

United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

1. Name of Property

historic name Annville Institute
other names/site number JA-5

2. Location

street & number 190 Campus Drive

NA
NA

 not for publication
city or town Annville vicinity
state Kentucky code KY county Jackson code 109 zip code 40402

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,
I hereby certify that this X nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property X meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___ national ___ statewide **X** local

Signature of certifying official/Title Lindy Casebier, Acting SHPO Date _____
Kentucky Heritage Council/State Historic Preservation Office
State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.

Signature of commenting official _____ Date _____
Title _____ State or Federal agency/bureau or Tribal Government

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register ___ determined eligible for the National Register
___ determined not eligible for the National Register ___ removed from the National Register
___ other (explain:) _____

Signature of the Keeper _____ Date of Action _____

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5. Classification

Ownership of Property
(Check as many boxes as apply.)

Category of Property
(Check only **one** box.)

Number of Resources within Property
(Do not include previously listed resources in the count.)

<input checked="" type="checkbox"/>	private
<input type="checkbox"/>	public - Local
<input type="checkbox"/>	public - State
<input type="checkbox"/>	public - Federal

<input type="checkbox"/>	building(s)
<input checked="" type="checkbox"/>	district
<input type="checkbox"/>	site
<input type="checkbox"/>	structure
<input type="checkbox"/>	object

Contributing	Noncontributing	
9	8	buildings
		district
		site
2	6	structure
	2	object
11	16	Total

Name of related multiple property listing
(Enter "N/A" if property is not part of a multiple property listing)

Number of contributing resources previously listed in the National Register

NA

0

6. Function or Use

Historic Functions
(Enter categories from instructions.)

RELIGION/religious facility

RELIGION/church school

EDUCATION/education related

AGRICULTURE/animal facility

Current Functions
(Enter categories from instructions.)

RELIGION/religious facility

7. Description

Architectural Classification
(Enter categories from instructions.)

Colonial Revival

Materials
(Enter categories from instructions.)

foundation: Stone

walls: Stone, clapboard

roof: Metal

other: _____

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Narrative Description

Summary Paragraph

The Annville Institute (JA-5) is located in Jackson County, in the southeastern part of Kentucky, which lies in the foothills of the Cumberland Mountains. The campus was developed between 1909 and 1960 as a work of the Women's Board of the Reformed Church in America to educate the children of that part of Jackson County when few other schools were available for them. Of the property's 122 acres, 21 acres are proposed for listing, which includes 9 contributing buildings and structures and 13 non-contributing buildings and structures.

Property Setting and Character

The Annville Institute property is located at 190 Campus Drive in Annville, Kentucky, at the elevation of 1102 feet. The Annville Institute site is on the west side of the town of Annville, which is located 9 miles south of McKee, the county seat. Annville lies approximately three miles north of Highway 30. See the district sketch map for the campus layout.

Two gateways provide entrance onto the campus, one to the east of the Chapel with a 6' foot high field stone and mortar pillar on either side of the drive. The second drive is larger, west of Lincoln Hall and east of Community Hall. This drive is lined by pillars and walls made of large field stones with mortar. Both large pillars have small framed signs with the name "Annville Institute, Ralston Gates" written on them.

The drive through the campus leads from one gate to the other (See Sketch Map). Coming in the east gate, the first branch off this road, to the north, goes to Farmers Row, and to the south is the parking lot of Sexton Hall. The second turn off is to the Hacker Gym and third goes around Lansing Hall. A play ground/ball field lays directly behind Lincoln Hall and a tennis / basket ball court is on the other side of the drive. A large grassed area is just to the west of Lincoln Hall. A concrete walkway lined with shade trees goes from Lincoln Hall front steps, through the grassed area to Lansing Hall.

Contributing Buildings and Structures

Lincoln Hall (1923) Contributing Building

Lincoln Hall, the first building constructed on the Annville campus, was built in the Colonial Revival style and served as a combined school house and Church. It was erected in the spring of 1909, sitting on the hill facing the main road leading past the property on the south. The building consisted of six classrooms on the first floor and a large meeting room on the second which was used as the Church. This building was destroyed by fire in March of 1921.

The "new" Lincoln Hall is a 90' X 56' building built on the same site after the fire. While dedicated on October 22, 1922, it was not completed at that time. This building consists of a half-exposed basement with 26 above-ground windows. It is built in the Colonial Revival style, one of very few in the area.

The exterior of the building from the front (south) shows the cut rock foundation with four 32" X 72" windows on either side of the entry. Massive poured concrete steps, with cut native field stone and mortar edging, go up to the first floor. These much wider steps replaced narrow wooden steps in 1944. Under these steps are two doors leading to the basement rooms.

Wood 4-inch white siding, with eight 32" X 72" windows on either side, cover the exterior walls of the 2 upper floors. In the center is a large recessed landing area coming out on the first floor, and a walk out balcony on the second. Two tall white columns, eight feet in circumference, reach from the top of the steps to the roof on either side of the porch area. The roofing is grey asbestos shingle.

The original building had 6 dormers, two facing each direction. These were removed at some point to eliminate water leakage problems. In the center of the roof is a 10' square cupola, upon which sits a large tower with built-in arches. Above these arches is a clock with 4 faces, one pointing in each direction. Above the clock is a metal dome with a spire on top. The clock is not running today but is repairable.

The outside view is the same from both sides, east and west, except for a fire escape on the east. Each side has fourteen 32" X 72" windows, 4-inch wood siding, and shows the cut rock foundation with seven 32" X 72" windows. The rear (north) side of the building has twenty-four 32" X 72" windows. In the center is a set of stairs with a 11' X 14' roofed platform leading from the ground up to the first floor. There are two basement doors, one on either side of the stairs, and five windows in the cut rock foundation.

