as long as the other five, but all were of great value in preparing pupils to enter the central seat of learning.

Miss Alice White was another pioneer teacher in the feeder schools. Among the many others who gave of time, labor,

³⁵Ferrum Training School, Catalog, 1920, pp. 17, 18.

³⁶Ibid., p. 16.



Dr. B. M. Beckham, Bishop W. B. Beauchamp,
and the Class of 1922, Ferrum Training School



The School and Church at Nowlin's Mill

FIGURE 5

School On and Off Campus

and substance toward this work, the following names are listed in records of the school: Mr. and Mrs. C. E. Wilson, Mr. Slaughter (who became Miss White's husband), Mr. and Mrs. F. S. Heidelbach, and Mr. Benton Richards.³⁷

Ferrum site a good one. An extract from Dr. Beckham's first annual report to the Virginia Conference made in November, 1914, two months after the school opened, confirms the wisdom of the choice of Ferrum as a site for the institution:

The history of the School thus far has convinced me that the selection of Ferrum as a location was eminently wise. If we had expected to do only local work, we would have gone to a more remote and more destitute community far from a railroad; but our desire is to reach out in many directions, and into many communities, and Ferrum is a most central and convenient point. The immediate and enthusiastic response to our call for students has also convinced me that there is a great need and a great demand for just such work as we set out to do. The field is unlimited, and the good that we can do will be measured entirely by our faith and our willingness to respond to the call of God.³⁸

Impact of World War I. Although no direct statement appears with respect to curtailment of the program at Ferrum Training School as a result of the impact of World War I, the records show, through pictures and statistics in general, that there was a preponderance of girls over boys in the most advanced classes during and immediately following World War I.

³⁷Facts relative to the extension section were gleaned from the college catalogs of the stated years.

³⁸Campbell, p. 26.

CHAPTER IV

THE SECOND AND THIRD DECADES: 1923-1943

The period from 1923-1943 is an important span in the history of the Ferrum institution. Three presidents had parts in molding the school. Physical improvements were made; academic changes for betterment took place; new members of the board of trustees and of faculty and staff bore impact for good; student enrollment fluctuated; the several curricula were deepened to meet the demands of the times; a great number of extracurricular activities were organized, each enjoying at least a brief season in the sun (with the essential meanings of some of them continuing); and among the customs and ceremonies one emerged called "The Rose Maiden," later becoming known as May Day¹, and, except for a few lapses, continued through the years.

I. 1923-1934

THE SECOND PHASE OF THE BECKHAM ADMINISTRATION

Physical changes. Dr. Beckham did much to correlate the interests of the school with those of adjacent

¹Mrs. Harry Stewart (Anne Stone) introduced this ceremony at Ferrum Junior College in 1941. This information was given the writer in a letter from Mrs. Stewart, March, 1963.

communities. Despite the excellent railway service afforded Ferrum citizens, both of village and campus, Dr. Beckham deplored the fact that there was no automobile road connecting Ferrum with Lanahan (Waldsboro), a point midway between Rocky Mount and Ferrum. A road from Rocky Mount to Lanahan was in use. Dr. Beckham used his influence to procure concerted action toward extension of the road because the completion of the connecting link would give the Ferrum campus and adjoining areas access to the network of highways then being built.

In March, 1926, Dr. Beckham stated:

Take our own community. During the winter it is practically a sea of mud. We are locked in from the outside world for months. We must lock up our cars or ruin them by dragging them through this muddy sea. Except for one cinder walk, not built by the community, we must walk in the mud everywhere we go. I travel a good deal going almost all over the State, and I do not know of another community as important as ours that is so isolated as ours. What is the trouble? We could easily come together and make a decent road to our schools and our churches and through our village, but each waits for the other, and there is no community cooperation. I feel sure that we could have the road extended to Ferrum from Lanahan if we would work together. Our failure to do this is costing us a great deal in losses in business and opportunity. Our garages, stores, bank, schools, and churches are all suffering for a large part of the year because people cannot get to them and they (the people) either stay at home or go elsewhere. Let us come together in a community league, stick together and work together and we will have a better Ferrum.²

²B. M. Beckham, "Community Cooperation," The Ferrum Booster, Vol. I, Number 3, (March, 1926), 5, 6.

Within a period of eight months the desired reform had come to pass, as evidenced by this news item:

The good roads movement inaugurated by the Community League last spring goes on apace. No sooner had the excellent road to Lanahan been completed before Chairman J. K. Hurt got busy on the road toward Endicott. Already work has actually begun on the first four miles of this road. These roads will prove of inestimable value, educationally, socially, and economically to Ferrum and vicinity.³

The road from Ferrum to Rocky Mount is a segment of State Highway 40 which crosses National Highway 220.

Schoolfield Memorial Chapel (often called Church), named for Mr. R. A. Schoolfield, of Danville, Virginia, became a source of pride to all who watched its erection in 1923 and 1924 (at a cost of \$50,000). The Chapel continued to dominate the campus scene and to be the center of religious life.⁴ A two-manual Estey electric pipe organ in the church was used by students of organ. For many years the basement area served as a gymnasium⁵ and a place for recreational activities.⁶

The Norway maples were large enough to afford shade by 1929.⁷

³The Ferrum Booster, Vol. I, Number 11, 4.

⁴The cross on the upper segment of the facade of the Chapel was lighted nightly and could be seen from long distances away.

⁵The new gymnasium is referred to in Chapter VI.

⁶Ferrum Training School, Catalog, 1938-1939, p. 10.

⁷Ferrum Training School (etc.), Catalog, 1929-1930, (in a picture).

Academic changes. In 1923 courses of study consisted of the preparatory department (seventh grade) and four years of high school. In addition, students had access to courses in home economics and agriculture, to two years of business training, and to four years of music.⁸

Becoming increasingly aware of the natural decline in the patronage of students in need of high school training, due to the growing number of such schools being established by the State, Dr. Beckham, with the approval of a majority of the Board of Trustees, decided to add a Junior College Department to the Ferrum institution. This was done over a period of two years, from September, 1926, to June, 1928, with gratifying results. But as the lack of an adequate library and other facilities did not allow the college to be fully accredited by the State, the experiment had to be discontinued until all the required conditions could be met.⁹

The depression of the early 1930's affected school attendance, and classes became smaller during that period.

In 1933 the books of the Ferrum library were all classified under the Dewey Decimal System.¹⁰

Difficulties for Dr. Beckham. Dr. Beckham faced strong opposition from some members of the Board of Trustees with respect to his plan for the inclusion of a junior college department at Ferrum Training School (referred to above). Nevertheless, his dream became a temporary reality lasting

⁸Ferrum Training School (etc.), Catalog, 1929-1930, p. 1.

⁹Campbell, pp. 26, 27.

¹⁰Ferrum Training School Leader, Vol. I, Number 1, (Mimeographed news bulletin), p. 3.

from 1926 to 1928.¹¹ This was an experience which, although failing at the time, was destined later to change the character of the institution.¹²

During 1929 those trustees who were dissatisfied with Dr. Beckham's administration began a movement against it, suggesting that changes be made in policies and practices.

Dr. Beckham deplored the existing condition of unrest caused by a divided board and, on March 31, 1930, sent his resignation as principal to the president of the Board of Trustees asking that the board act upon it "with one and only one thought in mind and that the best interest of the school."¹³

At a board meeting on July 31, 1930, working plans were proposed that were mutually satisfactory to Dr. Beckham and to the majority of members present.¹⁴

Because of declining health Dr. Beckham, upon the advice of his physician, retired from the presidency of Ferrum Training School in 1935, but his service to the institution did not end then. Instead, he ministered in countless ways throughout the remainder of his life to the well-being and

¹¹The Schoolfield Papers, a private collection, Ferrum Junior College Library.

¹²Dr. C. Ralph Arthur in a letter to the writer, February, 1963.

¹³The Schoolfield Papers.

¹⁴Ibid.

on-going of the school that claimed one of the deepest loyalties of his heart.¹⁵

During Dr. Beckham's twenty-one years at Ferrum the physical plant was improved to the extent of two new large frame buildings and four brick buildings, in addition to the heating plant and barn. The campus was transformed from a bare spot covered with flint rocks, briars, and broomstraw to a beautiful rolling lawn with trees, walks, and shrubs.¹⁶

Dr. Beckham's later years. Following his resignation from the presidency of Ferrum Training School, Dr. Beckham spent a number of years in the gospel ministry of Virginia Methodism, serving congregations at Victoria, Roanoke, Covington, Clifton Forge, and in other places.¹⁷ At the time of the "Ferrum Advance,"¹⁸ Dr. Beckham (even though no longer on the campus) aided in the program by speaking to congregations throughout the Virginia Methodist Conference concerning the needs of Ferrum. Shortly before his death in 1957 he was retired and lived in Roanoke, Virginia.

¹⁵Campbell, p. 51.

¹⁶Johnson, p. 13.

¹⁷Campbell, pp. 52, 53.

¹⁸A campaign of the Chapman administration. See p. 43 this chapter.

II. 1934-1943

THE CARTER ADMINISTRATION AND THE CHAPMAN ADMINISTRATION

The Carter Administration (1934-1935). Mr. John L. Carter became the head of Ferrum Training School in 1935, the only layman to serve in this capacity.¹⁹

One of the eight children of John Henry Carter and Mary Catherine Webb Carter, Mr. John Langdon Carter was born in Franklin County, Virginia, on March 24, 1876. He was educated in Missouri at the State Normal School (in Kirksville), and the University of Missouri. Subsequent to the years of schooling in Missouri, Mr. Carter returned to Virginia, when still a young man, to teach in the public school system. He taught in both Henry and Franklin Counties.

Mrs. L. G. Pedigo of Roanoke, Virginia, who knew Mr. Carter when he taught in the public school system and when he was administrator at Ferrum, says,

John Carter was a real gentleman of the first order. He was beloved and respected by his relatives, his neighbors, his pupils. He enjoyed teaching because he loved people. His high ideals and his keen sense of honor made him a valuable influence in school and community.

On July 11, 1907, Mr. Carter married Miss Lelia Martin of Calloway, Franklin County, Virginia, who was a teacher also. The Carters had no children. Mrs. Carter was an efficient helpmate in the new work to which her husband was

¹⁹To date of 1963.

called. Although he was a member of the Baptist Church, Mr. Carter united with the Methodist Church when elected to the leadership of Ferrum Training School. He had a splendid faculty for tactful discipline and a knack in binding the School into closer association with the institutions of the State. Mr. Carter, never of strong physique, felt the strain of his heavy responsibilities and tendered his resignation after only one year of service. He spent his final years in the midst of family and friends.²⁰ Mr. Carter died on December 21, 1941.²¹

A clipping (name of newspaper and year not given, but the year was presumably 1935) furnished by Mrs. Pedigo, contains the following words:

Head of Ferrum School Resigns

Martinsville, May 3. - John L. Carter, of Roanoke, principal of Ferrum Training School, has submitted his resignation because of ill health and will leave the institution at the end of the present term, the Rev. C. E. Blankenship, chairman of the faculty committee, announced yesterday.

The Chapman Administration (1935-1943). Dr. James Archer Chapman, an active minister of the Virginia Conference, and a former teacher at Ferrum, became the third president

²⁰Ibid., pp. 53, 54.

²¹Most of the data on the life and work of Mr. Carter not contained in the Campbell monograph were supplied by Mrs. L. G. (Carrie Martin) Pedigo in a letter to the writer, March 29, 1963. Mrs. Pedigo and Mrs. John L. Carter are sisters. Mrs. Carter is Home-Mother for student nurses at Lewis-Gale Hospital in Roanoke, Virginia.

of Ferrum Training School in 1935 and remained in that office for eight years. The son of James Jackson Chapman and Rose Archer Blount Chapman, he was born January 8, 1885, in Omega, Virginia. Dr. Chapman received the Bachelor of Arts degree from Randolph-Macon College in 1912 and the Bachelor of Divinity from Vanderbilt University in 1914. He studied at Union Theological Seminary (New York) in 1933-1934. In 1935 Dr. Chapman was awarded the honorary degree, Doctor of Divinity, by Randolph-Macon College.

In 1912 Miss Gertrude Leigh Sams became Mrs. James Archer Chapman. Three sons were born of this union: Archer, Jr., William F., and Guy L. Chapman. Mrs. Chapman died in 1929.

On July 1, 1930, Dr. Chapman and Miss Mary Margaret Willis were married, from which union came one son, Henry Willis Chapman. All four sons of Dr. Chapman are churchmen and belong to professions. Oscar, one of Dr. Chapman's three brothers, was appointed Secretary of the Interior under President Harry S. Truman.²²

Dr. Chapman . . . served Ferrum at two different times. He went to Ferrum in September, 1916, as a teacher, and remained until November, 1917. During this time he taught Bible, history, mathematics, and some Latin and physics . . . As president, Dr. Chapman's work was phenomenally successful from the start. Although he had to rely largely upon voluntary registration the first year he opened with a considerable number

²²The biographical facts were furnished by Mrs. James Archer Chapman in a letter to the writer, March 21, 1963.



1935 - 1943

FIGURE 6

Dr. James Archer Chapman
The Third President

of students, which was increased the next year. Dr. Chapman believed with Dr. Beckham that the school must establish a Junior College department if it would fulfill its mission to the mountain young people.²³

Academic and physical changes. In 1936 Dr. Chapman was instrumental in reestablishing the junior college on a permanent basis; the junior college department was accredited by the Virginia State Board of Education in 1939. Increased spending was necessitated by this expansion but practically all indebtedness incurred was met during Dr. Chapman's term of service.²⁴

The junior college had a high academic standard and probably would have been accredited by the Southern Association of Secondary Schools and Colleges in 1941 had the institution possessed sufficient financial resources then.²⁵

In 1939 an infirmary was built and until the establishment of clinics in nearby Rocky Mount it not only took care of the students but handled a number of outside cases.²⁶

The Ida Richeson Infirmary, named for Mrs. Richeson in token of her benefactions to Ferrum, was equipped to take care of fourteen patients. Two private rooms in addition to two five-bed wards, made it possible to isolate

²³Campbell, pp. 54, 55.

²⁴Ibid.

²⁵Dr. C. Ralph Arthur made this statement in a letter to the writer, February, 1963.

²⁶Johnson, p. 13.

contagious cases. A fully equipped operating room met the need of patients requiring minor surgery. A diet kitchen was a boon in preparing special diets making somewhat easier the work of the graduate nurse in charge who had living quarters in the infirmary.²⁷ The cost of the building was \$5,000.²⁸

In 1940 the Board of Trustees, upon the suggestion of Dr. Chapman, started a movement known as "The Ferrum Advance" for the purpose of raising \$100,000 for a greater Ferrum. The Reverend Roy Price, an alumnus, was chosen director and Miss Jeanette Glover secretary of this endeavor; they worked under Dr. Chapman's supervision.²⁹ The Advance was a successful movement and raised what was then a significant amount of money.³⁰

A new library building was completed in 1942 at a cost of \$45,000, and was later named Lula Britt Library in appreciation of Mrs. Britt's manifold services to the institution. An annual increase³¹ in number of volumes was made possible by gifts from alumni and friends and by a definite fund from

²⁷Ferrum Training School and Junior College, Catalog, 1941-1942, p. 12.

²⁸Campbell, p. 47.

²⁹Ferrum Junior College, The Beacon, 1942, p. 7.

³⁰Dr. C. Ralph Arthur in a letter to the writer, February, 1963.

³¹This continues true.

the yearly budget.³² Living quarters for faculty members were provided on the second floor of the library building.

A music building (1941) and a laundry (1940) were made possible from Advance funds and were erected during Dr. Chapman's administration.³³

A swimming pool was constructed in one end of the building containing the central heating plant; this brought to students a new medium on the campus for acquiring physical fitness.³⁴

Campus space increased from five hundred and fifty-six acres in 1939³⁵ to six hundred and four in 1941.³⁶

The graduating class of 1940 was the largest in the history of Ferrum to that date. There were forty-six graduates with young women slightly in the lead over men numerically.³⁷

The 1941-1942 offerings at Ferrum Training School and Junior College included four years of high school and two

³²Ferrum Junior College, Catalog, 1951-1952, p. 13.

³³Mr. James Wilson, Jr., Superintendent of Buildings and Grounds at Ferrum Junior College makes the following estimate of what the four buildings, as listed, would cost in 1963: Library, \$150,000; Infirmary, \$50,000; Music Building, \$20,000; Laundry, \$35,000.

