

**A CASE STUDY OF EDUCATION IN VIRGINIA:
THE ROANOKE COUNTY PUBLIC SCHOOL SYSTEM, 1870-1920**

by

Myra-Delia Dent Kagey

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

DOCTOR OF EDUCATION

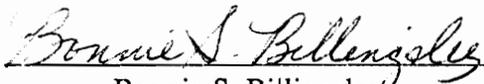
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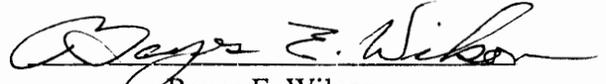
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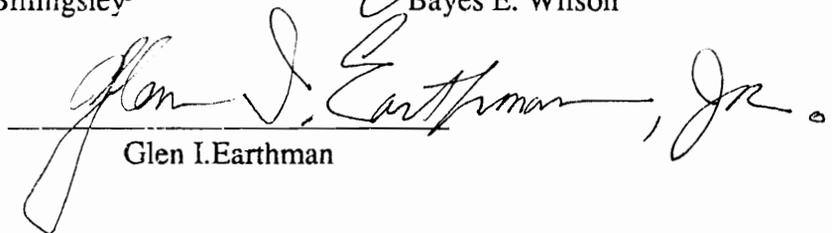
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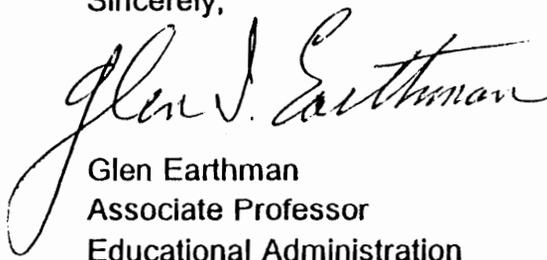
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I served on the advisory committee for the dissertation work of the above named student. After reading the document, the material was not acceptable to me and I wish to dissent from approval.

Sincerely,



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By

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Committee Chairmen: Thomas C. Hunt and M. David Alexander
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(ABSTRACT)

The prevailing purpose of this dissertation is the preparation of an historical account of public schools in Roanoke County from 1870 to 1920. The primary focus rests with the cultural, economic, political, and geographic factors that affected the evolvement of public schools in Virginia relative to Roanoke County Public Schools, a system in southwest Virginia. Within this framework the system is described as part of a valleywide setting, where citizens, educators, events, funding, curriculum, and other components played an integral part in the shaping of the current system.

The methodology employed in this study is qualitative in approach and utilizes recognized historical and ethnographic techniques. The Guba model, which allows for periods of discovery followed by refinement and verification, is suited to the nature of this study. The researcher initially conducts inquiry designed to discover data and generate ideas. After the initial inquiry period, the researcher refines and corroborates data. The cycle of broad inquiry followed by more critical analyses of specific occurrences can repeat itself several times. Verification is accomplished through the validation of sources based on triangulation, a method of cross-checking in which three or more sources are used to corroborate findings. Data is collected in an eclectic fashion, using the nature of the research questions to determine appropriate techniques. Primary sources are used when available, supplemented by secondary sources. Outcomes have not been predeter-

mined but evolved as the research progressed. General interview guidelines have been used, but remained flexible enough to allow for probing and expansion of relevant topics.

It is anticipated that the history of Roanoke County Public School from 1870-1920 will

- provide an accounting of historical developments within this time frame;
- enrich the legacy it leaves to future generations;
- develop an appreciation for the obstacles and trials that people overcame;
- create as accurate an interpretation as possible from available data;
- develop a sense of the past as a precursor to the present;
- provide an avenue for practical use of this knowledge in developing a better future plan;
- provide an historical account of public school education in Roanoke County that has heretofore been meager;
- contribute to a broader body of historical information on Roanoke County

ACKNOWLEDGMENTS

A study such as this one cannot be realized without the help of many people. Appreciation is extended to the Delta Kappa Gamma Society International for financial support; to Dr. Thomas C. Hunt and Dr. M. David Alexander for co-chairing and supervising the development of this study with careful attention and expertise; to Dr. Bayes E. Wilson, superintendent of Roanoke County Schools, whose assistance, painstaking review of the manuscript, and interest in the project were invaluable; and to Dr. Bonnie S. Billingsley and Dr. Glen I. Earthman for direction and assistance at various steps in the process.

Acknowledgments are extended to archivists, librarians, and staff members of several colleges and universities and the State Department of Education for guidance in locating historical writings and documents; Dr. Norma Jean Peters and other staff members of the Roanoke County School System for their assistance in pinpointing usable sources of information and for reading parts of the manuscript and making suggestions.

Gratitude is expressed to Dr. Sarah J. Simmons, of Roanoke College, for sharing her knowledge of valuable sources of information that assisted in primary document research; to the Clerk of the Roanoke County Circuit Court for use of the Roanoke County Law Library and record room of the Roanoke County Courthouse.

Additional assistance has been provided by retired members of the Roanoke County School System and relatives of former Superintendents Roland E. Cook and Reaumur C. Stearne, H. W. Scott, of Botetourt County Schools, provided computer assistance.

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CHAPTER I

INTRODUCTION

Background

Virginia's system of public education was slow to evolve. It was not until 1870 that free schools for the masses became a reality. The reasons for Virginia's educational problem were enmeshed in the weaving of cultural, geographic, economic, and political factors that influenced the delay and subsequent shaping of the state system..

The dichotomy between the English aristocracy of eastern Virginia and the Scotch-Irish and German backcountry pioneers created varying views with regard to universal education. The attitudinal diversity of these ethnic groups that migrated from Europe and settled in the Tidewater, Piedmont, and Ridge and Valley regions of Virginia affected political decisionmaking with regard to the course of education at state and local levels.

Cultural differences detained the initiation of a public school system for nearly one hundred years after the idea of free education for the masses was developed and promoted by Thomas Jefferson. Deeply embedded in the attempt to provide free schooling, both prior to 1870 and after 1870, was the effect of political power and interest groups. The marriage of politics and education was not always a good one. William Henry Ruffner, the first state school superintendent, expressed his dissatisfaction with this partnership early in his career, underscoring his belief that schools were institutions for teaching and learning rather than political seedbeds in which school personnel were placed according to political connections rather than merit.

This study will focus on cultural, economic, political, and geographic factors that affected the evolution of Roanoke County Public Schools in southwest Virginia. The county system will be analyzed from its formation in 1870 to 1920. There will be an attempt to describe a school division within a valleywide setting, where citizens, educators,

events, funding, and curriculum played an integral part in making Roanoke County Schools the quality system it is today.

Purpose and Need for the Study

The purpose of this study is to develop the history of significant occurrences in the public schools of Roanoke County from its inception in 1870-1920. It is hoped that a complete history of the school system will be a future possibility as a result of this effort to recount the earliest years.

Several focal questions are considered important to gaining an understanding of the initial process of inquiry. These questions include the following:

1. What statewide conditions and developments affected the development of public schools in Roanoke County?
2. What difficulties did state and local educators face in the fledgling years of education as they maintained separate schools for whites and blacks?
3. What factors affected enrollments, curriculum, staffing, salaries, duties, teacher preparation and certification, funding, facilities, and other relevant components between 1870 and 1920?
4. How did education in one geographic locale in Virginia, Roanoke County, change between 1870 and 1920?

Scope of the Study

The scope of this study encompasses the following:

1. A brief review of the evolvement of the free school idea in Virginia prior to 1870, the year Virginia's system of public education began.

2. The developmental course of Roanoke County as an arm of the Virginia educational system between 1870 and 1920;
3. Public elementary and secondary schools in Roanoke County between 1870 and 1920;
4. Funding responsibilities of the district, county, and state in the education of Roanoke County students;
5. The complex school environment and its changes as it relates to teachers, students, parents, community, curriculum, facilities, and administrative personnel;
6. A valleywide context as it exists in a coeval fashion with the transmission of values and culture in education;
7. Personal interviews of relatives of early Roanoke County educators or others who worked as colleagues in the system;

An attempt will be made to present an historical account that views the factors that guided the development of public education in Roanoke County from 1870-1920. No attempt will be made to analyze or assess these developments as they relate to the current system. Local officials have cited the need for such a study because of its potential usefulness and the contribution it would make to the recorded history of education in Roanoke County which, heretofore, has been meager. State agencies that follow the educational course of the Roanoke County Public School System have expressed the need for and an interest in an accounting as a way to understand Roanoke County's educational legacy and better plan for the future.

Significance of the Study

The general significance of this historical account rests with several factors:

- the legacy it leaves to future generations;

- the appreciation it instills in the reader for the obstacles and trials that people overcame;
- the ability of the historian to put together pieces of the past and provide as accurate an interpretation as possible from available data;
- the ability of the reader to understand how developments of the past have brought us to the present;
- the utility of this knowledge in providing a better plan for the future.

The story of Roanoke County Schools has not benefited from in-depth research or historical treatment. Since this story has not been fully developed, it is believed there will be interest from a variety of individuals and groups which follow the progress of schools in Roanoke County. Presenting an historical perspective and the factors that combined to impact and shape the Roanoke County School System should provide educators, in particular, a better understanding of the environment that affects such themes as curriculum, enrollment, staffing, facilities, and other relevant components.

Review of the Literature

Much of the data will be obtained from repositories which contain primary sources. A natural sequence of investigation of primary sources includes the review of annual reports of the division and state superintendents and Virginia School Reports for each year from 1871 to 1920. The Virginia State Library contains certain pertinent historical documents and Acts of the General Assembly. The libraries of Virginia Polytechnic Institute and State University, University of Virginia, Hollins College, Roanoke College, Roanoke City, the Roanoke County Law Library, and the Virginia Department of Education are also valuable storehouses of historical records and other relevant data and writings. In addition, the common law order books of Roanoke County (housed in the

Circuit Court Clerk's Office), records contained in the Roanoke County School Board Office, minutes of the School Board, and the minutes of the Roanoke County Board of Supervisors provide invaluable insights.

Interviews by the researcher will be conducted with present and past administrators, teachers, and other staff, including relatives of deceased educators of Roanoke County Schools.

Historical writings will be used to briefly outline the development of public schools in Virginia in a prefatory chapter, followed by an emphasis on the evolvement of the Roanoke County system in the late 19th and early 20th centuries. Social, political, and economic developments of the period will be related to the educational course in Roanoke County.

The format of this account will be chronological with major themes interwoven among the chapters. Chapter II recounts significant events from the Colonial period through the Revolutionary War in the 18th century and the Civil War in the 19th century. Chapters III, IV, and V will proceed in varying intervals, beginning with 1870 and ending in 1920. Chapter VI will summarize findings and make recommendations for further study. Synthesizing chronology with major themes is generally a logical, coherent way to convey a sense of the past.

Methodology

The methodology employed in this study is qualitative in approach and utilizes recognized historical and ethnographic techniques. Guba describes a model of qualitative research that can be modified and adapted to the process utilized here. It allows for periods of discovery, followed by refinement and verification. Initially, the researcher conducts inquiry designed to discover data and generate ideas. Following the period of inquiry, the

researcher strives to refine and corroborate data. This pattern can repeat itself many times, as additional areas arise needing broad inquiry followed by more critical analysis of specific occurrences.¹

In essence, the elements of purpose, verification, mode, and interview comprise the methodological process.² Since the study is qualitative, its purpose focuses on description and understanding rather than generation and testing of hypotheses using statistical methods. Verification is achieved through the validation of sources based on triangulation—a method of cross-checking in which three or more sources are used to corroborate findings.³ The mode of research entails collecting data in an eclectic fashion, with the nature of the research questions determining appropriate techniques.⁴ Primary sources will be used when available, supplemented by secondary sources. Secondary sources, while not preferable to primary document research because they are more steps removed from the original source, often provide valuable information, particularly if used in conjunction with primary sources for a multiple-source approach. This study, however, will focus on the use of primary sources when available so as to provide greater reliability and validity to the study. Outcomes will not be predetermined but will unfold as research is conducted. While general interview guidelines will be used with persons targeted by primary source research and employees of the Roanoke County school system, interviews will be flexible enough to allow for probing and expansion of relevant topics.⁵

¹ Egon G. Guba, Toward A Methodology of Naturalistic Inquiry in Educational Evaluation (Los Angeles: Center for the Study of Evaluation, University of California, 1978), pp. 6-8.

² Note: In pp. 11-18 Guba describes fourteen descriptors directed toward empirical studies. These descriptors have been modified to describe the present study.

³ Ibid., Mathison Sandra, "Why Triangulate?" Educational Researcher, March 1988, pp. 13-14.

⁴ Lee S. Shulman, "Disciplines of Inquiry in Education: An Overview," Educational Researcher, June/July 1981, p. 12.

There are limitations to any methodology--whether qualitative, quantitative, or a combination. The collection of data, however, will be designed to account for interview bias and subjected to triangulation so that consistency and validation are possible. Single sources are often limited; therefore, the variety of methods and independent sources which will be utilized would strengthen any findings.⁶

According to Miles and Huberman, the standards upon which the explanations of researchers are judged suggest:

triangulation is a state of mind. If you self-consciously set out to collect and double-check findings, using multiple sources and modes of evidence, the verification process will largely be built into the data-gathering process, and little more need be done than to report on one's procedures.⁷

Conclusions drawn from an historical study such as this one are not intended to be used for prediction or to infer generalizability. It is rather the intent to inform the reader of the complex environment that affected the educational course of Roanoke County in its formative years in order to better understand and appreciate the path that was traveled.

⁵ Steven J. Taylor and Robert Bogdan, "In-Depth Interviewing," Introduction to Qualitative Research Methods (Boston: Allyn and Bacon, 1984), pp. 76-105.

⁶ Eugene J. Webb, Donald T. Campbell, et al., Unobtrusive Measures: Nonreactive Research in the Social Sciences (Chicago: Rand McNally, 1966), p. 3.

⁷ Matthew B. Miles and A. Michael Huberman, Qualitative Data Analysis (Beverly Hills: Sage, 1984), p. 235.