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The basement contains one large classroom, with the remainder of the space open. This area was used as an industrial arts teaching area and storage. The basement is constructed of part dressed stone and mortar and part field stone on a rock foundation.

The two floors above are all heavy wood construction, large beams still visible today when walking up to the attic. The first floor consists of four large classrooms, each 28' X 28', with 11-foot ceilings. Some rooms have seven, and others have eight, windows measuring 36" X 72", giving every class room plenty of outdoor lighting, much needed before the building was electrified.

The entry houses a wide center stairway with wood banisters. It leads to a landing half-way to the second floor, where it splits, going both directions to a landing on the second floor. Massive wood banisters and railings give safety and beauty to the upstairs hallway.

The lower floor hallway has open wooden cubicles with sloped sides, used as lockers, clustered in different areas. Toward the back of the hallway, which goes the length of the building, are both a girls' and boys' bathroom. The second floor includes more office space off the hallway and four classrooms directly above, matching the ones on the first floor in size and shape, with the same number of windows.

Tanis Chapel (1916) Contributing Building

Tanis Chapel was built in 1916. It was funded by Richard Tanis as a memorial to his daughter, Ida, who came to work with The Annville Institute in 1915 as a teacher and dean of girls. Since being built it has served as the worship center for the Institute. After the closing of the school, the Chapel was used by the community for worship as well as wedding and other special events. Today it is the worship and learning center of the Annville Reformed Church, which meets there every Sunday morning. Tanis Chapel is located to the East of Lincoln Hall, with the basement set in the side of a hill. As with Lincoln Hall, it faces the highway to the south.

From the front (south), the Chapel features a native cut stone and mortar foundation with 3 small windows, giving light to the basement and 3 stained glass windows with arched tops set in the 4-inch wood siding on the main floor. To the left is an arched doorway with steps leading to the first floor vestibule. A matching arched doorway is around the corner on the west side. Above the entry way is a large square bell tower with arched vented air space on all four sides and decorative pillars around the top.

The west side encloses a side room used for classes, and features large windows as well as two round ones. To the back of that side is a set of stairs and a door leading to the stage and pulpit area of the church and one leading to the front of the sanctuary. The east exterior has large high windows and a walk-in door in the high native cut stone foundation to the basement of the building. The north side, the back of the church, has the field stone foundation with 4-inch siding on the upper level. It has four smaller windows into the study and the education wing.

Inside the church, the sanctuary features a high arched ceiling, with the original decorative tin panels, and pews facing north with a center aisle. To the right of the pulpit area is a raised choir loft, and to the left, an open area on the floor level. Doors to the back of the pulpit area go to the pastor's study and the back door of the building. To the back of the sanctuary and toward the entry way is a set of open stairs leading to the basement. To the left of the sanctuary and straight ahead as you enter the south door is an education wing that runs the length of the sanctuary. This is open to the sanctuary but can be closed off. The basement consists of a large multi-purpose room, a kitchen, one class room and a restroom storage area. A double set of windows to the east gives light to the basement and a door in that wall opens to the outside where the elevation slopes to the east.

Lansing Hall (1923) Contributing Building

Construction on Lansing Hall began in 1920, but was halted when the fire burned Lincoln Hall early in 1921. Lansing Hall's dimensions of 102' X 54' made it the largest building on campus. The building project was finally completed in 1923. It was used as the campus dining hall with living quarters for faculty members and young ladies on the upper floor. This building was built in the Colonial Revival Style, but much of this was lost with the renovation that has been done.

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The main part of the first floor was a dining hall and kitchen, but it also contained a large parlor and one apartment for the director of food service. The second floor had rooms for the junior and senior girls, plus four apartments for single faculty members. The basement, for a time, housed a home economics classroom and the campus laundry.

The exterior of the original building is field stone with mortar foundation and 4-inch wood siding. It faces east and is located west of Lincoln Hall. The front (east) featured two large porches, one on each floor running the full length of the building. A large stairway was centered in the middle leading to the first floor. The porches were held up by four large pillars. A single window dormer set in the middle of the front side of the roof. A historic photo in the Annville Institute History (p. 63) shows the cupola sitting farther back on the roof.

The building has gone through many changes over the years. The porches have been enclosed, a set of stairs put on the southeast corner and a ramp and deck added. This building still serves as a dining hall. At present, it is used by a non-profit organization that leases space on campus.

Rest Cottage (1918) Contributing Building

Rest Cottage, the school infirmary, was built by the students on Campus in 1918, just in time for the influenza epidemic in October of that year. This building is located to the north of Lansing Hall. The exterior of the original building had a rock foundation, wood siding, a double-window dormer and a large front porch. The interior featured two wings, each holding four hospital beds. One side was for young men and the other for young women. In 1945 the front porch was glassed in and used as a waiting room. The old waiting room was then used as a doctor's office and was newly equipped with examining tables, cabinets, supplies and new non-shade lamps.

By 1954 the cottage exterior had been resided with rock and the building turned into a dormitory for boys and renamed Bussing Hall. Since the closing of the school this building has been renamed "The Rock House" and has had many uses, including a half-way house for the Barnabas boys. At present it is being redone for use by Beth's Blessings, the women's division of Teen Challenge.

Hacker Gym (1930) Contributing Building

The Hacker Gym was added to the campus in 1930. This building was named after Jerry Hacker, a member of the 1935 team that played in the high school boys' "Sweet Sixteen" tournament, and who began a 30-year tenure as the Institute's basketball coach in 1946. Railroad trestle timbers obtained from Bond Foley Lumber Company were used for the foundation, giving the building a very firm base. Maple one-inch flooring was used on the gym floor.