³⁴Ferrum Training School and Junior College, Catalog, 1939-1940, p. 10.

³⁵Ferrum Training School, Catalog, 1939-1940, p. 9.

³⁶Ferrum Training School, Catalog, 1941-1942, p. 11.

³⁷Ferrum Training School and Junior College, The Beacon, 1940, p. 15.

years of college. For graduation from High School the following units were required: English, 4; History, 2; Mathematics, 2; Chemistry or Biology, 1; Bible, 1; and Electives, 6, making a total of 16.

Requirements for graduation from Junior College were sixty-four semester hours and sixty quality credits of college work. One semester hour's credit was given for each college subject pursued successfully for one hour weekly for eighteen weeks. Quality credits were as follows: "A" gave three credits for each semester hour; "B" gave two credits; and "C", one credit. The catalog for 1941-1942 contains this statement:

Ferrum Junior College offers two Junior College Diplomas: the regular Junior College Literary and the regular Junior College Commercial.

To receive the Junior College Literary Diploma a student has the option of two curricula: the General Liberal Arts Course, offered for those students who expect to receive an A. B. or a B. S. degree (in some science other than Home Economics) in a senior college; and the Home Economics Course designed for those students who plan to major in Home Economics in a senior college.

Courses are offered in Ferrum Junior College in Piano, Organ, and Voice, but the Junior College Diploma is not given for any of the Fine Arts Courses.³⁸

The yearly reports of the Board of Education of the Virginia Annual Conference, 1916 to 1929³⁹ inclusive, furnish the following statistical information:

³⁸Ferrum Training School and Junior College, Catalog, 1941-1942.

³⁹This information is kept intact here even though a part of it refers to an earlier phase of the history.

THE FERRUM TRAINING SCHOOL AND BRANCH SCHOOLS

<u>Year</u>	<u>Officers and Teachers</u>	<u>Students</u>
1916	10	108
1917	10	240
1918	12	354
1919	17	450
1920	24	610
1921	26	465
1922	26	650
1923	34	650
1924	34	625
1925	34	682
1926	32	625
1927	34	652
1928	34	652
1929	29	600

From 1929 to 1948 no statistical reports were given.

Note:

There are variations between some of the above figures and those contained in catalogs for the years concerned. The term, officers and teachers, implies an undefined number of categories in assistantships.

It must be remembered that the feeder schools are included in the total enrollment.

Privileges, fees, requirements - of students. The social atmosphere of the 1923-1943 regimen was fairly similar to that already outlined for the first decade.

Students were allowed visitors from their immediate families to a reasonable extent; the costs of meals and lodging for these guests were charged to the students. Guests for Sunday were required to arrive on Saturday and leave Monday. Sunday was to be kept a day of rest, of quiet, and of devotion.⁴⁰

A telephone in the home of the president served the entire campus for a time after the founding of Ferrum; later another telephone was placed in the administration building. Either of these could be used for long distance calls in an emergency, but unnecessary use was discouraged. By 1939 there was a telephone service between buildings on campus in addition to the privilege of long distance communication.⁴¹

The office of the administration provided a safe place for the keeping of money and other valuables.

In 1923-1924 there was no charge for tuition. For a regular student the amount for board, room, heat, lights and incidentals per half session was \$100 and for laundry per half session was \$6.00 and \$7.50. The total for a school year was \$212 or \$215.⁴²

In 1941-1942 general fees per year for students in the grades were \$300, for students in high school \$300, and for students in junior college \$310.⁴³

⁴⁰Ferrum Training School, Catalog, 1929-1930, p. 15.

⁴¹Ferrum Training School, Catalog, 1939-1940, p. 9.

⁴²Ferrum Training School, Catalog, 1923-1924, p. 27.

⁴³Ferrum Training School, Catalog, 1941-1942, p. 14.

Some practices and regulations on the campus at the time follow:

Students were urged not to go home for week ends except once in a great while unless necessity arose. Towels and bed linens were required of boarding personnel. Students wore simple and inexpensive clothing avoiding extremes in style. The use of alcoholic beverages was absolutely forbidden. Girls were not allowed to smoke. Boys wishing to smoke had to obtain special permission.⁴⁴

Extra-curricular activities. The many forms of extra-curricular activities belonging to this twenty-year period may be grouped in the following categories: religious, musical, literary, athletic, disciplinary, fraternal, dramatic, honorary and utilitarian.

Religious

Epworth League

Life Service Band (originally for girls, then mixed)

Ministerial Band

The Diaconate

Young People's Missionary Society

Musical

A Cappella Chorus

Choral Club

Choral Interpretation Choir

Glee Clubs: Boys, Girls

Junior Church Choir

Senior Church Choir

⁴⁴Ferrum Training School, Catalog, 1938-1939, pp. 16, 17.

Literary	Athenian Literary Society	
	Beckham Literary Society	
	Chapman Literary Society	
	Cosmopolitan Literary Society	
	Fasemore Literary Society	
	Liberal Arts Literary Society	
	Twentieth Century Literary Society	
	Latin Club	
	Sodalitas Latina	
	Patrick Henry Debating Society	
	<u>The Peak</u>	} Yearbook
	<u>The Beacon</u>	
		<u>The Ferrum Echo</u> - Newspaper
Athletic ⁴⁵	Athletic Association	
	Boys Athletic Association	
	Boys Basketball Team	
	Football Team	
	Girls Athletic Association	
	Girls Basketball Team	
	Swananoah Hiking Club (for girls)	
	Tennis Club (mixed)	
Track		
Disciplinary	Student Council	

⁴⁵The first football team was organized in 1928 with Mr. Robert B. Wilson as coach. (See The Peak, 1929). Players in competitive sports were called "Panthers" by 1942.

Fraternal	Alpha Alpha Alpha
	Delta Omega
	Gaudeanius Igitur
	Megas Adelphas
	Phi Eta Mu
	Phi Kappa Alpha
	P. K. Club
	Samoa Club
	Sigma Delta
	The Stoogies
	Tri Theta
Dramatic	Dramatic Club
	Expression Department
	Ferrum Dynamics Club
Honorary	Epsilon Sigma Honor Society
	Home Economics Honor Society
Utilitarian	Commercial Club
	Domestic Science Club
	Home Economics Club
	International Relations Club
	Science Club

The Beacon for 1940 gives summaries of contributions made by some of the organizations listed above:

Commercial Club: An organization designed to increase the acquaintance of the commercial students with Virginia industries, business activities, and opportunities for wholesome social contact, and to publicize the accomplishments of the Commercial Department and of Ferrum Junior College.

Epsilon Sigma Honorary Society: An honorary society designed to raise standards of scholarship, citizenship, and character by providing a worthwhile goal towards which students may strive.

Sodalitas Latina: An organization designed to arouse an active interest in the Latin language and the civilization of Ancient Rome.

Choir: A musical organization designed to provide special music at all church services.

Glee Club: A musical organization designed to develop appreciation for, as well as ability to sing, better music.

A Capella Chorus: A musical organization, open to all who wish to join, designed to give additional opportunities for group singing, and to raise the morale of the student body through organized group singing.

The Diaconate: An organization of men who intend to render full time service in the Christian ministry.

Life Service Band: An organization designed to bring together those students who truly desire to put into practice the principles of Christianity.

Dramatic Club: An organization designed to bring together the best dramatic talent in the student body, to reveal new talent, and to provide a source of wholesome social contact.

Megas Adelpas: A fraternal organization designed to promote fellowship among the men and to raise standards of living in Wesley Hall.

Tri-Theta: A sorority designed to raise standards of citizenship, scholarship, and character among college women and to help college women gain the utmost from their college education.

Sigma Delta: A sorority designed to encourage its members to develop the more worthwhile qualities of womanhood, to introduce friendly rivalry, and provide a cultural way for its members to spend their leisure time.

The "Stoogies" Club: A social organization designed to raise standards of citizenship among its members and to provide a source of social contact for them.

The Publications: An organization composed of college and high school students whose purpose is to publish each month of the school year the school newspaper, "The Ferrum Echo," and to publish once each year the school annual, "The Beacon."

In 1943 the extra-curricular activities current were Church Choir, Diaconate, Life Service Band, Youth Fellowship, Delta Omega, Epsilon Sigma, Gaudeamus Igitur, Home Economics Club, Megas Adelphas, Phi Kappa Alpha, Publication Staff, Sigma Delta, Boys Basketball Team and Girls Basketball Team.

Names of trustees added to the roster from 1923 to 1943 are Reverend H. P. Clark, Miss Fannie Robinson, Mrs. John Fitzpatrick, Reverend Luther Derby, Reverend J. W. Dixon, Mr. B. L. Fisher, Mr. John H. Schoolfield, Mr. T. B. Stanley, Mrs. N. V. Coleman, Mrs. C. W. Gooch, Mrs. W. W. Keeling, Mrs. B. E. Simpson, Dr. C. M. Hesser, and Dr. William A. Wright.

CHAPTER V

THE FOURTH DECADE: 1943-1953

The decade following 1943 was a difficult one for Ferrum College. Perhaps at no time in the history of the school did presidents, trustees, and friends work harder and manifest a greater interest in the welfare of the institution; but circumstances peculiarly adverse presented almost insurmountable barriers to progress.

Aftermath of World War II. By the middle of 1943 the strain of the Second World War was affecting school systems drastically in almost all parts of the United States. The work of many institutions was curtailed as a result of resignations among their respective faculties, and some schools closed outright for lack of teaching personnel. Some teachers, unable to endure the combination of low salaries and high-priced commodities, sought other employment; others answered the call of military service. Under such circumstances it was not surprising that the majority of Ferrum's teachers resigned.¹

Reverend Luther J. Derby - fourth president (1943-1948).
The Reverend Luther Junius Derby, an alumnus (1920) of Ferrum

¹Campbell, p. 57.

Training School, was elected president of his Alma Mater in 1943, upon the resignation of Dr. Chapman. Mr. Derby did not seek this position. It was after the Board of Trustees had endeavored diligently, but without avail, to find a new head for the college that this minister temporarily renounced his pastorate to become Ferrum's fourth president. Routine duties would have been difficult enough for a new administrator, but Mr. Derby's work was further complicated by the exigencies of war and the problem of employing a new staff.²

Mr. Derby, son of Junius Paul and Nannie Miles Derby, was born in Southampton County, Virginia, on September 12, 1898. He attended elementary school at Sunbeam, Virginia, and began high school work at Newsoms, transferring later to Ferrum Training School. Mr. Derby graduated from Randolph-Macon College (Bachelor of Arts, 1925) and Union Theological Seminary in Richmond with an English Diploma (1927).³

Miss Sarah Jeanette Quarles of Richmond became his wife in 1922. Four children were born of this union, three⁴ of whom (Luther, Jr., Jean, and Carolyn) have lived to marry and establish homes of their own. Mr. Derby kept Ferrum Junior College out of debt during a difficult period, maintained the academic standard when it was almost impossible to employ

²Ibid., p. 56.

³Letter to the writer from Reverend Luther J. Derby, March 8, 1963.

⁴Ibid.



1943 - 1948

FIGURE 7

Reverend Luther J. Derby
The Fourth President

competent teachers, raised teachers' salaries slightly, and improved the physical properties of the institution.

In June of 1948 Mr. Derby resigned from the presidency of Ferrum Junior College. It had been his responsibility to guide the school through the stress and strain of the last two war years and the first three years of the post war season and this he had done so well that the school would be handed over to his successor, Dr. Davis, with open doors and full educational facilities when many others with far greater resources had consolidated or closed their doors.⁵

Student government and regulations. The Student Council was organized during the 1944-1945 school session. Students and faculty had part in this important step. The Council functioned (and has continued to function through the years) in matters of student, government, student elections, student activities, and the drafting of recommendations to the administration concerning student welfare. The student government of Ferrum Junior College strives at all times to uphold high moral conduct on the campus and to inspire students to live circumspect lives wherever they are. The chief responsibility of the Council is that of being an intermediary between faculty and students.⁶

Enrollment. The years 1948 and 1949 may be considered the mid-point of the decade now under discussion.

The following table gives the approximate student enrollment and the number of faculty and staff members for the two years:

⁵Campbell, pp. 57, 58.

⁶Ferrum Junior College, The Beacon, 1949, p. 9.

	1948	1949
Faculty and Staff	20	24
College Sophomores	22	24
College Freshmen	36	46
High School Seniors	11	15
High School Juniors	14	6
High School Sophomores	7	15
Total Students ⁷	<u>90</u>	<u>106</u>

For the entire ten year period the enrollment varied from 75 to 200. In this specific area the records are not clear and the enrollment can only be approximated.

Organizations and publications. The following list is representative of the organizations of the fourth decade: Epsilon Sigma (honorary), Sigma Delta and Delta Omega (girls sororities), Home Economics Club, Veterans Organization, Youth Fellowship, Life Service Band, Ministerial Band, The Choir, Girls Quartette, Boys Quartette, Official Board of the Church, Church School Officers, Beta Club, French Club, Athletic Association, Girls Basketball Team, High School Basketball Team, Junior Varsity Basketball Team, and Varsity Basketball Team.

A statement with respect to the purpose and work of the official board of the church follows:

⁷Facts gleaned from The Beacon, 1948 and 1949.

The Official Board of Schoolfield Memorial Church functions the same as in our home churches. It is organized to give training for leadership to the students, and to tie up the work of the campus church with that of the District and Conference.⁸

The three-fold contributions of the Church School lay in these general areas:⁹

(1) Through the life and testimony of its teachers and officers many have been instructed and inspired. Using Methodist Church School material, students and faculty have learned about the great eternal truths of the Church.

(2) It has trained future leaders--students who will become leading laymen in our various churches.

(3) The third contribution is co-operative in nature. The Church School has co-operated in taking its turn in conducting Chapel and the hour of recreation Sunday evening . . .¹⁰

The Beacon, the student yearbook, preserved features of campus life and activity for enjoyment in future years.

The Ferrum Echo,¹¹ the newspaper voice of Ferrum students was sometimes a weekly and at other times a monthly during this decade. Ferrum received extra publicity in 1948-1949 from newspaper exchanges with other schools, some of them as far away as Pennsylvania and New York.¹²

⁸Ferrum Junior College, The Beacon, 1949, p. 40.

⁹A general summary dealing with the chaplain, the church, the church school and related material is given in Chapter VI.

¹⁰Ibid., p. 41

¹¹The name of the newspaper was changed to The Iron Blade in 1955-1956.

¹²Ferrum Junior College, The Beacon, 1948, p. 32.

The future of Ferrum questioned. In 1948 the question of Ferrum's future policy, a matter which had been discussed within Methodist circles and in the Methodist press from time to time since the founding of the school, flared up again. An editorial in the Virginia Methodist Advocate, May 27, 1948, indicated that Ferrum might not be able to look forward to a constructive and profitable future unless it changed various aspects of its program of instruction and placed definite emphasis upon vocational training.

An article in reply to the editorial was written by Reverend C. E. Blankenship, the only surviving charter member then serving on the Board of Trustees of the College, and was published in the Virginia Methodist Advocate on September 9, 1948. Reverend Roland P. Riddick, president of the board, stated in the same issue of the Advocate that Mr. Blankenship's article was approved by the Executive Committee of the Board of Trustees and that the members of the committee wished their position publicized by means of it.

Mr. Blankenship expressed the thought that Ferrum's right to exist was challenged in the editorial; he claimed that the school enjoyed a distinctive place in the educational program of the Church and that the addition of the college department, with the retention of high school grades, gave a desirable status to the institution as far as ministry to the needs of the students was concerned. Mr. Blankenship stated firmly that none of the Methodist schools could

stand if their right to continue depended upon an altogether unique curriculum. He recognized that duplication of effort exists even among state and church schools when some of their ultimate goals are similar.

Despite the fact that certain likenesses existed in the programs of instruction at Ferrum and some other church and state institutions, Mr. Blankenship gave six reasons why Ferrum could claim to be unique:

1. Ferrum is a boarding school, in which both boys and girls, young men and young women, live together under wholesome conditions, under the influence and guidance of cultured teachers who by precept and example instruct them in the fine art of living.

2. It is a self-help school in which every student is required to do some work which contributes to his maintenance and the maintenance of the school. . .

3. It is a mission school projected by the Board of Missions of the Virginia Annual Conference, and the Woman's Society of Christian Service, governed by a joint board of trustees, two-thirds of whom are ministers and laymen of the Virginia Conference (in equal numbers), and one-third representatives from the W. S. C. S. Ferrum is a home mission special of the first magnitude . . . As such it deserves and should receive the unanimous support of our Methodist people.