CHAPTER II

THE EVOLVEMENT OF THE FREE SCHOOL IDEA IN VIRGINIA 1607-1870

The evolution of free public school education in Virginia was undeniably dilatory. There were other states, particularly those in New England, that had established systems of public free schools nearly one hundred years before the notion took root in Virginia in 1870.¹ The reasons for the delay in establishing a public school system in Virginia were inextricably tied to political, religious, cultural, economic, and geographic factors. The combination of these factors influenced the shaping of Virginia's educational system. The dichotomy between the English aristocracy of eastern Virginia and the infusion of Scotch-Irish and German backcountry pioneers created varying views regarding the establishment of universal education.² Virginia's predicament was further compounded by her political affinity for a democratic government when, contrarily, organized society operated along aristocratic lines. There was also the issue of human bondage, the oppression of which impeded any radical modification of her social structure by new political ideas. The aristocracy viewed education at public expense as intended for paupers; while the poorer classes interpreted, and subsequently resented, the tendered aid as an effort to become "pauperized."³ Consequently, the idea of public education moved like the proverbial turtle until a strong middle class effected a change from the kind of functioning aristocratic democracy (a carryover from England) to a truer kind of democracy.⁴

¹ Virginia School Report, 1871 (Richmond: Division of Purchase and Printing), p. 85. Note: Also called The Annual (or biennial) Report of the Superintendent of Public Instruction. From 1870-1889 and 1912-1918 these reports were printed annually; from 1889-1912 and 1918-1920, biennially. Will hereafter be referred to as Virginia School Reports.

² Bernard Bailyn, The Peopling of British North America (New York: Alfred A. Knopf, 1986), p. 8.

³ William Arthur Maddox, The Free School Idea in Virginia Before the Civil War (New York: Columbia University, 1918), p. 9.

⁴ *Ibid.*, p. 77.

Early Attempts

As early as 1617 help was sought by King James I from the Archbishops in order to raise money for the erection of churches and schools to educate Indian children. Governor Yeardley was then the royal governor of Virginia and he, along with King James and other Virginia leaders, viewed the Indians as barbarians. A plan for a university, whose purpose was primarily educating Indian children, was initiated in 1618, for which the Virginia Company contributed 10,000 acres. Efforts toward the University of Henrico were abruptly thwarted, however, when the Great Massacre, led by Chief Opechancanough against the white colonists, occurred in 1622.⁵

At least one other free school attempt was begun about the same year and for the same reason terminated nearly as quickly as it started. The school was to be built in Charles City, which was a convenient location, and named The East India School for the ship having returned from India to England. The influence of a ship's chaplain, the Rev. Mr. Copeland, provided the impetus for the contribution of the ship's company to a collegiate school, maintained by a master and usher, five servants and an overseer, and located on 1,000 acres of land.⁶ Completion efforts were dashed when the Indian massacre of 1622 occurred. There were no traces of a reinstigation of these efforts when the colony was revived following the massacre.

Various Forms of Schooling

Heatwole notes that various forms of school--private, community (i. e., Old Field), grammar, and tutorial--existed simultaneously with free schools set up to serve the poor.⁷

⁵ J. L. Blair Buck, The Development of Public Schools in Virginia 1607-1952 (Richmond: State Board of Education, 1952), p. 14.

⁶ Virginia School Report, 1871, pp. 86-87.

⁷ Cornelius J. Heatwole, A History of Education in Virginia (New York: Macmillan, 1916), pp. 58-59.

Other such attempts to establish free schools in different parts of Virginia by groups prior to the Revolutionary War can also be documented. Different religious sects--the Presbyterians, Lutherans, Moravians, Mennonites, German Baptists, to name a few--set up schools and churches, the building frequently being one and the same; and the minister assumed the role of teacher or schoolmaster.⁸ In the Valley of Virginia, where Scotch-Irish and Germans preponderated, there is much evidence of this occurrence in the records;⁹ while in eastern Virginia the Church of England played a similar role, being both a civil and religious influence. In general, eastern Virginia parents were more affluent and better able to provide educations for their children than their western counterparts.¹⁰

The Plans of Jefferson and Mercer

Just prior to the Revolutionary War, a prominent Virginian coveted and expressed a desire for universal public education such as that of the New England states. So imbued with this idea was Thomas Jefferson, that he introduced a bill called "A Bill for the General Diffusion of Knowledge" into the Virginia Legislature in 1779. The essence of Jefferson's bill was that all free white children would receive three years of tuition-free education, in which the subjects of reading, writing, arithmetic, and history would be taught. Only males would be permitted further schooling at public expense if they showed academic promise.¹¹

⁸ John Walter Wayland, "The Germans of the Valley," The Virginia Magazine of History and Biography, X, 2 (October 1902), pp. 124-125.

⁹ Deed books of Shenandoah, Augusta, and Botetourt counties. Housed in the courthouses of Woodstock, Staunton, and Fincastle, Va.

¹⁰ Lyon G. Tyler, "Education in Colonial Virginia," Part II, "Private Schools and Tutors," William and Mary Quarterly, 1st series, VI, 1 (July 1877), pp. 1-2.

¹¹ Charles William Dabney, 2 Vols., Universal Education in the South, I (New York: Arno Press and The New York Times, 1969), pp. 84-92.

The House of Burgesses did not act upon Jefferson's bill in 1779. Heatwole attributed the reason for this inaction to an aristocracy-controlled government, which consisted of persons who saw no clear advantage in taxing themselves for a system in which their children would not take part. Since these persons afforded their children an education through private means, they were not willing to take on the added expense of educating the poor.¹² Due to the fact that free schools for the poor had been established in Virginia through private charity for a considerable time, Jefferson's plan was too advanced to gain the favor of Virginians who were not yet ready for locally-taxed and supported universal education.¹³

In 1796 Jefferson's bill was finally enacted into law, but not until it was so amended as to render it virtually worthless. The amendment entitled the court of each county to determine the year when the law should be effective. However, the courts were careful not to pinpoint the year, and consequently no schools were established under this act.¹⁴

Though Jefferson's plan for a three-tier educational system failed, the University of Virginia was established, which created an adaptation of the top tier that permitted the sons of the affluent to be educated.¹⁵ The children of the masses could not yet be educated at public expense, but Jefferson's attempt was the precursor of others yet to burgeon.

In 1810 the Literary Fund was established, with far-reaching effects for public education in Virginia. Charles Fenton Mercer, a member of the House of Delegates from

¹² Cornelius J. Heatwole, A History of Education in Virginia (New York: McMillan Co., 1916), p. 101.

¹³ Dabney, Universal Education in the South, I, p. 20.

¹⁴ Roy J. Honeywell, The Educational Work of Thomas Jefferson (New York: Russell and Russell, 1964), pp. 14-

¹⁵ Ibid.

Fredericksburg, proposed to the General Assembly that all "escheats, confiscations, fines, penalties and forfeitures shall be set aside for the encouragement of learning."¹⁶ This fund provided the basis for the education of indigent children of the state.¹⁷ At a later point, all amounts gained for the capitation tax were added to this fund. Further provisions by the Legislature stated that when the income from this fund amounted to as much as \$45,000, the interest should be used for the education of the indigent white children and should be distributed on the basis of the number of white children in the counties. Each county court appointed commissioners and assigned them the duty of locating the indigent children in their counties and employing teachers for them at the rate of 3.5 to 4 cents per pupil for each day in attendance. Ultimately, the Literary Fund became a political toy controlled by the General Assembly from its beginnings in 1810 until the Civil War. Becoming labeled as a fund for the education of the poor, many refused to be sent to school (even though it was accessible) because of the "pauper" connotation.¹⁸ It is not surprising that such schools became known as schools for "poor white trash" and that the public schools, when first established under our present system, were also considered in this light.

Since the Literary Fund became synonymous with the "pauper system," Virginia's two-class educational system continued, and those in the middle had to manage for themselves. Those in the middle tended to be the people of Scotch-Irish, Welsh, and Germanic extraction who settled in the piedmont and mountainous areas of Virginia in significant numbers between 1725 and 1775. Political, social, religious, and cultural views

¹⁶ Douglas G. Egerton, "To the Tombs of Capulets: Charles Fenton Mercer and Public Education in Virginia, 1816-1817," *The Virginia Magazine of History and Biography*, 93 (April 1985): 157.

¹⁷ Charles Fenton Mercer, *A Discourse on Popular Education*. Delivered in the Church at Princeton on September 26, 1826 (The Princeton Press, 1826), p. 57.

¹⁸ Paper of Roland E. Cook, Superintendent of Roanoke County Schools, 1906-1945, n.d., n.p. Roanoke County Schools, Salem, Virginia.

differed and the chasm between eastern and western Virginia grew wider, especially in the area of education.¹⁹ The topography of Virginia also separated the settlers geographically. The Allegheny and Blue Ridge mountains provided a physical barrier which served to stress more emphatically the division of distinct and separate entities. Maddox makes references to this division and adds that "the East and West (are) growing daily apart in distribution and character of wealth, in religion and customs."²⁰ Also, dissenting religious sects established schools under church sponsorship, which ultimately resulted in the demand of schools for all.²¹ The economic issue of slavery was another divisive factor, with the East owning nearly nine times more slaves than those west of the Blue Ridge in 1829. The number of slaves were economically essential in eastern Virginia, and the planters argued that they paid the bulk of the taxes. (They owned more personal property-- land and slaves.)²²

District Free School Acts of 1829 and 1846/ Initial Roanoke County Attempts

Bridging these inherent and circumstantial differences was difficult and gradual at best, but in 1829 the Virginia Legislature attempted to transform the charity schools into a system of common schools which permitted the middle class entry without the "pauper" tag. The District Free School Act was passed allowing the local governmental entity (city or county) the opportunity to convert charity schools to common schools for all. This act did not succeed as hoped probably due to the fact that the citizens were not mandated to

¹⁹ John Solomon Otto, "The Migration of the Southern Plain Folk: An Interdisciplinary Synthesis," The Journal of Southern History, 51 (May 1985): 183.

²⁰ Maddox, p. 20.

²¹ Dabney, p. 24.

²² Maddox, p. 23.

provide local taxation for support of schools, causing them to rely on the Literary Fund, which provided a meager, insufficient amount with which to operate schools.²³

After many years of efforts by those persons residing in the area that was to become Roanoke County, the General Assembly enacted a law that formed Roanoke County from part of Botetourt County on March 30, 1838. The bill stated, "That all that part of the county of Botetourt lying next to and adjoining the counties of Montgomery, Franklin and Bedford, in the southwestern-part thereof, and contained within.....boundary lines,"²⁴ that began at a point on the Blue Ridge, in the line that divided the counties of Bedford and Botetourt and terminated at a point where the lines of Botetourt, Montgomery, and Giles counties met.

The first common law order book of Roanoke County indicates that on October 2, 1839, only one year after the county was formed, the county John F. J. White, and Powell Huff as school commissioners.²⁵ While this effort was noble, these appointments must have been nominal for no real attempts to lay out school districts or actively encourage the establishment of free schools occurred until 1846.

Again, in 1846, the General Assembly passed another District Free School Act urging that half of the Literary Fund dollars be applied to free schools, and the remaining half be raised by county taxation. Therefore, many counties did not avail themselves of the benefits provided by this act.²⁶ Virginia's quasi-system of education, then, proceeded in a similar fashion through the Civil War, when many forms of education languished, until the emancipation of blacks in 1865.

²³ Buck, p. 39.

²⁴ Acts of the Assembly, 1838, pp. 54-57.

²⁵ Common Law Order Book A, pp. 160-161. Roanoke County Courthouse. Salem, Virginia.

²⁶ Heatwole, p. 103.

In 1846 Roanoke County chose to initiate an independent school system, electing Colin Bass as "superintendent" on November 16, 1846. The next year Bass was succeeded by Frederick Johnston, who had little time to give to schools, as he was also Clerk of the Court. Since he received no compensation for his superintendency duties, he urged school commissioners to establish the incentive of remuneration for the duties performed, but was unsuccessful in the attempt. He was superintendent until 1860.²⁷

In October 1846, the court also proceeded to lay off Roanoke County into school districts according to the provisions of the act of the General Assembly passed in March 1846. "The following district, and the persons whose names are annexed to the districts respectively, are by the court appointed school commissioners for the same:"

1. Craigs Creek and Catawba--embracing the territory up and down those two creeks and that between them. Elias Thomas, commissioner.
2. Masons Cove and along the east side of Mason Creek including John Renn and John McCauley, John McCauley, commissioner.
3. Green Ridge--embracing the territory between Harshbarger Road at McCauley's and Green Ridge to Tinker Creek at Mr. Farley's-- thence up the west side of Tinker Creek to the county line. Alfred T. Dillard, commissioner.
4. From county line last mentioned on Tinker Creek down Tinker Creek, east side to mouth of Glade Creek---up Glade Creek, to ford at head of David Gish's Mill Pond--thence due east to top of mountain northwest to the county line. Landon C. Read, commissioner.
5. From the ford of Glade Creek last mentioned down east bank of same to Roanoke River--thence down same to the county line--and with county line to the top of mountain near George Gish's--thence due west to the beginning. William B. Preston, commissioner.
6. Ballyhack--Beginning at Peter Kefauver's--thence a southeast line embracing Adam Garman's and P. H. Hurt's (Whitenecks) to county line--thence with the same to Roanoke River--and up same to the beginning. James Edington, commissioner.

²⁷ Writer's Program of the Work Projects Administration in the State of Virginia, Roanoke City and Roanoke County School Board, Roanoke: Story of City and County (Roanoke: Stone Printing, 1942), p. 273. In future references this source will be referred to as WPA.

