

MASTER'S THESIS

THE COUNTY FARM-LIFE SCHOOLS OF NORTH CAROLINA

BY

ZEYLAND G. MCKINNEY

Archives  
closed  
LD  
175  
.A40h  
Th  
25

THE COUNTY FARM-LIFE SCHOOLS OF NORTH CAROLINA

---

A Thesis

Presented to

the Faculty of the Department of Education  
Appalachian State Teachers College

---

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

---

by

Zeyland G. McKinney

May 1953

THE COUNTY FARM-LIFE SCHOOLS OF NORTH CAROLINA

---

by

Zeyland G. McKinney

Approved by:

*S. J. Whitener*

Chairman of Thesis Advisory Committee

*Chapell Wilson*

Director of Graduate Study

*Lee F. Reynolds*

Major Professor

*J. H. Yoder*

Minor Professor

## ABSTRACT OF THESIS

The purpose of this study was to collect and bring together the principle facts and influences relating to the establishment, development, operation and decline of farm-life schools in North Carolina.

The study was made by reading histories of education in the state, general histories, published reports, and unpublished reports; and by talking with people who have had some part in the more recent developments of education in North Carolina. From these preliminary developments a general outline was developed.

Following these developments the task was to get detailed facts, figures, and additional information and determine what bearing, if any, the various events had on the development of farm-life schools in North Carolina.

This information was gathered from individuals; from histories; from the North Carolina laws and legislative records; from newspapers; farm magazines; and published and unpublished reports of officials of various state departments and boards; and from the reports of such organizations as the General Education Board, the Conference for Education in the South; and the Farmers' Union.

Over a period of weeks the writer sought out this information in the Archives of History at Raleigh, North

Carolina; the Library of the University of North Carolina at Chapel Hill; the Library of the State College of Agriculture and Mechanical Arts at Raleigh; and the Library of Appalachian State Teachers College at Boone, North Carolina. Also the writer checked the sources in various offices of the county superintendents throughout the state for information concerning the county farm-life schools.

The writer found that the farm-life schools were a part of, and a continuation of the great revival of education which began with the opening of the twentieth century. Also the writer found that Dr. James Yadkin Joyner was the chief figure in the promotion of the Farm-Life School Movement.

The Farm-Life School Movement promoted a more practical curriculum in the field of rural education, and was in no way an attempt to specialize education to fit any one group of citizens.

## TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM . . . . .	1
Statement of the problem. . . . .	1
Importance of the study . . . . .	2
Definition of terms used. . . . .	3
Farm-life school. . . . .	3
II. REVIEW OF THE LITERATURE . . . . .	4
Literature on the educational revival in	
North Carolina . . . . .	4
Literature on the campaign for farm-life	
schools in North Carolina . . . . .	9
III. EXPLANATION OF THE COUNTY FARM-LIFE SCHOOL LAWS	
AND THE REVISION OF THE GUILFORD COUNTY	
FARM-LIFE SCHOOL LAW . . . . .	25
The Guilford County Law . . . . .	25
Organization. . . . .	25
Establishment . . . . .	25
Maintenance . . . . .	26
Purpose . . . . .	26
Finance . . . . .	26
Teachers . . . . .	26

## CHAPTER

## PAGE

The General Farm-Life School Law. . . . .	27
Maintenance . . . . .	27
Equipment . . . . .	27
Management and location . . . . .	29
Aim . . . . .	29
High school department. . . . .	30
Qualifications of teachers. . . . .	31
Revision of the Guilford County Farm-Life Law .	32
IV. SUGGESTED CURRICULUM AND MINIMUM OF REQUIRED	
EQUIPMENT FOR FARM-LIFE SCHOOLS . . . . .	33
Curriculum . . . . .	34
Agricultural papers for the library . . . . .	35
Texts . . . . .	36
Cost of equipment . . . . .	36
V. DESCRIPTION OF A TYPICAL FARM-LIFE SCHOOL . . . .	45
General statement . . . . .	45
Location. . . . .	46
Boarding and equipment. . . . .	47
Class rooms . . . . .	47
School dormitories. . . . .	47
School farm . . . . .	47
Practical farm work . . . . .	48
Expenses . . . . .	48

## CHAPTER

## PAGE

Curriculum . . . . .	49
Work described by years . . . . .	51
First year. . . . .	51
Agriculture . . . . .	51
Second year . . . . .	52
Horticulture. . . . .	52
Hygiene and sanitation. . . . .	52
Third year. . . . .	52
Animal husbandry. . . . .	52
Farm crops. . . . .	53
Fourth year . . . . .	53
Soils and fertilizers . . . . .	53
Farm management and farm mechanics. . . . .	53
Domestic science as a part of the curriculum. . . . .	54
Work described by years . . . . .	56
First and second years . . . . .	56
Cooking . . . . .	56
Third and fourth years. . . . .	56
Hygiene and household sanitation. . . . .	56
Household management. . . . .	56
Home planning and decoration. . . . .	57

CHAPTER	PAGE
VI. THE GROWTH AND DECLINE OF THE FARM-LIFE SCHOOLS .	58
Growth. . . . .	58
Value and expenditures. . . . .	59
Decline . . . . .	60
VII. SUMMARY AND CONCLUSIONS . . . . .	67
BIBLIOGRAPHY. . . . .	70

## LIST OF TABLES

TABLE	PAGE
I. Suggested Course of Study for the Farm-life Schools of North Carolina. . . . .	37
II. A Suggested List of Agricultural Papers for the Farm-life School Library, Prices Included. . . . .	39
III. Suggested Texts for Agriculture and Science Courses. . . . .	40
IV. General Equipment for Farm-life School, Including Cost Per Item. . . . .	42
V. Cost Per Item of Complete Equipment for School . .	43
VI. The Agricultural Course in the Lillington Farm-life School . . . . .	50
VII. Domestic Science Course in the Lillington Farm- life School. . . . .	55
VIII. Number of Farm-life Schools in Operation by Years.	63
IX. Dates of Opening of Farm-life Schools. . . . .	64
X. Farm-life Schools by Counties, With Total Expenditures for School Year 1916-1917 . . . . .	65

LIST OF FIGURES

FIGURE	PAGE
1. Location of Farm-life Schools 1917 . . . . .	66

## CHAPTER I

### I. THE PROBLEM

Statement of the problem. It was the purpose of this study to collect and bring together the principle facts and influences relating to the establishment, development, operation and decline of farm-life schools in North Carolina.

The study has been made by reading histories of education in the state, general histories, published reports, and other published material; and by talking with people who had had some part in the more recent development of education in North Carolina. From these preliminary developments a tentative general outline was developed.

The task then was to get detailed facts, figures, and additional information and to determine what bearing, if any, the various events and incidents had on the development of farm-life schools in North Carolina.

This information was gathered from individuals; from histories, especially histories of education; from the North Carolina laws and legislature records; from newspapers; farm magazines; and published and unpublished reports of officials of various state departments and boards; and from the reports of such organizations as the General Education Board; the Conference for Education in the South; and the Farmers' Union.

Over a period of weeks the writer has sought out this information in the Archives of History at Raleigh, North Carolina; the Library of the University of North Carolina at Chapel Hill; the Library of the State College of Agriculture and Mechanical Arts at Raleigh; and the Library of Appalachian State Teachers College at Boone, North Carolina. Also the writer has checked the sources in various offices of the County Superintendents throughout the state for information concerning the county farm-life schools.

Importance of the study. In a letter to Professor L. H. Bailey, Chairman of the Commission on Country Life, Theodore Roosevelt said:

There is but one person whose welfare is as vital to the welfare of the whole country as is that of the wage worker who does manual labor; and that is the tiller of the soil--the farmer. If there is one lesson taught by history it is that the permanent greatness of any state must ultimately depend more upon the character of its country population than upon anything else. No growth of cities, no growth of wealth, can make up for loss in either the member or the character of the farming population.<sup>1</sup>

In the opinion of the writer this statement by a great leader of progressive thought in the United States

---

1

Report of the Commission on Country Life (New York: Sturgis and Walton Printers, 1911), p. 2.

is as true today as when written in 1908. We should be ever vigilant in our efforts to promote a healthy state of well-being among the segment of our population. The writer knows of no better way to accomplish this than through the proper education of these people. In order that they may have this proper education, proper planning must be done. It is only natural to suppose that it can be done best if we know the history of previous efforts to educate these people. It is only then that we can recognize that mistakes have been made, and only then that we can seek to correct them by planning a more practical, and a more comprehensive education for these people.

## II. DEFINITION OF TERMS USED

Farm-life school. Farm-life school was interpreted as being the department of a public high school which taught agriculture as a separate branch of study under the provision of the Guilford County Farm-life School Law and the other various revisions of this law regarding other counties.<sup>2</sup> It was also interpreted as being the school which existed as a secondary agricultural school under the provisions of the General Farm-life School Law of 1911.<sup>3</sup>

---

<sup>2</sup> Public Laws of North Carolina, 1911. Chapter 449.

<sup>3</sup> Ibid., Chapter 84.

## CHAPTER II

### REVIEW OF THE LITERATURE

Literature on the educational revival in North Carolina. When Charles Brantley Aycock was elected Governor of North Carolina in 1900 a new era for secondary education was begun. There were few secondary schools in the rural districts at the time and there was much indifference to the subject of public education throughout the state. The average salary paid to teachers was ninety-one dollars for the term, and less than one dollar per day to county superintendents.<sup>1</sup>

Although there were numerous organizations campaigning for better education in the state, at that time the most actively engaged was the Southern Education Board. Following the suggestion of Dr. Charles Duncan McIver, Chairman of the Campaign Committee of this Board, a convention of educational workers was called to meet in the Governor's Office in Raleigh, February 13, 1902, for the purpose of writing all the educational forces of the state, and for the purpose of organizing an educational

---

1

R. D. W. Connor and Clarence Poe, The Life and Speeches of Charles B. Aycock (New York: Doubleday, Page and Company, 1912), p. 114.

campaign.<sup>2</sup> At this conference was created, "the Central Campaign Committee for the Promotion of Public Education in North Carolina." The chief members were Governor Aycock, Dr. McIver, and Superintendent Thomas Fentress Toon.