The interior holds a regulation size basketball court, a large entryway with a concession stand, 10' deep bleachers that run the full length of both sides of the court, plus a 20' X26' stage with storage area on the sides, at the east end of the court. Under the stage is a basement and a storage area that has locker/rest rooms and the heating/cooling unit, which was installed in 2008.

The exterior features slate siding and a hip roof that was originally shingled with asphalt shingles. A metal roof was added in 2001. The outside of the building measures 117' x 64'. The areas containing the entry on the west and the stage on the east are made 4' narrower and shorter, giving the outside a more finished look. This smaller area on the east includes two windows on the north and south and 5 on the east end, two double windows in the basement, two at stage height and a double set up high. The main sections on the north and south sides contain 6 sets of double windows just under the roof edge. They come into the top of the bleachers on the inside. The west side has a set of double doors with a set of eleven steps leading up to them. Double sets of windows sit on either side of the door.

Since the closing of the school, the gym has changed loyalties and no longer supports the Bulldogs but now is the home of the Christian Academy Eagles. It is used as well for the Academy's Physical Education program, the JCM winter youth basketball program as well as community volleyball games. Many parties, fairs, meetings and other community events are held there as well, making this a well-used building.

Farm Barn and Silo (1914-1915) Contributing Building

The big barn was constructed in 1914-1915 at the north end of what is now called farm row. The L-shaped 86' X 71' building was a big undertaking for that time. The frame and exterior were made of wood with plenty of windows for

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lighting. Later, a field stone rock foundation was put on the entire outside of the building. Student help was used in the construction. The roof was put on with an extension on the north end, used for the hay fork.

A concrete floor was laid, which was a new idea at the time. This being the only farm building at the time, it held the dairy stock, the mules and all other farm animals until 1944 when the rest of farm row was developed. The dairy operation used it until the 1960s when the new milking parlor was built. The inside had no permanent walls and was divided into stanchions with ½ inch galvanized pipe, making room for milking cows and feeding calves and mules.

The thing that drew the most attention was the hay fork that was installed. This was a first of its kind in the area, and many were surprised at how well it worked. It was used to put the hay in the mow until hay balers came along many years later. A 12'-diameter silo was constructed at the same time as the barn. The original silo was about 45' tall and made of red fire brick.

Farm Row Buildings

Shop / Lear House (1944) Contributing Building

In 1949 a field-stone two-story shop was constructed. This building is J-shaped. Originally the north part had a large door, making it a place to park the new tractor. The rest of the building contained a complete workshop and a place to keep blacksmith tools. The exterior of the building on the west (front) measures 50' and the length at the longest point is 53'. While used by the school, the main entrance was on the south west corner.

The interior of this building was divided into a tractor garage, class rooms and on-hands shop training area until 1978 when the school closed. The building also had a basement that was used to house machinery during the school days. After the school closed, this building was used for many different purposes—garage, storage, etc. At one time it held minibikes for the National Youth Project Using Mini-bikes program, and later, mountain bikes for the JCM bike program. The name changed along with the use. In 2008 it was gutted, renamed the Lear House, and transformed into living quarters. The big door was closed in as well as the southwest corner entrance. A new entry was made on the west side. A deck, which filled in the J space, was added, with stairs leading to the basement area. At present it houses the JCM director and his wife.

Calf shed / Chicken house (1944) Contributing Building

The next building north, also added in 1944, was a 30' X 40' shed that was used first for chickens and later for calves during the years the school was in session. Since the closing of the school, this building has been used as a game room, Chapel, and storage space. It has received some renovation as well.

Gate Pillars (1944) Contributing Structure

The west entrance to the campus is adorned by two beautiful matching field stone and mortar gateways. Each side consists of one square tapered six-foot-tall pillar that measures 39" at the bottom with a native field stone curved tapered wall attached to it and leading to a larger 9' tall pillar closer to the drive. All of these pillars, as well as the wall, have a concrete cap on top of them. Each of the taller pillars has a small metal frame holding white plaques with the words "Annville Institute Ralston Gates" on them. The east drive is flanked by two field stone pillars that match the smaller ones at the west gate.

Non-contributing structures

Community Hall (1921) Non-contributing Building

Community Hall was hastily built in the spring of 1921, after Lincoln Hall was destroyed by fire. It served as the school until the "New" Lincoln Hall was finished in the fall of 1922. After that, it became the school auditorium and multi-purpose room. The main floor housed the industrial arts shop and the basement became the maintenance shop. In 1936, a large heating plant was set up in the building, which provided heat and hot water for the entire campus.

In later years it became the student union and was called the "sub." It served in this capacity until the structure burned in 1947 and was never rebuilt. The foundation of this building received a roof in the 1980s and the structure is now used for storage. The basement still serves as a maintenance shop.

Wooster Foundation (1915) Non-contributing Structure

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Wooster Hall was constructed in 1915. It was a wood frame two story building with large front pillars supporting a second floor balcony. It housed twenty-four boys and an apartment for the Dean of boys. In later years it was remodeled with the apartment made into more dorm space and a new bigger apartment made for the Dean. In 1975 the hall was destroyed by fire and never replaced. Thus today there remains only a part of the foundation which is used as a platform for outdoor activities conducted in that area.

Cottage (1944)

Non-Contributing Building

In 1944, as part of Farm Row, another native field stone building was added just to the north of the shop. This was a two-story building, measuring 31' X 22', with a hatchery and laying house in the lower level and agriculture classrooms, and the farm office on the main floor. After the closing of the school, it was used as a canteen for the swimming pool and during summer camps. In the late 1990s it received a complete renovation and was turned into a living space. The west door and one window were closed in, a new south entry, east door and some windows were added and a wrap-around deck put on the south and east side. The interior now consists of a bedroom, bathroom, two closets, laundry closet and kitchen/dining/living area. It was at this point that it was given the name "Cottage" and is now used for long term volunteers.