7. From Peter Kefauver's, up Roanoke River to Tosh's Ford--thence with the Turnpike Road to county line--thence with same to the point where the line from Peter Kefauver's, southeast strikes county line and with the same line to the beginning of Kefauver's. Elisha B. McClanahan, commissioner.
8. The territory embraced within the Pittsylvania and Botetourt Turnpike and the Salem and New Castle Turnpike where they diverge from Mrs. Harveys to Roanoke River. James Crawford, commissioner.
9. From county line near Robert Harvey's to a point on the River opposite Salem Mills--thence a straight line across 12 O'Clock Knob embracing David Burkett and John Neighbours to Montgomery line. Joseph Pritchard, commissioner.
10. From the point mentioned in no. 9 where the line from 12 O'Clock Knob strikes the Montgomery line along Montgomery line to Fort Lewis Mountain--and with same east to Mason Creek to Christian Stoutamire--thence crossing Mason Creek and along south side of Harshbarger Road to Peter's Creek at Jacob Frantz's--thence down Peter's Creek to the River, and up the same by Salem Mills to the beginning. Robert Craig, commissioner.
11. From Peter's Creek at J. Frantz's, running with the Harshbarger Road to Tinker Creek at Mr. Farley's--thence with Tinker Creek to Roanoke River, and up same to mouth of Peter's Creek and up same to the beginning of Jacob Frantz's. Colin Bass, commissioner.²⁸

Roanoke County's free schools made little progress until 1870 when the state system began and people had begun to recover from the Civil War. Some available statistics indicate that in 1840 the free schools of Roanoke County had an enrollment of 75 and increased to only 350 in 1858; expenditures for the same period increased approximately \$220 to \$950.²⁹ The lack of qualified teachers and the "pauper" stigma attached to free schools hindered any progress. Even in 1870, the people evidenced reluctance toward the new system and, concurrently, supported the private schools and academies of the day. An editorial in the Educational Journal of Virginia expressed this sentiment:

²⁸ Common Law Order Book C, pp. 315-316. Roanoke County Courthouse. Salem, Virginia.

²⁹ WPA, p. 273.

The people of this state have consented, though it should never be forgotten, under the persuasive influence of bayonets of the United States government, to make trial a mode of education against which their judgment and observation have for years revolted.³⁰

Freedmen's Bureau

The Freedmen's Bureau was established for freedmen in 1865 through contributions of the U. S. government, churches, individuals, and groups. The Bureau attained some degree of success in the education of Negroes. In some cases attempts at schooling of black soldiers as early as 1861 have been recorded. Records were kept since that time, indicating the "average attendance of pupils was nearly as high, in proportion to the enrollment as that of whites in Northern public schools, and in some cases higher."³¹ Teachers and superintendents noted that Negro children learned easily in the primary branches, and it was not long before higher branches of knowledge were offered.

Schools for Negroes multiplied and continued under the auspices of the Freedmen's Bureau until 1870, when the Bureau ceased to exist. At that time in the southern states there were 2,677 schools, 3,300 teachers, and 149,581 pupils; attendance was nearly 80%. Teachers had a class size of about 45 pupils. In addition to the primary schools, there were 74 high and normal schools, with an attendance of 8,147, and 61 industrial schools with 1,750 pupils. As much as \$200,000 a year was contributed to these schools by the freedmen and, by 1870, the majority of the teachers was Negro.³² In addition to these

³⁰ as cited in the WPA, p. 274.

³¹ Virginia School Report, 1871, pp. 115-117. Depending upon the reference used, the terms Negro, colored, and black refer to the same group of people whose African origins placed them in America in the early seventeenth century. These words will be used interchangeably in order to retain the integrity and validity of the source from which they are extracted.

³² Ibid.

secular schools, the Bureau maintained 1,562 Sabbath schools, with 6,007 teachers and 97, 752 pupils.³³

These statistics are important in light of the fact that they convey nearly ten years of experience in the education of Negroes in the southern states, and serve to substantiate their desire and capacity for learning.

The Aftermath of War
and
The Underwood Constitution

From 1865 to 1870, Virginia was governed by the Union Army. The Union control meant that those who served in the war were ineligible to vote or hold office. Only those persons who took an oath swearing they neither participated in nor aided the rebellion in any way were eligible for office. Nearly every able-bodied man in Roanoke County was disqualified from voting. In addition to the oath of non-participation, allegiance to the United States and the Constitution was required. Though the latter was reasonable, the former eliminated many residents and left vacancies open only to those who were non-violent or anti-war in belief, blacks, and carpetbaggers, the latter of which preyed on the plight of the Southerners in order to elevate their position in life.³⁴

The reconstruction period was difficult at best as the state became known as Military District Number One, commandeered by Union General John M. Schofield.³⁵ Obeying congressional orders, General Schofield called a convention for the sole purpose of writing a new constitution for Virginia. John Curtiss Underwood, a native New Yorker

³³ Ibid. Note the absence of colleges.

³⁴ Daniel B. Fleming and Paul B. Slayton, Virginia History and Government (Morristown, N. J.: Silver Burdett, 1986), p. 41.

³⁵ Allen W. Moger, Virginia Bourbonism to Byrd 1870-1925 (Charlottesville: University Press, 1968), p. 5.

who had resided for several years in Virginia, presided over the 1867-68 constitutional convention. His position as federal district judge for eastern Virginia, an appointment made by Abraham Lincoln, placed him in a unique position. With a stacked deck of northern white radicals and a heavy black delegation, Underwood presided and he and his radical allies formulated the new constitution for Virginia.³⁶

Racially mixed schools was an idea that was proposed but it was defeated. The defeat occurred because of the cogent argument of Dr. Barnas Sears, president of Brown University and a representative of the Peabody Board, which stated that federal interference would negate Virginia's chances at free schools for all.³⁷ A push for a separate, but equal statewide system for blacks and whites came to the forefront of the convention.³⁸ A law professor at the University of Virginia, John Barbee Minor, engendered support for the ongoing theme of a century--universal education. Since he believed that education was a state duty, he utilized the Virginia Education Association as a means to focus on the issue of a state-supported system of education in Virginia. Minor and other education supporters, including Robert E. Lee of Washington College (later Washington and Lee University), persuaded the convention delegates to include a clause in the constitution for universal education.³⁹ In essence, the clause in the Underwood Constitution stated that the constitution could never be amended so that it prevented Virginians the right to a free public education. Furthermore, it added that a uniform system of free public schools was to be in place by 1876.⁴⁰ The use of the word, "uniform," served to give conservatives and other

³⁶ Ibid., pp. 5-6. Virginius Dabney, Virginia The New Dominion (Charlottesville: University Press, 1971), p. 367.

³⁷ Charles W. Dabney, I, p. 150.

³⁸ Ibid.

³⁹ Ibid., pp. 133-135, 139-143.

⁴⁰ Ibid., p. 142.

interested parties the flexibility they needed in interpreting the clause to mean the separation of schools for blacks and whites.

State-mandated public education was not yet in effect, and it would be slow in coming due to the continuing opposition of the aristocratic group which remained in control of the General Assembly. One other reason dealt with the devastation of the war, which left Virginia ravaged and holding a large debt.⁴¹ Wealthy conservatives were forced to accept the first state school superintendent's education plan due to a fear of federal interference, the growing strength of blacks, and the emergence of a rising lower-middle class of whites.

Summary

Virginia's educational system of state-supported schools was slow to evolve because of a two-class society: an upper class of planter-aristocrats and a lower class of laborers and slaves. Wealthy plantation owners of eastern Virginia provided private schooling for their children in the forms of tutors, academies, institutes, and colleges, whereas, the slave-laborer class could attend only charity or poor schools, established and supported by private benefactors, or the Old Field schools, the most common form established jointly with others in the immediate community. Not until a strong middle class began developing in the mid-eighteenth century in the Valley of Virginia and westward, did the rumblings of free school education for all, rich or poor, begin to manifest itself. This middle class developed primarily from immigrants of Scotch-Irish and Germanic

⁴¹ Ibid., pp. 142-143.

backgrounds whose differing political, religious, and social views challenged those of the English aristocracy.

Several late eighteenth and early nineteenth century attempts were made toward establishing universal education, but solutions to a myriad number of problems, firmly embedded in economic, geographic, political, religious, and social differences, were slow to develop. Assuredly, the East-West differences needed to be remedied before much progress could be made. Even though Virginia's emerging middle class began to seek help from influential aristocrats such as Charles Fenton Mercer, who established the Literary Fund, there was still an inadequate financial base on which to found a common school system. The District Free School Acts of 1829 and 1846 were also feeble because they were permissive rather than mandatory.

Roanoke County was one of many counties that made little progress from its formation in 1838 until 1870, when a state-supported public school system was initiated. Even though the General Assembly had eliminated the permissive aspects that had largely subverted previous legislation of similar purpose, the old prejudice against free schools ("pauperism") remained, causing private academies and institutes to hold favor, while delaying an acceptance of the new system.

Some success toward education of blacks resulted largely from the formation of the Freedmen's Bureau in 1865, which noted some attempts as early as 1861 during the Civil War on behalf of black soldiers. The results of approximately nine years (1861-1870) of black education in the South indicated both the desire and capacity for learning of blacks.

After the Civil War, the concept of universal education was again at the forefront, but with a new set of focal actors: northern radical Republicans. These delegates, due to their large numbers, controlled the Underwood Constitutional Convention. While they pushed for racially mixed schools, this proposal was blocked by Dr. Barnas Sears, a

representative of the Peabody Board, by using the argument that federal interference would defeat Virginia's chances at universal education. In light of this argument, a clause was added to the constitution under the direction of John Minor and additional members of the Virginia Education Association. Separate schooling for whites and blacks was achieved by the inclusion of the word, "uniform," in the new law.

The General Assembly, which was still controlled by the English, conservative, aristocratic element, continued to resist universal education. They were not willing to subject themselves economically to the cost of a system they did not want to patronize. Concern centered on the large postwar debt (\$45,000,000) that Virginia had incurred prior to the war when rails, canals, and turnpikes were being built. The aristocracy contended that a universal system of education would exacerbate the already dire financial crisis. Conservatives only accepted the proposal for universal education because they feared that their refusal would provide Congress with the ammunition to create its own system. While the earlier voices of universal education advocates such as Thomas Jefferson and Charles Fenton Mercer had gone unheeded for nearly a century, political factors literally pushed the governing powers of Virginia in the postwar period to agree to state-supported education for the masses. As the time draws closer to the plan being initiated, William Henry Ruffner, the first state school superintendent, voiced some poignant opinions and continued to wrestle with major problems centered around the conservative element. The trials of launching a new system of state-supported education and that of Roanoke County will be the subject of the next chapter.

CHAPTER III
THE ORIGIN OF ROANOKE COUNTY PUBLIC SCHOOLS
1870-1876

Introduction

The backwash of the Civil War had its effect on many individuals and families throughout the state. Roanoke County was no exception. Virginia was heavily in debt. The number of male heads of households decreased, leaving women and children to fend for themselves. The scarcity of both luxury and necessary items continued for several years before a degree of normalcy occurred.

At home, women, children, and older men had suffered, sacrificed, and starved during the war, and now it was up to this group to keep farms and businesses afloat, along with the affairs of the town and village. The wounded returning from battle needed medical care, but found most doctors were serving on the battlefield. People tried to take care of their own needs and those of their neighbors and relatives. Little by little, they began to pick up the pieces and reconstruct their lives.

The turmoil over universal education for the masses seemed far from the minds of the people of the Commonwealth. Localities in southwest Virginia, like Roanoke County, had geographic problems tied to mountainous terrain. The topography of the area precluded the development of good roads, thereby thwarting some attempts at school construction.

By 1870 Roanoke County's population had increased by approximately 1,300 people--whites numbered 6,218 and blacks numbered 3,132, totaling 9,350.¹ Recovery from the Civil War had begun. By 1874 the village of Big Lick (later Roanoke City)

¹ Population census records, Roanoke County, 1870.

contained six tobacco processing warehouses. Postwar tobacco prices were high and farmers from the counties to the south of Big Lick were bringing tobacco to the factories in order to take advantage of the demand and high prices. At the same time, 20 newly-constructed buildings surfaced around the Big Lick depot, perhaps in response to the consolidation of three railroads into the Atlantic, Mississippi, and Ohio, which took over the tracks of the Virginia and Tennessee.²

In 1870 the people of Roanoke County were farming small plots of approximately 250 to 300 acres.³ According to the "Productions of Agriculture" census for Roanoke County in that year, 555 farmers were enumerated, along with the value of improved and unimproved property and what was raised, grown, and produced on the farms. Nearly all the farmers raised horses, milk cows, other cattle, and hogs. Many also raised sheep and produced wool. Most all the farmers continued to grow wheat and corn in large amounts, but many also grew oats and a few grew rye. A small percentage grew tobacco. Nearly all farmers grew Irish potatoes, many had orchard products and hay, and a few grew peas and beans. Nearly all farm households made their butter, some made honey and molasses, and a few sold forest products. The raising of flax and flaxseed, unlike the prewar years, was present only on a small number of farms.⁴

Other Roanoke Countians had occupations stemming from the operation of the farms and needs of farm families. Many people were operators of saw or grist mills, tanneries, saddleries, blacksmith shops, boot and shoemakers' shops, carriage and wagon-

² Clare White, Roanoke 1740-1982 (Roanoke: Hickory Printing, 1982), p. 58.

³ Deed books, 1870. Roanoke County Courthouse. Salem, Virginia.

⁴ 1870 "Productions of Agriculture" census, Roanoke County (microfilm), Virginia State Library, Richmond, and the Virginia Room, Roanoke Public Library.

building shops, or were carpenters, cabinet makers, merchants, owners of ordinaries, or tanners.⁵

Religion was an integral part of the lives of Roanoke Countians in the postwar period. The Methodist, Presbyterian, Baptist, Lutheran, Brethren (Dunkard), and Episcopal churches were at the heart of the worship experience.⁶ The Mormons had been engaged in missionary work in Roanoke County as early as the 1860s, baptizing some residents primarily in the Back Creek area.⁷

The 1870 "Social Statistics" census for Roanoke County lists some interesting data for existing religious denominations, all of which were Protestant. There were ten church libraries that contained a total of 1,500 volumes, and 75 other libraries belonging to either clergymen or lawyers that contained 10,000 volumes. Seven Methodist congregations were formed and three church buildings were available with a total seating capacity of 750 people. The total value of church property was \$9,200. Two Presbyterian congregations were functioning and three church edifices stood. The number of people accommodated by this denomination was 800 and the church property was valued at \$15,000. Nine Baptist congregations were served by seven church buildings accommodating 1,400 worshipers. The value of Baptist property was \$6,400. Three Lutheran congregations were served by three church buildings which accommodated 1,200 people. Church property was valued at \$7,300 for the Lutherans. One Brethren congregation and two buildings were in existence. The two buildings could serve 750 people and were valued at \$3,000. One Episcopal

⁵ 1870 "Products of Industry" census, Roanoke County (microfilm), Virginia State Library, Richmond, and the Virginia Room, Roanoke Public Library.