Immediately they began a thorough and systematic campaign for public education in North Carolina. During their campaign Superintendent Toon contracted an illness which resulted in his death, and Dr. James Yadkin Joyner was appointed to fill the vacancy.<sup>3</sup> Thus a revival in education was begun which has lasted for over a half century. The revival was so earnest in its purpose and held such prominence in the affairs of the people that a gentleman from Alabama, who was traveling in North Carolina at the time, remarked that "in North Carolina they spend all their time voting for schools and roads."<sup>4</sup>

For the first time in the history of the state politics was pushed into the background of public affairs. In a speech before a large New York audience Governor

---

<sup>2</sup> Edgar W. Knight, Public School Education in North Carolina (Boston: Houghton Mifflin Company, 1916), p. 331.

<sup>3</sup> Ibid., p. 335.

<sup>4</sup> Russel W. Whitener, "The Growth and Development of Education in Catawba County," (unpublished Master's thesis, The University of North Carolina, Chapel Hill, 1924), p. 41.

Aycock stated:

We have gone out of politics and taken up business. . . . We have ceased to set brawn against brain. We have learned the power of skill and are training our young people in the ways of thrift and economy. . . . We are going to educate the entire population. . . . We spent on education this year more than half of the entire revenue of the state. . . .<sup>5</sup>

A short while after the speech mentioned above Governor Aycock appealed to the business interests of the state for their support of his educational programme. In a speech delivered June 21, 1901, before the Manufacturers Club of Charlotte, he made the following appeal:

We have entered upon a new era in the development of our state. . . . If, indeed we are to have a new era we must give due regard to the ideas of other people. . . . Less than 18 per cent of our people dwell in cities and towns. Eighty-two per cent of them still abide in the country, and provincial as the modern men may think them, they are still the power which controls the destinies of the State, and shape the hopes and aspirations of the entire community. . . . I care not how strong you may be, nor how rich you may be, after all, this is a government of the people, by the people, and for the people. . . ."

I, therefore, urge you, with all your might and power to put yourselves in the front of this great movement for universal education.<sup>6</sup>

In addition to the efforts of Governor Aycock, Superintendent Joyner, and various other able leaders holding public office there were many private organizations, such as the Farmers' State Alliance, which helped make the public aware of the need for education. At the Twenty-first Annual meeting of the organization mentioned above, the President of the organization said:

As Alliance men, and therefore farmers, we should insist on education, useful, and I may say, absolutely necessary for the advancement of agricultural pursuits, if we would hold our own in the tide of progress, which now seems to be spreading all over our land.<sup>7</sup>

Indeed, a growth in sentiment for public education was everywhere in evidence. By the middle of June, 1902, seventy-eight counties in the state had planned educational rallies in connection with the required town meetings of

---

6

Charles B. Aycock, (unpublished speech before the Manufacturers Club of Charlotte, State Archives of History, Raleigh, North Carolina, June 21, 1901).

7

Proceedings of the Twenty-first Annual Session of the Farmers' State Alliance of North Carolina--held near Hillsboro, North Carolina, August 13-14, 1907. (unpublished report, State Archives of History, Raleigh, North Carolina).

the school officers. Throughout the state the press was strong for public education. Many public spirited individuals offered services without pay in this worthy cause. Many Superior Court judges instructed grand juries to report on the state of school buildings. By the beginning of the autumn months, local tax districts had increased from 56 to 181, over 300 districts had been abolished by consolidation, and 676 school houses had been added to the public school system.<sup>8</sup>

Meanwhile, favorable legislative action was taken. Whereas the annual legislature appropriations distributed throughout the counties amounted to \$100,000 in 1899, the sum was increased to \$200,000 annually from 1901 to 1908. In 1903 the legislature reorganized the old literary fund, originally created in 1825. A permanent fund was created and was to be known as the "State Literary Fund," to be used as a loan for building and improving school houses. In 1905 the State Association of County Superintendents was legalized, and the counties directed to pay the superintendents while in attendance. The school term was equalized throughout the state and aid was withdrawn from

counties reluctant to levy the authorized school taxes.<sup>9</sup> In 1907 the General Assembly made provision for the establishment of rural high schools and appropriated \$45,000 for their maintenance.<sup>10</sup>

Cornor and Poe,<sup>11</sup> in summing up the results of this great effort on the part of the educational leaders of North Carolina said that "no state in the entire Union shows so large a decrease in illiteracy among the whites as North Carolina." Indeed, the foundation for the development of more practical and comprehensive education was laid during this period.

Literature on the campaign for farm-life schools in North Carolina. The success of farm-life schools in other states doubtlessly influenced the leaders in the movement in North Carolina. Early in 1881 the Storrs Agricultural School was established in Connecticut. In Alabama in 1889 the legislature provided for nine agricultural schools--one in each congressional district.<sup>12</sup> As early as 1902 Wisconsin

---

<sup>9</sup> Ibid., pp. 337-340.

<sup>10</sup> Biennial Report of the State Superintendent of Public Instruction of North Carolina, Scholastic years 1906-1907 and 1907-1908 (Raleigh: E. M. Uzzel and Company, State Printers and Binders, 1908), p. 18.

<sup>11</sup> Cornor and Poe, op. cit., p. 138.

<sup>12</sup> Thomas A. White, "A Study of Agricultural Education in the High Schools of North Carolina," (unpublished Master's thesis, North Carolina State College of Agriculture and Engineering, Raleigh, 1929), p. 47.

took an active step toward agricultural education when it provided for county schools of agricultural and domestic economy.<sup>13</sup>

The organization of the district agricultural schools in Alabama was perhaps a greater influence on the movement in North Carolina. After the movement for secondary instruction in agriculture had progressed to a considerable degree, the Association of American Colleges and experiment stations took an active interest in the programme. As early as 1902 the committee on instruction gave consideration of secondary courses in agriculture. The same committee decided that if the agricultural schools mentioned above were successful in Alabama they would eventually become established throughout the nation. Also the same committee decided to recommend the teaching of agriculture in all public high schools in rural areas.<sup>14</sup>

The first ten years of the twentieth century saw a rapid growth of agricultural education in the United States. In 1898 only ten agricultural high schools had been established in the country, however, by 1910 the number

---

13

Elmer Ellsworth Brown, The Making of Our Middle Schools (New York: Longmans, Green, and Company, 1921), p. 365.

14

Alfred C. True, History of Agricultural Education in the United States (Washington: United States Government Printing Office, 1929), p. 331.

had increased to sixty. As a supplement to these schools agricultural courses were offered in 346 schools throughout the country.

While the writer has been unable to find any direct result of this movement in North Carolina, it seems logical that the movement did have some influence on agricultural education since the North Carolina Experiment Station was represented at these meetings. As early as 1900 Dr. George T. Winston, President of the State Agricultural College, recommended that agricultural and industrial education be made available in the public schools of the state.<sup>15</sup>

Although, both superintendent Charles H. Mebane and Toon were favorable to the introduction of agriculture in the public schools, it was with the appointment of Dr. J. Y. Joyner that an active campaign for its introduction into the secondary schools began. In his first report he spoke in favor of more practical training for farm boys and girls when he said:

The character of instruction given in our rural schools must educate for farm life rather than away from it. With such schools the country is the ideal place for the education of man.<sup>16</sup>

---

15

J. E. Peterson, "Agricultural Education in the Public High Schools," The Progressive Farmer, 5:16, December 8, 1900.

16

Joyner, op. cit., 1900-1902, p. 58.

In the same report he said:

The history of civilization plainly declares that the greatest calamity that can befall any land is the deterioration or the destruction of its bold peasantry. Without adequate school facilities in these rural districts, it is but a question of time when there shall be left in them only the poorest peasant population, too ignorant to know the value and the blessing of an education, and too indifferent to care to secure it for their offspring.<sup>17</sup>

In his report for the following year he said that an educational system was not complete unless it prepared the student for the tasks of the practical world, and unless it connected daily life more closely to the instruction offered by the school.<sup>18</sup> He recommended that elementary instruction be continued, that nature study be encouraged, and hoped that means could be found for the establishment of one or more industrial and agricultural schools in each county of the state. In his opinion the age was demanding this type of training and thought we should prepare to meet it successfully.<sup>19</sup> He was so convinced of this that he suggested that the General

---

17

Loc. cit.

18

Joyner, op. cit., 1902-1904, p. 54.

19

Loc. cit.

Assembly appropriate a sum not to exceed \$250 to cover the actual expenses, to enable the State Superintendent to visit and study successful agricultural and industrial training schools in other states.<sup>20</sup>

In his biennial report for the 1904-1906 scholastic years Dr. Joyner renewed his plea for a type of training for the rural schools that would fullfil the practical ends of life. He said:

A skilled farmer must be first of all a thinking man on the farm; a skilled mechanic, a thinking man in the shop; that a skilled hand is but a hand with brains put into it and finding expression through it; that without brains put into it a man's hand is no more than a monkey's paw; that without brains applied to it a man's labor is on the same dead level with the labor of the dull horse and the plodding ox; that a man with a trained hand and nothing more is a mere mechanic, a mere hand. The end of education is to make a man, not a machine.<sup>21</sup>

In his report for the following biennium he said that he believed that the time was ripe for the establishment of at least one such school in North Carolina.<sup>22</sup> He was of the opinion that the school should be located near

---

<sup>20</sup> Ibid., p. 55.