4. It is a select school in that its student body is derived from the purest strain of the rugged pioneer stock of Old Virginia . . .

5. Ferrum is a junior college, fully accredited by the State Board of Education, and is a member of the American Association of Junior Colleges. The fact that there is associated with it a high school department does not affect its status as a junior college. . .

6. Ferrum is a Christian school, Christian education is its specialty . . . from the beginning it

has stressed the importance of definite instruction in the principles of our holy religion.¹³

Mr. Blankenship made reference to the increasing number of ministers¹⁴ in the Virginia Conference who received preliminary training at Ferrum and made their definite decision to enter the ministry while there. He stated also that a department of agriculture was being set up at Ferrum with a competent instructor as head. Even though cattle raising, dairying, canning, and other farm activities had been engaged in almost from the founding of the school, plans for organized training under the guidance of a farm manager were now being made. The first teacher of agriculture was Professor Lyman Carrier.

The final paragraph of Mr. Blankenship's article follows,

We believe that in the light of the foregoing, Ferrum has a distinctive place in the present and future program of the church. The call for the coming quadrennium, sounded by the church for all its work and institutions, is "Advance" everywhere, and Ferrum proposes to go forward in answer to that call.¹⁵

¹³C. E. Blankenship, "Ferrum's Future Policy," The Virginia Methodist Advocate, (September 9, 1948), pp. 6, 14.

¹⁴There were approximately sixty such ministers in 1948. There are one hundred in 1963.

¹⁵^{Blankenship}Ibid., p. 14.

Dr. Nathaniel H. Davis - fifth president (1948-1952).

At this difficult time, July 1, 1948, Dr. Nathaniel H. Davis began his administration.¹⁶

Born August 19, 1903, in Baltimore, Maryland, Nathaniel H. Davis was one of the nine children (five boys, four girls) of Nathaniel Cross Davis and Bessie Walker Davis Davis. (His parents had the same surname but were not related).

At the age of eighteen Mr. Davis entered the seventh grade at Ferrum Training School and, in three years, had enough credits to enter Randolph-Macon College. Mr. Davis received the Bachelor of Arts degree from Randolph-Macon in 1930, the Bachelor of Divinity from Candler School of Theology (Emory University) in 1932, and the Doctor of Theology from the Iliff School of Theology (Colorado) in 1947. The subject of his doctoral dissertation was "The Functional Changes in Church Architecture of the Methodist Church."

Miss Ellen Gray Wright, a deaconess of the Methodist Church, became Mrs. Nathaniel H. Davis on August 25, 1926. Three children¹⁷ blessed this union: George Wesley, Fay Erlene, and Raye Erlene Davis.

Almost immediately after his marriage Mr. Davis joined the Virginia Methodist Conference and was assigned to the

¹⁶The facts on the life and work of Dr. Davis were obtained largely from a letter to the writer (March 25, 1963) from Dr. Davis, and were supplemented by data from the Campbell monograph.

¹⁷All three children graduated from Ferrum Junior College.



1948 - 1952

FIGURE 8

Dr. Nathaniel H. Davis
The Fifth President



1952 - 1954

FIGURE 9

Reverend Stanley E. Emrich

The Sixth President

Madison Mountain Mission. There Mr. and Mrs. Davis conducted briefly (1927-1928) the feeder school known at one time as Rose River School (referred to in Chapter III). These educators learned early to appreciate the life and problems of rural people, a knowledge that would serve them well later.

Between the periods of study at Emory University and Iliff School of Theology, Mr. Davis enlisted in the Army of the United States and served three and one-half years as chaplain (June, 1942 - December, 1945). Much of his time was spent overseas. He was honored with four Battle Stars, a Bronze Medal for meritorious service during the Battle of the Bulge, a medal from the European African Middle Eastern Theater, the World War II Victory Medal, and the American Theater Medal.

During his four years as president of Ferrum Junior College, Dr. Davis raised the academic standard of the school, endeavored to make Ferrum a feeder for Randolph-Macon College and Scarritt College (for ministers and other Christian workers), made physical renovation where necessary, insisted upon thorough cultivation of the farm, provided better heating facilities and living conditions, encouraged the preparation of nourishing food, and sought to foster an inspiring religious program.

In 1952 Dr. Davis resigned to resume the work of the pastorate.

Before becoming the administrator at Ferrum Junior College and following his years there, Dr. Davis served Methodist churches in Virginia¹⁸ and in other states.

Reverend Stanley R. Emrich - sixth president (1952-1954). The son of Otto C. Emrich and Ethel Marie Bell Emrich, the Reverend Stanley E. Emrich was born in Baltimore, Maryland, on March 3, 1914. Mr. Emrich received the Bachelor of Arts degree in Secondary Education from Shepherd College (Shepherdstown, West Virginia) in 1946, and the Bachelor of Sacred Theology and Master of Sacred Theology from Wesley Theological Seminary (Washington, D. C.) in 1950 and 1951, respectively.

Mrs. Stanley E. Emrich was Miss Elizabeth Frances Riley before marriage. No children have been born of this union.

When Mr. Emrich¹⁹ became Ferrum's sixth president in 1952, the administration sensed a diminishing need for the high school program. The school had reached a low ebb, generally.

A letter from Mr. Emrich (to the writer) dated March 19, 1963, contains the following statements:

¹⁸Dr. Davis has done further graduate study (University of Virginia) since 1952.

¹⁹The facts on the life and work of Mr. Emrich were obtained largely from a letter to the writer (March 19, 1963) from Mr. Emrich, and were supplemented by data from the Campbell monograph.

I served there [Ferrum Junior College] from 1952 to 1954, as President and Professor of Religion. At that time we had 98 students and the school was at a very low point . . . In the two years I served there, we established a catalogue that had the appearance and quality of a college publication²⁰ . . . We improved the public relations program and set the pattern for the recognition of Ferrum as a first class junior college . . . At this time, too, we began to employ faculty members with master's degrees or better as a step toward improving the academic program. I do not mean that this had not been done before, but when I went there I found people on the teaching staff with bachelor's degrees, - they were working on their master's degrees but did not have them. As these people moved out (and they were doing good work) they were replaced with teachers having master's degrees or better. During this time, too, the Department of Agriculture office at Rocky Mount made a thorough study of the farm and recommended how we could best use the land for largest and most efficient return.

The trustees. A form showing the respective official and committee duties of the members of the Board of Trustees (1949-1950) follows:

Officers and Committees

President	R. P. Riddick
First Vice-President	John E. Easter
Second Vice-President	Mrs. N. V. Coleman
Secretary	James T. Catlin, Jr.

Executive Committee

R. P. Riddick, Chmn.
Mrs. N. V. Coleman
B. L. Fisher
C. M. Hesser
James T. Catlin, Jr.

Agriculture and Farm

B. L. Fisher, Chmn.
C. M. Hesser
W. Archer Wright
Lyman Carrier

Building and Improvement

F. S. Richeson, Chmn.
James T. Catlin, Jr.
Mrs. Jacob Hevener
Mrs. E. O. Parkinson

Faculty

Mrs. J. W. Wiltshire,
Chmn.
H. P. Clarke
Mrs. R. M. White

²⁰In 1949-1950, and in 1950-1951, the catalogs were mimeographed.

Officers and Committees, continuedFinance

R. O. Bryant, Chmn.
T. B. Stanley
John E. Easter

Nominating

H. M. Burleigh, Chmn.
C. E. Blankenship
Mrs. B. E. Simpson
Mrs. V. F. Wilkerson



ERASABLE BOND

COTTON CONTENT

CHAPTER VI

THE FIFTH DECADE: 1953-1963

The second and concluding year of the Emrich administration (1953-1954). The Emrich administration bridged the fourth and fifth decades with one year in the fourth and one in the fifth. Mr. Emrich sought to set the pattern for the recognition of Ferrum as a first-class junior college, and built upon the foundation already laid by Dr. Chapman and others with the ultimate purpose in mind of having the school receive accreditation by the Southern Association of Secondary Schools and Colleges.¹ This two-fold objective was to be realized by his immediate successor, Dr. C. Ralph Arthur.

Mr. Emrich² resigned from the presidency of Ferrum Junior College in 1954 to resume the work of the pastorate.

THE ARTHUR ADMINISTRATION (1954-)

Biographical data. Charles Ralph Arthur, a son of Davis Allen Arthur and Mary Esther Fitzpatrick Arthur, was born in Roanoke, Virginia, on August 5, 1917. In 1934 he was graduated from Thomas Jefferson High School in Richmond, Virginia.

¹ Stated in a letter from Mr. Emrich to the writer in March, 1963.

² Mr. Emrich has done additional graduate study at The University of Virginia and The College of William and Mary since his years at Ferrum.

In 1938 Mr. Arthur received the Bachelor of Science degree in Business Administration from the University of Richmond, and in 1941 the Bachelor of Divinity degree from Duke Divinity School. Mr. Arthur engaged in summer study in 1945 at the University of Virginia and in 1952 at Emory University. The honorary degree LL. D. was conferred upon Mr. Arthur by his Alma Mater, the University of Richmond, in 1962.

Miss Mary Ruth Parker of Roanoke became Mrs. C. Ralph Arthur on January 22, 1944. Of this union four sons³ were born: Charles Ralph, Jr., Thomas Carlton, Richard Allen, and Parker Alexander.

Dr. Arthur's choice of vocation. The true and intriguing story of Dr. Arthur's choice of a vocation is told by Mr. Fred Loeffler, state editor of the Roanoke Times, in Appendix B. The article appeared in the Times on April 23, 1962, under the title "Review of Life Changed Student's Course." The vocation referred to is the Methodist ministry. Dr. Arthur was ordained deacon in 1941 and elder in 1943; he joined the Virginia Methodist Conference in 1941 being admitted on trial at that time and in full connection in 1943.

A further listing of data. The life of Dr. Arthur is a many-faceted one. It is appropriate, therefore, to state the following facts:

³Ages, respectively, in March, 1963: Ralph, 18; Thomas, 16; Richard, 13; and Parker, 5.



1954 -

FIGURE 10

Dr. Charles Ralph Arthur

The Seventh President

Places served--

Civilian Chaplain, Richmond District, 1941-1942
 Mt. Pleasant Methodist Charge, Charlottesville District,
 1942-1947
 Benns Charge, Portsmouth District, 1947-1948
 Executive Secretary, Commission on Town and Country Work
 of the Virginia Conference, 1948-1954
 President, Ferrum Junior College, 1954-

Memberships--

Pi Kappa Alpha - College Social Fraternity
 Odd Fellows
 Methodist Rural Fellowship
 Adult Education Association
 University of Richmond Varsity Club
 Chamber of Commerce, Franklin County
 Chamber of Commerce, State of Virginia
 Virginia Education Association
 Lions Club
 Franklin County Rural Area Development Program

Honors--scholastic and ministerial, and honorary positions held

Vice President, Pi Kappa Alpha, 1937-1938
 President, Duke Endowment Association, 1940-1941
 Letters in Boxing, University of Richmond, 1935-1936,
 1936-1937
 President, Virginia Methodist Rural Fellowship, 1946-
 1948
 Promotion Secretary, National Methodist Rural Fellow-
 ship, 1951-1955
 Treasurer and organizer, Virginia Methodist Conference
 Credit Union, Incorporated

Honors-continued

Alternate National Director, Credit Union National Association

Vice President, Southern Association of Junior Colleges

Vice President, Association of Virginia Colleges

Secretary, Methodist Association of Junior Colleges

Director of Franklin Memorial Hospital

Hobbies--

Photography, boating, golf, skiing, and spectator sports

Factors preliminary to the choice of Dr. Arthur as president. Despite the earnest efforts made by the personnel of the college in the fourth decade to build a worthy program, the school had reached such a low ebb by 1954 that the members of the Commission of World Service of the Methodist Church were greatly disappointed. The general attitude of the Commission was that unless something could be done to revitalize the Ferrum institution there was no real reason to let it continue to function. Dr. Roland P. Riddick, president of the Board of Trustees, was told by the Commission that no appropriation of funds would be made for Ferrum College unless a president whom the members of the Commission could approve was chosen. There is no record of whether they had any specific person in mind. The plan was that upon approval of the Commission of World Service the president chosen could be elected by the Board and appointed by the Bishop.

The Executive Committee of the Board of Trustees was called in session by Dr. Riddick. Out of this meeting came

the decision to ask Dr. Arthur if he would become the seventh president of Ferrum; the members of the committee and the other trustees were unanimous in the conviction that he was the person they wished as president. Bishop Garber promised whole-hearted support and whatever was necessary to develop the institution. To pave the way for the new administration, Bishop Garber asked that an investigation be made of the records of the college; this move was fully approved by the Commission of World Service and Finance of the Methodist Church and was welcomed by the Board of Trustees. Mr. J. Emmett Gleason was chosen as the principal investigator. There was no significant finding.

Appropriations were made for one year only. The idea seemed to be that something would be done about Ferrum immediately or the school would of necessity be discontinued.

Dr. Arthur agreed, with some misgivings, to assume the responsibility of the presidency. He was not really interested at first. Two factors were involved, however: 1. he had always found a challenge in the championing of causes that seemed in great need of support, and 2. if the institution had a real place of service to Virginia Methodism, Dr. Arthur did not wish to see it closed. Appendix B confirms Dr. Arthur's response to challenges. Through Dr. Arthur's hard work several movements had come into being in the Virginia Methodist Conference, among them The Commission of Town and Country Work. The fact that Ferrum needed help appealed

to its seventh president and he was acutely conscious of the fact that the sponsors of the school were giving it what might be called a last chance to make good.

Dr. Arthur and others closely associated with him felt that one supreme effort should be made and, if results indicated that Ferrum had no place of service in the Church, then it should be closed.

Appraisal and planning. The Reverend Elmer A. Thompson of the Virginia Methodist Conference agreed to aid Dr. Arthur, at the latter's urgent request, in making an analysis of the Ferrum school and its condition. Mr. Thompson became the first dean of the Arthur administration and Dr. Arthur states with deep conviction that much of the credit for the success of the first four years of his administration should be accorded Mr. Thompson.

Dr. Arthur enjoys telling others that a current (1963) member of the Board of Trustees often says with amusement that Ralph Arthur and Elmer Thompson did not realize that the task of revitalizing Ferrum could not be done, and they did it!

The initial undertaking of the new president⁴ and dean was to outline a five-fold program toward which to work. The five points follow:

⁴Unless indicated by specific footnotes, the details of this chapter are based upon the writer's conferences with Dr. Arthur in April, 1963.

1. Define the nature and purpose of Ferrum College
2. Offer Ferrum to the Virginia Methodists and to its publics wherever located - Manifest that the place and mission of Ferrum make it worthy of support
3. Improve and strengthen Ferrum in a long range program under three "P's":
 - a. Property
 - b. Personnel
 - c. Program
4. Work toward accreditation by the Southern Association of Secondary Schools and Colleges. Upgrade the program to a truly collegiate level and see the accreditation accomplished.
5. Expand through enrollment and physical facilities to meet the ultimate demands of a worthy Ferrum College

Defining the nature and purpose of Ferrum College was not really a matter of finding new elements in the nature and proposed purpose of the institution, but to reemphasize the true issues inherent in the total situation.

The vending of Ferrum to all publics concerned had to deal with combatting some erroneous ideas in the minds of people. Ferrum had become many things to many persons. Paramount among the ideas current was that Ferrum was accepting ne'er-do-wells and the cast-offs from other colleges. An early emphasis of the Arthur administration was upon public relations. Indeed, the administration might well be called one of public relations. Contacts between college personnel and the public were made possible through celebrations such as convocations and youth conferences. The first Founders

Day⁵ at Ferrum College was celebrated on March 7, 1958, and was well attended by Methodists and others from many parts of Virginia. Increasingly the public became initiated in matters concerning Ferrum's purposes and practices. The administration believed that prejudices and misconceptions would fall away when the initiation reached the point of conviction; Ferrum would in truth be deserving of support because of its worthy mission.

Progress notes. The first property improvement program was accomplished in the summer of 1954 through a "Clean-up, Fix-up, Paint-up" campaign. Mr. W. G. Saunders of Chuckatuck, Virginia, a layman and the chairman of the Commission on Town and Country Work of the Virginia Methodist Conference, began a paint fund for the college. Through writing letters and much perseverance in personal contact, Mr. Saunders was successful in raising ten thousand dollars for paint and other improvements. The Board of Trustees authorized that the painting be done immediately and all of the buildings then on the campus took on a new look. Overgrown hedges were trimmed, or removed as necessary, and underbrush was cleared away.