⁶ 1870 "Social Statistics" census, Roanoke County (microfilm), Virginia State Library, Richmond, and the Virginia Room, Roanoke Public Library.

⁷ Elder Lynn and Sister J. G. Searle, Mormons in Roanoke, Virginia (Roanoke, Va.: Roanoke Mission Center, July 1987), pp. 5-7.

congregation and two buildings worth \$8,000 served 350 people.⁸ During the same period several black congregations formed and church construction occurred.⁹ The black congregations were not listed, however, in the 1870 census.

Within the framework of this agrarian, rural setting, Roanoke County's first public system of schools was initiated for blacks and whites. When the General Assembly established the system of public schools, William Henry Ruffner, elected as State Superintendent, was ordered to present a plan within thirty days. With the help of other public school allies, Ruffner presented a plan of action that the Legislature approved in 1870.¹⁰

Roanoke County's system was inaugurated on September 9, 1870 by Superintendent Luther R. Holland. Under the law, a primary duty was the organization of four district school boards consisting of three members each, one board for each magisterial district of the county. The four boards were organized on November 5, 1870 with the following membership: Catawba District: John John, Chairman, Captain W. W. Brand, Clerk, and John Gordon; Salem District: James Chalmers, Chairman, M. P. Frantz, Clerk, and the Reverend William L. Hatcher; Big Lick District: Captain R. B. Moorman, Chairman, James W. Neal, Clerk, and Captain D. C. Booth; Cave Spring District: Jordan Woodrum, Chairman, James W. Watts, Clerk, and T. M. Starkey. The district board was an entity that had one person leaving and being replaced annually.¹¹

⁸ 1870 "Social Statistics" census, Roanoke County (microfilm), Virginia State Library, Richmond, and the Virginia Room, Roanoke Public Library.

⁹ William McCauley, History of Roanoke County, Salem, Roanoke City, Virginia and Representative Citizens (Chicago: Biographical Publishing, 1902), p. 337; black church histories obtained from individual churches for Roanoke County's sesquicentennial in 1988.

¹⁰ Report of the Commissioner of Education for the Year 1900-1901, 2 Vols. II (Washington: Government Printing Office, 1902), p. 2451.

¹¹ Minutes of Roanoke County School Trustees, December 10, 1870. Roanoke County Schools. Salem, Virginia.

According to the first recorded meeting of the School Trustees December 10, 1870,
the minutes read:

Met with the Trustees of the County, convened for the purpose of adopting a plan of introducing the school system in Roanoke County.

The following plan was adopted and published with explanation in the county paper (Roanoke Times):

Persons living in the vicinity of any school house in the county may have a free school established among them by complying with the following conditions:

- 1st. Provide a comfortable school house with all the necessary furniture.
- 2nd. Admit to the school all the children of the proper age within a district of such a size as will secure an average daily attendance of twenty scholars for five months.
- 3rd. Employ a teacher who has a certificate of qualifications from the County Superintendent and who shall be appointed by the Trustees.
- 4th. Raise by subscriptions or donations, an amount equal at least to one third of the teacher's salary.
- 5th. Begin the school before March 1st and continue it five months previous to September 1st.
- 6th. Place the school in all things under the regulations of the public free school law.

To any school complying with these conditions, the district trustees will appropriate an amount sufficient to make up the teacher's salary, they reserving the right of saying what the salary will be; and will establish schools in the order of time in which they apply until the funds are exhausted.

The trustees will appoint a public meeting at any school house when requested to do so by two or three citizens interested in having a free school at that point.

At this meeting the trustees will ascertain whether the conditions above named will be complied with in the neighborhood.

W. L. Hatcher, Chairman
R. B. Moorman, Secretary¹²

¹² Ibid.

It may seem surprising to those of us today that the system which called itself a free school system would require the citizens of any community to supply the school building and the equipment, along with raising the funds equal to one-third of a teacher's salary, before the school could be started, especially in light of the fact that school was in session only five months of the year. It is not as difficult to understand these stipulations when we stop to consider that the Civil War had only ended five years prior to 1870, ruining the ruling class financially in most instances. Free public education during this era was inadequately supported only according to our current standards.

According to the records of the Virginia School Report for 1870-1871, there was a total of 23 school buildings, 1,113 students enrolled, an average daily attendance (ADA) of 571, and 23 teachers.¹³ White school enrollment numbered 743, while Negro enrollment was 370. Total school age population numbered 3,171. There were 17 white and six Negro schools, generally of the one-room, log variety. Thirty-five percent of both the white and black school age population was enrolled, while 49 percent of the white children and 55 percent of the black children attended regularly. Monthly tuition per pupil was \$1.13, while teachers had a student-teacher ratio of 48:1 in enrollment, and 25:1 in attendance.¹⁴

Roanoke County's illiteracy rate for 1870 is significant: 2,576 people ten years old or more could not read, while 3,129 could not write, totaling 5,705 who were either unable to read or write--more than one-half of the population (9,350).¹⁵

¹³ Virginia School Report, 1871, pp. 168-202.

¹⁴ Ibid.

¹⁵ Ibid.;WPA, pp. 274-75.

Teachers numbered 18 for the white schools and five for the black schools, making 23 in all. Teachers' salaries were \$30 a month for men and \$26.83 for women. These figures were based on a computed average of the four districts in Roanoke County.¹⁶

The textbooks adopted at a meeting of the School Trustees held on March 22, 1871 were the following: Holmes' Readers and Spellers, Maury's Geography, Davies' Arithmetic, and Harvey's Grammar.¹⁷

Duties of School Trustees

The duties of the trustees were prescribed by the State Board of Education, which included the governor, the attorney general, and the state superintendent. Specifically, the trustees were to "locate and build the school houses, provide fuel, choose teachers, furnish books to indigent children, act as a board of review in questions of discipline, when appealed to, and submit to the electors questions of district school taxes."¹⁸ The members of the first boards were important citizens in the community who often held positions of political or business leadership. As in most counties, Roanoke County provided separate schools for the two races. By 1875 the district trustees became the district school board.

School trustees rented some schoolhouses; others were constructed to meet the needs of the communities. The Academy Street building in Salem, previously the Salem Male and Female Academy, was leased in 1871 and later purchased by the Salem District School Board.¹⁹ The first Roanoke County public school to serve black students opened

¹⁶ Ibid.; Ibid. While data were not available regarding the salaries of blacks, it is safe to say that the same disparities existed for blacks as for women.

¹⁷ Minutes of the School Trustees, March 22, 1871 . Roanoke County Schools. Salem, Virginia.

¹⁸ Virginia School Report, 1871; WPA, pp. 274-75.

¹⁹ Norwood C. Middleton, Salem, A Virginia Chronicle (Roanoke, Va.: Progress Press, 1985), p. 59.; Norma Jean Peters and Bayes E. Wilson, "Educational Legacy of Roanoke County's Public Schools," (unpublished paper), September 1988, p. 5. Prepared as a sesquicentennial event.

in 1872 on Chapman Street in Salem. In 1890, the original frame structure gave way to a new six-room frame building on Union Street extending to Chapman Street. The school later became known as the Roanoke County Training School and served the black community until the new George Washington Carver school was built in 1939-40.²⁰ The Hartman School, named for the family who owned the land on which the school was built in 1875, was a typical one-room structure. Located in north Roanoke County, near the present site of the Roanoke County Public Safety Building (formerly Southview School), the building was rectangular (25 feet x 35 feet), with one door and four windows. As was the norm, benches served as seats to which were attached desks. Six students could sit on each bench.²¹ Thirty or forty students were enrolled and one teacher was employed. In these early years, only about half of those enrolled attended. In addition to academic responsibilities, the students were expected to carry water and chop wood for the wood-burning stove.

Early Superintendents

Though the salary of the county superintendent was not listed in the Virginia School Report for 1871, it must have been a pittance. Superintendent Holland, who was appointed secretary of the State Board of Education in 1872, wrote to G. B. Fitzgerald, member of the General Assembly from Roanoke County, emphasizing the importance of the position of county superintendent and urging adequate compensation instead of the nominal sum then being paid. Holland noted in the Virginia School Report for 1872 that "public sentiment concerning public schools has improved...the supervisors promptly and

²⁰ Peters and Wilson, p. 6; Carver school records, Salem, Va.

²¹ Peters and Wilson, p. 6.

unanimously levied the maximum rate of taxation and expressed a regret that they were not permitted to do more."²² He indicated that influential citizens were taking advantage of sending their children to the new public schools and that some had expressed these schools to be superior to those in prior existence. While some schools were only in session three months, others ran for five months.

Major William W. Ballard served as superintendent from 1872-1883. Having been an attorney who had served as a school trustee from the Salem District provided him invaluable experience in the formative years of the school system.²³

Data Gleaned From Minutes of the School Trustees

In 1872 the minutes of the school trustees indicated that a county school levy of 7.5 cents per hundred dollars was designated, along with the same rate for district purposes, and a dog tax of 75 cents. The total amount of revenue accordingly collected from all four districts was \$3,840.23.²⁴

During the same year Roanoke County's school age population (between 5 and 21 years of age) was 2,020 white, 1,120 black , totaling 3,140; enrollment, however, was 1,199 white and 628 black, for a total of 1,827; ADA (average daily attendance) was 1,048. Schools for whites numbered 25 and black 9, for a total of 34. There were 28 white teachers and 10 black teachers, for a total of 38. Average monthly salary for the County for males was \$32.35, and for females \$35.47. Each teacher averaged 48 students per class, with an average attendance of about half that number. The monthly cost per pupil was \$1.20. In 1872 the value of school property was listed as \$6,600,

²² Virginia School Report, 1872, p. 32; WPA, p. 275.

²³ Roanoke County School records. Salem, Virginia.

²⁴ Minutes of the School Trustees, May 22, 1872. Roanoke County Schools. Salem, Virginia.

while the total amount expended for public education was \$13,329.38. The superintendent's salary was listed as \$318 from state funds and \$320 from county funds, for a total of \$638.²⁵

A Roanoke County census taken in 1872 shows the following number of school age children in the four districts.

Table 3.1: School Age Children in Roanoke County, 1872

District	White	Black	Total
Catawba	278	61	3
Salem	736	545	1,282
Big Lick*	436	366	802
Cave Spring	570	147	717
TOTAL	2,020	1,120	3,140

*In 1884 Big Lick district included students from Roanoke City. Roanoke City established its own school system in 1886.

Source: Roanoke County School Census, 1872. Roanoke County Schools, Salem, Virginia.

It is interesting to note that this census indicates that Negro children of school age in both the districts of Big Lick (now primarily Roanoke City) and Salem are more than three-fourths as numerous as the white children and that the ratio of white to Negro children in the County was 2:1.

A fairly complete list of schools for 1872-1873 was found in Roanoke County records at the central office listing the schools by district, along with administrators and teachers, and average daily attendance.

²⁵ Virginia School Report, 1872, pp. 122-206.

Table 3.2 Roanoke County Schools, 1872-1873

SALEM DISTRICT

	Enrollment	ADA
School No. 1, Brick Academy, Salem		
Teachers - Robt. G. Kizer, Male Dept.	52	43
Mrs. M. C. Jeter, Female Dept.	37	
Mrs. M. M. Armstrong, Ass't.	26	20
School No. 2, Salem Colored		
Teachers - Samuel C. Windsor, Prin.	135	105
Walter Scott, Ass't.		
School No. 3, New School at Hartman's (So. View)		
Teacher - Edward A. McCauley	45	30
School No. 4, In Maj. Green's Neighborhood (Col'd.)		
Teacher - Eliza G. Nottingham	40	30
School No. 5, Hansbrough's (Ft. Lewis)		
Teacher - C. H. Matthews	33	24
School No. 6, Bend of Roanoke		
Teacher - Mrs. O. F. Lee	21	15
School No. 7, Big Hill (Col'd.)		
Teacher - Nannie C. Perkins	50	40
School No. 8, Bandy Neighborhood		
Teacher - William Goodwin	28	20
School No. 9, Hatcher's Neighborhood		
Teacher - William Osborne	32	27
School No. 10, Hanging Rock		
Teacher - H. A. Beahm	60	40
School No. 11, Hanging Rock (Col'd.)		
Teacher - Emily E. Woldridge	50	30
School No. 12, Botetourt Springs (Col'd.)		
Teacher - William A. Pendleton	40	31

BIG LICK DISTRICT

School No. 1, Bonsack Teacher - David H. Plaine	50	30
School No. 2, Mt. Moriah (Col'd.) Teacher - I. Morgan	76	50
School No. 3, Gish's (Vinton) Teacher - Annie M. Evans	52	30
School No. 4, Big Lick Academy Teacher - Miss M. A. Henry	20	16
School No. 5, Ballyhack Teacher - C. F. Whitescarver	65	47
School No. 6, Old Lick (Col'd.) Teacher - William A. Pendleton	66	45
School No. 7, Tombstone Teacher - Mrs. Richardson	47	35
School No. 8, Ballyhack (Col'd.) Teacher - Bowyer M. Bean	50	25
School No. 9, Old Lick Teacher - C. W. Boatwright	41	27
School No. 10, Yates Teacher - John Dabney	26	12

CAVE SPRING DISTRICT

	Enrollment	ADA
School No. 1, Cave Spring Teacher - A. M. Jordan	41	23
School No. 2, name of school not given Teacher - Henry Cline	57	50
School No. 3, Cave Spring (Col'd.) Teacher - I. K. Plato	51	28
School No. 4, Pine Grove Teacher - Charles Cline	28	21
School No. 5, Near Poage's Mill Teacher M. A. Cauthorn	43	24

School No. 6, At Poage's Mill Teacher - John Turner	63	30
School No. 7, Bent Mountain, near King's Teacher - John P. Haislep	39	25
School No. 8, Bent Mountain Teacher - Tazewell Price	27	18
School No. 9, Red Hill Teacher - Dudley Powers	23	8
School No. 10, Dangerfield Teacher - W. A. Henderson	47	22

CATAWBA DISTRICT

School No. 1, Mason's Cove Teacher - Joseph A. Thomas	30	20
School No. 2, near Brand's Store Teacher - Miss Mary P. McConkey	28	21
School No. 3, near A. Huffman's (Col'd.) Teacher - James W. Bean	33	25
School No. 4, near John John's Teacher - Miss McCulloch	37	28
School No. 5, Bradshaw (not opened until 1873) Teacher - Miss Emma I. Lester	24	17
School No. 6, near Shiloh Teacher - Harvey Henderson	34	26

Source: Roanoke County school records, Salem, Virginia.