<sup>21</sup> Ibid., 1904-1906, p. 24.

<sup>22</sup> Ibid., 1906-1908, p. 24.

the Agricultural and Mechanical College so as to have the benefit of the specialists and that it should be in charge of an all-around, intelligent man who possessed special training. Always practical in his thought and planning he advised that the equipment in the beginning should be inexpensive and simple, equipment the average farmer would not feel to be out of his reach. In explaining his opinion in simple words, he said, "Such a school should reach down to the level of present rural life and not up beyond its possibilities."<sup>23</sup>

The biennial report for 1908-1910 by Superintendent Joyner voiced the opinion that an overwhelming majority of the teachers and farmers of North Carolina favored the introduction of agricultural instruction in connection with the public high school system.<sup>24</sup> In addition to this group a number of writers for the Progressive Farmer gave their hearty support to the movement, notably Dr. Clarence Poe. Farm groups and teachers appointed committees to work out a plan for the establishment and maintenance of agricultural schools. These committees were to present the plan to the

---

<sup>23</sup>

Ibid., pp. 24-25.

<sup>24</sup>

Ibid., 1908-1910, p. 33.

General Assembly.<sup>25</sup>

The request presented to the Assembly for funds to finance a trip to study agricultural education in other states was denied Dr. Joyner. Nevertheless, the proposed trip to the Middle West was made late in 1909 by Dr. Joyner and other southern superintendents. The trip was financed by Robert C. Ogden.<sup>26</sup> After a careful study of the agricultural schools of the Middle West, Dr. Joyner formulated a plan for creating and maintaining such schools. In his biennial report for 1909-1910 he recommended that the General Assembly establish an agricultural school according to a plan outlined in that report under the heading "Farm-life Schools."<sup>27</sup> Dr. Joyner says he coined the term mentioned above because he did not wish to brand the movement as another effort to promote industrial training.<sup>28</sup>

In the same report Dr. Joyner stated that all the 176 high schools in North Carolina had to utilize all their time teaching literary courses because of insufficient funds

---

25

Wade Phillips Young, "A History of Agricultural Education in North Carolina," (unpublished Master's thesis, The University of North Carolina, Chapel Hill, 1934), pp. 317-318.

26

Clarence Poe, "Agricultural Schools of the Middle West," Progressive Farmer, 14:3, October 14, 1909.

27

Joyner, op. cit., 1908-1910, pp. 34-38.

to make provision for instruction in agricultural and domestic courses. In the plan he offered, he requested the General Assembly to make an appropriation of from \$50,000 to \$100,000 in order to establish a farm-life school in each county that complied with the law, to be connected to a public high school where practicable. The plan called for a course of study so devised as to prepare the students for college, and for life on the farm.<sup>29</sup>

It was the opinion of Dr. Joyner that the farm-life school should become a part of the county and state system, and that it should be provided for in the same way. He thought the county, community, and state combined should finance the programme. He also thought a properly managed farm-life school would become an agricultural and intellectual center for the community or county in which it was located. In his opinion the farm-life school should provide for the best instruction in the most acceptable methods of stock raising, stock judging, dairying, farming, orcharding, handling and marketing of crops, sewing, cooking, and things pertinent to housekeeping and home-life on the farm.<sup>30</sup>

---

29

Joyner, op. cit., p. 34.

30

Ibid., p. 36.

Many leading exponents of agricultural education supported Dr. Joyner's plan for farm-life schools. In 1909 the State Association of County Superintendents met at Hendersonville and gave a great deal of time to the discussion of farm-life schools. A resolution was passed asking that an appropriation for farm-life schools be made. A year later it passed a similar resolution.<sup>31</sup>

The edition of the Raleigh Farmer and Mechanic for April 12, 1910, gave notice to an address by Dr. Joyner before the Association of Southern Superintendents. The address was entitled "The Adjustment of the Rural School to the Conditions of Rural Life," and in it he told of his visit to Iowa. He said the main purpose of the visit was to study the best that had been done in the correlation of the work of the one-teacher rural school with farm life and agricultural occupations.<sup>32</sup>

Dr. Joyner's trip to the Middle West greatly impressed him and doubtlessly influenced his plans for

---

<sup>31</sup> Young, op. cit., p. 321.

<sup>32</sup> News item in the Raleigh Farmer and Mechanic, April 12, 1910.

farm-life schools in North Carolina. The Carolina Union Farmer published an article such as the one mentioned above following the same speech in which it gave an equally favorable view of his plans.<sup>33</sup> It also published an editorial which urged the unions to give their support to the proposed farm-life schools and to agricultural education in the form of elementary agriculture in the public schools of North Carolina.<sup>34</sup>

At its annual meeting in August, 1910, the North Carolina Educational and Co-operative Union adopted a plan which favored the creation of farm-life schools in conjunction with the existing public high schools.<sup>35</sup> This union carried on a very effective campaign in support of the farm-life schools. This organization recommended that all local unions support a measure that would be given to the General Assembly to establish domestic science and agriculture as a part of the Secondary School curriculum.<sup>36</sup>

---

<sup>33</sup>  
1910. News item in the Carolina Union Farmer, April 15,

<sup>34</sup>  
Loc. cit.

<sup>35</sup>  
1910. News item from the Carolina Union Farmer, August 5,

<sup>36</sup>  
Ibid., August 15, 1910.

The editor of the Progressive Farmer, Dr. Clarence Poe gave his whole-hearted support to the promotion of agricultural education through the establishment of farm-life schools. In the February 5, 1910, issue of his paper he stated:

We are much gratified to learn that instead of a great University which the Farmers' Union had been reported as planning to establish, the money will be expended rather for genuine farm-life schools, less pretentious but vastly more useful, which will help the boys in shirt sleeves get practical education on easy terms. This is the kind of work that Farmers' Union needs to do instead of building a University which could only be a show University at best.<sup>37</sup>

Later in the spring of the same year Dr. Poe further opposed the establishment of such projects on the part of the Farmers' Union. In an editorial he stated:

In our opinion those members of the Farmers' Union who are trying to establish farm schools as distinct from, or in competition with the public schools of their neighborhoods are making a great mistake. . . . We believe that agriculture and home economics can be taught in the public schools in connection with the other studies.<sup>38</sup>

---

<sup>37</sup> News item from the Progressive Farmer, February 5, 1910.

<sup>38</sup> Ibid., April 23, 1910, Vol. 15, p. 4.

Nor was Dr. Poe the only distinguished citizen to advance this opinion. Professor Mebane said, "Let us have agriculture taught side by side in the same school."<sup>39</sup>

In the spring of 1910 the Conference on Education in the South, held at Little Rock, Arkansas, reported the excellent progress of agricultural education in the South, especially in the founding of agricultural high schools. Before that body adjourned a resolution was passed which declared that greater attention should be given public officials, teachers, and legislatures to the establishment of schools which promoted industrial and agricultural education.<sup>40</sup>

On December 14, 1910, the North Carolina Farmers' Educational and Co-operative Union met at Greensboro and during its session adopted the following resolutions:

First, the law of 1901 regarding the teaching of the elements of agriculture in the public schools be enforced, and that the General Assembly increase appropriations for all schools; second, that provision be made for agricultural instruction in all schools which requested it.<sup>41</sup>

---

39

Loc. cit.

40

Clarence Poe, "Report on Education," Progressive Farmer, 51:6, May 7, 1910.

41

Clarence Poe, "News of Interest on Agricultural Education," Progressive Farmer, 15:2, December 24, 1910.

Numerous articles in farm papers as well as the general press carried editorials and feature articles which favored the establishment of the proposed farm-life schools. One of these papers, The Charlotte Observer,<sup>42</sup> carried an article telling of a plan formulated by a group of teachers and superintendents of that area which favored the establishment of a farm-life school in each county of the state.

President H. W. Alexander, President of the Farmers' Union, is reported as saying that:

. . . It goes without saying that we are going to see to it that agriculture is taught in our common schools. . . . We can readily see that to meet the demands of the present day, an education must be of the heart, the head, and the hands.<sup>43</sup>

The Monroe Enquirer on August 3, 1910, in an article which gave favorable attention to the farm-life schools said:

Work shops should be provided for helpless boys who are receiving ahelpless text-book stuffing, so they may be taught to do something with their hands.<sup>44</sup>

---

42

News item in The Charlotte Observer, June 6, 1910.

43

News item in the Carolina Union Farmer, May 28, 1910.

44

News item in The Monroe Enquirer, August 3, 1910.

The Shelby Star on August 3, 1910, mentioned that a farm-life rally was being held and that an effort was being made to have Dr. Joyner address the rally.

By January, 1911, the agitation for farm-life schools had reached a high water mark. On the second of January of that year, the Farmers' Union, certain representatives of the Guilford County Board of Education, and the Guilford County Commissioners held a meeting in which they discussed practical methods of enlarging the educational facilities of their county. The two issues discussed were agricultural education and health. They adopted a resolution which declared that appropriations would have to be increased in order that proper agricultural education could be offered to their children.<sup>45</sup>

At the same meeting mentioned above a resolution was passed and sent to the General Assembly, which requested that body to make an appropriation to be used in such a way as to provide adequate agricultural education for Guilford County. Three of the leaders in this meeting, J. C. Kennett, Charles H. Ireland, and J. G. Davidson, were appointed to make plans for the improvement of agricultural

---

45

News item in the Greensboro Daily News, January 4, 1911.

conditions in Guilford County.<sup>46</sup>

The plans made by the above group were in the form of a bill entitled "A Bill to Promote the Teaching of Agriculture and Domestic Science in the Public High Schools of Guilford County;"<sup>47</sup> Senator Frank P. Hobgood introduced the bill which received final approval on March 1, 1911.<sup>48</sup>

Dr. Joyner doubtlessly supported this bill. The bill embraced all the chief features of the plan on which he had been working for the past several years. It should be noted that, together with the officers of the State Farmers' Union, he appeared before the Joint Committee on Education and Agriculture, in order to furnish support for a system of state-wide farm-life schools. Before this same committee talks were made by such eminent men as Dr. H. Q. Alexander, President of the Farmers' Union; D. H. Hill, President of the Agricultural College; and Dr. A. A. Maynard, Chairman of the Farmers' Union Legislative Committee.<sup>49</sup>

46

Loc. cit.