Guest house (mid-1960s)

Non-contributing Building

A guest house was built in the mid-1960s. It is a 5-bedroom structure with a kitchenette and lounge area. Half baths were added to each room in 2004. It is a wood frame building with an asphalt shingle roof and brick siding. A small front patio with an overhang provides a sitting area for all who stay there. It houses guests visiting on campus and work groups that come to work on campus and in the community.

Sexton Hall (1969)

Non-contributing Building

Sexton Hall was built in the 1960s. It is constructed on a poured foundation with red brick siding and a asphalt shingle roof. During the years that the Institute was in session, it held the industrial arts program and art and weaving department. Following the school's closing, it became the office of Jackson County Ministries. The Christian Academy leases space in the basement and half the upper floor for their classrooms and library.

Worthington Hall (1963)

Non-contributing Building

Worthington Hall was constructed in 1963 to house students, which it did as long as the school was in session. It now houses large work groups that come on campus. This hall was built to replace an earlier Worthington hall that is no longer on site. This is a two-story building constructed on a poured foundation. It has red brick siding and an asphalt roof.

Heusinkveld Hall (1965)

Non-contributing Building

This hall was built in 1965 and provided more dormitory space for young women who attended school. It is now used by a non-profit ministry that serves on the campus and is used as their dorm. This building, like Worthington Hall, is two stories tall and has a poured foundation, red brick siding and an asphalt roof.

Swimming pool and pool shack (1980s)

Non-contributing Structure

These were added in the 1980s. The pool with depths from 4' to 9' measures 28' X 48' and is a concrete structure with a cement surrounding pad and wooden shade, 24' X 20', to the west of the pool. The shack is a 8' X 12' wood-framed metal-covered building with a metal roof. The pool is the only swimming pool open to the public in Jackson County.

Dairy Barn (1963)

Non-contributing Building

This barn was built on Farmers Row in 1963 and used in the farm program to house milk cows, calves and the milking parlor. Its first floor is constructed with concrete block while the second floor is wood. The whole structure is painted white. The roof is asphalt. The milking parlor housed the new state-of-the-art milk processing equipment for the farm.

White trailer (1948)

Non-contributing Object

This sits south of Lansing Hall and is set up for living quarters.

Brown Trailer (1978) Non-contributing Object

This is located east of the Rock house and has become the office for Beth's Blessings.

Two open-ended storage sheds (mid-40's) 2 Non-contributing structures

These are to the east of the Lear house. One is built against the east side of the Lear House. It is pole framed with metal siding and metal roof. The other is pole framed with wood siding, except for the south fourteen feet, which is built on a

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concrete foundation. This one has an asphalt roof. These were and still are used for storage and to park maintenance equipment in.

Two storage sheds located south of Lansing Hall (Mid-40's) 2 Non-contributing structures

One of these is all open to the north, the second one is enclosed with a lean-to open to the north. They are pole frame structures with wood siding and asphalt roofs. Both are used for storage, the enclosed one holds the supplies for the housing Ministry of JCM.

Shop (1943)

Non-contributing Building

This 20' X 30' building is located south of Lansing Hall and is filled with tools and supplies for campus maintenance. It is a wood structure built on a poured concrete foundation. It has metal siding and a metal roof.

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8. Statement of Significance

Applicable National Register Criteria

Areas of Significance

- A Property is associated with events that have made a significant contribution to the broad patterns of our history.
- B Property is associated with the lives of persons significant in our past.
- C Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- D Property has yielded, or is likely to yield, information important in prehistory or history.

Education

Period of Significance

1909-1961

Significant Dates

1909

1961

Criteria Considerations

Property is:

- A Owned by a religious institution or used for religious purposes.
- B removed from its original location.
- C a birthplace or grave.
- D a cemetery.
- E a reconstructed building, object, or structure.
- F a commemorative property.
- G less than 50 years old or achieving significance within the past 50 years.

Significant Person

(Complete only if Criterion B is marked above.)

NA

Cultural Affiliation

NA

Architect/Builder

Unknown

Period of Significance (justification)

The Period of Significance begins with the construction of the first building on campus and ends at the conventional close of the historic period, 50 years prior to this nomination. The Annville Institute's period of use as an educational facility ends in 1978, and the property delivered significant local education services until the early 1970s. Not long after filing this nomination, several structures will attain 50 years of age; each of these features should be regarded as contributing if the feature retains sufficient integrity and is considered for development by the owner or will be impacted by a federal agency.

Criteria Consideration A: This property was owned by a religious organization. The focus of the property's significance is its historic role in local education.

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Summary Paragraph

Annville Institute (JA-5) meets National Register Criterion A, significant in Education. Its significance is evaluated within the context "Education in Jackson County, Kentucky, 1900-1960." The property was established in 1909 as a boarding school, part of the missionary operations of the Reformed Church in America (RCA). As the only boarding school in the county, Annville Institute arose just as public schools also began to be available for the children of Jackson County. With the condition of local roads in the early-20th century making area travel a challenge, attending school by the day was practical only for children very close to the building. As a boarding school, the Annville Institute provided opportunities for students throughout the county, not only in its curriculum, but also in a wide range of extra-curricular activities and instruction in the social graces. Young people who attended the school were given a whole education which prepared them for life, not just for their occupation. Annville Institute made a large contribution to the economic and social well being of one of Kentucky's poorest counties.

Historic Context: "Education in Jackson County, Kentucky, 1900-1960"

The first attempts to educate children in Jackson County began in the 1850s, with "pay schools." These were set up in a hastily-built building, often log. Each student would pay a teacher for their education. Until the early 1900s, pay schools and home schooling were the only local options for education in the County.