While a number of these schools were only in session for three months, the school board indicated a desire for them to operate for five months, provided the attendance warranted it. Overall, average daily attendance was poor, perhaps indicating that the free school idea had not yet caught on and that an appreciation had not yet developed. The

attendance problem was compounded by the fact that farm children needed to work. The system was apparently unpopular as evidenced by the fact that out of 1,282 children of school age in the Salem District, less than half were enrolled, and only a little more than one-third attended regularly.²⁶

It was also necessary in these formative years to employ some white teachers for the black schools. Many men and women from the North, with a sense of missionary zeal, came south to instruct black children, along with some local people who showed sufficient interest to accept positions as teachers in these schools also. Some of the teachers employed in 1872-1873, who Superintendent Cook later reported may have taught in black schools, include the following: Marshall P. Frantz, Mrs. Ida S. Plaine, Lycurgus E. Blair, James Turner, Miss Jennie Barnitz, Hezekiah Lavinder, George G. McConkey, John D. Whitescarver, William M. Graybill, Miss Fannie Hannah, Miss Fannie Folkes, Mrs. Agnes Holland, C. C. Thomas, N. P. Painter, J. H. Duckwilder, black. B. C. Carrington, black, Miss Annie I Comer, Miss Laura Dennis, Reverend J. A. Barnhart, Miss Julia S. Muse, David E. Kefauver, Dr. A. A. Cannaday, Miss Cora Board, Miss Nannie B. Nelms, A. P. Repass, Elijah Turner, Ballard P. Huff, L. C. Hansbrough, Miss Boyd Lunsford, John W. Woods, George S. Moomaw, and John S. Bennett.²⁷

Some statistics for the fledgling years of Roanoke County Schools are presented in a table entitled "Roanoke County Schools, 1870-1876." They include the year, number of schools (white and black), average number of months in session, number of teachers (white and black), average monthly salary, enrollment, and average daily attendance (ADA).

²⁶ Roanoke County school census, 1872. Roanoke County Schools. Salem, Virginia.

²⁷ Paper of Roland E. Cook, Superintendent of Roanoke County Schools, 1906-1945, n.d., n. p. Roanoke County Schools. Salem, Virginia.

Table 3.3: Roanoke County Schools, 1870-1876

Year	Schools			Months	Teachers			Salary Mo.	Enrollment			ADA
	W	B	T		W	B	T		W	B	T	
1871	17	6	23	4.50	18	5	23	\$27.18	743	370	1,113	571
1872	25	9	34	5.21	25	9	34	33.91	1199	628	1,827	1,048
1873	29	11	40	5.37	29	11	40	30.47	1293	692	1,984	1,113
1874	29	11	40	5.50	33	11	44	30.85	1526	631	2,207	1,334
1875	34	12	46	5.33	34	14	48	32.03	1520	731	2,251	1,466
1876	38	14	52	5.33	38	14	52	29.55	1595	897	2,492	1,540

W--White B--Black

Source: Virginia School Reports, 1871-1876.

Some other interesting information came to light in the annual reports of the state superintendent for an analysis of the data for the first six years. The number of school buildings normally matched the number of teachers, indicating one teacher taught in one school with one room. Only seven of these buildings had outdoor plumbing facilities, few had blackboards until the mid-1870s, and few had any teaching materials except for textbooks.²⁸

The black enrollment matched the percentage of the population--about one-third, as did the white enrollment of two-thirds. However, out of a potential school age population that ranged between 3,000 and 4,000, only 30 to 60 percent enrolled, meaning many children were receiving private education or very little, if any at all. The statistics for private education were so small, that it was nearly insignificant in the overall picture. An

²⁸ Virginia School Reports, 1871-1876, "Statistical Sections."

even more alarming discovery was that out of those enrolled in public schools, only between 50 and 60 percent attended regularly; and further, that out of the school age population, one-sixth attended regularly in 1870-71, one-third, in 1872-74, and two-thirds in 1875-76. The number of children attending steadily increased, indicating that as time went on and schools became more established, more children took advantage of the benefits. In light of the poor attendance, the pupil-teacher ratio was generally not that high by today's standards, unless everyone happened to attend at one time.²⁹ Teaching several different ages and grades in one classroom may have added a certain degree of challenge, but many factors that influenced education were different at that time.

Teacher salaries for males and females varied, but generally tipped in favor of the male. Superintendents' salaries ranged from \$3 to \$3.40 per day and they usually were not employed for 12 months.³⁰

Overall, costs of operating schools generally did not vary markedly in the early years, with the exception of 1870-71 to 1871-72, when they jumped almost \$10,000 from \$3,560 to \$13,329.³⁸ The increase may have been due to the initiation of a new system. The amount of state aid varied between one-third and one-half of the total cost.³¹

It is also important to note that black students attended school as regularly as white students and, at times, showed a higher percentage of attendance.

The Beneficence of George Peabody: The Peabody Fund

The philanthropy of a man named George Peabody from Massachusetts was perhaps the singlemost factor contributing to the support of public education in Virginia and

²⁹ Ibid.

³⁰ Ibid.

³¹ Ibid.

the South following the Civil War. Peabody was a successful merchant and money broker in London and the U.S. who amassed a fortune in his business ventures. Already known for his generosity in London, and to Harvard College and other New England institutions, Peabody established Peabody Institute in Baltimore in 1859 with an endowment of one million dollars.³²

Acutely aware of the needs of the ravaged section of the United States after the Civil War, Peabody gave \$1,000,000 to help lift the war-torn South from the devastation and put it on its feet. Contributing the sum of \$2,000,000 to the cause of education, Peabody set up a board of trustees in 1867 to direct the dispensation of monies and the entire operation. Equal representation from both the North and the South were prerequisites for inclusion on this distinguished board. Funds were primarily used for school buildings in the early period and later for teacher training.³³

Dr. Barnas Sears, president of Brown University, became the first agent of the Peabody Fund. Sears became aware of the South's fear of racially mixed schools in 1867 when he toured the South. As a result of this awareness, he effectually dispelled this notion at the Underwood Constitutional Convention and helped defeat the clause that would have meant the implementation of racially mixed schools.³⁴ Consequently, the Peabody Board became an instrument that advocated separate schools for blacks and whites and used its influence to deter any moves toward the integration of schools.

³² Buck, pp. 86-87.

³³ Heatwole, p. 239; Buck, p. 87.

³⁴ Charles William Dabney, I, p. 110.

The dispensation of Peabody Fund monies had to meet certain criteria as established by the trustees. Charles Dabney iterated 10 points that clearly outlined the criteria that needed to be met in order for disbursement of funds to occur.³⁵

1. Aid only public schools and normal school under state authority.
2. Aid schools where large numbers can be gathered and a model school can be organized.
3. Give preferences to places which will exert the widest influence.
4. Aim at the power and efficiency of a few such schools rather than at the multiplication of schools languishing for support.
5. Try in all ways to improve the state systems, acting through their organs and machinery wherever they are proffered.
6. Favor separate state and normal schools over departments in colleges and academies.
7. Give special attention to training women teachers for the primary schools, rather than men in the colleges.
8. Follow the same plan in training colored teachers.
9. Favor the appointment of superintendents, the formation of associations of teachers and the publication of journals for their improvement.
10. The Board should in no case meet the entire expense of a school or institute. Only a small portion of the amount, usually one-fourth would be given.

The Roanoke County School Board minutes of July 7, 1875 show a sum of \$750 from the Peabody Fund; and on August 5, 1876, a sum of \$500.³⁶ Monetary allotments were given to the State Superintendent to distribute to localities. William Henry Ruffner

³⁵ Ibid., pp. 111-112.

³⁶ Roanoke County School Board Minutes, Vol V., pp. 23, 26.

allocated specific amounts to those schools operating for nine or ten months with one teacher for every fifty pupils under the guidelines as cited:³⁷

Not less than 100 pupils.....	\$300
Not less than 150 pupils.....	\$450
Not less than 200 pupils.....	\$600
Not less than 250 pupils.....	\$800
Not less than 300 pupils.....	\$1000

The magnitude of the distribution of Peabody Fund monies was perhaps not as evident during the period in which it was given as it would be for the generations that followed. Ruffner expressed this sentiment and his appreciation of Peabody's generosity when he said in 1871, "Grateful as our Southern people now feel for his princely generosity to us, the whole value and hearing of the great benefaction can be fully comprehended only by the generation to come."³⁸

Virginia reaped the benefits of the Peabody Fund. Between 1870 and 1872, increased income attributed to the Peabody Fund totaled \$49,000.³⁹ From 1870-1882, Virginia claimed one-fifth of the amount received by all southern states--\$23,000. The effects of this generosity were far-reaching.

The Influence of William Henry Ruffner

William Henry Ruffner established an education plan that placed public schools under state control via a state board of education, state superintendent of public instruction, division superintendent of schools, and district trustees (later boards). The plan was similar to the one proposed by his father, Dr. Henry Ruffner, in 1841 while president of

³⁷ Heatwole, pp. 239-40.

³⁸ Virginia School Report, 1871, p. 33.

³⁹ Buck, p. 78.

Washington College (now Washington and Lee University). Members of the State Board of Education included a governor, attorney general, and state superintendent. One of the functions of the State Board, in partnership with the senate, was to appoint division superintendents. The Literary Fund would serve as the primary source from which superintendents would be paid. Schools would be locally governed under the umbrella of the magisterial district, represented by three trustees. Subdivision of each magisterial district into local districts was guided by the criterion of not more than 100 persons per square mile. The governmental entity was the county, from which the four districts (Big Lick, Cave Spring, Catawba, and Salem) functioned as subentities. While hiring of teachers was handled by the trustees of each district, the responsibility for teacher certification fell to the division superintendent. The new state system was funded by an annual tax on property for no less than one mill and no more than five mills on the dollar. Since the war had rerouted Literary Fund monies, these funds became available once again for schools in 1870. All men over the age of 21 who supported public education were charged a capitation tax of one dollar and each district could tax itself for education not to exceed five mills per dollar.⁴⁰

Even though Virginia's new state constitution and the 14th and 15th amendments of the United States Constitution were ratified in 1870,⁴¹ ratification was not synonymous with acceptance. The General Assembly was still controlled by conservatives, the result of which was ongoing control of the reconstruction constitution framed by reconstruction radicals.⁴²

⁴⁰ Maddox, pp. 172-73.

⁴¹ Virginius Dabney, p. 373.

⁴² Moger, p. 12.

The earliest years of Ruffner's administration were fraught with two major problems: winning support and acceptance of the public school system and preventing funds constitutionally designated for school purposes from being diverted to other obligations.

Opponents of Ruffner attacked him regularly, calling the public school system a "Yankee system." R. L. Dabney, Ruffner's most vocal opponent from eastern Virginia, not only feared a mixture "of the children of the decent and the children of the vile,"⁴³ but also was alarmed at the level of poverty in Virginia following the Civil War. Abhorring an institution that had its genesis in the North, Dabney and his supporters spread seeds of dissension across the state. In the words of one observer,

Surely, it took a great heart and persistent determination to face the old time combination of political, social and religious agitators who had thwarted Jefferson's most favorite contention, that had beaten to the wall for more than a century a system of state education, and that was ready to deal the fatal blow to Ruffner's plan.⁴⁴

Armed with political savvy, Ruffner proved too tough for his opponents as he successfully denied and dispelled the claims of his opponents. In the words of a biographer,

From 1876 he became the leading educator in his state. He had risen as the champion of education, he had borne every kind of insult, he had braved the fury of his opponents, he had conquered; and now, when the significance of his work had become apparent throughout the state, he was heralded with epithets far different from those with which he was greeted only a few years before, The Virginia free school system was recognized as a permanent affair, and, whatever had been its deficiencies in the past, it had a promising future.⁴⁵

⁴³ Early Lee Fox, "William Henry Ruffner and the Rise of the Public Free School System of Virginia," John P. Branch Historical Papers, Vol III, No. 2 (Ashland, Va.: Randolph-Macon College, 1910).

⁴⁴ *Ibid.*, p. 139.

⁴⁵ *Ibid.*, p. 142.

Of Ruffner's tenure as State Superintendent, Dr. J. L. M. Curry, Peabody Fund agent, states:

During his administration he apportioned nearly \$5,000,000, administered \$12,000,000 without bond or security, and yet no item in his accounts was ever objected to, not a cent was lost, and his bitterest opponent never intimated that there was anything mysterious or dishonest in his administration. Every page of the public school history of Virginia is luminous with his triumphs.⁴⁶

While winning support and acceptance of the public school system was no simple task, the most difficult hurdle was keeping funds targeted in the constitution for public schools from being diverted to other areas of incurred debt. As early as 1870, when the public school plan coalesced, the state auditor found the state income insufficient to keep the government solvent, support the schools, and pay interest on the pre-Civil War debt. Subsequently, amounts ranging from \$12,000 to \$238,000 annually were diverted from school funds between 1870 and 1879.⁴⁷

Ruffner was vehemently opposed to this travesty of justice and utilized 72 pages to lambaste the practice in his 1878 annual report. His exposition covers the place of education in the development of a free people and its relationship to culture, morals, religion, crime, and property.⁴⁸

To add fuel to the fire, Governor James L. Kemper opposed Ruffner but, ironically, his cause was rescued in 1877 by the election of a Legislature which pledged to restore school funds.⁴⁹ In 1879 the Legislature passed the Henkel Bill, setting up a plan

⁴⁶ "Dr William H. Ruffner: Educational Statesman, Public Education in Virginia, Vol. 12, No. 2 (Summer 1976), p. 6.