Under personnel improvement, both faculty and staff were considered. The executive council was composed of President Arthur, Dean Thompson, and the Reverend Gene Holdredge (now deceased) who was the Extension Director of the school. Mr.

⁵The Iron Blade, April 2, 1958, p. 1.

James Wilson, Jr., became Superintendent of Buildings and Grounds; Miss Elizabeth Pryor joined the faculty as head of the English department, and Mr. Ray Warlick as professor of history. In due course, Mr. Raymond T. Holmes, Jr., became the Business Manager. Dr. J. M. Greene continued in his post as college physician. These were people in key positions with competence to do their respective jobs. They were followed year after year by other capable members of faculty and staff.

During the first two years of the Arthur administration, two dwellings (one for the Dean and one for the Superintendent of Buildings and Grounds) and two duplex houses were erected by Mr. Wilson and a local building agency. Thus, six families were provided for over and above the housing already on the campus.

Accreditation, which came in 1960, will be referred to in some detail later.

Under the expansion of program the executive council agreed that the enrollment⁶ should in time be brought to a more efficient number (not less than three hundred students). Every phase of program was to be uplifted. The religious and academic aspects were to go hand in hand; publications were to be associated with the academic life of the college as well as with extracurricular activities. The athletic and extracurricular areas would be close seconds of the religious and academic.

⁶At the beginning of the Arthur administration the enrollment was 90 in the college department. (See enrollment by years, page 83 this chapter).

Mr. Samuel R. Webb conducted a successful athletic program in 1955-1956 and 1956-1957. Mr. Edgar Eugene Evans came to Ferrum Junior College in the summer of 1957 as the Director of Athletics. His work will be treated at some length elsewhere in this chapter.

The Department of Extension at Ferrum Junior College embraces many factors. In the first year of the Arthur administration the Town and Country Program was begun as a service to church and community. Ministerial students are taught in the classroom and go out into the laboratory composed of the Methodist Churches of Franklin County, where on week ends and at other times of need they serve others. Redwood Church was built because of the influence of Ferrum's Town and Country Program; churches at Burnt Chimney, Gogginsville, Penhook, and other points were aided in various ways by the Department of Extension. Dr. Sidney E. Sandridge and Dr. James L. Dodd are co-directors of this important program (1963).

By the end of the third year the administration had achieved a certain stability. Some progress had been made on all of the goals of the five-point program. The enrollment had increased from ninety to one hundred and eighty-four. In 1955 the high school department had been closed as the excellent public school system made it no longer necessary. The administration had demonstrated to the Church proper and to laymen that the college was worth saving. Now, the authorities on the campus, anticipating an enrollment of at least three hundred students and the better financial

"climate" that would prevail with such an increase, looked forward as well to further upgrading the academic program.

Faculty and staff members and other friends of Ferrum were convinced that the institution was becoming increasingly deserving of the public's respect and support. Because the members of the campus community believed in their product they became more effective in offering it to others.

A testing time. Despite the progress just reported, Ferrum was not to escape in the fifth decade the note of dissatisfaction that had been sounded against it more than once in previous years. Early in 1957 several members of the Virginia Methodist Conference proposed that Ferrum be closed or relocated. The reasons given at the time are not important to the history and, even though they caused a reverberation throughout the Virginia Methodist Conference, their impact did not bring the issue to the Conference floor. Nevertheless, a member of the current (1963) Board of Trustees of Ferrum Junior College believes that the voice of dissatisfaction was a blessing in disguise and that it marked a veritable milestone for the college. Actually, the result of the rumbling was a thoughtful consideration on the parts of many people with respect to the value and the future of Ferrum College. The very idea of closing the school, which was met with strong opposition from many areas, led to reappraisal. This was a turning point of the first magnitude.

The Methodist General Board of Education acts in a supervisory capacity over a number of committees, among them the Commission on Higher Education. In the face of the agitation with respect to a possible need of relocation for the school at Ferrum, the Committee on Schools and Colleges, a sub-committee of the Commission on Higher Education, suggested that a study of the Ferrum situation be made and that the question of relocation be resolved for all time, if possible. The Commission referred this suggestion to the General Board, requesting a report before June, 1957.

The following statement, given on May 27, 1957, by Dr. Myron F. Wicke and his associates who comprised the original survey committee of the General Board, is self-explanatory:

The study committee which reported to the Virginia Conference Commission on Higher Education in May 1956 has been asked to elaborate regarding . . . points in its earlier statement. The following brief observations deal with these matters:

1. The study committee believes that there is a place for Ferrum College in present and future planning of the Virginia Annual Conference. There is no other Methodist junior college in Virginia nor any other Methodist institution in the section of Virginia which Ferrum serves. Moreover, Ferrum is at present the only coeducational institution in the group. For these and other reasons, therefore, the study committee recommends that the Virginia Annual Conference continue to strengthen Ferrum as a coeducational junior college.

2. The study committee believes also that the question of Ferrum College should be kept separate from any question of founding a new Methodist College in Virginia in still another section of the state. There may well be need of such an institution in the years ahead. Substantial support for a new college must, of course, be assured from any area of Virginia to be considered. In the judgment of the study committee it is not a matter of either Ferrum or a new institution.

It may in time become a matter of both--and. Thus the continuation of Ferrum at its present location will not preclude the founding of a new institution in another part of the state.

The study committee is unanimous in these suggestions and trust⁷ that they will further clarify its earlier report.

Members of the administration at Ferrum Junior College welcomed the liberty to proceed which the report of the study committee offered them. They believed that a time of definite action had arrived.

A time to go forward. The Advisory Committee of Franklin County and the Area Advisory Council, both of which had been chosen by the Board of Trustees of Ferrum Junior College in 1955 and 1956 respectively, exercised the distinct function of giving advice to the administration. (The creation of these organizations is another indication of the fact that the Arthur administration was -- and is -- one which emphasizes the value of public relations⁸ to a great extent). At this particular time the administration, the Bishop, the Board of Trustees, the Advisory Committee of Franklin County, the Area Advisory Council, and many interested friends were committed to a development campaign entitled Ferrum Junior College Development Program.

⁷The Virginia Conference Annual, 1957, pp. 120-121.

⁸Reverend Tedd Kelly, Director of Public Relations at Ferrum Junior College, has been of inestimable service to the Ferrum program. He has been assisted by Mr. James Turner and others. The two commissions referred to here were made up of outstanding citizens in the county and in the area.

The plan was to raise \$1,000,000 within the bounds of the Virginia Methodist Conference for the purpose of enabling Ferrum to expand its facilities and services. The campaign began in Franklin County and was carried into the following general areas: Roanoke, Martinsville, Danville, Lynchburg, Alexandria, Richmond, and Norfolk. Franklin County raised the first \$150,000 of the campaign thus fulfilling a pledge made to the Virginia Methodist Conference in 1957 by outstanding leaders of the county that they would come to the aid of the college if it remained at its original site.

The informative brochure pertaining to the campaign contained pictures of Bishop Paul Neff Garber, Bishop of the Richmond Area of the Methodist Church; Honorable Thomas B. Stanley, Sr., Governor of Virginia (1954-1958) and Honorary Chairman of the Ferrum Junior College Development Program; Mr. E. H. Lane, Campaign Chairman of the Development Program; and Mr. William Swartz, Jr., President of the Board of Trustees of Ferrum Junior College. Near the picture of each man was a statement made by him:

Bishop Garber - Ferrum Junior College is one of the four educational institutions in Virginia Methodism but its service is to all people. It is my sincere hope that friends of Ferrum Junior College will make available the necessary financial support for the development program outlined by the Board of Trustees.

Governor Stanley - Education beyond the high school level is a matter of concern to all of us who have at heart the best interest of our children.

No other investment holds such promise of rich rewards as an investment made in educational facilities for our youth.

I sincerely hope that the Ferrum Junior College Development Program will receive the support it so fully merits.

Mr. Lane -

I think that Ferrum Junior College is doing a most commendable job, but there is a great need for its expansion and for additional funds to strengthen its program.

I am glad to lend my support to such a worthy cause and shall do all that I can to make this campaign a success.

Mr. Swartz -

To me our Ferrum Junior College Campaign offers the first real opportunity to sponsor a new college movement in Virginia. It is to be regretted that Ferrum has been taken for granted and little note has been made of its tremendous progress in the past few years. This campaign offers us an opportunity to afford Ferrum the expansion and recognition it so richly deserves.⁹

The amount of \$600,000 was successfully raised (in cash and pledges) in the campaign which began in 1957 and ran through 1960. The funds, preceded by the use of a federal government loan, enabled the authorities to erect the first four new buildings; and the amount pledged was increased by \$100,000 from the women of the Woman's Society of Christian Service (Mrs. R. G. Pullen, President) for the construction of a girls dormitory to be named Susannah Wesley Hall.

⁹A Program of Expansion (a brochure), Ferrum Junior College, 1957, p. 16.

The buildings referred to are Riddick Hall¹⁰ (mens dormitory), Franklin Hall¹¹ (cafeteria-student activities building), two separate faculty apartment buildings including seven units, and Susannah Wesley Hall (a dormitory for girls).

The architects for all of these structures were Wright, Jones, and Wilkerson. Riddick and Franklin Halls were erected by the contracting firm of H. A. Lucas and Sons at costs of \$385,000 and \$350,000 respectively. Susannah Wesley Hall, costing \$425,000, was built by Frith Construction Company. The faculty houses and apartments were erected by local contractors at an approximate cost of \$80,000. The term houses includes the faculty dwellings listed on page 82.

With reference to the loan mentioned above, the administration chafed at the delay caused by the time which fund-raising would require and decided that a request be made at the Philadelphia regional headquarters of the Housing and Home Finance Agency, the government lending agency which makes college building loans which are self-liquidating. Dr. Arthur tells with apparent relish that an official of the agency in Philadelphia said that he could not resist the request of a college president who came to him with a Bishop on one arm and a Governor on the other. The amount of that loan was \$612,000.

¹⁰Riddick Hall was named in honor of Dr. Roland P. Riddick who served as Chairman of the Board of Trustees for seventeen years.

¹¹Named for Franklin County where the campaign began. The citizens of Franklin County paid one-half of the cost of Franklin Hall. The Advisory Committee of Franklin County had a part in drawing up the plans for its construction.

The psychological effect of the early use of the loan was gratifying. The Methodists of Virginia saw with their own eyes that the physical facilities at Ferrum were quickly being improved and increased. It was a time when good use could be made of the old expression, "Nothing succeeds like success."

Tennis courts, an athletic field, and some landscaping, have been new projects of recent date.

Five dwellings for faculty families, built since 1960, are occupied by the following: the dean of men, the professor of agriculture, the director of public relations, the head of the music department, and the associate director of extension services. In addition, a parsonage has been erected near the campus as a joint college-conference project for the minister who is both college chaplain and pastor of the village-campus church.

A matter of pride to the campus is the modern elementary school building for the entire community which is being built by the State of Virginia near the immediate building area of the college campus.

The five dwellings referred to above, the current building procedures on the campus, and those¹² which are to follow almost immediately are being financed by funds from the Christian Higher Education Campaign (1960-1963). That campaign has been conducted by the Virginia Methodist Conference

¹²The future phase of the building program will be referred to in this chapter under Future Hopes and Plans.

to raise \$7,000,000 for the benefit of all Methodist educational institutions in Virginia and for the Wesley Foundation services in state-supported schools. Ferrum's share of the campaign fund is \$1,150,000.

Enrollment 1953-1963. The enrollment figures by years from 1953 to 1963 are as follows:

1953-1954	90
1954-1955	140
1955-1956	179
1956-1957	184
1957-1958	185
1958-1959	255
1959-1960	365
1960-1961	509
1961-1962	686
1962-1963	727

The statistics for 1961-1962 and 1962-1963 indicate that Ferrum Junior College¹³ from the standpoint of enrollment is the largest private junior college in Virginia and the largest Methodist Junior College in the United States.

The trustees. The members of the Board of Trustees of Ferrum Junior College in 1957-1958 and 1958-1959 were as follows (the year after each name denotes the year of expiration of the term of the member):

¹³This is confirmed by the Department of Public Relations of Ferrum Junior College, 1963.

Dr. Roland P. Riddick, President 1958
 Rev. H. M. Burleigh, First Vice President . . 1959
 Mrs. J. A. Berry, Second Vice President . . . 1957
 Mr. James T. Catlin, Jr., Secretary 1957

Rev. R. H. Mann.	1957	Miss Muriel Day.	1961
Mrs. J. W. Wiltshire, Jr..	1958	Bishop Paul N. Garber. .	1961
Mr. W. G. Saunders	1958	Mr. W. P. Swartz, Jr..	1961
Mrs. C. L. Hedgecock . . .	1959	Mrs. E. L. Glossbrenner.	1962
Hon. T. B. Stanley	1959	Dr. J. A. Engle.	1962
Mrs. E. O. Parkinson . . .	1960	Mr. Warren Decker. . . .	1962
Dr. A. E. Acey	1960	Mrs. Paul Glasener . . .	1963
Mr. Bruce Slaven	1960	Mr. George Mattox. . . .	1963
Vacancy - 1963 ¹⁴			

In 1959, the following names were added to the Board of Trustees: Mrs. R. G. Pullen, Mrs. E. O. Parkinson, Dr. Harold H. Hughes, Reverend Clifford Ramsey, Mrs. William R. Phelps, Dr. Walter M. Lockett, Mr. E. H. Lane, Sr., Mr. Fred Wygal, Mr. W. T. Robey, Jr., Mrs. J. Binford Walford, Fr. Herbert E. Hudgins, Dr. John Blakemore, Dr. J. Lawson Cabaniss, Dr. Conrad Blackwell, Mr. T. N. Barbour, Mr. D. C. Vaughn, Mr. Lawson L. Lester, Mr. J. E. Bassett, Sr., Mrs. J. T. Eanes, Mrs. Bennett Taylor, Sr., Mr. James T. Catlin, III, and Mr. W. B. Adams.

¹⁴Ferrum Junior College, Catalog, 1957-1958 and 1958-1959, p. 4. (One catalog for the two years.)

In 1960: Miss Evelyn Berry, Dr. Joseph S. Johnston, Dr. John McKenry, Mr. Howard W. Gwaltney, Mrs. W. B. Spong, and Mrs. J. Emmett Gleason.

In 1961: Reverend Harry G. Balthis, Mr. W. Howard Bologna, Mrs. A. Paul Hartz, and Mrs. Thomas B. Stanley, Sr.

In 1962: Mr. W. P. Bralley, Mrs. J. Boyd Tyrrell, Reverend C. O. Kidd, Dr. T. E. Landis, Mr. L. W. Spillman, and Mrs. Charles A. Womack.

In 1963: Mrs. T. F. Cocke, Reverend Ralph L. Haga, Mr. H. L. Harris, Reverend Roscoe C. Johnson, Reverend George S. Lightner, Mrs. Dewey B. Mullins, Dr. Carl J. Sanders, and Mr. Robert L. Wallace.¹⁵

Following Dr. Roland P. Riddick, who served seventeen years as presiding officer of the Board of Trustees, the Honorable Thomas B. Stanley was chairman of the Board for one year (1958-1959), Mr. William Swartz, Jr., for two years (1959-1961), and Mr. D. C. Vaughn succeeded to the chairmanship in 1961. Dr. Arthur asserts that Messrs. Stanley and Swartz manifested the calibre of fine leadership of their predecessors and that Mr. Vaughn is continuing in the tradition of unselfish service. The chairmen of the Board of Trustees prior to Dr. Riddick were, in chronological order, Bishop W. B. Beauchamp, Mr. W. B. Roper, and Reverend H. P. Clark.

¹⁵The names of trustees added in 1959, 1960, 1961, 1962, and 1963 were obtained from catalogs and yearbooks of Ferrum Junior College for those years.

Staff and faculty. Faculty-administration plan. Dr.