Kentucky's first system of free education was created and passed by the Kentucky General Assembly on February 16, 1838. It provided for a state superintendent of public instruction and a state board of education, which appointed five trustees to run each school district.¹ By 1875, recognizing that many children were not attending school because of the great distance and lack of roads to these town schools, a system of one-room school houses were set up in newly formed districts covering the state. These schools varied greatly, varying according to the local financial situation. They taught a basic curriculum. In many school districts, students wanting anything beyond an eighth grade education had to go to boarding schools outside their district.

The early events of public education in Jackson County ran parallel with efforts of the RCA to assist the area. Women's Board of Domestic Mission of the RCA began searching for a place to do mission work in the late-19th century, and were drawn to Kentucky for three reasons. First, the idea of education for women was being accepted in the country. Second, there was a realization in the country that every community was responsible for making a better life for all of its people. The third and main reason, the mountain area of Eastern Kentucky was perceived to be falling behind the rest of the country because of the mountainous terrain and the poor or non-existent roads.

In 1900, the RCA sent two missionaries, Mrs. Cora A. Smith, a Bible teacher and nurse, and Miss Nola L. Gaut, a teacher, to begin work in Jackson County, Kentucky. Miss Gaut was forced to return home due to health issues, but Mrs. Smith stayed in McKee, the county seat and began work there. School was started in McKee in 1902, teachers added, and by 1904 the McKee Academy building was opened, as was a dormitory for the girls. A few years later Miss Henrietta Zwemer Tekolste became principal of the Academy.

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The first high school in Jackson County began in 1907 in McKee by the Reformed Church in America (RCA), when it added the high school grades to the McKee Academy.² A dorm for girls was also added at that time, for those whose homes were too far away to walk each day.³ After a state law passed in 1908, requiring that every county seat have a school, the Reformed Church sold their building in McKee to the school board, and moved their operation to Annville, establishing the Annville Institute.

Education at the Institute compared with the county schools

Annville Institute began classes in the spring of 1910 in Annville with 37 students and the following fall 101 students were enrolled. High school classes began in the fall of 1916, ten years before the public high school located in Tyner (8 miles southeast of McKee and 5 miles east of Annville) opened and began to offer classes to students in the southeast quadrant of the county. Annville Institute had the advantage of dormitories, thus opening the world of education to children living in the rural areas. Dormitories also increased attendance rates, making poor weather no longer an issue with the ability of students to make their way to classes.

With the children on campus all day and night, students also had more time to participate in clubs, sports and life-training skills. As discussed in "The History of the Annville Institute," the goal was not only academic learning, but additional emphases: living skills (in the dorms), work programs and religious training.

We can compare the range of opportunities afforded by the Institute with the other high schools in the area, as a way to recognize what were educational norms and possibilities in the public schools vs. the Annville Institute. The Institute taught more subjects, with more variety than did the public schools in the county. In the 1955-56 school year, these mandatory courses were taught at the institute:

- | | | |
|-----------------------|-----------------|------------------|
| • 4 years of English | Algebra | Geometry |
| • Citizenship | Typing | American History |
| • American Government | Biology | Sociology |
| • Shorthand and | Advanced Typing | Drivers training |

The following electives were offered at the Annville Institute, as well:

- | | | |
|-------------------|---------------|-------------|
| • General Science | Woodworking | Chemistry |
| • Bookkeeping | World history | Agriculture |
| • Calculus | | |

At the same date the Tyner school offered:

- | | | |
|-------------------|------------------|------------|
| • 4 Years English | American History | Civics |
| • General Science | Biology | Physiology |
| • Algebra | Common Geometry | Arithmetic |

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- Health Art French
- Business Law General Business

The High School in McKee offered these subjects:

- 4 Years English Latin Algebra
- General Science Biology Health
- Speech Physical Education Music Appreciation
- Industrial Arts

Another area of comparison can be made by looking at the percentage of those attending each school with the percentage that graduated. Though interest in education was good in the early years as shown by the following statement "Bowles reports that in 1919, the attendance rate for ten-to-fourteen-year-olds was eighty-six percent, for fifteen-to-seventeen-year-olds, sixty percent and for eighteen-to-twenty-year-olds the rate was twenty-six percent."⁴ and Norman Frost's quote that stated "in 1910 there was a larger proportion of children enrolled in school in the Appalachian region than in the entire state in general."⁵ Yet in 1964 McKee school graduated only 35 of the 97 students that started classes in 1961. Tyner graduated 34 out of 94. Annville Institute did some better with 18 out of the 31 students that started graduating.

The History of Annville Institute in Annville, Kentucky

In 1909, William Worthington, a graduate of New Brunswick Seminary, was ordained as a missionary to India. While waiting for his ship to sail, he was asked to make a trip to review the possibility for work in Annville and Jackson County. He viewed the work, but also saw his future wife, Miss Henriette Tekolste, for the first time. Plans were changed, and in the fall of 1909, he was released from the Foreign Board of Missions and began his work in the Annville area, preaching where he could and making plans for his work there. In December of that year he and Henrietta were married and returned together to begin the school. His motto from the beginning was "Complete Living for the Mountain people". Later he used these words on the school letterhead "Our purpose, Complete living for the Mountain People (Galatians 2:20). Our object is to give the mountain people the best possible opportunity for the largest development for service in home, Church and state."

In the mind of Rev. Worthington, Annville Institute was to be an industrial arts school, but when he saw that most children could not read or write, instruction shifted to more basics when classes started in the spring of 1910. Thirty-seven students attended that spring, and by fall the number had grown to 101. Soon Lincoln Hall was built, and other buildings were added.

Education at Annville Institute was carried out through four areas: the school, the dormitories, the work program and the religious program. The school was to prepare the students to take an active part in planning and building a new society for the many people in the Southern Appalachian area of the country.