⁴⁷ Virginia School Report, 1883, p. 129.

⁴⁸ Virginia School Report, 1878.

⁴⁹ Moger, pp. 27-30.

that required the auditor to set apart for the use of the schools those funds earmarked for that purpose by the constitution.⁵⁰

In the Roanoke County School Board Minutes, several references to this bill and the County's apportionment can be noted between 1880 and 1884. In 1880, the amount apportioned was \$3,864.60 and warrants were issued in the amount of \$3,864.50; 1881, the amount apportioned was \$4,691.94, with warrants issued in the same amount; 1882, the amount apportioned was \$4,552.13, with warrants issued to the same amount; 1883, the amount apportioned was \$4,969.62, with warrants issued to the same amount; 1884, the amount apportioned was left blank in the minutes. At the end of each apportionment reference were the words, "Ordered that a copy of this order be certified to the Superintendent of Public Instruction."⁵¹

Perhaps equally as important as the victory over the diversion of funds and public acceptance of the school system were Ruffner's commitment and contributions to teacher education. A school system needs competent teachers. In his second annual report he candidly says,

the world always knew there was a difference in teachers, but it was a long time in finding out that a poor teacher was doing harm and not good, in society the incompetent teacher belongs to the category of charlatans, quacks, and pretenders of all sorts, and yet is most mischievous among them; for he practices upon the minds, the characters, and the souls of the young. ⁵²

⁵⁰ Acts of the General Assembly, 1878-79, March 3, 1879, Chap. 177, p. 157.

⁵¹ Roanoke County School Board Minutes, Vol. V, pp. 35, 36, 40, 44, and 50. Roanoke County Schools Central Office. Salem, Virginia.

⁵² "Dr. William H. Ruffner: Educational Statesman, Public Education in Virginia, Vol. 12, No. 2 (Summer 1976), p. 6.

Ruffner's belief in teacher education was manifested in two significant ways. His repeated insistence to establish a normal school to prepare teachers was finally realized in 1884 when the legislature passed a bill to establish a State Female Normal School in Farmville-now Longwood College. Ruffner was the first president and assumed a fund-raising stance once again.⁵³

Support for teachers' institutes was also apparent. As early as 1872, he states in his annual report that "the chief value of these (Normal Institutes) is in showing to our teachers, and to the public generally, the importance of professional study and our own deficiencies."⁵⁴ Dr. Ruffner secured approval of the University of Virginia's Board of Visitors and faculty to hold a six-week "State Teachers' Institute" at the University in 1879. Though attendance was limited to 500, interest surpassed this number as evidenced by the number of submitted applications. Normal Institutes (or summer normals) became routine as funds became available.⁵⁵

While Ruffner made many contributions other than those mentioned and expressed more contemporary views with regard to blacks and women, he became known as the "Horace Mann of the South" for the progress that was made in the cities and counties throughout Virginia in the formative years of public education.⁵⁶

⁵³ Ibid.

⁵⁴ Ibid.

⁵⁵ Ibid.

⁵⁶ Virginia School Reports, 1871-1882; Council of Chief State School Officers, Education in the States: Historical Development and Outlook (Washington, D.C.: NEA of the U.S., 1969), pp. 1292-93.

The One-Room School

The school plant was a very simple structure in the earliest years of public education. The structure was often log or frame (rarely brick) and constructed in a square or rectangular configuration. In many instances these structures were the Old Field or community schools that were built on private property and gradually bought or deeded for a nominal sum to the district boards within whose bounds they were situated.⁵⁷

By 1873, the Virginia School Report indicates that in Roanoke County there were 37 structures--19 of which were log, 16 frame, and two brick. Only seven had outhouses; 34, "suitable grounds"; 28, "good furniture"; 35, blackboards, and 35, cited as "comfortable." Only 19 schools were owned by the districts.⁵⁸

By 1874, there were 40 schoolhouses--22 of which were log, 16 frame, and one brick. Seven had outhouses; 40, "suitable grounds"; 33, "good furniture"; 1, wall maps; 38, blackboards; and 35, cited as "comfortable." Twenty-five buildings were owned by the districts.⁵⁹

A brief description of early school furniture and schooling in Roanoke County was conveyed by Maria Jane Gish Frantz in 1914, 15 years before her death. Maria was the youngest child of Christian Gish and Susan Klein Houtz, who lived in the Burlington area of north Roanoke County. This excerpt is part of a lengthy reminiscence of life in Roanoke County in the mid-late 19th century. She fondly remembers,

I used to go to school at the old Green Ridge school house nearly a mile away and sit all day from sun up to sun down, on seats without any backs,

⁵⁷ Grantor-Grantee Indexes to Deed Books. Roanoke County Courthouse. Salem, Virginia; Minutes of the Salem District School Board, Vol. 3, and Minutes of the Roanoke County School Board, Vol. V. Roanoke County Schools Central Office. Salem, Virginia.

⁵⁸ Virginia School Report, 1873, p. 106.

⁵⁹ Virginia School Report, 1874, p. 35.

but we never thought of getting tired. How we made the air ring with happy voices, and how we tried to get the last tag away as we ran to our homes in the evening. We never had kerosene lamps in those days, but had tallow candles, and we would burn pine knots in the fireplace to see to get our lessons with--it was much brighter.⁶⁰

A 1914 article in the Virginia Journal of Education aptly describes a typical one-room school, which later became a millstone around the neck of the district board when trying to phase some of these structures out in order to build bigger schools serving a larger geographic area. Being described as a sore spot in the state's educational system 44 years after the inception of Virginia's public schools, the one-room school was described this way:

The ordinary schoolhouse is a long box, with two windows in either side, a door at one end and a teacher's platform at the other, and a stove in the center space. Near the door is a shelf for a water bucket and a common drinking cup. A few nails are driven in the walls for coats, caps, and umbrellas. Crude wooden desks, made in defiance of every anatomical law, are set in ragged procession on either side of the common walkway. The blackboard consists of a painted strip of side wall, or a thin piece of prepared cloth nailed to the wall.⁶¹

The remainder of the description indicates the schoolhouse was constructed of poor materials which were rarely painted and secured at the foundation. Doors and windows were often loose, creating drafts, and panes glass missing. Heat was often provided via a cast iron box stove. Fuel arrangements were loose, unpredictable, and often unsatisfactory. Some district boards did not allow for fuel, while other permitted trees to be cut on the grounds or patrons to furnish it. Teachers were even allotted sums of money

⁶⁰ Maria Jane Gish Frantz, "Roanoke County in the 1840s," Journal of the Roanoke Historical Society, Vol. 7, No. 1 (Summer 1970), p. 10.

⁶¹ Virginia Journal of Education (Richmond: Department of Public Instruction), March 1, 1914, pp. 259-60.

and encouraged to seek assistance from a local man to provide for the cutting and hauling of the wood.

The plot of land on which the schoolhouse was situated was small, unkept, unfenced, and bordering a public road. Wild growth of pokeberry and hen grass, along with sawed off stumps, was prevalent. Stray stock, rabbits, and hounds often found it a haven.

A nearby spring situated in a hollow provided natural drainage and the water supply for the teacher and students. Cows drank or hogs bathed in the cool waters that flowed in this area.

The outhouses were crude, unsanitary, debasing, and beyond description. Even Ruffner decried the neglect of the outside accommodations in his second annual report. He relates in a forthright manner

that the neglect of these is not only disgusting and cruel, but demoralizing in a high degree. One of the most unaccountable facts of our civilization is that decent parents should so long have sent their children, yea, their daughters (!) to schoolhouses where their modesty was daily tried most painfully. Under such circumstances, there must ensue great suffering of mind and body, injurious to health, and more or less blunting to delicate sensibilities.⁶²

Ruffner further relates that parents were averse to sending their children to public schools because of the condition of the earth-closets. While he commended their feelings, he stressed that the remedy to the problem was not abandonment of the schoolhouse but improvement of the premises. Placement of and provisions for the earth-closet should be planned for in the selection of the lot and the convenience to students. The approach and the structure itself should be masked; its use should be arranged so that respect rather than abuse occurs.

⁶² Virginia School Report, 1872, pp. 19-20.

Since there were only seven earth-closets in Roanoke County, one must assume that the majority of buildings had no facilities--an even more deplorable state of affairs than that which Ruffner describes.

In addition to the less than perfect conditions of the school plant, inescapable were bad lighting, heating, ventilation, physical discomfort, and poor sanitary arrangements.

While the physical proximity of one-room schools to students was the answer to the implementation of a public free school system in the early years, the structures became an albatross around the necks of administrators who, in the early 20th century, tried to phase out the one-room school to be replaced by the consolidated school, which could provide better facilities, more opportunities and curriculum offerings, and better qualified teachers.

Funding: The Funder-Readjuster Controversy

The most inherent obstacle in the initiation of the free public school system in Virginia was financial, a predicament publicized by Ruffner's ongoing negative reaction to the diversion of school funds.

Gilbert C. Walker was Virginia's newly-elected governor in 1869. Walker, a native of New York, used his law and business experience to uphold the 1866 proposal by the General Assembly to repay Virginia's \$45,000,000 debt by issuing bonds.⁶³ The well-established coterie of eastern aristocracy banded with whites residing in densely populated black geographic areas to push through the Funding Act of 1871. Specifically, this Act stipulated that Virginia would pay off two-thirds of the prewar debt and West Virginia would pay one-third.⁶⁴ Differences of opinion regarding this Act arose in the General

⁶³ Crandall A. Shiflett, "Gilbert Carlton Walker Carpetbag Conservative," The Governors of Virginia, (Charlottesville: University Press, 1982), p. 57. Ed. Edward Younger.

⁶⁴ Virginius Dabney, pp. 376-378.

Assembly between members representing the western counties. The western representation contended that the debt principal should be scaled down or readjusted. They believed that the passage of the Funding Act would have the effect of either increasing the debt or taxes in order for the law to be carried out. From the legislation of the Funding Act, and the two distinct opinions which ensued, emanated a political chasm between those who wanted to scale down (Readjusters) the state's war debt and those who endorsed the payment of the full debt (Funders). Caught in the heat of this political fray was the newly organized state school system--a system mandated under the Underwood Constitution. Even though the Underwood Constitution was legal and binding, the Funding Act negated its full effectiveness by withdrawing a large portion of the revenue targeted for education. Reductions such as these created varying amounts with which Ruffner and division superintendents had to operate schools.⁶⁵

The variability and unstable financial situation can be more easily understood by analyzing the 1873-1876 Virginia School Reports. Superintendent Holland had the following amount of funds available for Roanoke County:

⁶⁵ Shifflett, pp. 63, 66.

Table 3.4: Available Revenue to Roanoke County, 1872-1876.

Year	State Funds	County Funds	District Funds
1872-73	3130.97	2966.39	3604.33
1873-74	3151.00	5045.10	3827.62
1874-75	3481.00	3589.44	3599.52
1875-76	4068.00	3605.04	1804.67

Year	Dog Tax	Other Sources	Total
1872-73	1263.75	500.00	11,475.44
1873-74	14.50	840.00	12,878.22
1874-75	-----	750.00	12,931.89
1875-76	-----	500.00	11,802.71

Source: Virginia School Reports--1873, p. 56; 1874, 10; 1875, p. 22; 1876, p. 50.

While there was a gradual increase in state funds each year, county and district funds fluctuated. County and district funds increased from 1873 to 1874 and dropped between 1874 and 1875. The most marked drop occurred between 1875 and 1876 when district funds dropped by half (\$1600). In 1873, a dog tax supplied some of the missing revenue usually afforded by other areas. The total number of dollars available from all sources increased between 1873 and 1875, but dropped \$900 between 1875 and 1876, creating some difficulties in operating schools with fewer funds and increased enrollment. Local districts generally bore the brunt of raising taxes in their locales to meet educational needs, which resulted in some districts being able to support more schools.⁶⁶ According to the Board of Supervisors Record between 1873 and 1876, Roanoke County citizens were taxed "ten cents in the hundred dollars upon the assessed value of taxable property of the

⁶⁶ Charles William Dabney, p. 148.

County [be levied] for the support of the public free school system of this County."⁶⁷ The only exception was the Cave Spring district, which was to pay five cents in the hundred dollars of taxable property in 1876.⁶⁸ The end result of this local district responsibility was that more affluent districts could support more schools and those less affluent could not.

Table 3.4, which cites available monetary sources, shows a dog tax column. The issue of taxing dogs for public education was not well-accepted by Virginians. An idea was perpetuated by Ruffner in a circular entitled 'Against The Argument of Poverty and Dread of Taxes.' He expounded on the yearly amount Virginians spent on whiskey and dogs. Out of a figure of \$10,000,000, Ruffner wanted 1,000,000 to be allotted for public education. Appealing to the better senses of Virginians, he asked them if they loved dogs more than their children and whiskey more than education.⁶⁹ Following the seed that Ruffner planted, the General Assembly allowed boards of supervisors to place a tax on dogs. Due to the protestation of this tax, legislators nullified the law,⁷⁰ which can be noted by the drop in the amount of dog tax from \$1,263.75 in 1873 to \$14.50 in 1874. Following 1874, no dog tax column appears.

The repeal of this law was disheartening to Ruffner who believed that if people would drink less, reduce the number of dogs, and take a moderate track in life, there would be an ample amount of revenue for public education.⁷¹ It is not any wonder that the fluctuating availability of monies during these formative years placed public education on

⁶⁷ Supervisors' Record, No. 1, 1870-1895, pp. 32-33, 47-48, 58, 72. Roanoke County Courthouse, Salem, Virginia.

⁶⁸ *Ibid.*, p. 72.

⁶⁹ Charles William Dabney, p. 152.

⁷¹ *Ibid.*

an unsteady foundation which, in turn, caused the state and division superintendents to turn to alternate sources of funding, such as the Peabody Fund.