Arthur's report to the Board of Trustees on May 7, 1959, contained the following with reference to the faculty and staff at Ferrum Junior College:

A college must have an adequate supply of well-trained and experienced personnel to man the administrative posts and to operate the school's many enterprises, as well as a highly qualified faculty. The procurement of such persons and the molding of them into a workable team was recognized early as one of the prerequisites to a progressing institution; thus the beginning of a drive to recruit and bring to the College the "right people" for the job. Significant progress has been made in this effort and today the College has men and women excellently qualified for their jobs . . . They are persons of character and Christian outlook. They bring to the college competence in their fields of endeavor and Christian example in their daily lives . . . We were determined to secure scholars who could teach and who were persons of Christian character and vitality. We are satisfied that we have a faculty of which we can be proud.¹⁶

The Faculty-Administration Plan is used at Ferrum Junior College. Under this plan there is a Faculty Council consisting of nine members including the president of the college who serves as chairman, and the dean of the college. The president appoints three members from the administration who serve a term of three years. Four members at large are elected by the faculty and they serve a term of four years. The Faculty Council serves as a channel for the expression of faculty opinion and a means for the expedition of certain phases of legislation. The Council meets prior to each full faculty meeting. The Faculty Council establishes six faculty

¹⁶President's Report to the Trustees of Ferrum Junior College, May 7, 1959, pp. 5, 6.

committees:

1. The Committee on Admissions and Instruction
2. The Committee on Student Life and Services
3. The Committee on Faculty Life and Services
4. The Committee on Public Relations
5. The Committee on Religious Life and Services
6. The Committee on Business Affairs¹⁷

Each member of the faculty and staff is placed on at least one of the committees.

In addition to the administrative members of the faculty and the faculty proper at Ferrum Junior College, there are a doctor, a nurse, a dietitian, a laundry manager, six resident counselors (1963), and a number of assistants in the entire framework of campus activity.¹⁸

Vice presidents at Ferrum. In a reorganization of the administration Dr. Sidney E. Sandridge and Mr. Raymond T. Holmes, Jr., were appointed vice presidents of the college in 1962. The reorganization, approved by the Board of Trustees, called for the creation of three vice presidencies to direct the work of all departments of the school under three headings: academic affairs, business affairs, and development. Dr. Arthur, with his many other duties, continues in charge of development until a vice president in that area can

¹⁷ Faculty Administration Plan For Ferrum Junior College, (mimeographed copy) 1959, pp. 1, 2.

¹⁸ Ferrum Junior College, Catalog, 1962-1963, pp. 56, 57.

be chosen. Dr. Sandridge, who is dean, and Mr. Holmes, business manager, are vice presidents of academic affairs and business affairs respectively.¹⁹

Curricula offerings.²⁰ Ferrum Junior College offers a wide selection of courses leading to the Associate in Arts degree. The courses lead to graduation in liberal arts, music, the ministry, social work, business administration, education, agriculture, secretarial science, dentistry, engineering, occupational therapy, and nursing.

A faculty adviser is available to counsel with each student regarding the requirements for his course of study.

Sixty-four semester hours and sixty-four quality credits are required for graduation in each curriculum.

There are eleven curricula. An example²¹ is given here:

CURRICULUM I

Leading toward a Bachelor of Arts Degree

First Year	Second Year
English 101-102	English 201-202
Foreign Language	Foreign Language
History 101-102	Sociology or Psychology
Religion 101-102	History 201-202
Physical Education	Chemistry or Biology
Introduction to College	Electives
	Physical Education

¹⁹The Virginia Methodist Advocate, February 8, 1962, p. 9.

²⁰Ferrum Junior College, Catalog, 1962-1963, p. 36.

²¹Ibid.

Accreditation. Ferrum Junior College was accredited on December 1, 1960, by the Southern Association of Colleges and Secondary Schools. This action made acceptable the credits from Ferrum Junior College at any other college or university which is a member of the Southern Association, and also at other colleges and universities whose regional accrediting associations recognize the standards of the Southern Association.²²

Fifteen basic demands had to be met by the Ferrum institution before accreditation could take place. Briefly, they²³ are:

1. All students must be high school graduates or especially admitted by an admissions committee (limited number).
2. The school must offer two years of college work in one or more standard academic curricula.
3. The school must define and publish its objectives.
4. The school must have a faculty whose experience and education qualify the members to teach on the college level.
5. The instruction should be effective and adjusted to the needs of the students.
6. Finance should be adequate to support the activities of the college.
7. The library should have from 6,000 to 20,000 well-selected volumes to meet the needs of the curricula offered.
8. Science laboratories should be well equipped and contain working space for the students in a class.

²²The Iron Blade, December 15, 1960, p. 1.

²³Proceedings, Sixty-sixth Annual Meeting, Southern Association of Colleges and Secondary Schools, December, 1961, pp. 204-209.

9. The physical plant should be adequate to meet the various needs of the college for its complete operation.
10. Student activities should be student managed and directed, with faculty cooperation. (A program of pre-registration, orientation and guidance should be provided by the college.)
11. Graduation requirements as stated for a particular type of curriculum must be met. Minor variation can be adjusted by the appropriate committee.
12. The records of the registrar's office and business office shall be accurate and be retained in such a way as to be protected from fire and loss or damage.
13. Any accredited college shall be open for inspection and asked to make reports at any time. (The accreditation is made through survey by the Association.)
14. The school must be properly organized; if a state school it must be organized through acceptable channels. If the school is a private one, a proper charter is necessary.
15. The general tone and stability of the institution must be acceptable.

Athletic program. Mr. E. Eugene Evans has been the director of physical education at Ferrum Junior College since the summer of 1957. Through the efforts of Mr. Evans and his associates an effective program has been developed.

Ferrum is the only junior college in Virginia fielding a football team in 1963.

To the three intercollegiate sports of 1957 (football, basketball, and baseball) track, golf, and volleyball have been added. In the near future, when the new gymnasium is completed, swimming, tennis, and wrestling may be included.

The conviction of the department is that sports should be for many rather than for a few; hence, the emphasis on several intercollegiate sports rather than concentration on one. A further indication of this feeling is in the increase in intramural sports. During 1961-1962 ninety-four per cent of the total student body engaged actively in the Intramural Program, which is considered by Dr. Arthur and Mr. Evans the highlight of all physical education activities on the campus.

The physical education program has grown to include the following: tennis, golf, badminton, bowling, volleyball, tumbling, archery, softball, basketball, and spectator football for women. Swimming will be added in the near future. The intramural program encompasses most of the sports just mentioned in addition to croquet, horseshoes, bridge, pool, and others. The head of the department and his co-workers believe that Ferrum has one of the most varied physical education programs in the nation.

The physical education department of Ferrum Junior College has been a member of the National Junior College Athletic Association since 1957. In addition, it has belonged to Region Ten and has participated in Regional play-offs for National Competition. Yet, the school gives no athletic scholarships of any kind.

In 1962-1963 Mr. Evans became the first president of the newly organized Cavalier Junior College Conference in the State of Virginia. This is the first athletic conference of any kind among junior colleges in Virginia.

The calibre of competition at Ferrum has heightened remarkably in recent years, according to Mr. Evans, and the current schedule includes a superior brand of competition in various sports. Freshman teams of the Southern Conference and the Atlantic Coast Conference Schools have been added to the schedule, in addition to leading junior colleges in the Carolinas.²⁴

The music program. Mr. Richard Spencer was professor of music from 1954-1958; Mr. Andrew M. Brown was head of the music department from 1958-1961; and Dr. William J. Jones has been the major music professor from 1961 to the present (1963). Dr. Paul Harper, who joined the music faculty in 1962, is the assistant to Dr. Jones. Both of these men have doctor of philosophy degrees from Northwestern University.

Courses in basic music theory, intermediate music theory, music appreciation, music history, introduction to church music, and music for non-majors are given.

Under applied music the following studies are featured: piano, organ, voice, and band and orchestra instrument (there are ten instruments - violin, viola, cello, string bass, flute, trombone, French horn, baritone horn, tuba, and percussion).

The musical organizations are Concert Choir, Band, and Vocal Ensembles.

²⁴Details on the work of the Athletic Program were obtained from a letter to the writer, March 3, 1963, from Mr. E. Eugene Evans.

From the 1962 Beacon these words referring to the 1961-1962 session are taken:

Under the leadership of Dr. Jones, the choir performed on and off campus many times and many places.

The first appearance of the choir was in Richmond for the Christian Higher Education Kick-Off Convention of the Methodist Church. The choir later performed at Fieldale, Martinsville, Danville, Redwood, and Roanoke to help stimulate the interest of the individual churches in the Higher Education Drive. They gave a Christmas program over station WSLS and made the annual Christmas Tour throughout the state of Virginia. Here on the campus the choir gave a Christmas Concert and provided the music for the Christmas Pageant.

During the early part of 1962, our choir gained many new members. However, one of the most enthusiastic groups formed was the Men's Glee Club. This group is composed of about twenty men. Our Concert Choir now has forty-eight members, one of the largest ever at Ferrum.

Members of the Concert Choir have appeared in Charlottesville, Rocky Mount, Lynchburg, and other areas of Virginia as quartets, soloists, and small mixed groups.

It is our sincere desire that the Ferrum College Choir will increase in strength and maturity so as to become one of the outstanding choirs in Virginia.²⁵

Extra-curricular activities.²⁶ Organizations of the 1961-1962 session included The Beacon, The Iron Blade, The Big Sisters, The Humanists, The Young Republicans, The Varsity Club, Woman's Athletic Association, Camera Club, Sandridge Saddlers, Student Virginia Education Association, Art Club,²⁷ Agriculture Club and Drama Club.

²⁵The Beacon, 1962, p. 76.

²⁶Ibid., pp. 75-95.

²⁷The Art Club was an outgrowth of the art classes. Art, first offered in September, 1957, continues with the original two freshman courses as electives.

Honor societies. The Ferrum Junior College Honor Society has the following requirements for membership: the student must carry a full course of study for the junior college diploma with no grade below "C," must maintain an average of 2.00 with not more than one "C" in the freshman year, and must maintain an average of 2.50 with no grade below "C" in the first semester of the sophomore year. This society was organized in 1957 and by the commencement of 1962 twenty-four names were on its roll.

In May, 1962, Ferrum Junior College acquired a chapter of Phi Theta Kappa, the national honor society which is the junior college equivalent of Phi Beta Kappa, the national honor society for senior colleges. Ferrum's chapter is named Mu Zeta. Eligibility for membership is limited to students in the upper ten per cent of the student body who maintain a "B" average.²⁸

There is an honor also in being on the Dean's List which consists of the names of those students whose academic average is 2.00 or above and who earned no grade below "B" in academic courses. The Dean's List is published at the end of each semester.

Ceremonies and special occasions. May Day continues as one of the high points of the school year at Ferrum.²⁹ In

²⁸Ferrum Junior College, Catalog, 1962-1963, p. 34.

²⁹The Beacon, 1962, p. 110.

recent years the May Day week end has included a meeting of the Board of Trustees (on Thursday), Founders Day (on Friday), May Day exercises (Saturday afternoon), the May Day dance (Saturday evening), usually a baseball game on Saturday, sometimes a President's Reception for all guests, and over the entire period an exhibit in the parlors of Roberts Hall of the work of the art students.

Convocations, forums, recitals, concerts, commencement, and other high experiences are included in each school year.

Awards. Awards available to students at Ferrum Junior College are as follows:

1. The James T. Catlin, Jr., Citizenship Award given at commencement to the graduate selected as the outstanding member of the class on the basis of citizenship and general leadership ability, as judged by vote of the faculty and administration

2. The Freshman Scholarship Award, amounting to one-half of the total fees of the sophomore year, given at the discretion of the faculty to the freshman having the highest scholastic average

3. A scholarship medal awarded at the discretion of the faculty at commencement to the sophomore with the highest scholastic average

4. Medals awarded annually to (a) the outstanding basketball player and (b) the student who has been generally outstanding in the program of athletics

5. Letters awarded to men and women students for team participation.³⁰

Expenses.³¹ The total general expense for a dormitory student for the nine-months term, if the student lives in one of the older dormitories, is \$895, and if in Riddick Hall or Susannah Wesley Hall, \$995.

Other charges are laboratory fees, \$10; damage deposit, \$10; graduation fees (cap, gown and degree) \$8.00; late registration, \$3.00; and student government \$2.00.

Day students pay \$450 for the nine months term for the general fee and tuition.

Music fees for both boarding and day students who study music are in addition to those already listed.

A stated objective of the college is to keep fees under \$1,000 per school session and at the same time to seek improvement in the overall quality of the college program.

A college program for approved supply pastors. A program of study specifically designed for supply pastors who intend to complete senior college and enter seminary is

³⁰ Ferrum Junior College, Catalog, 1962-1963, pp. 34, 35. There is an award, also, for the faculty member who by vote of the faculty and staff has been of greatest service to student welfare during the year. The award is a monetary one, made possible through the generosity of Mr. T. M. Barbour. It is called the Barbour Award.

³¹ Ibid., p. 25.

scheduled to open in September, 1963. The student entering in this program will attend three years, including summer school, to obtain two years of college work. Classes will meet on Tuesday, Wednesday and Thursday.³²

Development consultant service. Ferrum Junior College has availed itself of expert guidance in building a sound and properly organized development program with its own well-trained staff to carry it forward in all aspects. The Gonser and Gerber Development Consultant Service of Chicago is the agency that is being used.³³

The religious program. In Chapter III (page 25) of this history the statement is made that the Ferrum institution was non-sectarian in outlook in the first decade despite the fact that it was sponsored by the Methodist Church. This continues true. No effort is made at any time to proselyte from other churches or to make Methodists out of non-Methodist students. The college is concerned, however, with the Christian emphasis.

As a church-related college, Ferrum stresses religion as the core of life. We believe that all truth must ultimately be seen in relation to the divine purposes for our world.

³²Ferrum Junior College, The Department of Public Relations, leaflet, 1963.

³³This information was given the writer in a letter from Dr. C. Ralph Arthur, April 8, 1963. The list of the 1962-1963 members of staff and faculty in the Appendix includes the name of Dr. J. P. Wynne who is an independent consultant in the academic field.

Religious truth, then, becomes the framework upon which the fabric of a sound education is woven. Professors are chosen for academic excellence and Christian training. Academic and extra-curricular activities are planned to provide an interaction of daily living, learning, and the Christian faith. We believe that the Christian heritage serves to give future purpose for the task of daily learning as well as present meaning to facts, figures, and findings.

Campus life in itself can become an experience of Christian community living through the application of the principles of Christianity and democracy. The Student Government Association and its governing of student life through the Honor Code derive their true meaning and worth from these principles.³⁴

The Reverend C. P. Minnick has been Chaplain and Professor of Bible since 1958. His ministry and influence are deeply felt upon the campus as well as in the community, for he is pastor of the community-campus congregation of St. James Church.³⁵

Mr. Minnick is upheld and aided in his guidance-counseling program by the faculty and staff. The deans of men and women, Reverend Raymond P. Carson and Dr. Hiawatha Crosslin, and the resident counselors of the dormitories are especially helpful to the Chaplain. Moreover, eight ministers on the faculty (1963) stand ready at all times to help where needed.

³⁴Ferrum Junior College, Catalog, 1962-1963, p. 12.

³⁵Until the new chapel can be erected the Services are held in Schoolfield Memorial Church. St. James Church in the village of Ferrum is too small to accommodate the congregation when the college is in session.

The Life Service Band, the Student Christian Fellowship and the Circuit Riders are organizations directly concerned with the religious program. Chapel and vesper services are weekly occasions in addition to Church School, the regular Sunday service, and youth meetings on Sunday.³⁶ Religious Emphasis Week is considered a highlight in the yearly calendar.

Reference has been made (page 74) to the Extension Department and services rendered by it to the religious program. It is apparent that the college seeks to fulfill its duties to the Church.

A statement regarding casualties. Ferrum Junior College has had periods of mountain-top experiences and of depression. Some students through the years, and some members of staff and faculty, have not measured up to expectation. Drop-outs and failures among the students are recorded each year, and there are always some discipline problems. In the last analysis, however, the missions accomplished are vastly in excess of those which fail.

Acknowledgment. The progression and status attained by Ferrum Junior College from the beginning to the end of the fifth decade must be attributed to those who have been mentioned and to the thousands of benefactors whose names have not been recorded here.

³⁶Ferrum Junior College, Catalog, 1962-1963, p. 13.