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The dormitories were far more than just a place to live and sleep while attending classes. The students were taught total living and how to become the best Christian citizens they could be while in the dorms. The work program not only helped students cover the cost of schooling, the teachers there were challenged to teach just as well as the classroom teachers. Each student learned many different skills during their school years.

The religious program emphasized less that students were saved *from* something, but that they were saved *for* something. Working together, these four programs turned out many local, statewide and national good citizens and leaders between the years 1909 and 1978.

Enrollment varied greatly during the years, with a gradual build up until the highest enrollment was reached in 1918 when it had 365 students. In the year 1913, Rev. Worthington stated that 40 applicants were turned away after more were accepted than there were seats and teachers for. Mother Worthington, Rev. Worthington's mother, began a "normal" training class in 1911. Twenty-six students enrolled in that class the first year, which reviewed the eighth grade work and enabled the students to qualify for a teaching certificate. A total of 188 young people graduated from this class during the years it was given. State accreditation was granted to the Institute in 1923, and the school graduated its first high school class of 8 students the following spring.

In the early days of the Institute, new farming practices, that had wide spread effects on the community, were tried at the school farm. In April 1913 Rev. Worthington wrote in his report about how they gained more farm ground by straightening a brook while preventing flooding at the same time. He also talked about experimenting with fertilizers, especially lime, to increase the legume crops, crimson clover, vetch and alfalfa. By increasing the size of their crops they proved to local farmers what the US Department of Agriculture had been trying to impress upon them—that clovers will grow where the land is not sour. They also learned that rye planted on poor ground enriched the ground enough to make planting corn on it profitable. They also learned that rye put in the ground with a drill would not freeze out during the winter cold as it did when broadcast on the ground. Similarly, they learned that corn, when cultivated to shallow depths, withstood dry weather better. His report states that they were laughed at for using a light orchard harrow in the corn. One farmer said he would just as soon take a turkey gobbler by the tail and drag him through the corn as to have that harrow run through it. The corn, however, stayed green throughout all the exceedingly hot summer of that year when other corn cultivated deeper by using the usual single shovel or bull tongue turned yellow and withered. The response of one local farmers was, "Well, you learned me." The students who were taught in those classes learned many new methods of farming and so did all the farmers around who were watching.

Two events during the school's history brought great tragedy to the campus. In March of 1921, the school building, Lincoln Hall, was consumed by fire. Even with the help of many students using fire extinguishers, the building was left as nothing but ashes. A temporary building was quickly built so classes could resume. That building, Community Hall, was later used for an auditorium and multi-purpose building. The second tragedy that struck was the sudden passing of the Rev. Worthington, the school's founder, superintendent and pastor, on April 27, 1941 at the age of 64. He had attended Sunday School and Church that Sunday, delivered two sermons and attended Christian Endeavor in the evening before coming home. He died in his sleep.

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Through all the years, beginning with that first check on October 15, 1909, the Women's Board of Domestic Missions was the school's main support, though many dollars also were generated by Rev. Worthington's speaking tours through the north. But when the depression hit, followed shortly by WW II, finances were strained and the checks from the Board were cut, leaving a deficit almost impossible to overcome. This, coupled with the coming of better state schools and better roads in the area, led to a shrinking enrollment. Annville Institute closed its doors at the end of the 1978 term.

Jackson County Ministries was formed shortly thereafter and working through the Reformed Church in America, continues today bringing "Complete Living to the Mountain People". Jackson County Ministries does this through youth work, area home improvement and rebuilding, community development and personal enrichment. They are also working to preserve the history of the school and campus while using the facilities to serve the people. At present, JCM houses four different non-profit ministries on campus.

From the memory of a man that graduated in 1943, comes the following glimpses of how he was helped by the school; When the school started, there was no electricity and when it did come to the area, there was not enough power to serve the campus. It was at that point, in the mid-thirties that the school, with the help of the local Rural Electrical Co-operative, set up their own power plant. For ten years it served the entire campus, with the boy students doing their share of hauling and scooping of coal and running the boiler.

He gives much credit to the teachers, many who came from up north, for not just teaching what was in the books but teaching the students about the differing cultures in the country. Upon entering the US army right after graduation, he was able to be tolerant and understand the boys different from himself while some of them struggled to understand him. He was also the only one who knew how to make his bed on day one and was asked by his Sergeant to teach the others.

He was assigned to fix trucks after being told "We have enough men to shoot guns, we need men we can teach." He has used both the skills learned at the Institute in the power plant and his mechanic knowledge learned in the Army to serve his community well.

A lady who graduated in the 1950s voiced her praises of the choir tours she was privileged to be a part of. Every year for many years the singing groups were taken on a trip up north or west to sing in Churches. While on tour they got to stay in peoples' homes. This was the first time out of Kentucky for all and out of the county for most. As an accompanist, she remembers the first time seeing a baby grand piano and getting to play it.

Evaluation of the Educational Significance of the Annville Institute within its historic context

Annville Institute's historic significance came from the difference it made in the lives of those early students who were able to receive an education. Those students achieved careers that touched many people, such as those patients who received care from a man or women who became a caring doctor after getting a well-rounded basic education at the Institute. The significance derives from those students who attended and were able to see the world through the eyes of the teachers that

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came to Jackson County from other places, such as the young man that entered the army knowing how to make his bed as well as the person who made an honest living because of the good work ethic instilled in him while attending classes. It is the public school student who is being so capably taught by that teacher that received his or her education and good moral training at Annville. It is also those same students who are going to well-organized schools because of the training their administrators received at Annville. Whether they attended classes at the Institute or not, either in its early days or in the mid-1970s, Jackson County residents have high regard for the work done through all those years.