Preparation/Certification of Teachers

Teacher education was slow to receive funding from the General Assembly. As early as 1873, a law was passed limiting the kind of training (Normal Schools and Teacher Institutes) suggested by the Underwood Constitution. The Act read:

The Board of Education shall have power, at its discretion, to invite and encourage meetings of teachers at convenient places, and to provide addresses to be made before such meetings, touching the processes of school organization, discipline and instruction: provided that no public money shall be expended for the purposes of this section; that no such meetings of teachers shall be held during the period of the year when the schools are, or should be, open; that no teachers shall be compelled to attend such meetings, nor be paid for attendance.⁷²

Due to the lack of state support for teacher training until the 1880s, the Peabody Fund became the major source of revenue for the funding of Normal Institutes held in different Virginia locations annually. Scholarships were also provided annually by the Peabody Fund for a select few teachers to attend the Nashville Normal College in Tennessee.⁷³

Since references to teacher training--Teacher Institutes, Summer State Normals, and Normal Schools--begin to appear in the annual superintendent's reports in the 1880s, they will be treated in the next chapter. However, the topic of certification and examination of teachers became relevant at the inception of the public free school system.

⁷² Virginia School Report, 1884, p. 133.

⁷³ Virginia School Report, 1882, pp. 63, 66.

In 1870, a school law provided that "No teacher of a public free school shall be employed, or shall receive any pay from the public funds, unless he or she shall hold a certificate of qualification in full force, given to him or her by the county superintendent for the county within which he or she is employed. No such payment shall be allowed if made, and any officer who shall make or sanction it, shall also be subject to a penalty of not less than five nor more than fifty dollars."⁷⁴ The same law provided that one of the duties of the county superintendent of schools was "to examine persons applying for license to teach in the public free schools, and if satisfied as to their capacity, acquirements, morals and general fitness, to grant them certificates of limited duration, subject to revocation."⁷⁵

The sole responsibility for examining and certifying teachers rested with the division superintendent. Even though each superintendent devised and graded his own examinations, copies were mailed to the state superintendent's office.⁷⁶ Deeming persons fit for teaching revolved around their scholarship and moral character. Depending upon their level of performance on the examination, certificates were classified in the following fashion:

Teacher's Professional Certificate
First Grade (A)
Second Grade (B)
Third Grade (C)

⁷⁴ Acts of the Assembly, 1870, c. 259; Warren Daniel Bowman, "A History of Educational Legislation in Virginia, 1860-1900," Masters Dissertation, University of Chicago, 1922.

⁷⁵ Ibid.

⁷⁶ William A. Link, A Hard Country and a Lonely Place: Schooling, Society, and Reform in Rural Virginia (Chapel Hill, N.C.: The University of North Carolina Press, 1986), p. 29.

Though few persons received professional certificates in Roanoke County or the state, this certificate was issued for two years. The superintendent had the option to recertify a teacher for up to five years without re-examination. While part of this certification was a judgment call with regard to knowledge of teaching skills, the remainder was determined by scholarship. The remaining grades of certificates were issued annually. The superintendent possessed the authority to revoke a teacher's certificate at any time.⁷⁷

According to the Record Book of the Superintendent of Public Schools for the County of Roanoke, Virginia, there were two teachers certified by Luther Holland in December 1870.⁷⁸ It is interesting to note that next to their names were listed their religious affiliation and race. One of the two persons certified was Marshall P. Frantz, a future superintendent of the system. In 1871, 21 certificates were issued--18 males, 3 females; five blacks, 16 whites. Blacks were separated from whites in the reference.⁷⁹

Examination of teachers for the year 1871-72 was listed, separated into a heading for whites and a heading for "colored." In this year, 32 whites were examined, out of which 28 were commissioned and four rejected; 10 blacks were commissioned and none rejected. All but seven of the whites were males; one-half of the blacks were females. Next to each of their names was the designation of B, C, or D.⁸⁰ Perhaps this was similar to the A,B,C (First-Third Grades) but one cannot be positive. It might be speculated, though probably unlikely, that those "certified" in 1871-72 received a teacher's professional certificate (perhaps the "A" designation), while the B,C,D ratings were those remaining to be issued. Or, more probable, the superintendent gave a designation of D,

⁷⁷ Virginia School Report, 1886, p. 16.

⁷⁸ Record Book of the Superintendent of Public schools for the County of Roanoke, Virginia, Vol. I, p. 11.

⁷⁹ *Ibid.*, pp. 11, 12, and 14.

⁸⁰ *Ibid.*, pp. 27-29.

indicating one step lower on the scale than C or Third Grade. Nine persons received a B rating; 16, a C rating; 9, a D rating. No black examinees received a B rating--only C and D.⁸¹

The superintendent's record for 1873-74 indicates that 45 teachers were examined, out of which 15 were females; four were black--three males and one female. Two persons received an A rating; three, a B rating; 12, a C rating; 24, a D rating; and five, no rating. The dates of the exam, grade of certificate, home school, and date of issuance were listed next to the teachers' names.⁸²

In 1874-75, there were 40 teachers examined, out of which 13 were females. There was no distinction made between white or "colored." Five received a rating of "1"; 33, a rating of "2"; 2, a notation of deficient; and 2, a notation of not issued.⁸³

In 1875-76, 35 teachers were examined and issued certificates. The date the exam was taken, race, the school to which the teacher was assigned, the date the school opened in the fall, and the grade of certificate were cited. Out of 35 teachers, 14 were females; 11 were black, out of which five were females; only two received a first grade rating, while the remaining 33 received a second grade rating.⁸⁴

Receiving a first grade certificate meant that a score of 80 percent was required. To receive a second grade certificate, the examinee needed to obtain a score of 70 percent. A third grade certificate necessitated a score of 60 percent. If a teacher scored at the 80 percent level, his/her license was valid for three years; at the 70 percent level, for two years; and at the 60 percent level, one year. Other criteria for securing certificates included

⁸¹ Ibid.

⁸² Ibid., pp. 66-68.

⁸³ Ibid., pp. 90-92.

⁸⁴ Ibid., pp. 108-111.

an age of 18 years, non-issuance of a first grade certificate to a person under the age of twenty who had not taught school for 10 months, and examinations for black and whites covering the same subjects but different questions.⁸⁵ The same rules and procedures governed both races, however, for taking examinations and being licensed to teach.

The county superintendent was not the only authority who issued teaching certificates. The state superintendent could issue two types: the professional certificate and the life diploma. The professional certificate was similar to the first grade certificate, with the exception that additional courses were required by the state superintendent beyond those necessary for the first grade certificate. The life diploma was issued if the teacher maintained 75 percent accuracy in all tested subject areas. Whether teachers applied for a professional certificate or a life diploma, they had two years in which to complete the requirements.⁸⁶

By 1895, there were modifications in the certification procedure due to the increase in Normal Schools and graduates of these schools. Graduates of State Summer Normals, the State Female Normal at Farmville, college of William and Mary, Peabody Normal at Nashville, Hampton Normal and Agricultural Institute, and the Normal and Collegiate Institute at Petersburg graduated with prescribed courses of study that did not require examination for certificate renewal or allowed a period of five years to lapse before any further examination was necessary.⁸⁷

Since Normal Schools and teacher training institutes were slow to start due to funding issues, it was not always easy to obtain highly qualified personnel in the formative years. Certification was a difficult issue with which to deal because teacher salaries were

⁸⁵ Virginia School Report, 1893, p. xxxiv. Virginia School Report, 1891, p. 168.

⁸⁶ *Ibid.*, pp. xxxiv-xxxv.

⁸⁷ Virginia School Report, 1899, p. xxxix.

linked to the type of certificate a teacher held. Perpetuating the problem were the district boards, governing entities that set the salary scale according to the kind of certification the teacher possessed. Even more apparent were the disparities in salaries based on gender, race, attendance of students, and available funds. While salaries varied for males and females, blacks and whites, even more disheartening was the fact that teachers were often delayed in receiving their salaries because all taxes had to be collected from the state, county, and district before salaries could be paid by the county treasurer.⁸⁸

Summary

The struggle to initiate public education in Virginia did not end with its inauguration in 1870. The first six years of the newly organized system began at a time when the state was heavily in debt, the citizens were rebounding from war, and one-third of Virginia's western territory became the state of West Virginia. Losing a third of Virginia's western territory changed the demographics of the population. The withdrawal of nearly one-half million citizens created a population consisting of one-half white and one-half black citizenry, though this ratio was not evident in the Ridge and Valley region of the state (two-thirds white; one-third black).

The conservative, aristocratic faction continued to control the Legislature, but had growing concerns about the increased number of blacks. Opposition to racially mixed schools was one of the first manifestations of this fear. Evidence of this opposition came to light when Dr. Barnas Sears, president of Brown University and representative of the Peabody Board, toured the South in 1867. As a result, he sensed that a greater concern than mixed schools was federal intervention to enforce the racial equality issue. Stemming

⁸⁸ Virginia School Report, 1887, p. 25; Link, p. 63.

from this fear, the controlling, conservative group gave public education its start through the 1870 constitution, which put control under a state umbrella rather than that of the U. S. government.

The Funding Act of 1871 was established by the conservatives. The effect of its passage was a withdrawal of education funds for payment of the large, prewar debt. The Governor and this group believed that to pay off the debt was more honorable than funding a school system that continued to carry the pauper stigma of the charity school era. The end result was a difference of political opinion over Virginia's funding law. On the one hand, there were those who advocated full funding of the debt (Funders) and those who desired a scaling down of the debt (Readjusters) so as not to increase taxes.

This kind of political battleground was not altogether conducive to the initiation of a state school system. Even though Roanoke County began its operation in November 1870, it was slow to gain favor. Comprised of large families who farmed the fertile soil of Roanoke County, children were needed at home to maintain the farm. In 1871, only one-sixth of the school age population attended school regularly. By 1872, the figure increased to one-third, where it remained through 1874. By 1875-76, two-thirds of the school age population attended one-room schools of log or frame construction, indicating schools were gaining in popularity. Even with increased attendance, obstacles remained. Decisions made by the three-member trustees of the district boards and the superintendents were affected by conditions of localism--family connections, religious affiliation, race, gender, and place of residence.⁸⁹ School trustees found themselves influenced by these political pressures in employing teachers and building schools. The superintendent was the sole authority for examining and licensing teachers--the standards of which were exclusively his. The trustees of each district could use whatever criteria they deemed

⁸⁹ Link, pp. 31-33.

appropriate to hire teachers, though generally the focus was on scholarship, moral character, and fitness. Teacher training was woefully lacking in the earliest years of the new system. Lack of funding, diversion of school funds to other areas, and a non-patronizing General Assembly plagued any efforts in this regard. Even though the State Superintendent attacked all of these issues with verbal and written cogency, it would take more time before teacher education would be launched. When it was initiated, the Peabody Fund, a large endowment that benefited Virginia education (and that of the South) provided the impetus that was needed. In the early 1870s, the same fund meted out money to Virginia school divisions for graded schools that met certain criteria. Teacher salaries were not paramount either, as evidenced by the variation between males and females, blacks and whites, and the delay of payment until local taxes could be collected. The emphasis of the boards was the establishment of enough one-room schools, however crudely constructed, for blacks and whites in their particular geographic location. Mountainous terrain and poor roads serving those areas often made this accomplishment difficult at best.

At the heart of the struggle to kick off a public school system was funding. Old traditions die slowly and hard. Variations in state aid to counties ranged from one-half to one-third of the total cost of education in the first six years. The political chasm became wider during the 1870s, as the Funders and Readjusters held to their positions of how to proceed to alleviate the debt. Education bore the brunt of this upheaval, agitated by the continuing control of a conservative General Assembly. What would become of this funding controversy in the years to follow affected the course of education in Roanoke County and the state.

In Roanoke County, as in other Virginia locales, the first six years offered a degree of hope for public education, as enrollments, schoolhouses, attendance, and positive public attitudes increased. Assuredly, the beginning years were difficult times for all counties and

cities trying to establish free schools under the old traditions and prejudices that worked to undermine their establishment for many years. Finally, a system of public education existed for the masses. More and more families were taking advantage of the opportunities being offered, especially as industries and factories became established in Roanoke City and people were gradually lured away from the farm.

CHAPTER IV

LOCALISM IN THE OPERATION OF A PUBLIC SCHOOL SYSTEM: MAINTAINING THE STATUS QUO 1877-1900

Introduction

In the period between 1877 and 1900, public education continued to show steady increases in student attendance, the number of schools in operation and teachers employed, and total cost expended for public education.¹ The tremendous increase in population in the 1880s as a result of the headquartering of the Norfolk and Western Railroad in 1881 in what became Roanoke City had a dramatic effect on the Roanoke Valley. By 1882, Big Lick became chartered as the Town of Roanoke, followed by the chartering of Roanoke City in 1884.² The ripple effect of this population surge was felt throughout the County. The Town of Salem, which had been experiencing steady growth, suddenly increased in population. The Town of Vinton, which prior to its town charter in 1884, had been a sleepy, sparsely populated village, did likewise. Between 1880 and 1890, Salem's population increased by approximately 1,500 people and Vinton's increased by approximately 1,000 people; between 1890 and 1900, Salem's population increased by 130 people, while Vinton increased by nearly 400. Total population growth in Roanoke County between 1880 and 1900 increased by 3,400 people--from 12,436 to 15,837.³ In all geographic areas within the Roanoke Valley growth could be noted, but especially in those areas close to Roanoke City. Outlying and more isolated areas, such as Catawba, Bent Mountain, and Clearbrook, continued functioning as self-sufficient entities.

¹ Virginia School Reports, 1877-1900.

² Clare White, Roanoke 1740-1982 (Roanoke: Hickory Printing, 1982) pp. 65-72.

³ Deedie Kagey. When Past is Prologue: A History of Roanoke County. (Marceline, MO: Walsworth Press, 1988), pp. 746-47. Census records for Roanoke County, Salem, and Vinton.

Specialized services were only available in the more developed areas of Salem and Roanoke City.⁴

Political entrenchment at the state level in the continuing clash of the controlling Tidewater aristocrats in the General Assembly and the emerging middle class in the western part of the state perpetuated economic tribulations for the state school system. The aristocrats still did not favor funding the system they were coerced to accept in 1870. On the other hand, the laboring class was demanding education, deeming it a right. This ongoing difference of opinion created financial woes that continually worsened before improving. The Funders and Readjusters continued the battle causing the school system to be the victim.