Dr. Frank A. Beu, the dean of the college from 1958 to 1961, gave highly constructive leadership to the school out of his rich background of administrative and academic accomplishment.³⁷

Dr. Sidney E. Sandridge, the dean since 1961, possesses the optimistic courage and fortitude necessary for an increasingly well-rounded leadership of the total academic program of the school.³⁸

The names of the faculty and staff members of the first school session (1914-1915) are recorded in the text of Chapter II, page 18, of this history. It seems appropriate, therefore, in 1963, fifty years after the founding, to record the names of the 1962-1963 staff and faculty.³⁹ (See Appendix.)

Future hopes and plans. When the Development Program began in 1957, a master plan by which to build for the future was drawn up, showing where present buildings and future buildings would be in relation to each other. Each new building was to be added in such a way that a systematic expansion of Ferrum could, if ever needed, result in a campus for three thousand students. Three stages of development were outlined. The first stage would increase enrollment capacity to four

³⁷In a letter from Dr. C. Ralph Arthur, April 8, 1963.

³⁸Ibid.

³⁹Ferrum Junior College, Catalog, 1962-1963, pp. 56-59.

hundred students. The second stage, contemplated to be completed in 1965, would add facilities for three hundred students. With a possible third expansion enrollment could reach one thousand, if necessary.⁴⁰

The enrollment quota for 1965 as given in 1957 has already been more than met in 1963. Now, the 1965 goal is set for nine hundred students. Dr. Arthur looks toward a campus for nine hundred resident students and one hundred day students in the near future.⁴¹

Money for the gymnasium, now nearing completion, has come mainly from Virginia Methodists. The amount of \$400,000 has been taken from the \$1,150,000 already referred to (page 82). The remainder is from special gifts from friends of the college. The gymnasium is being built by H. A. Lucas and Sons at a cost of \$530,000.

Other buildings and projects nearing completion are a new dormitory for two hundred men, the expansion of Franklin Hall (doubling the size of dining space and student activity areas), a new central heating system, and the relocation of three-fourths of a mile of Route 602.

The new dormitory for men referred to above, built by Frith Construction Company at a cost of \$612,000, is named

⁴⁰ A Program of Expansion (a brochure), Ferrum Junior College, 1957, p. 15.

⁴¹ Dr. C. Ralph Arthur in a conference with the writer in April, 1963.

Chapman Hall in memory of Dr. J. A. Chapman, the third president of the college.

The Franklin Hall addition, costing \$220,000, is under Frith contract also.

The heating plant is being constructed by Roanoke Wood Preservers for \$220,000.

Virginia's Department of Highways is relocating the portion of Route 602 without cost to the college.⁴²

Further structures and projects to be financed from funds of the Conference campaign are the science-agriculture building, the new chapel, and some remodelling of present facilities.

The science-agriculture building will be named Garber Hall in honor of Bishop Paul Neff Garber whose outstanding record includes illustrious service as an educator as well as a churchman. Bishop Garber was professor of history at Old Trinity College and professor of church history at Duke Divinity School; he was registrar and later dean at Duke Divinity School (1941-1944). Bishop Garber has founded two new colleges under Methodist auspices within recent years in North Carolina, and is now (1963) in the process of founding Virginia Wesleyan College in Norfolk.⁴³

⁴²Ibid.

⁴³Ibid.



Bishop Collins Denny

In November, 1913, Bishop Denny
Appointed Dr. B. M. Beckham to the
Principalship of Ferrum Training School

FIGURE 11 A

Bishop Collins Denny
1913, 1926-1929

Bishop Kilgo, 1914, 1916

Bishop Candler
1915, 1922-1925

Bishop Hoss, 1917

Bishop Hendrix
1918-1920

Bishop McMurry, 1921

Bishop Beauchamp, 1930

Bishop Mouzon
1931-1936



Bishop Arthur J. Moore
1937



Bishop W. Walter Peele
1938 - 1950



Bishop Paul Neff Garber
1951 - 1963

FIGURE 11 B

The Bishops Who Have Presided Over The Virginia Methodist
Conference from 1913 - 1963

Under the present plan for remodelling, Schoolfield Memorial Chapel will be converted into a library, the original dormitories will be converted to other uses and other utilities will be expanded.

Two new dormitories for two hundred women each are to be built, and the construction of an auditorium is planned.

If the above general plan and order are carried out, the present library will become a music building and the present music building will probably be used for art.

A thought expressed by Dr. Arthur, however, and shared by some members of the Board of Trustees concerns itself with the pertinent issue of whether remodelling the four oldest brick buildings would not be less desirable than to erect new structures designed to fulfill specific needs. A decision for new buildings would cause changes in the present plan of procedure.⁴⁴

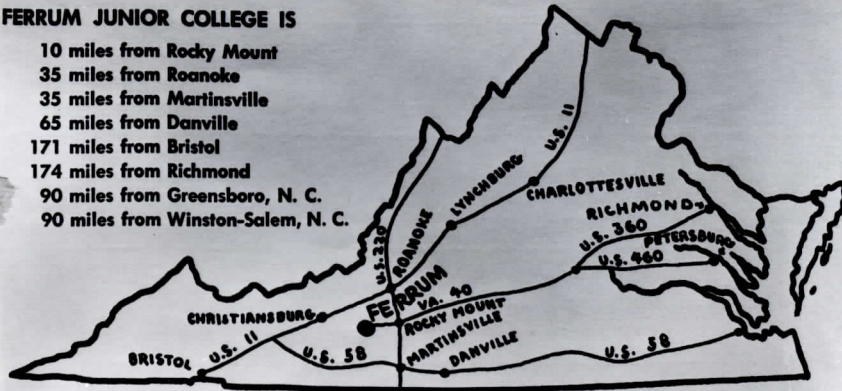
Dr. Arthur anticipates the building of an auditorium (listed above) which will be adequate to meet the needs of an expanded program of fine arts. He envisions a Little Theatre group, art programs and exhibits, and a growth of activities in music. He believes that there will be a 1964 fund-raising campaign for Ferrum. He sees a lake (or even two lakes) where cows now graze, an amphitheatre, and landscaping which will make the entire campus (now an area of seven hundred and seventy acres) a veritable garden.⁴⁵

⁴⁴Ibid.

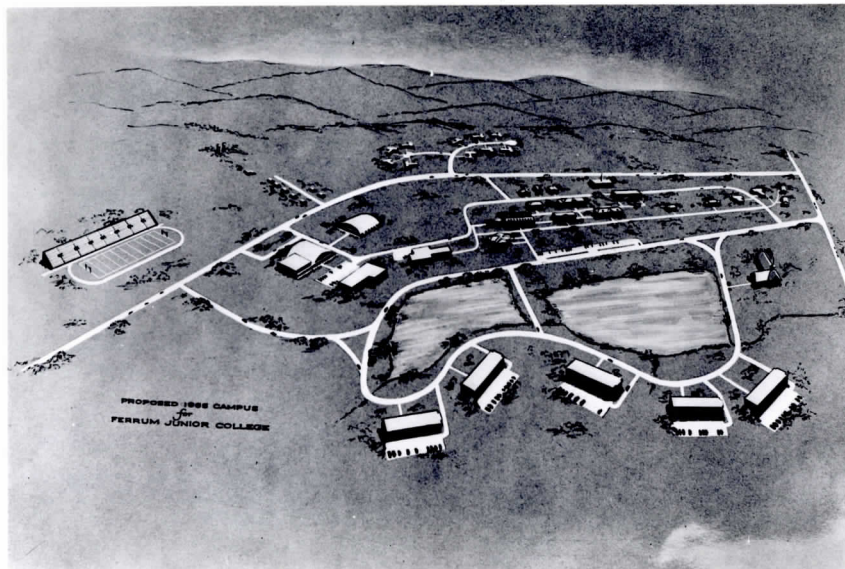
⁴⁵The ideas for the future were presented by Dr. C. Ralph Arthur in conference with the writer, April, 1963.

FERRUM JUNIOR COLLEGE IS

- 10 miles from Rocky Mount
- 35 miles from Roanoke
- 35 miles from Martinsville
- 65 miles from Danville
- 171 miles from Bristol
- 174 miles from Richmond
- 90 miles from Greensboro, N. C.
- 90 miles from Winston-Salem, N. C.



Distances from Some Other Points



Ferrum Junior College - Proposed Campus for 1965

FIGURE 12

The school plans to utilize government loans through the Federal Housing and Home Finance Agency. These funds, pooled with individual gifts from friends and with aid from the Christian Higher Education Campaign of the Virginia Methodist Conference will approximate the more than \$4,000,000 needed for the development program of the decade (1960-1970).⁴⁶

Words from Dr. Arthur in May, 1959, are as appropriate today as then:

It is evident . . . that much of the progress of Ferrum Junior College . . . has been planned and expected. It is true that there are other factors. Still the success of the College must be attributed largely to a Board of Trustees whose members had faith and a plan. The record reveals that the plan was sound and the faith justifiable. People in the area and Methodists all over Virginia have shared the vision and are responding to make it a reality. The future of Ferrum Junior College is bright indeed.⁴⁷

⁴⁶Leaflet, February, 1962, Department of Public Relations of Ferrum Junior College.

⁴⁷From the closing paragraph of Dr. C. Ralph Arthur's report to the Board of Trustees, May 7, 1959.

CHAPTER VII

AN EVALUATION OF HOW THE ORIGINAL OBJECTIVE OF FERRUM COLLEGE HAS BEEN ADHERED TO THROUGH THE YEARS

The essential happenings in the history of Ferrum College (1913-1963) have been recorded in the six preceding chapters. Countless details have been omitted. To have written specifically of every phase of the five decades of the existence of the school would have constituted an impracticable undertaking. The present task is to determine whether, in the light of the usual interpretation of the meaning and demands of Christian education, the Methodist Church as sponsor and the administrative members and other leaders of personnel at Ferrum College have kept faith with the original objective of the institution, at least to an appreciable extent.

In order to examine the salient facts that have been presented, it is helpful to let the voices of outstanding authorities in the general field of Christian Education and higher Christian education be heard with respect to what is meant by such education. It is necessary, too, that Christian educators who know Ferrum College speak critically of whether constancy to the primary purpose of the school has been consistently shown by the members of the administrative leadership.

A review of the primary objective. The objective as stated originally in the charter by the founders of the school is.

To establish schools and colleges and to teach, train and instruct . . . boys and girls, primarily those living in the mountainous sections of Virginia, in such arts, sciences or studies as will better prepare them for life; to give them Christian and moral training . . .¹

On pages two and six, respectively, of this history, the following phrases are given (the first is from a quotation; the second is a paraphrase):

- a. . . . to give an opportunity for Christian education to that great army of young people in the mountainous and rural sections of our own and adjoining states . . .
- b. . . . to give a chance for higher education in a Christian atmosphere to young men and women who would not otherwise be able to procure one.

The 1953-1954 catalog of Ferrum Junior College lists these objectives of the college:

1. To help prepare its students to face life with adequate Christian resources.
2. To acquaint them with the chief areas of human interest and to direct them in acquiring a knowledge of each.
3. To help them develop interests, appreciations, skills and beliefs which will help them to live in accordance with the highest ideals and practices of good citizenship.
4. To give them intensive training in preparation for further study or for occupations after college by encouraging the development of the highest competence in their college work.

¹Certificate of Incorporation Of The Ferrum Training School, Incorporated, p. 1.

5. To build sound mental health and sound bodies.
6. To develop an understanding and appreciation of the best in literature, music and art.
7. To help each student to formulate a philosophy of life and religion which will give purpose and meaning to all that he does.²

Reiteration of the essential purpose of an institution, such as is found throughout the annals of the school in question, tends to validate in the reader's mind the seriousness with which the authorities regard the objective.

Modified phases of the objective. Changes came about from time to time at Ferrum, among them that which resulted in the diminishing need of a high school program; this was followed by the ultimate discontinuance of high school subjects which caused a temporary decrease in enrollment.

Within recent years the potential contribution of Ferrum Junior College has assumed a two-fold aspect: it must serve the Methodist Church, especially in Virginia, and it must minister in a specific way to the youth of the area in which the college is located.³

The Board of Trustees has adopted the policy that sixty per cent of the students be Methodists and that forty per cent be citizens of the area in which the school labors. It happens that about one-half of the students from the area (or twenty per cent) are Methodists. Thus, twenty per cent of the students

²Ferrum Junior College, Catalog, 1953-1954, p. 11.

³Stated by Dr. C. Ralph Arthur in a personal interview with the writer, April 6, 1963.

may come from other states and countries to make up the one hundred per cent. (In 1963 the percentage of Methodists has reached 56.4 per cent which is still 3.6 per cent less than the ideal approximation stated earlier.)⁴

The entire enrollment is made up of five categories of students who are provided with an opportunity for higher education. They may be listed as follows:

Students who

1. Desire to attend a church-related college, but who cannot afford high tuition fees
2. Need to earn part of their fees while attending college
3. Wish to take vocational subjects in a Christian college environment
4. Desire to prepare for full-time Christian vocations
5. Need additional help and special courses in order to succeed in college⁵

In Chapter V (page 59 of this history) reference is made to the fact that all students at Ferrum Junior College gave some work each week toward their maintenance and that of the school. At the present time (1963) the proportionate number earning part of their fees is one in three, or one-third of the student body. The self-help process at Ferrum has scholarship aid at its center; dignity and self-respect are woven into the relationships of the work program.

⁴Ibid.

⁵From a leaflet circulated by the Department of Public Relations, Ferrum Junior College, 1962.

As a college owned and operated by the Virginia Annual Conference and its Woman's Society of Christian Service, Ferrum seeks to fulfill the ideals of Christian higher education. Financial aid through low fees and self-help, academic growth through individualized instruction, and character training from a Christian oriented program are the Ferrum Junior College hallmarks.

Each building, each person, each book at Ferrum has meaning because each contributes to Christian higher education.⁶

Christian education explained. Dr. Robert E. Cushman of the Duke Divinity School explains education and, in turn, Christian education by showing that the end result of an education with the spiritual emphasis is predicated upon its capacity to help men, women, and children to live well.

And to live well is far more than to be physically content and satisfied; it is more than the possession of many things or of much power. To live well is to be able to use things and power for worthy ends. It is to be master of one's impulses, to subordinate passion to principle . . . This kind of education is . . . necessary today, not the utilitarian kind merely--the kind that enables men better to manipulate their physical environment--but the kind that enables them to be masters of themselves by being mastered by the Divine reality that is above themselves.

There is such a thing as Christian education then. Jesus called it metanoia, which means a revolution or transformation of mind. Such a man puts first things first; he builds upon a rock rather than upon sand. He does not exhaust his time in building ever more houses and barns. He is liberated from overweening self-concern. He comes to know the truth, and the truth sets him free. He finds the truth of existence and the wisdom of God in this man who refutes all men, even

⁶Name of author not given, "Ferrum Junior College," The Virginia Methodist Advocate (May 17, 1960), pp. 4,5.

Jesus Christ. He finds a task, a vocation and a purpose which illuminates all else he does and sees about him to do. He acquires direction and a goal. Life becomes purposeful, and he is saved from vanity and emptiness and striving after wind.⁷

Education worthy of the name helps to make of men and women mature persons, and aids boys and girls in reaching the maturity that is possible for them at given times and under given circumstances.

Dr. Ralph W. Decker of the Board of Education of the Methodist Church has this to say of quality in education:

Quality in education, we are suggesting, is measured less by test scores and intelligence quotients than by clearly formulated objectives, high standards of workmanship, and commitment to the principle that every individual human being is important . . . We sometimes speak of an associate as a quality person, meaning that he possesses those qualities of character that make him a choice acquaintance, a dependable workman, a good neighbor, in short--a real person. He possesses those qualities which we have labeled the virtues. This is the kind of person our colleges should be producing.

Education for quality--guiding a person to his highest potential as a person--includes the development of those elements that are distinctly human. The factors that make us human have been enumerated by Eliseo Vivas, philosopher and teacher of philosophy at Northwestern University, as follows:

1. The ability to learn and to add to the body of learning.
2. The ability to produce beauty and to enjoy it.
3. The ability to conceive of justice and to pursue it.

⁷Robert E. Cushman, "Reflections on the Goals of Education," an address delivered in Schoolfield Chapel on May 8, 1959, upon the occasion of the Second Founders Day Exercises of Ferrum Junior College. The excerpt is from Part II of the address.