Without Annville Institute, another generation of mountain children would have gone through life without knowing how to read or write. Schools would not have been an option for them because of the distance to the nearest school over two mountain ranges away. Annville Institute provided education with a dorm setting that was accessible to many of these children. Rev. Worthington, Annville Institute's founder, provided a well-rounded education through its school, dormitories, work program and religious training (See *The History of the work of Annville Institute in Annville Kentucky*). His thinking was "the training of native leadership for community work is the quickest, most prominent development and most economical method of community development." He had the community in mind when he began training the younger generation.

Even after other schools came to the area, Annville Institute was well known and sought after as one of the best in the state. In *The History of Annville*, William Metcalf writes "The offering (of classes and programs) was of much higher standard than that at the County District schools and people began to refer to Annville as 'the college'." The training the students received made a great difference to the community. The boys were taught carpentry, black smithing and farming, among other trades, along with their academics. Girls were given training in nursing, cooking, table serving, housekeeping, sewing and weaving. These skills helped shape the future generations and improved the way of living for many. They were also taught manners and social skills as well as given a deeper faith, more self-confidence, a strong work ethic and a vision of service to their fellow man.

Those who stayed in the county made a big difference and were a deep influence on the people they came in contact with. Of the 1120 graduates of Annville Institute, 806 (72%) attended colleges and universities. Advanced degrees were earned by 177 (16%); terminal degrees in medicine, law, engineering and science, and in education were awarded to 121 (11%) of Annville graduates. The school produced 99 health workers, 22 studied law and became attorneys, 33 scientists, 77 entrepreneurs, and 44 executive managers. Also, 33 dedicated their life to the service of their country in the military, 10 of whom gave their lives in service.

The school also produced 409 teachers and coaches for high schools, and 20 became professors and instructors in colleges and universities. Add to that the 188 that went through Mother Worthington's normal class in the early days of the school, the Institute has supplied the county, state and country with many educators.

The school also touched many lives of students who, for one reason or another, attended the school but did not graduate from it. One of the two Weaver brothers is a good example of this. Jerry Weaver graduated from the Institute in 1946 but his brother, John, after attending for three years, went back

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home and graduated from school there. Together the brothers built two factories in the county, one of which employed 800 people. The brothers, especially Jerry, are still active in the support of the alumni association, ministry, and town of Annville. Although Mr. Worthington had been dead for several years when they attended, it would appear that both Jerry and John obtained from Worthington's successors that "vision of Service" he so often talked about.

Margie Hillard and Jackson A. Taylor wrote in the Commitment, Dedication, Service page of the Annville Institute 1909-1978, "All who attended Annville Institute owe a deep debt of gratitude to the Women's Board of the Domestic Missions of the Reformed Church in America and to the membership of that great Church. In 1900 they sent missionaries into this isolated region of Kentucky with few schools and over the years spent millions of dollars in an ever-expanding effort to educate and train an intelligent and industrious populace for the demands of the modern world. The halls of Annville Institute and the bodies of those who served will eventually revert to sand and ashes, but the spirit of confidence, dedication and service they engendered will remain to inspire generations to come."

Today as you walk down the streets of Annville or any town around and talk to the people you will find that almost all know someone who attended the Institute. All seem to respect the school, knowing the good it had done for the surrounding region as well as the world. After its closing in 1978, Jackson County Ministries, also supported by the Reformed Church in America, was formed and is using the buildings to continue serving the people of the area, still trying to fulfill the motto of Rev. Worthington "Complete Living for the Mountain People".

Evaluation of the Integrity of the Educational Significance of the Annville Institute, in light of its physical plant

A building meeting Criterion A, significant for its association with 20th-century education in Jackson County, Kentucky,, must retain integrity of location, setting, along with a sufficient amounts of materials and design to show the facility's educational function and historic identity. If the property retains these integrity factors, it can be said to have integrity of associations. Because Criterion A is expressed in terms of important associations—"the Property is **associated** with events that have made a significant contribution to the broad patterns of our history"—saying the property possesses integrity of association is equivalent to saying it is eligible.

A school in a Jackson County will be said to have integrity of **location** if it still stands on its original site. Location is an important factor in connecting the property to a place. In early-20th century, Jackson County had few all-weather roads. With steep terrain, there was a limit to how far children would travel for classes. As in most eastern Kentucky counties, the county seat McKee had the strength of county taxes to provide public schooling. By establishing the Annville Institute a sizable distance from that town, the school provided a superior educational experience for students who otherwise would not have it.

A school property in Jackson County will be said to have integrity of **setting** if the property itself has not been overwhelmed by new construction. School consolidation dominates the evolution of education in most Kentucky counties during the 20th century, bringing new construction or portable classrooms to sites. Many of these sites seem over-run with buildings. Judgments must be made

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about the impact of new buildings on the historic site setting, and whether the new construction creates a new site, or whether it respects the historic site disposition. While the Annville Institute has lost some of its historic buildings, and has seen new buildings rise on the campus, the historic layout of the buildings is very evident. The historic entry gates signal the beginning and end of the campus road. An overall respect for the historic building siting is seen with the response to two buildings burning, Community Hall in 1947 and Wooster Hall in 1975. Rather than putting new buildings into these spots, and reorienting the campus spatial dynamics, the walls of Community Hall were reused and a new roof put on, and the remains of Wooster Hall were left, to become known as the Wooster Foundation. The construction of buildings on this campus after the Period of Significance has followed the logic that was used to develop the campus from its early days. The Annville Institute campus has integrity of setting.