47

Public Laws of North Carolina, 1911, Chapter 449.

48

News item in the Greensboro Daily News, January 4, 1911.

49

Ibid., January 25, 1911.

There was some spirited opposition to this bill. Two members of the General Assembly, Mr. Ray and Mr. Gay, made violent speeches against it because they thought it was a Utopian dream, impossible to put into practice, and also that it was paternalism for which the state was unable to pay.<sup>50</sup>

Only two days after the passage of the bill mentioned previously, Dr. Joyner's bill, on which he had labored long and hard, passed the General Assembly. It was entitled "An Act to Provide for the Establishment and Maintenance of County Farm-Life Schools."<sup>51</sup> The writer was unable to find any noticeable opposition to the latter farm-life school law.

---

50

Loc. cit.

51

Public Laws of North Carolina, 1911, Chapter 84.

### CHAPTER III

#### EXPLANATION OF THE COUNTY FARM-LIFE SCHOOL LAWS AND THE REVISION OF THE GUILFORD COUNTY FARM-LIFE SCHOOL LAW

As was stated in the preceding chapter the Guilford County Farm-Life School Law was passed and given final approval by the General Assembly on March 1, 1911. It was also stated that the General Farm-Life School Law, a bill drafted by Dr. Joyner, was given final approval by the same body two days later. In the subsequent discussion only the most important features of the two laws are mentioned.

The Guilford County Law. The bill entitled, "A Bill to Promote the Teaching of Agriculture and Domestic Science in the Public High Schools of Guilford County,"<sup>1</sup> had the following provisions:

Organization. Provision was made for a department of domestic science and agriculture in one or more of the public high schools of Guilford County.

Establishment. The County Board of Education was responsible for accepting bids from high schools then in operation after consideration of the fitness of the location

---

<sup>1</sup>

Public Laws of North Carolina, 1911. Chapter 449.

and the amount of financial aid offered. The school selected for such agricultural instruction was to provide a farm of not less than ten acres and recitation rooms and laboratories.

Maintenance. The responsibility for maintenance was placed upon the County Board of Education. The schools established were to be financed out of the public school fund or by local taxation.

Purpose. The school's purpose was to provide agricultural training for the boys, and to provide instruction for the girls regarding home-life and homemaking. In addition, current high school courses would be studied. This same section of the law stated that the curriculum would be approved by an advisory board named by the State Superintendent, and by the State Superintendent personally.

Finance. Provision was made in section seven for an appropriation to be made by the state, the amount not to exceed \$2,500.

Teachers. No teacher could qualify to teach in the agricultural department who could not qualify to teach in the public high schools. The agricultural teachers in the schools established were to be used for the teaching of Agricultural Extension Courses in Guilford County.

The General Farm-Life School Law. The most important provisions of the General Farm-Life School Law or the act entitled, "An Act to Provide for the Establishment and Maintenance of County Farm-Life Schools,"<sup>2</sup> were the following:

Maintenance. Five thousand dollars annually was provided for the support and maintenance of each school. Twenty-five hundred was supplied by the state after all requirements were complied with by the county and townships, and twenty-five hundred dollars was supplied by the county and townships, by taxation or otherwise.

Equipment. Prior to any state appropriation, the county or townships, in which the school was located, had to provide by donation or bond issue, or both, the following equipment: A school building with recitation rooms and laboratories and necessary apparatus for efficient instruction in the prescribed subjects of study; dormitory buildings with suitable accommodations for not less than twenty-five boys and twenty-five girls; a barn and dairy building with necessary equipment; a farm not less than twenty-five acres of good arable land. The latter requirement of twenty-five acres of good arable land could be reduced to ten acres upon recommendation of the board of trustees with presentation of satisfactory

reasons for so doing. It was necessary for all equipment to be approved and accepted, after inspection, by the State Superintendent of Public Instruction. The law required all buildings to be located on the farm and constructed in accordance with plans approved by the State Superintendent of Public Instruction, except where a suitable and adequately equipped building already existed within reasonable and convenient distance of the school.

The means was provided for an election by the county or by any townships to provide all or any part of the maintenance and equipment by taxation and bond issue, if found to be a necessity. However, no county or township could raise more than twenty-five thousand dollars by bond issue for equipment. Should an election for equipment and maintenance be held by the county and fail, any township or any two townships could hold an election, and obtain the required equipment and secure the farm life school. In the event that the school was established in this manner, the board of trustees was selected from the township or townships, and free tuition was restricted to the township or townships providing the maintenance and equipment for the operation of the school. However, provision was made for the county to take over at any time any farm-life school so established and make it a farm-life school for the entire county by assuming the taxation and bond issue for the maintenance and equipment

assumed by the township or townships of all obligations so contracted.

Management and location. The board of trustees, which consisted of one member from each township in the county, appointed by the county board of education, with the county superintendent acting as an "ex officio" member and secretary, had complete control and full responsibility for the management of the school. In addition, the Board of Trustees had the authority to locate the school, after bids were received from the townships, and consideration was given to desirability and suitability of location as well as financial aid for maintenance and equipment offered by the various townships. The school could not be located in any town or city of more than one thousand inhabitants nor within two miles of the corporate limits of any town or city of more than five thousand inhabitants. This provision in the law was made to insure the location of the school in a farm-life atmosphere and in a rural community. Also this allowed the utilization, by donation, of suitable and often excellent school buildings in some of the small villages. However, all other buildings in all cases were required to be located on the farm.

Aim. The aim of the farm-life school was to prepare boys for agricultural pursuits and farm-life and to prepare

girls for home-making and housekeeping on the farm. Furthermore, the aim was to conduct agricultural and farm-life demonstrations and extension work throughout the county, in co-operation with the State and National Departments of Agriculture and Mechanical Arts; to hold township and district meetings for the farmers and the farmer's wives in all parts of the county from time to time; to stimulate, direct and supervise farm-life work in the public high schools and elementary schools through the county, and to provide instruction in such work for the teachers through the County Teachers Association and special short courses of study for the public school teachers. They provided short courses of study for adult farmers and their wives, and held meetings for farmers and their wives for instruction and demonstration work from time to time.

High school department. The law contained a provision for a high school department maintained in connection with each county farm-life school that could not be established at the same place with an existing county high school. Also, provision was made for the merging of the county high school into the high school department of the county farm-life school providing the farm-life school was located in the same place as the existing rural high school. The above mentioned high school department received the same appropriation from the county and the state as was provided for a first-class public

high school under the public high school act, and it was under the complete control and management of the board of trustees and principal of the county farm-life school. A specific provision provided for instruction in all English branches in the same classes for students preparing for farm-life at home and students who were preparing for college. Tuition was free to all students in any farm-life school and to all who attended the same in the county, and the expense for board could not exceed the actual cost. Students from other counties could be admitted upon payment of moderate tuition, sufficient to cover actual expenses. The tuition was fixed by the Board of Trustees.

Qualifications of teachers. Provision in the law was made to guarantee the employment of teachers properly qualified by education, special training, and practical experience for the work required. No person could be employed as a teacher in the agricultural department of county farm-life schools unless he held a high school teacher's certificate on all required subjects except Latin, Greek, and modern languages. In addition, he had to have a certificate from the State Board of Examiners and the President of the State Normal and Industrial College, stating that he had furnished to them satisfactory evidence of qualifications by special training and practical experience for the position.

Revision of the Guilford County Farm-Life School Law.

On the day following the passage of the Guilford County Farm-Life School Law the General Assembly passed a similar bill which applied only to Wayne County.<sup>3</sup> The purposes of these two bills were to provide agricultural training for the boys, and training in domestic science for the girls in the high schools then in existence.<sup>4</sup>

The chief difference in the two county farm-life school laws mentioned above and the General Farm-Life School Law was that they allowed more than one school to the county, and the farm-life school departments could be added to schools already established. As was stated in Chapter II, there was much criticism of the General Farm-Life School Law on the grounds that it was impracticable and Utopian and that because of this it could not work out satisfactorily. Due to this criticism the General Assembly of 1913 amended the Guilford County Farm-Life School Law to apply to any county in the state.<sup>5</sup>

---

<sup>3</sup> Ibid., Chapter 354.

<sup>4</sup> Ibid., Section 5.

<sup>5</sup> Op. cit., 1913. Chapter 105.