4. The ability to believe in a higher power and to respect it.

The development of these--our peculiarly human qualities--is the proper goal of education for quality.⁸

One of the great intellectuals of the twentieth century (Albert Einstein) said, "The man who has lost his sense of wonder, who can no longer stand filled with awe under a starry sky at night, is as good as dead." Scientists and philosophers have a conception of a tremendous power beyond the human one, and in the presence of such a great force they stand in humility and in amazement. It is God that they have found, and it takes the religionist to speak to them of this paramount finding.⁹

The following are words from Dr. Alexis Carrel, Nobel Prize Winner and world renowned scientist:

Is it necessary to increase production unceasingly, so that men may consume larger and larger quantities of useless things? There is not the shadow of a doubt that mechanical, physical, and chemical sciences are incapable of giving us intelligence, moral discipline, health, nervous equilibrium, security and peace.

Our curiosity must turn aside from its present path, and take another direction. It must leave the physical and physiological in order to follow the mental and the spiritual . . .¹⁰

Dr. Albert Schweitzer, whose emphases are respect for human personality and reverence for life, says:

⁸Ralph W. Decker, "Education for Quality," an address delivered at Ferrum Junior College on the Fourth Ferrum Founders Day, May 5, 1961, pp. 3, 4.

⁹Ibid., 8. (This paragraph is a paraphrase except for the direct words of Dr. Einstein.)

¹⁰Alexis Carrel, Man, The Unknown (New York: 1935), p. 37.

If men can be found who revolt against the spirit of thoughtlessness, and who are personalities sound enough and profound enough to let the ideals of ethical progress radiate from them as a force, there will start an activity of the spirit which will be strong enough to evoke a new mental and spiritual disposition in mankind.¹¹

Dr. Myron F. Wicke, of the Board of Education of the Methodist Church, makes this statement:

Many teachers are for the first time becoming concerned about the religious and moral influences of higher education. This is by no means confined to teachers in church-related colleges. One important sign of the concern is the movement known as the Faculty Christian Fellowship, made up of men and women in every part of the country seeking to discover the role of the Christian faculty member in the college and university.¹²

Ideas used here, expressed by the several educators and scientists, together with statements pertaining to the primary purpose of Ferrum College, do not conform to any standard which measures tangibles only. Ideologies and tangibles are widely different in very much the same way that the idea which inspires a blueprint differs from the completed structure fashioned after the dimensions of the blueprint. Intellect and spirit are the wielders of influence, and their impact is immeasurable.

There are physical aspects of Ferrum College which speak for themselves; they can be seen and touched. But the human mind cannot conceive the combined investment of influence

¹¹ Albert Schweitzer, Out of My Life and Thought (New York: 1933), p. 187.

¹² Myron F. Wicke, On Teaching in a Christian College (Nashville: 1958), p. 58.

made by the lives of all who have had, are having, and will have a part in the service rendered the world by Ferrum College.

Representatives of Ferrum. The three students referred to by Dr. Beckham in the Appendix (one who went to Africa, one to China, and one to Mexico, in missionary service) were among the first to share with others the school's impact.

In 1914 a lad whose family's acres joined the Ferrum campus was one of the first students to enroll in the new school. He takes pride in the fact that his father and uncle were among the local founders of the institution, and that his sister continues to live in the homestead near the campus. He taught at Ferrum two different times: in the grades in 1924-1925, and in the first junior college in 1927-1929. This alumnus has been at the head of the Political Science Department of a college in Maryland for a number of years, but he remembers Ferrum and made this statement in a recent communication, "Ferrum has had an abiding influence on my life."

Teachers, doctors, ministers, members of other professions, homemakers, missionaries, farmers, scientists, advanced students, and graduate students, are among the hundreds who represent Ferrum College out beyond the quiet foothills of the campus community. As has been indicated there are at least one hundred ministers now in the Virginia Methodist Conference who began academic studies at Ferrum.

Dr. C. Ralph Arthur offers two examples of Ferrum students now at work on advanced degrees elsewhere, and of two who are studying at Ferrum Junior College.

A student from Patrick County had been out of high school for two years. His teacher of agriculture had been interested in him because he scored higher than any other student in Patrick County in the test for mental maturity. The student was convinced, after much persuasion on the parts of Dr. Arthur and the teacher, that he could go to college for at least two years at Ferrum. His record at Ferrum Junior College was so outstanding that he received a scholarship to Virginia Polytechnic Institute, and was awarded a fellowship to Cornell after he led his class in the School of Agriculture at Virginia Polytechnic Institute. He is now at Cornell working toward a master's degree. Already he has been offered a fellowship at Purdue University and Michigan State to complete his work on the doctor of philosophy degree. Ferrum and Virginia Polytechnic Institute are vying to see who will get him for their faculty.

Sammy Kayo is the son of parents both of whom have doctor of philosophy degrees and were on the faculty at a Methodist college on the mainland of China until they were forced to take refuge on Formosa and are now on the faculty of the University of Formosa. When Sammy came to Ferrum he could not speak a word of English but, in spite of that, he made a good record. He was awarded a scholarship to Virginia Polytechnic Institute and is now working toward a doctor of philosophy degree in nuclear physics at Harvard University.

In June, 1962, the director of admissions at Ferrum wrote the high school principals in the area asking if there were any young people who should be going to college but were not able to because of lack of funds. Two replies were received. One came from a principal just north of Danville who told of a young girl who was finishing at the top of her class with a straight "A" average. She was one of the eight children of a widowed mother; naturally, college was out of the question. A member of the administration at Ferrum went to see the student and showed her how she could attend the college on a work-study scholarship. She came, and since her arrival she has been entreating the dean to let her take as many as eight subjects per semester in order to finish in one and one-half years. She says that she can then return home to help her mother support the other children, making it possible ultimately for them to have an opportunity to attend college.

A young man made a record so poor in Franklin County High School that he was refused admission to Ferrum College in 1961. However, he was so persistent that the members of the Admissions Committee agreed to admit him in September if he came to summer school in the meantime and made two "C's." Instead of "C's" he made two "A's" and has been on the dean's list two of the three semesters he has been at the college. He has developed into an outstanding leader, and in 1961-1962 he organized the Young Republican Club on the campus. The young man in question is already employed by United Press

International and has sent in several good stories. This is one of the many students who have been able to prove their potential industry and leadership when given a second chance through the remedial program of Ferrum College.

Two initiated judgments.

a. Dr. Robert P. Parker, director of the Association of Educational Institutions in the Virginia Methodist Conference, serves as a kind of liaison officer between the Methodist Church and its educational institutions and may be considered an authority on the question of whether Ferrum College is doing the work expected of it by its founding fathers and by the Methodist Church. In his position he hears words of praise as well as words of criticism on all of the colleges in Virginia Methodism. Dr. Parker has opportunity to sense the evaluation of these schools and colleges implicit in questions, observations and attitudes of the Methodist membership.

Dr. Parker speaks as follows:

It is my firm conviction that Virginia Methodists at the present time believe that Ferrum Junior College is fulfilling its purpose in Virginia Methodism. This has not always been the feeling of our Conference. Before the present administration there was a very sizeable body of opinion which stated openly that Ferrum's usefulness was at an end and that it should be closed. This has all been changed. Many of our ministers and lay people are saying that Ferrum is the kind of college which the Methodist Church ought to have and ought to be supporting. Many of our people feel that we have no excuse for our participation in the educational field unless we bring to education the Christian perspective. Ferrum is openly, unapologetically, and avowedly Christian in orientation. This is stated not only because of catalogue assertions but because of the implementation of these assertions in administration, teaching, curriculum, and student life.

To be sure, Ferrum has gone much beyond the form of the original objective of the school in 1913 which was to offer "a Christian school for the youth of the mountains of Virginia." It fulfills this need on the collegiate level but it goes beyond that to serve deserving young people throughout the state. Ferrum has kept close to the church, has tried to serve the church and has never been ashamed of its connection with the church. Ferrum has continued to keep its fees as low as possible in order to provide education for people of modest income. Ferrum has continued to be a self-help institution offering to the enterprising young person an opportunity to earn his own way. Ferrum has continued to make vocational courses available for those who think of a Junior College program as a terminal program. So many of the people with whom I have talked are happy that Ferrum is anxious to serve even those who cannot attain the highest academic levels. While the academic levels at Ferrum have obviously improved, Ferrum still considers its mission that of serving not only the well-prepared but the ill-prepared student. There is an insistent demand among our church people that the church provide an academic opportunity for boys and girls of average academic skill.

Frankly, the one reservation which most Methodists have had about Ferrum is its academic quality. In past years this has left something to be desired. However, it is the firm conviction among our Methodists that the present administration at Ferrum is doing something about this academic quality and that it is steadily improving. The Ferrum of the future will do well to sail between the Scylla of academic mediocrity and the Charybdis of academic exclusiveness.

b. Another knowledgeable observer of the activities of the Ferrum institution is Dr. Archie E. Acey who has spent thirty-six years in the ministry of the Virginia Methodist Conference. Seventeen of the years referred to were served on the Danville District of which six were spent in the capacity of District Superintendent. Dr. Acey was a member of the Board of Trustees of the college for six years and his close contact with the school has been added to by experiences of mingling with students and faculty members during several

occasions of conducting Religious Emphasis Week programs, not to speak of many other visits to the campus.

Dr. Acey has this to say in answer to the question of whether Ferrum Junior College is living up to the purpose for which it was founded:

It is my belief that the several administrations have sought to keep [the original purpose] central in the work of the college. In particular was this observed in the beginning of the present administration, which found the college on the verge of disaster.

With the coming of President C. Ralph Arthur in 1954, there was made a serious study of the goals and purposes of the college as envisioned by its founder. The Trustees in many sessions, the Conference Woman's Society of Christian Service, and the Virginia Annual Conference in regular session, all declared that the college should continue in its present site, with its program based on the original purposes for which it was founded.

The catalogue makes clear that some of the detailed original reasons for the school no longer exist. For instance, there is no need for the elementary and high school departments, since Franklin County well cares for these and for its children. Also the catalogue states that it has grown from seeking to meet the needs of the youth of the mountains of Virginia 'to embrace the youth of all Virginia as well as from other states and counties' - 'But,' says the catalogue, 'the Christian motivation for Ferrum's founding remains its basic purpose.' It is declared that the purpose is 'to provide the best instruction possible and the noblest faith practicable to the greatest number of students possible.'

It is my belief that the present Ferrum Junior College has far outstripped the original dreams of its founding fathers so far as its physical and academic achievements are concerned. Yet it has expanded within the framework of the original purposes of the school.

As implied, and partially stated, above, the Virginia Annual Conference has shown its approval of the present plans and purposes of the school by giving large financial support to its continued expansion. This support came only after rigid progressional studies had been conducted. The fact that government loans

have been made to the expansion program indicates that the highest authorities in the land have faith in the present and future plan and purpose of the school.

In light of the general consensus for which Drs. Parker and Acey¹³ are spokesmen here, it would seem reasonable to assert that Ferrum College has adhered to the main objective of the founders and has "expanded within the framework of the original purposes of the school."

Conclusion. If space and time permitted it might be of particular moment to include stated opinions from students and alumni with respect to the influence of the school, beginning with the students of the first year and continuing to the present. Also, members of the faculty and staff, through the years, could make enlightening comments. All who belong to the far-flung Ferrum fellowship hold within themselves the mark¹⁴ of the sustaining challenge that, in spite of hardship and difficulty, leads onward to continuing achievement.

A composite interpretation of the thought of many writers in the field of the educated mind and heart may be expressed in this manner: Christian education manifests itself in man's reaction to destiny. Human beings quite often have no choice in what happens to them of grief, of pain, of tragedy; but

¹³At the request of the writer, Dr. Parker and Dr. Acey presented their opinions for this evaluation chapter.

¹⁴The writer was inspired by words from Out of My Life and Thought by Dr. Albert Schweitzer. (See footnote 11, this chapter.)

men, women, boys, and girls, all, are captains of their own behavior. They hold, in their own wills, authority over their ultimate actions. The matter of greatest import, therefore, is not what happens to a person but how that person behaves in the face of the happening.

In the last analysis, the quest is for the Christ of history and of experience of whom Dr. Albert Schweitzer speaks in these words:

As one unknown and nameless He comes to us, just as on the shore of the lake He approached those men who knew not who He was. His words are the same: 'Follow thou Me!' and He puts us to the tasks which He has to carry out in our age. He commands. And to those who obey, be they wise or simple, He will reveal Himself through all that they are privileged to experience in His fellowship of peace and activity, of struggle and suffering, till they come to know, as an inexpressible secret, Who He is . . .¹⁵

¹⁵Schweitzer, op. cit., pp. 48, 49.

CHAPTER VIII

SUMMARY AND CONCLUSIONS

This study has followed the emergence of Ferrum Training School from the backgrounds of its establishment through the founding, growth, and expansion to the present Ferrum Junior College, which, from the standpoint of enrollment (1963), is the largest private junior college in Virginia and the largest Methodist-sponsored junior college in the United States.

The founding of the training school was an attempt on the parts of concerned persons to find a method of making possible a Christian education to the youth of the mountains of Southwestern Virginia.

In the early years of Ferrum its curriculum was similar to that of regular high schools of the period. It received many pupils from the outlying areas of its several feeder schools. When the State of Virginia built adequate grammar and high schools in the mountainous areas which had been considered by the founders the responsibility of Ferrum Training School, the institution was free to concentrate upon a junior college program, because feeder schools and the high school program were no longer necessary to the school's primary function. At that point, Christian higher education for college freshmen and sophomores became the focus of effort.

From the beginning, emphasis was placed upon training young men and young women who would be of service to humanity ultimately through the gospel ministry and through various aspects of home and foreign mission work, as well as through the service of loyal citizenship in all spheres of life.

"Not Self, But Others," the motto of the school, found expression in the lives of students and alumni.

Campus life was rigorous and firmly controlled by the authorities. During the first three decades most of the work necessary for the maintenance and development of the school was performed by the students. Approximately two hours of work each day were given by each student to recompense the institution for benefits received by the student. Hours in excess of two constituted an opportunity for students to pay at least a part of their fees through their own efforts. Changes and modifications in the work program occurred later.

Creative expression and recreation were by-products of the general routine of activity which centered in worship and service.

Economic factors loomed large in many areas of the training school's departments and activities. Donations and scholarships from interested persons and groups, particularly religious organizations, permitted the school to continue through more than one period of near disaster.

Perhaps the paramount factor which has kept alive the challenge of the Ferrum institution has been the indomitable faith of a nucleus of supporters who have known without

shadow of doubt that the school has a part to play in the well being of students, communities, and the world at large.

The history upholds the premise that Ferrum is unique and that its role is uniquely important in the realms of the tangible and the intangible, both in the present and the future.

ERASABLE BOND



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APPENDIXES

THE UNIVERSITY OF

EMERSON COLLEGE BOSTON

APPENDIX A

WHY I WENT TO FERRUM

At the request of a member of the faculty of Ferrum Junior College, I shall undertake to answer the above.

At the session of the Virginia Annual Conference held in Newport News, Virginia, November 10-16, 1909, I was appointed Presiding Elder of the Danville District. I continued in this office for four years.

There were twenty-nine pastoral charges on this district and it was my duty to visit each of these four times a year, preaching and holding a quarterly conference at the time of each visit. The district included five counties, Halifax, Henry, Pittsylvania, Franklin and Patrick. Much of the territory in the western section of this district was very mountainous. In two of these mountain counties there were only two high schools and one of these was not accredited. Almost the only opportunity that most of the children of these counties had for getting an education was in a one room public school taught by one teacher who gave instruction in the first seven grades.

Our churches were few and far between and we were doing very little in instructing the children in matters of religion. The great majority of the young people of this section, as well as other sections of the Danville District, had very little opportunity for secular or religious instruction. The Woman's Home Missionary Society of the

Virginia Conference had for years been very anxious to do more for these children and young people than was being done. Indeed, the Virginia Conference as a whole had been dissatisfied with what we were doing in these mountains and other nearby sections. As Presiding Elder, I gave special attention to these conditions.

Dr. W. B. Beauchamp, pastor of Main Street Church in Danville and Chairman of the Virginia Conference Board of Missions, afterwards elected Bishop, was also greatly interested in the matter of the Conference doing more for the young people of the mountain section as well as in other parts of the Danville District. Through his influence and that of the Woman's Home Missionary Society, the entire Conference looked with favor upon the building of a mountain school. Before my term of service as Presiding Elder of four years expired, it was decided to build a school to be located at Ferrum and I was asked by the Board of Missions to become the principal of the school. I was appointed to this office by Bishop Collins Denny November, 1913. At this time we had possession of fifty acres of land at Ferrum with one frame building which served as a home for me and my family. During the first year a brick building was partially completed. In this, we started the first session of the school with ninety-nine pupils, including the pupils of the one room public school at Ferrum which was closed. In the course of a few years we completed this building which became a dormitory for boys, built

another like it for girls, and also a building of classrooms and offices, another for a church and recreation hall and another for library and laundry, and still another for a heating plant besides numerous farm buildings.