A school in Jackson County will be said to have integrity of **materials** and **design** if it still retains sufficient historic materials to be recognizable as a product of the campus during the Period of Significance. A contributing building's historic footprint must be apparent, if not intact, and the original building form must be apparent if the exterior material has been covered by another material since the Period of Significance. This operation continued to grow and to evolve during its Period of Significance, as funds were made available and as the Academy's educational approach developed. Even though the historic period ended in 1962, the administrators of the Academy's physical plant continued to update it into the 1970s in a manner that was consistent with the vision that led to changes before 1962: the needs of students and teachers.

With the Annville Institute possessing the requisite integrity factors, it can be said to have integrity of the important **associations** with Jackson County education, and thus is eligible for National Register listing.

Endnotes

¹ A Portrait of Jackson County, Kentucky 1858-2008

² ibid

³ ibid

⁴ Bowles ca. 1919,10

⁵ A Portrait of Jackson County, Kentucky 1858-2008

9. Major Bibliographical References

Annville Institute 1909-1978 Printed by Don Mills Inc

Bowles, letters ca.1919,1920

Jackson County Development Association

2008 *A Portrait of Jackson County, Kentucky 1858-2008*, Virginia Beach, VA : Donning Co. Publishers

Metcalf, William

1946 *A History of Annville Institute*. Masters Thesis, Eastern Kentucky University, Richmond Kentucky

Henrietta Zwemer TeKolste Worthington, letter 1943

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preliminary determination of individual listing (36 CFR 67 has been requested)
 previously listed in the National Register
 previously determined eligible by the National Register
 designated a National Historic Landmark
 recorded by Historic American Buildings Survey # _____
 recorded by Historic American Engineering Record # _____
 recorded by Historic American Landscape Survey # _____

State Historic Preservation Office
 Other State agency
 Federal agency
 Local government
 University
 Other
Name of repository: _____

Historic Resources Survey Number (if assigned): JA-5

10. Geographical Data

Acreage of Property Approximately 22 acres

UTM References

Tyner Quad

UTM Coordinates calculated by GIS (ArcGIS Explorer)

Coordinates in NAD 83 All points zone 17

- 1: 236 639 East; 4134 666 North**
- 2: 236 650 East; 4134 394 North**
- 3: 236 247 East; 4134 373 North**
- 4: 236 254 East; 4134 678 North**

Coordinates expressed according to NAD 27:

1	<u>17</u>	<u>236 632</u>	<u>4134 462</u>	3	<u>17</u>	<u>236 241</u>	<u>4134 168</u>
	Zone	Easting	Northing		Zone	Easting	Northing
2	<u>17</u>	<u>236 644</u>	<u>4134 394</u>	4	<u>17</u>	<u>236 248</u>	<u>4134 475</u>
	Zone	Easting	Northing		Zone	Easting	Northing

Verbal Boundary Description (Describe the boundaries of the property.)

The boundary is the area defined by the heavy line on the property map, attached to the nomination. This is part of a larger parcel owned by the Reformed Church of America. That larger parcel is defined by the Jackson County Property Valuation Administrator as account number 3000400-01, and appears on Map 71c as parcel 12. The larger property is also described in Jackson County Deed Book 147, page 359.

Boundary Justification

The area proposed for listing includes the high proportion of historic buildings and contributing features, which defined the densest use of the campus historically, and so has the highest concentration of historic associations.

11. Form Prepared By

name/title Sylvia Hoksbergen/volunteer, Jake Moss/director
organization Jackson County Ministries date November 23, 2011
street & number PO Box 340 telephone 606-364-5151
city or town Annville state KY zip code 40402
e-mail jlmoos@prtcn.net

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Photographs:

Unless otherwise stated, the following information is the same for all photographs:

Name of Property: Annville Institute

City: Annville

County: Jackson

State: Kentucky

Date Photographed: October 2011

Photo 1 of 10: Lincoln Hall outside view. Camera facing North.

Photographer: Barbara Williamham

Date Photographed: 12/7/10

Photo 2 of 10: Outside view of Tanis Chapel with camera facing north.

Photographer: Jake Moss

Date Photographed: 10/2/09

Photo 3 of 10: the front of Lansing Hall as it looks today. The camera is facing north.

Photographer: Ruthie Sizemore

Photo 4 of 10: the Rest Cottage, or as it is called today, the Rock house. The camera is facing north.

Photographer: Ruthie Sizemore

Photo 5 of 10: Hacker Gym as taken with the camera facing north and east.

Photographer: Sylvia Hoksbergen

Date of Photograph: 10/6/10

Photo 6 of 10: This is the farm barn and silo taken with the camera facing north and east.

Photographer: Ruthie Sizemore

Photo 7 of 10: the Shop or as it is called now the Lear house with camera facing East and North.

Photographer: Ruthie Sizemore

Photo 8 of 10: The Cottage taken with camera facing North East.

Photographer: Ruthie Sizemore

Photo 9 of 10: the Calf Shed/Chicken House taken with the camera facing Northeast.

Photographer: Ruthie Sizemore

Photo 10 of 10: the larger (West) gate taken with the camera facing North.

photographer: Ruthie Sizemore

Property Owner:

name Reformed Church of America, dba Jackson County Ministries

street & number PO Box 340 telephone _____

city or town Annville state Ky zip code 40402

20'

Annville
Institute
Jackson County, KY
Tyner Quad
All points Zone 17

NAD 27 4135
East / NUVH
1) 236 632 / 413A 462
2) 236 644 / 413A 394
3) 236 241 / 413A 168
4) 236 248 / 413A 415

NAD 82
1) 236 639 E ML
413A 666 N E
2) 236 650 E
413A 394 N
3) 236 247 E
413A 373 N
4) 236 254 E
413A 678 N

PEOPLES 3.5 MI.

58 / SE
(RROT)



Handwritten circled area with '74' and '79' nearby.

Handwritten '74' near contour lines.

Handwritten '79' near contour lines.

Campus at ANNVILLE INSTITUTE

