## CHAPTER IV

### SUGGESTED CURRICULUM AND MINIMUM OF REQUIRED EQUIPMENT FOR FARM-LIFE SCHOOLS

Since Dr. Joyner was always a practical man, he realized that it would be neither economical nor wise to start the Farm-Life School Program without the minimum of equipment, found by experience, by careful investigation, and by consultation with experienced teachers, and various experts in other farm-life and agricultural schools. Early in the program he employed Professor E. A. Hodson, of the Department of Agronomy of the North Carolina College of Agriculture and Mechanical Arts, to take charge of the preparation of a bulletin which contained the courses of study in agriculture and related subjects, and the minimum of general equipment for the farm-life schools. In the preparation of this bulletin Professor Hodson conferred with the members of the Committee on Vocational Education of the Department of High School Principals of the North Carolina Teachers Assembly and received valuable criticisms and suggestions from that committee; he consulted experienced and successful teachers of agriculture and kindred subjects in this and other states; he made a special visit to Cornell University to get the benefit of the library, and assistance of specialists in agricultural instruction

there in the preparation of this bulletin. The course of study in agriculture for the Farm-Life school, contained in the following tables, was the outcome of the studies made by Professor Hodson and a special conference held in the office of the Superintendent of Public Instruction in 1915, with the principals and teachers of agriculture, and the heads of the departments of home economics of the Farm-Life Schools then in operation.<sup>1</sup> The purpose of this bulletin prepared by the above group was to insure a uniform course of study in agriculture in the Farm-Life Schools; to offer suggestions regarding equipment for the school, and to give such references and details concerning the work as to relieve the teacher as much as possible.

Curriculum. As the reader will see from a detailed examination of Table I, the curriculum was intended to be elastic enough to meet the needs of the schools in every section of the state. If the school was located in a county where, for example, truck farming was carried on extensively, the teacher could arrange to give more emphasis to this course than to some of the other courses which were not of so much importance in that section.

---

1

E. A. Hodson, "Courses of Study in Agriculture and Minimum of Required Equipment for the Farm-Life Schools," Educational Bulletin, (Raleigh: Edwards and Broughton Printing Company, 1951), p. 1.

Also from Table I the reader can see that the work was outlined to meet the needs of the boy or girl who was expecting to take an elementary course of study in agriculture but who did not intend to pursue the work further than the high school. The curriculum was so arranged that a student who was preparing for college could take the regular high school course and as much agriculture work as possible. In addition, the work was outlined to prepare the farm boys to make better farmers and farmer citizens; to help the boy to see that in choosing Agriculture as a life's pursuit he was choosing as noble a profession as any other; to arouse the interest of the student in the workings of nature in order that he might have a more comprehensive view of life and life processes; to improve the social conditions of the rural districts, and to relieve the drudgery of the farm by the introduction of machinery.

Agricultural papers for the library. A list of the agricultural papers suggested for the library can be found in Table II. This table also shows the cost of each of these papers. It is significant to note that all of the most reliable farm papers of the south, and that some of the most reliable farm papers of the entire country were suggested in the list.

Texts. As in the farm papers mentioned above only the most reliable and up-to-date texts on agriculture and science were suggested. From Table III the reader can get a clear and accurate view of this, along with a realization that this elaborate lay out of texts cost the boys and girls a great deal of money.

Cost of equipment. As the reader will see from Tables IV and V, it was always Dr. Joyner's aim to provide only the most simple equipment for the Farm-Life Schools. Even so, the cost ran very high, as the reader will see from the tables mentioned above.

TABLE I

**SUGGESTED COURSE OF STUDY FOR THE FARM-LIFE SCHOOLS  
OF NORTH CAROLINA**

	Periods per week			Periods per week	
Fall term	Class	Labora- tory	Spring term	Class	Labora- tory
First Year					
English-----	5		English-----	5	
Arithmetic-----	5		Arithmetic-----	5	
Physical geography-	4		Poultry-----	3	1
Plant life-----	3	1	Mechanical drawing--	3	
Mechanical drawing-	2		Farm carpentry-----		2
Farm carpentry----		2	Plant culture-----	3	1
<hr/>			<hr/>		
Total	22 periods		Total	22 periods	

Parallel reading course: General Science

<b>Second Year</b>					
English-----	5		English-----	5	
Algebra-----	5		Algebra-----	5	
History-----	3		History-----	3	
Farm animals-----	3	1	Dairying-----	3	1
Biology and			Biology and		
physiology-----	3		physiology-----	3	
Vegetable			Vegetable		
gardening-----	2	1	gardening-----	2	1
<b>Total</b>	<b>23 periods</b>		<b>Total</b>	<b>23 periods</b>	

Parallel reading course: A study of the social life  
in the country and organization of boys and girls  
Clubs

TABLE I (continued)

SUGGESTED COURSE OF STUDY FOR THE FARM-LIFE SCHOOLS  
OF NORTH CAROLINA

	Periods per week			Periods per week	
Fall term	Class	Labora- tory	Spring term	Class	Labora- tory
Third Year					
English-----	5		English-----	5	
Physics-----	3		Physics-----	3	
History-----	3		History-----	3	
Farm crops-----	3	1	Farm crops-----	3	1
Farm accounting and mathematics-----	3		Fruit culture-----	3	1
Farm carpentry-----		2	Farm carpentry-----		2
Total	20 periods		Total	21 periods	
Parallel reading course: Rural Sanitation and Water Supply					
Fourth Year					
English-----	5		English-----	5	
Soils and fertilizers-----	3	1	Soils and fertilizers-----	3	1
Rural economics-----	3		Mathematics-----	3	
Feeds and feeding---	3		Feeds and feeding---	3	
Farm machinery-----	3	1	Farm machinery-----	3	1
Chemistry-----	3	1	Chemistry-----	3	1
Total	23 periods		Total	23 periods	
Parallel reading course: Community improvement					

\* A Preliminary Outline of the Courses of Study in Agriculture and Minimum of Required Equipment for the Farm-Life Schools of North Carolina, issued from the Office of State Superintendent of Public Instruction, Raleigh, 1914. p. 7.

TABLE II

A SUGGESTED LIST OF AGRICULTURAL PAPERS FOR THE FARM-LIFE  
SCHOOL LIBRARY, PRICES INCLUDED

Periodical	Per year
The Progressive Farmer -----	\$ .80
The Southern Planter -----	.50
Southern Farming -----	.85
Wallace's Farmer -----	.90
Kimball's Dairy Farmer -----	.80
The Breeder's Gazette -----	1.00
Hoard's Dairyman -----	1.00
Poultry Item -----	.90
Farm Poultry -----	.90
Reliable Poultry Journal -----	.35
Southern Fruit Grower -----	.70
The Market Grower's Journal -----	.75
The Fruit Grower and Farmer -----	.75
Green's Fruit Grower -----	.40
Total	\$ 10.60

TABLE III

## SUGGESTED TEXTS FOR AGRICULTURE AND SCIENCE COURSES

Course	Year	Term	Text	Author	Publishers	Price
Physical Geography	1st	Fall	New Physical Geography	Por	Macmillan	\$1.25
Poultry	1st	Spring	Farm Poultry	Watson	Macmillan	1.50
Plant culture	1st	Spring	Principles of Plant Culture	Gaff	Stechert	1.00
Plant life	1st	Fall	Beginners Botany	Bailey	Macmillan	.60
Mechanical Drawing	1st	Fall	Drawing Mechanical Series (Books 1-6)	Thompson	Heath	.15 each
Farm Animals	2nd	Fall	Farm Animals	Hunt-Burkett	Orange-Judd	1.50
Dairying	2nd	Spring	Milk and Its Products;	Wing	Macmillan	1.50
Biological and Physiology	2nd	Year	Testing Milk Animals and Man	VanDyke Kellogg	Orange-Judd Holt	1.00 1.25
Vegetable Gardening	2nd	Year	Vegetable Gardening	Watts	Orange-Judd	1.75
Farm Crops	3rd	Year	Field Crops	Wilson and Warburton	Webb	1.50
Farm Management and Accounting	3rd	Fall	-----	-----	-----	---
Fruit Culture	3rd	Spring	Popular Fruit Growing	Green	Webb	1.00
Physics	3rd	Year	First Principles of Physics	Carhard and Chute	Allyn and Bacon	1.25

TABLE III (continued)  
SUGGESTED TEXTS FOR AGRICULTURE AND SCIENCE COURSES

Course	Year	Term	Text	Author	Publishers	Price
Soils and Fertilizers	4th	Year	Soils and Fertilizers	Snyder	Macmillan	\$1.50
Rural Economics	4th	Fall	Rural Economics	Carver	Ginn	1.30
Feeds and Feeding	4th	Fall	Principles of Feeding	Burkett	Orange-Judd	1.50
Farm Machinery	4th	Year				---
Chemistry	4th	Year	Chemistry of Common Things	Brownlee and others	Allyn and Bacon	1.25

TABLE IV

## GENERAL EQUIPMENT FOR FARM-LIFE SCHOOL, INCLUDING COST PER ITEM

Item	Cost
One barn -----	\$ 600.00
Two work animals (mares) -----	500.00
One two-horse wagon -----	65.00
One two-horse turn plow -----	8.50
One disc harrow -----	25.00
One drag harrow -----	12.00
One weeder -----	7.00
One cultivator -----	35.00
One combination planter -----	15.00
One single shovel plow -----	3.00
One double shovel plow -----	5.00
One set of two-horse harness -----	25.00
Twelve hoes (gooseneck) -----	9.00
Six rakes (garden) -----	4.50
Two hay forks -----	1.50
One platform scales (Merchants) -----	15.00
Two shovels -----	2.00
One mattock -----	.75
One scythe -----	1.50
Total \$ 1,334.75	

TABLE V

## COST PER ITEM OF COMPLETE EQUIPMENT FOR SCHOOL

**Library:**

Teacher's reference books -----	\$ 4.35
Agricultural papers -----	5.00
(Cost of other books listed separately below, \$113.74)	
Other equipment -----	3.75
Total -----	\$ 13.10

**Botany:**

Books -----	\$ 5.00
Equipment for ten students -----	75.00
Total -----	\$ 80.00

**Agriculture:**

Books -----	14.69
Equipment -----	6.60
Total -----	\$ 21.29

**Field Crops:**

Books -----	\$ 12.35
Equipment -----	8.00
Total -----	\$ 20.35

**Vegetable Gardening:**

Books -----	\$ 7.75
Equipment -----	42.70
Total -----	\$ 50.45

TABLE V (continued)