We also built six branch schools in remote sections in the mountains far from the railroads and where there were neither public schools nor churches for the most part. The maximum number of students in these branch schools in any one session was 400. The maximum number of students at Ferrum, including day students was 300.

No student was turned away from Ferrum for lack of money. A great majority paid for board and tuition by the work they could do and by the giving of notes to the amount of \$100.00 each per session to be paid later on in life, if possible. All of the work in the kitchen and dining room and laundry was done by the girls under the direction of a paid superintendent. Only one man was employed to superintend the farm and the dairy. All the rest of the work was done by the boys.

During my term of office, three of our students became foreign missionaries. One of these spent seventeen years in Africa. Another has served in Mexico for thirty years and is still serving there most efficiently. The third was for several years in China and Korea. Approximately fifty pastors in the Virginia Conference were prepared for college at Ferrum while I was there and a number of these also received two years of college work.

I look back upon the twenty-one years I spent at Ferrum as the happiest and most useful years of my life. My heart is there, through time and eternity, as it is no where else on earth.

(signed) B. M. Beckham

Note-- Miss Elisabeth Pryor is the member of the faculty of Ferrum Junior College to whom Dr. Beckham referred in this article.

Use of the material here is through the courtesy of Miss Pryor.

The Ferrum graduates who are spoken of by Dr. Beckham as missionaries who went to Africa, China, and Mexico, are Miss Dora Jane Armstrong (Mrs. John H. Clark), Reverend Roy Price (now deceased), and Miss Pearl Hall.

APPENDIX B

REVIEW OF LIFE CHANGED STUDENT'S COURSE

(Copyrighted by The Roanoke Times and used by permission)
By Fred Loeffler
Times State Editor

A personal inventory of his life - its accomplishments and failures - led a college senior to turn from a business career to the ministry.

The belief that a man must do something with his life "that counted" has been a firm resolve of the Rev. C. Ralph Arthur who decided if he wanted to be content with himself, he had to have a purpose.

Purposes or causes have been a part of his life and no greater cause has been championed than Ferrum Junior College of which he has been president since 1954.

Ferrum needed somebody to defend it, he felt after looking over the situation. Defend it he did and he helped to provide the spark that has built a struggling country school into a growing educational institution whose expansion program this year includes a building program that tops the two-million dollar mark.

The minister, who believes firmly in the work of the rural church, is quick to admit that he is not an educator and wonders what an educator would have done had he come to assess the situation eight years ago.

"I couldn't hear them when they said it couldn't be done," Mr. Arthur observes in discussing his hearing problem which has bothered him since childhood. Perhaps this more than anything else has provided him with a drive.

"Causes have been my motivation," he believes. His feeling of compassion for the underdog has made him a "fool for taking up causes." But his love for competition and causes somehow seemed to always prevail and he can see results today as he looks around the expanding campus.

The Roanoke native recalls that he believed from the very beginning something could be done with Ferrum that would benefit many persons.

"I knew it could be done; that it was going to get done and the people of this community were going to see it done," he states. He is quick to say he does not claim credit for the rebirth and growth of the then small junior college.

Because of his philosophy he had a strong conviction concerning the need of a college such as Ferrum. Some such School was needed to provide an education for those who would not be able to secure a higher education.

Had he not believed something could be done, he would not have recommended that steps be taken, the college president states.

Charles Ralph Arthur was born in Roanoke in August of 1917. His father was a fireman and a Bedford County native. The Arthurs moved to Richmond three years later where he grew up. He attended the University of Richmond where he majored in business administration.

He took a personal inventory of his life when he was a senior and a career in insurance was but a few months away. He found he had drifted away from the Christian teachings of his home and he had no real purpose in life . . . he was not doing something that counted.

The clouds of World War II were beginning to gather and he saw the deepening crisis. He made the decision and never once regretted it. Going to Duke Divinity School, he received his degree in 1941.

His early years in the ministry attracted him to the rural church, to Amherst County in particular from 1942 to 1947. It was while serving here that he met his wife. Mary Parker lived in Roanoke and so a lot of the courting was done by mail.

They were married in 1944 and are the parents of four boys whose ages range from 17 to 4. In such an active household there's never a dull moment he says.

About the deafness, he feels this has been a compensating factor. The sensitive, shy youngster who was "scared to death" when the teacher called on him found his strength in causes and a desire to win.

He won a letter in boxing because he was too small for football then and wanted to compete.

And along the way he must have learned something about teamwork because that, in his belief, is responsible for the success of Ferrum. People have worked together serving on the board of trustees and raising money to build.

APPENDIX C

**FERRUM TRAINING SCHOOL
COMMENCEMENT EXERCISES**

TUESDAY, APRIL 28, 1925

AT 8:00 P. M.

—
INVOCATION

WATER LILIES..... *Linders*
GIRLS' GLEE CLUB

SALUTATORY..... *Barnes Nash Evans*

CLASS HISTORY..... *Junius Tipton Cassell*

ROCKED IN THE CRADLE OF THE DEEP..... *Knight-Smith*
BOYS' GLEE CLUB

CLASS PROPHECY..... *Herbert William Swertfeger*

LAST WILL AND TESTAMENT..... *Beatrice Augusta Goode*

COME WHERE THE BLUE BELLS RING..... *Brackett*
GIRLS' GLEE CLUB

ADDRESS..... *Rev. George E. Booker, D. D.*

TO THE O COUNTRY..... *Eichberg*
BOYS' GLEE CLUB

VALEDICTORY..... *James Lawson Cabaniss*

PRESENTATION OF DIPLOMAS

CLASS SONG..... *Aileen Prillaman*
CLASS

BENEDICTION

APPENDIX D

OFFICERS AND PERSONNEL OF THE
ADMINISTRATION 1962-63¹Office of the President

C. Ralph Arthur, A. B., B. D., LL. D. President
Mrs. J. N. Gwaltney, Administrative Assistant to the President

Office of the Dean-Registrar

Sidney E. Sandridge, A. B., B. D., Ph. D. Dean-Registrar
Raymond P. Carson, A. A., A. B., B. D. Dean of Men
Hiawatha Crosslin, A. B., B. S., M. S., D.Ed. Dean of Women
James P. Turner, B. S. Director of Admissions
Freeda L. Wood, A. A. Assistant Registrar-Secretary
Marie Angle, A. A. Secretary to the Dean

Extension Department

Sidney E. Sandridge, A. B., B. D., Ph. D. Director
James L. Dodd, B. A., B. D., Th. D. Associate Director

Public Relations

T. D. Kelly, A. B., B. D. Director
James P. Turner Director of Information Service
Mrs. Vivian H. Pugh Secretary

Development Office

C. Ralph Arthur Director
T. D. Kelly Associate Director
Mrs. J. N. Gwaltney Office Manager and Secretary

Business Office

Raymond T. Holmes, Jr., B. S., C. P. A. Business Manager
Ben H. Ferguson Assistant
Mrs. Jane B. Carter Secretary
Mrs. Martha G. Boyer Bookkeeper
James E. Toler Manager, Bookstore
John B. Rosemond, B. A. College Postmaster

¹Ferrum Junior College, Catalog, 1962-1963, pp. 56-59.

Athletic Office

Edgar Eugene Evans, Jr., B. A., M. S. Director; Baseball Coach
 W. H. Norton, Jr., B. A., M. Ed. Football Coach
 Gary D. McPherson, A. B. Basketball Coach
 Hiawatha Crosslin Women's Physical Education
 Faye C. Wood, A. B. Assistant, Women's Physical Education

Buildings and Grounds

James T. Wilson Superintendent of Buildings and Grounds and
Construction Engineer
 Joy L. Carter Supervisor of Mechanical Maintenance

Farm

Richard T. Milam, B. S., M. Ed. Manager

Office of Health Services

J. M. Green, M. D. College Physician
 Mrs. Carolyn DeHart, R. N. College Nurse
 Kate M. Eggleston, R. N. Assistant
 Mrs. Lydia Brewer Assistant

College Chaplain

C. P. Minnick, A., B., B. D., M. S. T. Chaplain

Library

Oliver B. Isaac, A. B. Director
 Mrs. Elsie M. Miller, B. S. Associate Director

Food Services

Mrs. Gladys Taylor Dietitian

Laundry

Tobe M. Clark Manager

Resident Counselors

Hewlitte M. Lifsey Roberts Hall
 Kate M. Eggleston Roberts Hall
 Mrs. Ethel Anglin Riddick Hall
 Mrs. Virginia A. Rosser John Wesley Hall
 Mrs. Jimmy Z. McKenzie Susannah Wesley Hall
 Mrs. Mildred B. Sisson Susannah Wesley Hall

THE FACULTY 1962-63

- C. Ralph Arthur, President President
 B. S. in Bus. Adm., University of Richmond; B. D., Duke
 University, LL. D., University of Richmond
- Ethel Shuler Ayres English; Art
 A. B., M. A., Scarritt College; R. N., Johns Hopkins
 Hospital of Johns Hopkins University [on leave of absence
 in further Graduate Study]
- Raymond P. Carson Psychology; Dean of Men
 A. A., Brevard Junior College; A. B., B. D., Duke
 University
- Mrs. Raymond P. Carson English
 A. B., Winthrop; M. A., Duke University
- Hiawatha Crosslin Physical Education
 A. B., B. S., Baylor University; M. Ed., Ed. D.,
 University of Texas
- Mary DeLong English
 A. B., Elizabeth College; M. A., University of Virginia
- James L. Dodd Sociology; Extension
 B. A., Ouachita College; B. D., Th. D., Southern Baptist
 Theological Seminary
- Edgar Eugene Evans, Jr. Athletic Director
 B. A., Lynchburg College; M. S., University of Tennessee
- Esther Fox Psychology; Education
 A. B., National College; M. A., The American University
- Vernon D. Gifford Biology
 B. S., M. S. E., Arkansas State College
- Paul C. Harper Music
 B. A., Asbury College; M. M., Ph. D., Northwestern
 University
- Lolene Hodges Business Education
 B. S., Radford College; M. S., Virginia Polytechnic
 Institute
- Raymond T. Holmes, Jr. Business Manager
 B. S., University of Richmond, Certified Public Account
- Oliver B. Isaac Librarian
 A. B., Johns Hopkins University; Graduate Studies, Catholic
 University
- Duvall A. Jones Biology
 B. A., Western Maryland College; M. S., University of
 Maryland
- Franklin M. Jones Chemistry
 B. S., M. A., Appalachian State Teachers College; M. Ed.,
 University of North Carolina
- William J. Jones Music
 A. B., Taylor University; B. S., M. A., Wayne University;
 Ph. D., Northwestern University
- T. D. Kelly Director of Public Relations
 A. B., B. D., Emory University
- Robert M. Lacy Economics
 A. B., Alleghany College; M. A., Ohio State

- Carlos A. Loop Languages
A. B., Roanoke College; M. A., William and Mary; B. D.,
University of the South; Graduate Studies, University
of the South, University of Virginia
- Gary D. McPherson History; Basketball Coach
A. B., Washington & Lee University, Graduate Studies,
University of Virginia
- Richard T. Milam Agriculture
B. S., M. Ed., Virginia Polytechnic Institute
- Elsie M. Miller Associate Librarian
B. S., Florida Southern College
- C. P. Minnick Chaplain; Bible
A. B., Lynchburg College; B. D., M. S. T., Union
Theological Seminary
- John P. Newcomer Mathematics; Physics
A. B., Berea College; M. A., Peabody College
- W. H. Norton, Jr. Football Coach
B. S., Lynchburg College; M. Ed., University of Virginia
- Elisabeth Pryor English
A. B., M. A., University of Georgia; M. A. in Rel. Ed.,
Scarritt College
- Marjorie Rosemond English
B. A., Newcomb College; M. A., University of North
Carolina
- Sidney E. Sandridge Vice President; Acting Dean; Sociology
A. B., University of Virginia; B. D., Emory University;
Ph. D., Northwestern University
- Robert M. Saunders History
B. A., M. A., University of Richmond
- Meckinley M. S. Scott Mathematics
B. S., Calcutta University; M. S., Gaubati University;
Graduate Studies, University of North Carolina
- Patricia T. Sites Secretarial Science
B. S., Radford College
- Paul E. Smith, Jr. French; Bible
B. A., University of Massachusetts; M. A., Boston
University; B. D., Columbia Seminary
- James P. Turner Director of Admissions;
Director of Information Services
B. S., Richmond Professional Institute; Graduate Studies,
The American University
- R. A. Warlick History
A. B., High Point College; A. M., Duke University;
Graduate Studies, University of Virginia
- Ralph J. Wimmer English
A. B., Roanoke College; M. A., Virginia Polytechnic
Institute (Radford)
- Faye C. Wood Physical Education; Director of Activities
A. B., Lynchburg College; Graduate Studies, William and
Mary College
- J. P. Wynne Academic Consultant
A. B., M. A., Trinity College; Ph. D., Columbia University

APPENDIX E

NAMES OF PERSONS WHO GAVE AID EITHER
THROUGH MATERIAL OR INTERVIEW, OR BOTH,
TOWARD THE WRITING OF THIS HISTORY

Dr. Archie E. Acey	Mr. Oliver Isaac
Dr. C. Ralph Arthur	Reverend Tedd Kelly
Mr. T. N. Barbour	Reverend Walter M. Lockett, Jr.
Col. B. M. Beckham, Jr.	Mr. Fred Loeffler
Mrs. B. M. Beckham, Sr.	Dr. Robert P. Parker
Reverend Deroy C. Campbell	Mrs. L. G. Pedigo
Reverend and Mrs. Raymond Carson	Reverend William Earnest Pollard
Mrs. John L. Carter	Miss Elisabeth Pryor
Mr. James T. Catlin, III	Dr. Sidney E. Sandridge
Mrs. James Archer Chapman	Mrs. A. H. Shively
Mrs. Bland Schoolfield Church	Mr. and Mrs. P. T. Slone
Mrs. John Henry Clark (Dora Jane Armstrong--Africa)	Mr. William T. Smith
Miss Madge Conwell	Reverend Wilson Stanley
Mr. and Mrs. T. J. Crickenberger	Mr. and Mrs. Harry Stewart
Dr. Nathaniel H. Davis	Dr. Ralph Stoody
Reverend Luther J. Derby	Mr. James P. Turner
Reverend Stanley E. Emrich	Mr. R. A. Warlick, Jr.
Mr. E. Eugene Evans	Mrs. Katharine A. Webb
Mrs. Otelia Gwaltney	Mr. Arthur West
Miss Pearl Hall (Mexico)	Mrs. Roscoe M. White
Mrs. Marvin R. Hart	Mrs. Mary Hurt Whitehead
Dr. Frank W. Hurt	Miss Freeda Wood
	Mrs. Henry W. Yarbrough

APPENDIX F

WILL FERRUM BECOME A SENIOR COLLEGE?

With reference to the above question¹ Reverend Tedd Kelly makes the following statement:

No concrete thought has been given to turning Ferrum into a senior college within the near future. The future of the college as a junior college is the only thing that is certain at the present time. Of course, this does not rule out the possibility that in the future the college may become a four-year school. It has a history of change to meet the emerging needs of the times and if a senior college should be needed and there is sufficient support and interest for it at the time [such a course] is a possibility. But it remains only a remote possibility at this time. The board has taken no official recognition of this thought and has not given any statement that we could quote.

¹This information was given the writer in a letter from Reverend Tedd Kelly, May 1, 1963.

APPENDIX G

AN EXPLANATION OF THE REASON WHY FULL
LISTS OF GRADUATES, FACULTY AND STAFF
MEMBERS, AND TRUSTEES, ARE NOT GIVEN
IN THIS HISTORY

Reverend Tedd Kelly, Director of the Department of Public Relations, states¹ that the lists of graduates, faculty and staff members, and trustees, for the total period of 1913-1963, are not yet compiled in as accurate a form as would be required in a work of history. Consistent effort toward such a compilation is being made in the Office of Public Relations of Ferrum Junior College at this time (1963).

¹This information was given the writer in a letter from Reverend Tedd Kelly, May 1, 1963.