## COST PER ITEM OF COMPLETE EQUIPMENT FOR SCHOOL

## Fruit Culture:

Books -----	\$ 8.50
Equipment -----	51.50
Total -----	\$ 60.00

## Farm Animals:

Books -----	\$ 14.65
Equipment -----	52.50
Total -----	\$ 67.15

## Feeding Live Stock:

Books -----	\$ 4.50
Equipment -----	- -
Total -----	\$ 4.50

## Dairying:

Books -----	\$ 6.60
Equipment -----	373.00
Total -----	\$ 379.60

## Poultry Raising:

Books -----	\$ 9.35
Equipment -----	60.00
Total -----	\$ 69.35

## Soils and Fertilizers:

Books -----	\$ 18.50
Equipment -----	104.60
Total -----	\$ 123.10

TABLE V (continued)  
COST PER ITEM OF COMPLETE EQUIPMENT FOR SCHOOL

---

---

Rural Economics, etc.:

Books -----	\$ 11.85
Equipment -----	-- --
Total -----	\$ 11.85

Farm Equipment:

Farm tools, barn, carpenter's tools and horses \$1,384.65

---

Grand Total ----- \$2,285.39

---

---

## CHAPTER V

### DESCRIPTION OF A TYPICAL FARM-LIFE SCHOOL

The writer examined numerous records of various high schools having the farm-life school departments as a part of their curriculum. Upon careful examination he discovered that records of the Lillington High School and Farm-Life School were the most complete, and, in his opinion, the farm-life department of this school was the most representative in the state according to available records. The discussion given in this chapter is based on their announcement for the school year 1916, except where otherwise indicated.<sup>1</sup>

General statement. The farm-life department was added to the Lillington High School in 1914, under the revision of the Guilford County Farm-Life School Law. The school was open, without the payment of tuition, to all children in Harnett County of school age and sufficient preparation to enter, and to all teachers and public school leaders of Harnett County.

Students of the county over twenty-one years of age, not public school teachers, who were not enrolled in the

---

1

Announcement of the Lillington High School and Farm-Life School, 1916. Raleigh: Edwards and Broughton Printing Company, 1915. pp. 6-26.

agricultural course, and students from outside the county were charged a tuition of \$2.50 per month.<sup>2</sup>

Location. The school was situated on extensive grounds on the edge of town. The campus was well elevated and had good water drainage. There was sufficient level ground for space for playgrounds which were shaded by native trees. Pure water was to be had from deep wells.

Regarding the town, the school announcement for 1916 stated:

The town itself is an ideal place for a high school. It is the county seat, a growing, progressive community, having most of the conveniences of large towns, and yet being free from the evils incident to city life.

The people were described as being law abiding, church going, and as being thoroughly devoted to the school for which they had made a great sacrifice. Three churches were within fifteen minutes walk of the school, and all students were invited to attend any of these.

---

<sup>2</sup> N. W. Walker, Tenth Annual Report of the State Inspector of High Schools, 1917. (Raleigh: Edwards and Broughton Printing Company, 1918), p. 35.

## BOARDING AND EQUIPMENT

Class rooms. The brick building was up to date in every particular. It contained a number of large, well-lighted classrooms. In addition to the class rooms, it contained a well equipped library, offices for the teachers and superintendent, physical and chemical laboratories, and an assembly hall.

School dormitories. There were two dormitories for out of town students. One of which contained room for 30 boys, the other room for 30 girls. Both had reception rooms, a common dining room, and were lighted by electricity, were equipped with bath rooms, and were heated by furnaces. All boarding students were required to furnish their own bedding.

Both dormitories in the school were supervised; the girls dormitory by the matron, and the boys by the school principal. All students had to agree to obey the rules laid down by the supervisor.

School farm. The school farm consisted of a fifty acre tract of land. On it was demonstrated the principles of agriculture taught in the class rooms. There were two acres of this farm devoted to growing fruit trees, grapes, and dewberries. Another two acres were used for a vegetable

garden. The remainder was devoted to the growing of staple crops under the direction of the State Experiment Station, and the United States Department of Agriculture. In time a part of this farm was to be used for the growing of thoroughbred live stock so the school could demonstrate the advantages that would accrue from such practices.

In addition the school farm had on it a model barn which cost \$600, spraying equipment for the fruit trees and the vegetable garden, and a milk tester to test the butter fat in cream.

Practical farm work. Three hours per week of practical farm work, having educational value was given each student pursuing the agricultural course. The three hours per week of practical farm work was a part of the regular agricultural course and was done without compensation.

Expenses. Boarding and lodging were furnished on a co-operative plan or basis, and did not amount to more than \$10 or \$12 per month per student. For the years 1914-1917 inclusive the cost of board, per month per student, amounted to only \$9 per month.

Each student was required to deposit \$10 with the superintendent at the beginning of each month. A strict monthly account of the expenses were kept and reported to

the students at their monthly business meetings. At the end of the year, after all the expenses had been paid, the balance, if any, was returned to the student. If the expenses were greater than ten dollars each student was asked to share his part of the deficit.

Through the experience of the school superintendent who headed the Boarding Students Club, the necessary expenses of a boarding student at this school was found to be from \$85 to \$100 per year depending upon the spending habit of the student.

The amounts mentioned above did not include allowances for clothing, spending money, conveniences, and the small extra charge made for lessons in music, if the student should elect to take such instruction.

The Curriculum. It will be remembered from Chapter II that the farmers desired a more practical education for their boys and girls. As will be seen from reading Table VI and the discussion of the school work by years which follows, the reader will see that the Lillington Farm-Life School curriculum fulfilled this desire. It went a step further, it prepared them for college as well. Indeed, it was an all around curriculum, based on the needs of the student in everyday life.

TABLE VI

## THE AGRICULTURAL COURSE IN THE LILLINGTON FARM-LIFE SCHOOL

	Recitations per week
<b>First Year:</b>	
Arithmetic and Algebra -----	5
English Grammar -----	5
English Composition and Literature -----	3
Elements of Agriculture -----	3
Orthography and Etymology -----	3
General Science -----	3
<b>Second Year:</b>	
Algebra -----	5
Ancient History to 800 A. D. -----	3
English Composition and Literature -----	6
Horticulture -----	5
Hygiene and Sanitation -----	2
Chemistry II -----	3
<b>Third Year:</b>	
Algebra and Plane Geometry -----	5
Medieval and Modern History -----	3
English Composition and Literature -----	5
Animal Husbandry -----	5
Farm Crops -----	3
Chemistry III -----	3
<b>Fourth Year:</b>	
Geometry and Advanced Arithmetic -----	5
American History -----	3
English Composition, Rhetoric and Literature -	5
Soils and Fertilizers -----	4
Farm Management and Farm Mechanics -----	4
Physics -----	3

Work described by years. The aim of the agricultural course was to train boys in the science, and as far as possible in the practice of farming; to prepare them for college or for practical life. A man who prepared to farm needed to know how to earn a living in the country and also how to live. In the opinion of the writer the agricultural course offered at the Lillington Farm-Life School equipped the young men who were privileged to attend it in a manner to accomplish the things mentioned above. The following is a description of the work by years.

#### First Year

Agriculture. This course was elementary and introductory to more advanced study. It was practical rather than technical. The work was practical in that the students were taught in a brief manner such important practices as spraying for the control of insect pests, and fungus diseases; the planting and pruning of fruit trees; the rotation of crops; tillage and the conservation of fertility; types and breeds of farm animals; and feeding and livestock management.

## Second Year

Horticulture. This course dealt with the elementary principles of fruit growing and truck gardening. Among the subjects considered were the choice of location; selection of sites and soils; planting, pruning and fertilizing of orchards; and the exercising of modern methods of grading, packing and marketing of fruit.

Hygiene and sanitation. This was likewise an elementary course. It was devoted to the observance of the laws of health and the promotion of rural sanitation. The latter subject dealt with the selecting of a healthy home site in order to prevent as far as possible the contracting of typhoid fever, malarial fever and any other preventable disease.

## Third Year

Animal husbandry. This study was concerned with the characteristics of breeds of livestock; the composition of feeds and food requirements of domestic animals; and the care and management of various classes of farm animals. Dairying and poultry raising were also considered.

Farm crops. The production, uses and improvement of the crops adopted to the state were briefly discussed in this course. The greater part of the course was concerned briefly with a close study of corn, cotton, tobacco, potatoes and legumes, including soils, fertilizers and rotation suited to these crops.

#### Fourth Year

Soils and fertilizers. This course included a brief study of the forces which form soil. In addition, the physical characteristics as water holding capacity, effects of mulcher, and modification of soils by tillage and cropping was considered in detail. The system of maintaining the permanent production of soils were considered and elements of soil drainage discussed and demonstrated.

Fertilizers were studied as factors in economical crop production. Sources, composition, availability, and value of various fertilizers and manures were treated and practical instruction given in the home mixing of fertilizers.

Farm management and farm mechanics. Types of farming and their relation to soil, climate, labor, transportation, population, capital, and land values were studied. In addition a thorough understanding of operating expenses,

accounts, location and management of buildings, fences, water supply and gardening was offered the student.

Domestic science as a part of the curriculum. The aim of this course in the Lillington Farm-Life School was to prepare girls for the efficient management of their farm homes; to train them to apply the principles of common sense in planning dietaries, in equipping their households, to save labor in securing sanitary premises, and in beautifying their home and grounds. To sum the matter up, it was designed to teach them to be home makers.

Table VII and the discussion of the work by years explains how this was accomplished. As the reader will see from the table mentioned above this curriculum was in no way a specialization. It was designed to aid the student in properly equipping herself for everyday life and also to enable her to take her place in society.

TABLE VII

## DOMESTIC SCIENCE COURSE IN THE LILLINGTON FARM-LIFE SCHOOL

	Recitations per week
<b>First Year:</b>	
Arithmetic and Algebra -----	5
English Grammar -----	5
English Composition and Literature -----	3
Cooking -----	4
Orthography and Etymology -----	3
Theory of Cooking -----	4
<b>Second Year:</b>	
Algebra -----	5
Ancient History to 800 A. D. -----	3
English Composition and Literature -----	6
Cooking -----	4
Theory of Cooking -----	4
<b>Third Year:</b>	
Algebra and Plane Geometry -----	5
Medieval and Modern History -----	3
English Composition and Literature -----	6
Advanced Cooking -----	2
Hygiene and Household Sanitation -----	2
Sewing -----	4
Theory of Cooking -----	4
<b>Fourth Year:</b>	
Geometry and Advanced Arithmetic -----	5
American History -----	3
English Composition, Rhetoric and Literature -----	5
Advanced Sewing -----	4
Household Management; Care of Infants -----	4
Elementary Chemistry -----	2
Home Planning and Decoration -----	1

Work described by years. The following paragraphs describe the activities of the domestic science course in the Lillington Farm-Life School by years.

#### First and Second Years

Cooking. This course was designed to establish a fundamental knowledge of foods. It included a discussion of the sources, composition and characteristics of food stuffs; principles governing the selection of foods and methods of preparing them; food preparation and preservation; table setting and serving; comparative nutritive values and costs of various foods.

#### Third and Fourth Years

Hygiene and household sanitation. This course was an elementary study of the laws governing health and such matters of sanitation as cleanliness of soil, air, water, and food; the disposal of waste, insect pests; infection, immunity and methods of disinfection; and good housekeeping in relation to public health.

Household management. This course was designed to give the girls an understanding of the division of income, household accounts, factors in the cost of living from the housekeeper's standpoint; domestic science; household equipment and means of saving labor.

Home planning and decoration. In this course the girls were taught practical means of solving home problems in the best use of a house, and the tasteful decoration and furnishing of rooms.

## CHAPTER VI

### THE GROWTH AND DECLINE OF THE FARM-LIFE SCHOOLS

It will be recalled from Chapter III that the revision of the Guilford County Farm-Life School Law in 1913, did not require the establishment of new schools, but only the addition of agricultural and domestic science departments to the high schools already in existence. As will be seen from an examination of Table VIII, the majority of the farm-life schools were established under this act. The school officials, with but few exceptions, and the private citizens believed this method to be the most practical. The only farm-life school established under the General Farm-Life School Law, was the Craven County Farm-Life School which was opened at Vanceboro in 1913.<sup>1</sup>

Growth. By the end of the school year 1914, there were thirteen farm-life schools in operation, as the reader will see from Table IX. Three years later the total had reached the peak of twenty-one such schools located throughout seventeen counties of the state. As the reader will see from Table X, the number established in each county varied from one to three. The county having the largest

---

<sup>1</sup> Young, op. cit., p. 311.

number of farm-life schools was Guilford County, the county which established the first Farm-Life School in the state. Figure I shows the location of the twenty-one farm life schools established.

One of the chief reasons for this rapid growth in the number of farm-life schools during this short period was the support given the schools by the farmers. The report of the Superintendent of Public Instruction for the biennium 1914-1916 stated that the farmers had lined up behind the movement. It will be remembered from Chapter II that numerous farm organizations, as well as individuals, placed themselves squarely behind the movement.

Value and expenditures. The farm-life school plants were valued at about \$420,000 in 1916. The dormitories connected with the farm-life schools were worth about \$100,000, and the school buildings proper over \$240,000. At this time the farm-life schools owned 698 acres of land worth \$44,000. The barns, equipment, and livestock were worth nearly \$20,000.<sup>2</sup>

During the school year 1914-1915 total expenditures for improvements alone amounted to over \$178,000. The expenditures for maintenance of the farm-life schools

---

<sup>2</sup>

Knight, op. cit., p. 357.

totalled \$39,000 in 1914-1915. The following school year the expenditures for this purpose reached the sum of \$60,000.<sup>3</sup> As the reader can see from an examination of Table X the total sum spent for maintenance for the school year 1916-1917 was well over \$60,000.

Decline. From the rapid growth of the farm-life schools and the various groups of citizens who gave the movement enthusiastic support the reader can see that the farm-life school idea was popular if not revolutionary during the first years of its existence. The enthusiastic support mentioned above was no doubt kept alive, in part, by rising prices for farm products due to the demand for food as a result of the World War which broke out in 1914.

As has already been stated the Farm-Life School Movement was characterized by a tremendously rapid growth after the passage of the Guilford County Farm-Life School Law. It was characterized by an even more swift decline. Approximately two months before the United States entered World War I, Congress passed the Smith-Hughes Act. Under this, provision was made for the Federal Government to aid the state governments in providing adequate vocational education. In the future every dollar the state government appropriated for vocational education would be matched by

an equal appropriation by the Federal Government. The act provided for instruction in agriculture and home economics in the regular high schools, the practical work of the boy to be done on his home farm.<sup>4</sup> It will be remembered that the farm-life schools provided for experimental and practical work on the school farm. This plan was never popular among the students, and eventually went like all previous schools in which the manual labor feature was incorporated. As was expected by many authorities, when the high schools began to be established in many counties and it was no longer necessary for rural students to attend the farm-life schools, the latter schools began to lose popularity. It was at this stage of the development of the farm-life school that the federally aided agricultural departments in the regular high schools appeared. Because of the development of these departments in the regular high schools of the state the farm-life schools gradually abandoned their farms and other features of the Farm-Life School Law and became public high schools which taught agriculture and domestic science.

The appropriations made by the state for the maintenance of the farm-life schools were turned over to

---

4

Fletcher Harper Swift, Federal and State Policies in Public School Finance in the United States. (Boston: Ginn and Company, 1931), pp. 49-52.

the State Board for Vocational Education, and are used as a part of the state's appropriation for vocational agriculture in the Smith-Hughes Schools.<sup>5</sup>

---

<sup>5</sup> Young, op. cit., p. 336.

TABLE VIII  
NUMBER OF FARM-LIFE SCHOOLS IN OPERATION BY YEARS<sup>6</sup>

School year	Number of schools in operation
1911-1912	3
1912-1913	4
1913-1914	8
1914-1915	14
1915-1916	18
1916-1917	21

<sup>6</sup>  
Walker, op. cit., p. 35.

TABLE IX  
DATES OF OPENING OF FARM-LIFE SCHOOLS<sup>7</sup>

Opening dates	Schools opened
September, 1911	----- Jamestown ----- Pleasant Garden ----- Monticello
September, 1913	----- Cary ----- Wakelon ----- Lowe's Grave ----- Harmony
November, 1913	----- Vanceboro
September, 1914	----- Philadelphia ----- Lillington ----- Rock Ridge ----- Bahama
January, 1915	----- China Grove
September, 1915	----- Dallas ----- Clemmons
October, 1915	----- Eureka ----- Startown
January, 1916	----- Pineville
September, 1916	----- Alexander ----- Rich Square
September, 1917	----- Middleburg

7

Loc. cit.

TABLE X

FARM-LIFE SCHOOLS BY COUNTIES, WITH TOTAL EXPENDITURES FOR  
SCHOOL YEAR 1916-1917<sup>8</sup>

County	School	Expenditures
Bertie	Aulander	\$ 3,000.00
Catawba	Startown	3,000.00
Craven	Vanceboro	5,864.00
Durham	Lowe's Grove	2,500.00
	Parris Agricultural School	2,500.00
Forsyth	Clemmons	3,312.00
Gaston	Dallas	5,000.00
Guilford	Jamestown	2,800.00
	Monticello	800.00
	Pleasant Garden	2,200.00
Harnett	Lillington	3,000.00
Iredell	Harmony	6,098.00
Mecklenburg	Pineville	2,145.00
Moore	Eureka	11,300.00
Nash	Red Oak	2,900.00
Northampton	Rich Square <sup>*</sup>	.00
Roberson	Philadelphius	3,000.00
Rowan	China Grove	5,000.00
Wake	Wakelon	2,220.00
	Cary <sup>*</sup>	.00
Wilson	Rock Ridge	2,500.00
Total		\$ 69,139.00

\* No report for this year.

<sup>8</sup> Ibid., p. 37.

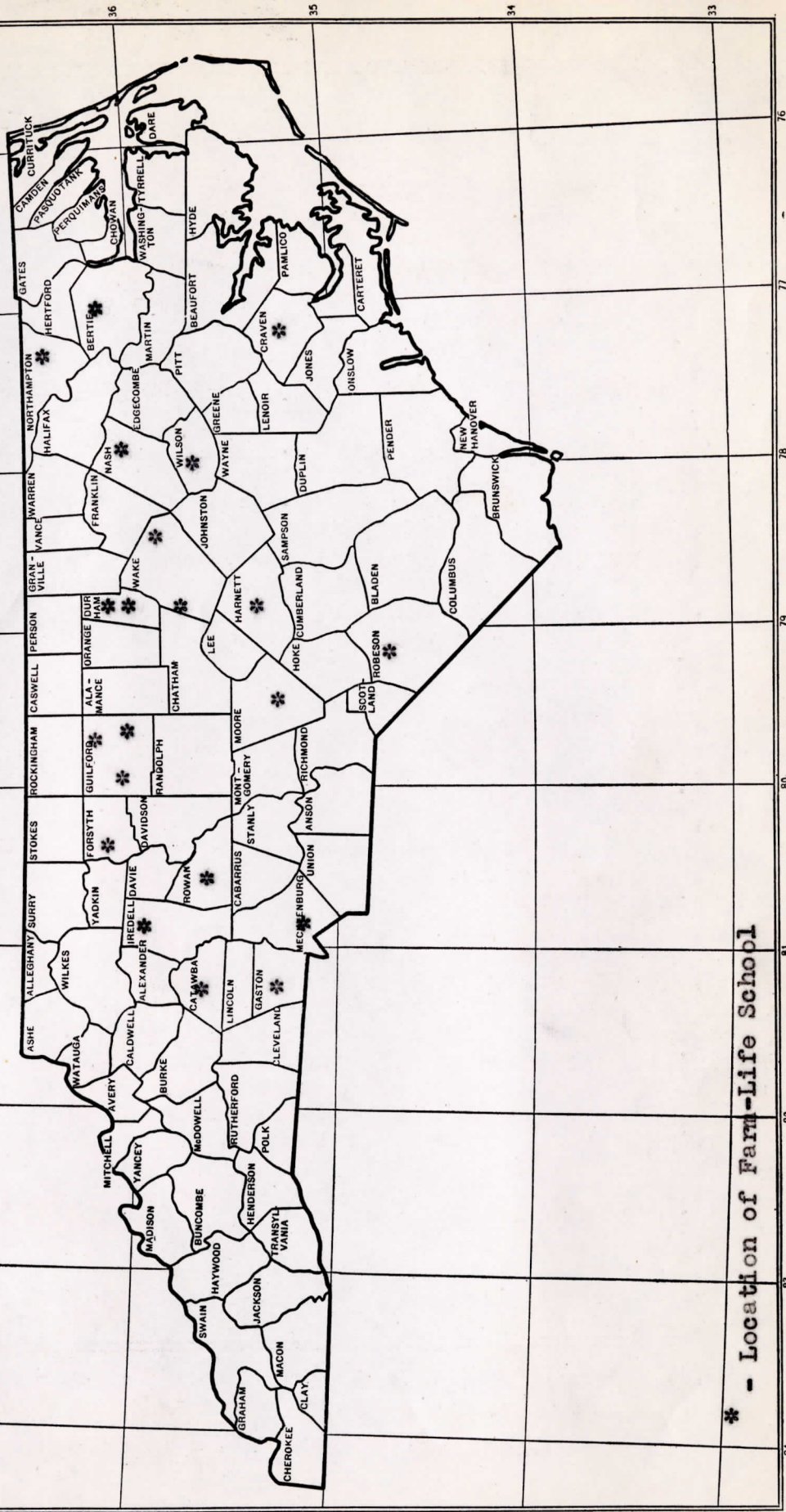
**FIGURE I**  
**LOCATION OF FARM-LIFE SCHOOLS - 1917**

**GRAM'S**  
**8½ x 11 Outline Map**  
**North Carolina**

0 10 20 30 40 50 MILES

SCALE

COPYRIGHT  
THE GEORGE F. GRAM COMPANY  
INDIANAPOLIS



\* - Location of Farm-Life School

## CHAPTER VII

### SUMMARY AND CONCLUSIONS

During the last quarter of the nineteenth century the economic condition of North Carolina was unfavorable to education. Therefore, it is not surprising that little attention was given to the subject of agriculture in the public schools during that period.

With the opening of the twentieth century there occurred a change in the educational program in North Carolina. A great revival in education was begun. This revival in education in North Carolina was led by such public spirited citizens and leaders in state affairs as Governor Aycock and Dr. Joyner. With a thorough knowledge of the needs of North Carolina in her efforts to go forward with the progressive movement then in progress throughout the United States, Dr. Joyner, and other leaders in the field of education conceived the program for agricultural education known as the Farm-Life School Movement. Aided by such able groups as the Farmers' Alliance, the press, and farm leaders of the state, the Farm-Life School Laws were passed and twenty-one such schools were established in seventeen counties of the state.

As stated in Chapter VII, at the height of the Farm-Life School Movement Congress passed the Smith-Hughes Act,

under the provisions of which the states were aided in their efforts to promote vocational education. Because of the convenient manner in which the boys and girls could receive an agricultural education and because of the federal aid given the state under this act the Farm-Life School Movement came to a swift end.

As will be recalled from Chapter II, the supporters of this movement wanted a more practical education for their boys and girls. The reader has seen from an examination of Chapter V that a more practical curriculum for farm boys and girls was taught in the farm-life schools.

Dr. Joyner said in 1917 that in his opinion the establishment of these schools marked the beginning of a new era in rural education and that they would bring about a revolution in rural conditions in two generations.<sup>1</sup> While the farm-life schools passed out of existence before this test was completed, it is logical to suppose that they promoted a more progressive education, and a more progressive type of farming in North Carolina than had been known previously.

In addition it is logical to suppose that the Farm-Life School Movement made the rural sections of the state

---

<sup>1</sup>

Joyner, op. cit., 1914-1918, p. 13.

more conscious of the blessings of a practical education, and education in general. It is equally logical to suppose that the movement was a movement toward practical living, a goal toward which North Carolinians and all Americans strive.

The accusation has often been made that the farm-life schools taught a specialized curriculum. As the reader will recall from Table I, Tables VI and VII, there is no existing evidence to warrant this accusation.

It is reasonable to conclude that we would have schools similar to these in operation today had the Smith-Hughes Act not been passed by Congress.

**BIBLIOGRAPHY**

## BIBLIOGRAPHY

### I. PRIMARY SOURCES

#### A. BOOKS

Joyner, J. Y., Biennial Report of the State Superintendent of Public Instruction of North Carolina, Scholastic Years 1900-1918. Raleigh: E. M. Uzzel and Company, State Printers and Binders, 1908.

Public Laws of North Carolina, Sessions 1792-1931. Raleigh: Edwards and Broughton, Printers for the State, 1920.

Walker, N. W., Tenth Annual Report of the State Inspector of Public High Schools of North Carolina, Scholastic Year Ending June 30, 1917. Raleigh: Edwards and Broughton Printing Company, State Printers, 1919. 157 pp.

#### B. PUBLICATIONS OF LEARNED ORGANIZATIONS

Proceedings of the Twenty-first Annual Session of the Farmers' State Alliance of North Carolina, held near Hillsboro, North Carolina, August 13-14, 1907. Published report, State Archives of History, Raleigh, North Carolina. 41 pp.

Report of the Commission on Country Life, 1910. New York: Sturgis and Walton Printers, 1911. 150 pp.

#### C. EDUCATIONAL BULLETINS

\_\_\_\_\_, Announcement of the Lillington Public High School and Farm-Life School, 1916. Raleigh: Edwards and Broughton Printing Company, 1915. 31 pp.

Hodson, E. A., "Courses of Study in Agriculture and Minimum of Required Equipment for the Farm-Life Schools," Educational Bulletin. Raleigh: Edwards and Broughton, State Printers, 1915. 60 pp. (In the North Carolina Room, Library of the University of North Carolina.)

## D. UNPUBLISHED MATERIALS

Aycock, Charles Brantley, Unpublished speech before the Manufacturers Club of Charlotte. State Archives of History, Raleigh, North Carolina, June 21, 1901.

## E. NEWSPAPERS

The Carolina Union Farmer, April 15, 1910.

The Charlotte Observer, June 6, 1910.

The Greensboro Daily News, January 4, 1911.

The Monroe Enquirer, August 3, 1910.

The Raleigh Farmer and Mechanic, April 12, 1910.

The Shelby Star, August 3, 1910.

## II. SECONDARY SOURCES

### A. BOOKS

Brown, Elmer Ellsworth, The Making of our Middle Schools. New York: Longmans, Green, and Company, 1921. 547 pp.

Connor, R. D. W., and Clarence Poe, The Life and Speeches of Charles B. Aycock. New York: Doubleday, Page and Company, 1912. 369 pp.

Knight, Edgar W., Public School Education in North Carolina. Boston: Houghton Mifflin Company, 1916. 467 pp.

Swift, Fletcher Harper, Federal and State Policies in Public School Finance in the United States. Boston: Ginn and Company, 1931. 472 pp.

True, Alfred C., History of Agricultural Education in the United States. Washington: United States Government Printing Office, 1929. 436 pp.

## B. PERIODICAL ARTICLES

- Peterson, F. E., "Agricultural Education in the Public High Schools," The Progressive Farmer, 5:6-7, December 8, 1900.
- Poe, Clarence, "Agricultural Schools of the Middle West," The Progressive Farmer, 14:33-3, October 14, 1909.
- Poe, Clarence, "Report on Education," The Progressive Farmer, 15:13,6, May 7, 1910.
- Poe, Clarence, "News of Interest on Agricultural Education," The Progressive Farmer, 15:31-2, December 24, 1910.

## C. UNPUBLISHED MATERIALS

- Armstrong, L. O., "The Development of Agricultural Education in North Carolina." Unpublished Master's Thesis, North Carolina State College of Agriculture and Engineering, Raleigh, 1924. 128 pp.
- White, Thomas A., "A Study of Agricultural Education in the High Schools of North Carolina." Unpublished Master's Thesis, North Carolina State College of Agriculture and Engineering, Raleigh, 1929. 130 pp.
- Whitener, Russel W., "The Growth and Development of Education in Catawba County." Unpublished Master's Thesis, The University of North Carolina, Chapel Hill, 1924. 115 pp.
- Young, Wade Phillips, "A History of Agricultural Education in North Carolina." Unpublished Doctor's Dissertation, The University of North Carolina, Chapel Hill, 1934. 488 pp.