Diversion of nearly one-half of the education allotment occurred in 1878, creating havoc for most school systems in the state.⁵ In many instances, schools were closed. In the midst of this turmoil, Roanoke County made adjustments to keep schools open. The County of Roanoke and the districts tried to make up part of the state funding deficit so that the school system could stay afloat.⁶

By 1884, Roanoke City had grown by leaps and bounds, and the citizens responded to the growth by organizing a school system separate from the county.⁷ The separation of part of the county system to form the city system took planning and cooperation in order for its full implementation to occur in 1886. Growth of the urban area of Roanoke City and the tremendous population explosion of the early 1880s necessitated

⁴ Ibid., p. 241.

⁵ J. L. Blair Buck, The Development of Public Schools in Virginia 1607-1952 (Richmond: State Board of Education, 1952), p. 79.

⁶ Virginia School Report, 1878, p. 104. Virginia School Report, 1879, p. xxix.

⁷ WPA, p. 282.

school systems that would accommodate the sudden growth of the entire Roanoke Valley. Growth was such a key factor that Roanoke County had created a new school district in 1888. The Town of Salem formed a new district and the remainder of the area that had been included in the Salem district became the Central district. Big Lick, Cave Spring, and Catawba districts remained the same.⁸ As growth in the Roanoke Valley occurred in the last two decades of the nineteenth century, the "pauper" stigma attached to public education gradually began to wane.

Continuing Dissension Between the Funders and Readjusters

Redirection of public school funds to serve other governmental needs became a reality through the efforts of the Conservative-Funders in the General Assembly. At the close of the 1877-1878 school year, the public school system experienced the loss of \$550,000 redirected funds.⁹ The effect of this loss, it was feared, was irreparable harm to public education. The election of 22 independent-conservatives to the General Assembly in 1877 had a positive impact on the course of funds earmarked for public education. The independent-conservatives supported a change in the debt-paying policies of their Funder party, the embodiment of which was manifested in an 1878 bill proposed by James Barbour of Culpeper for the purpose of allocating fewer resources for the reduction of the state debt and increased funding of the state system of public education.¹⁰ The newly-elected governor of Virginia, Confederate veteran Colonel F. W. M. Holliday of Winchester, vetoed the bill, a surprising move to those who were under the impression that

⁸ Fact sheet assembled from Roanoke County School Board records, Salem, Virginia.

⁹ Virginia School Report, 1877, p. 13.

¹⁰ Allen W. Moger, Virginia Bourbonism to Byrd 1870-1925 (Charlottesville: University Press, 1968), pp. 32-33.

Holliday was more in favor of readjusting the debt than any of the rival gubernatorial candidates. During his campaign he was careful not to align himself one way or the other with this issue. After his election, however, it soon became apparent that he was a strong supporter of full repayment of the state's debt, even if it meant jeopardizing the state school system. Defending Virginia's "honor," as it was called, took precedence over schools.¹¹ In fact, Holliday iterated that age-old attitude that schools are "a luxury.....to be paid for by the people who wish their benefits."¹² Even John W. Daniel of Lynchburg, a soon-to-be elected U.S. Senator, commented that "he would rather see a bonfire made of every schoolhouse in the state than see the Barbour bill on the statute books."¹³ Reinforced by the expressed sentiments of other Funders, such as Professor Bennett L. Puryear of Richmond College, the Reverend Kinloch Nelson, a prominent Episcopal clergyman, and Matthew Fontaine Maury, founder of oceanography, the governor's action unleashed an aura of gloom and doom for public schools.¹⁴

The defeat of the Barbour bill wielded a crushing blow to public education. The school system was in dire financial straits, as evidenced in Ruffner's 1878 report when he revealed that 127 schools were closed in Virginia, the result of which was a loss of education for 2,730 students.¹⁵ In 1878-79, nearly one-half of the schools failed to operate. (The number of schools operating in 1877-1878 totaled 4,545; in contrast, 2,491 schools were operating in 1878-1879.) The school system could not effectually collect the

¹¹James Tice Moore, "Frederick William Mackey Holliday Paradoxical Patrician," The Governors of Virginia 1860-1978, ed. Edward Younger (Charlottesville: University Press, 1982), p. 87.

¹² Ibid.

¹³ Virginius Dabney, Virginia The New Dominion (Charlottesville: University Press, 1971), p. 381.

¹⁴ Ibid., pp. 262, 381.

¹⁵ Virginia School Report, 1878, p. 4.

\$1,500,000 it was due, even though the platform of the preceding governor endorsed Ruffner's administration and regarded the operation of a system of public education as undebatable.¹⁶ Table 4.1 indicates the downward spiral of the state school system from 1877-1879.

Table 4.1: Number of State Schools Opened, Percentage Enrolled, and Percentage of Average Daily Attendance for Students, Ages 5 to 21 for the Years 1877-1879.

	# of Schools Opened		T	% Enrolled		% of ADA	
	W	B		W	B	W	B
1877	3442	1230	4672	49.9	32.1	29.2	17.6
1878	3399	1146	4545	50.0	30.4	29.3	16.9
1879	1816	675	2492	25.7	17.6	15.9	10.4

Source: Virginia School Report, 1877, pp. 506, Virginia School Report, 1878, pp. 1-2, Virginia School Report, 1879, pp. 1-2.

The drastic reduction in the number of schools opened, number of students enrolled, and the average daily attendance is clearly indicated in the charted statistics. All three categories showed a 50% reduction. Ruffner noted in 1879 that many local school boards shut down their school systems due to accumulated debts. Any incoming funds went toward ameliorating the debts.¹⁷

The Roanoke County system experienced the effects of the state's financial crisis, but continued to operate at a somewhat reduced level (as Table 4.2 indicates).

¹⁶ Virginius Dabney, pp. 381-82.

¹⁷ Virginia School Report, 1879, p. 4.

Table 4.2: Number of Schools Opened, Percentage Enrolled, Percentage of Average Daily Attendance for Roanoke County, Ages 5 to 21 for the Years 1877-1879.

	# of Schools Opened			% Enrolled		% ADA	
	W	B	T	W	B	W	B
1877	39	13	52	50.0	51.0	40.0	34.0
1878	41	14	55	65.0	56.0	40.0	31.0
1879	40	14	54	64.9	46.1	34.2	25.4

Source: Virginia School Report, 1877, pp. 36, 39. Virginia School Report, 1878, pp 92, 95; Virginia School Report, 1879, pp. xviii, xxi.

While schools that remained open varied only slightly, the number of white students increased each year and the number of enrolled blacks fluctuated. The significant notation occurred in ADA: each year the ADA decreased for blacks and two years for the whites. By 1879, ADA was only 50% of those students enrolled between the ages of 5 and 21.

Roanoke County's total revenue, comprised of state, county, and district funds, dropped 15.5% between 1877 and 1879. State funding, in and of itself, dropped 56% during this period. County funds dropped in 1878 and rose in 1879, while district funds rose in 1878 and dropped in 1879. Teacher salary arrearages amounted to approximately \$2,700 over the three-year period. Table 4.3 show some attempts on behalf of the County and Districts to make up for the state deficit in Roanoke County.

Table 4.3: Total Revenue Expended for Education in Roanoke County for the Years 1877, 1878, and 1879

Year	District	County	State	Total Revenue	Teacher Salary Deficits
1877	3,315.80	4,182.56	2,644.20	11,531.62	1,055.51
1878	3,644.62	3,644.62	1,627.20	10,311.98	840.41
1879	2,646.44	5,868.74	1,017.0	9,978.04	790.46

Source: Virginia School Report, 1877, pp. 42, 45; Virginia School Report, 1878, pp. 104, 107; Virginia School Report, 1879, pp. xxix, xxxiii.

In the Roanoke County School Board records for 1877-1883, no listing could be found of teachers contracted with the system or schools in operation for this period. The Virginia School Reports for 1878 and 1879 indicate, however, that graded schools were operating in this area. Their location, principal, race served, grades, number of teachers, number enrolled, ADA, and months taught are shown in Table 4.4.

Table 4.4: Graded Schools in Roanoke County for the Years 1878 and 1879.

1878

District	Principal	Race	Grades	Teachers	Enrolled	ADA	Mos.
Salem	Samuel Graham	W	6	4	204	141	9
Salem	E. C. White	C	6	2	153	107	5
Big Lick	J. W. Shelburne	W	10	4	166	88	10
Big Lick	P. H. Oliver	C	6	2	125	79	5
Gish's Mill	T. W. Mason	W	6	2	100	83	9

1879

Salem	T. S. Tutwiler	W	6	5	181	114	8
Salem	Walter A. Scott	C	6	2	205	117	5
Big Lick	J. W. Shelburne	W	10	5	134	79	9
Big Lick	P. H. Oliver	C	6	2	100	68	4
Gish's Mill	J.P. Obenshain	W	6	3	103	67	7
Bonsack's	A. L. Burks	W	--	2	89	56	4

Source: Virginia School Report, 1878, p. 100; Virginia School Report, 1879, p. xxv.

The effect of siphoned off school funds for other needs reached its peak in 1879, when schools across the commonwealth closed or opened to partial capacity. At this point, the Readjusters surfaced at the political forefront through the leadership of the Confederate veteran and AM&O railroad mogul, William Mahone, who worked to gain General Assembly control in the 1879 campaign. While Mahone's political clout and tenacity were

apparent during this campaign, as they were in those years following the Civil War, his demeanor and appearance contradicted his influence. According to Virginius Dabney, "Mahone weighed about 100 lbs., had a squeaky voice, and was so fastidious as to his clothes that his tailor said he would rather make dresses for eight women than one suit for the general."¹⁸ The Readjusters appealed to the black constituency by declaring, "Put us in office and we will keep your schools open, pay your teachers, provide for your higher education, abolish the whipping post, and remove your insane from jails to a well-equipped asylum."¹⁹ The Readjusters won a clear majority in both branches of the General Assembly, with the large part of their vote from blacks and whites in the western portions of the state who were experiencing a depressed economy. The election of November 4, 1879 revealed that Roanoke County voters cast their ballots as follows: "Debt-Payers," 557, and "Readjusters," 1,049.²⁰

With the Readjusters in control of the General Assembly, Mahone claimed a U. S. Senate seat in 1881. Another future U. S. Senator, H. H. Riddleberger, sponsored a bill to reduce the state debt. While the General Assembly passed this bill, Governor Holliday vetoed it, saying it was contrary to the "traditions of the commonwealth."²¹ Holliday's actions made Mahone and the Readjusters more determined to put a Readjuster in the governor's chair. The leading Readjuster contender was William E. Cameron of Petersburg; opposing him was Funder John W. Daniel of Lynchburg. The Readjuster platform indicated staunch support of the schools, while Daniel's earlier statement of

¹⁸ Virginius Dabney, pp. 388, p. 366 (picture No. 22).

¹⁹ Dabney, p. 384.

²⁰ Chataigne's Virginia Business Directory and Gazetteer 1880-1881 (Richmond: Baughman Brothers), p. 440.

²¹ Virginius Dabney, p. 385.

burning every schoolhouse being preferential to repudiating the state debt came back to haunt him.²² Cameron was elected governor in 1881 by a margin of 12,000 votes and the Readjusters won majorities in both branches. Cameron's theme was readjustment of the state debt and support of public education.²³ The same year Riddleberger introduced another bill designed to readjust the state debt, which was passed by the General Assembly and signed by Governor Cameron. By 1882, Riddleberger's bill was validated by a ruling of the U. S. Supreme Court. The Conservative-Funder element had to accept the settlement of this vexing and longstanding issue.²⁴

Additional laws were enacted by the Readjusters to lift public education from the doldrums by providing more adequate financing. The Literary Fund was augmented by an appropriation of \$379,000 and schools received cash in the amount of \$400,000 along with quarterly payments of \$25,000. Black schools and teachers were given special attention at every level, but especially with the founding of the Normal and Collegiate Institute for Negroes in Petersburg.²⁵

The public schools, long the victim of ultra-conservative attitudes, traditions, and inadequate funding, had finally begun to emerge from the 1879 setback, as Table 4.5 shows.

²² Ibid.

²³ Ibid.

²⁴ Ibid., p. 386.

²⁵ Ibid., p. 387.

Table 4.5 : Number of Schools Opened, Percentage Enrolled, and Percentage of Average Daily Attendance for Students, Ages 5 to 21, for the Years 1879 and 1882.

State				Roanoke County		
# Schools Opened				# Schools Opened		
	W	B	T	W	B	T
1879	1816	675	2491	40	14	54
1882	4062	1525	5587	49	17	66
Percent Enrolled				Percent Enrolled		
	W	B		W	B	
1879	25.7	17.6		64.9	46.1	
1882	54.6	35.4		60.2	34.9	
Percent of ADA				Percent of ADA		
	W	B		W	B	
1879	15.9	10.4		34.2	25.4	
1882	30.3	19.8		35.3	29.6	

Source: Virginia School Report, 1879, pp. 1-2, xviii, xxi; Virginia School Report, 1882, pp. 10-12, 14.

The public school system fared well under the Readjuster bureaucracy, but this control was short-lived. Mahone became viewed as autocratic and dictatorial, a disposition ultimately referred to by leaders of the Readjusters as Mahoneism. The ramifications of his ruthlessness and controlling power caused a split in the Readjuster party. In the throes of the Mahoneism conflict, Mahone became aligned with the national Republican party. In so doing, he established the Virginia Republican party with a core constituency of Readjusters who remained loyal to him.²⁶

The fragmentation of Mahone's Readjuster party was seized upon by the Funder Conservatives, who now called themselves Democrats, in order to regain political control. In 1883, the Democrats were successful in regaining control of the General Assembly by

²⁶ *Ibid.*, p. 388.

associating Mahone and the Republican party with black power. Fear of black power and the Danville race riot of 1883 created a Democratic stronghold once more. The efforts of the Democrats to focus on the issues of race and Mahoneism paid off. These foci did not make the Republican party popular.²⁷

Mahone and his Readjusters were in control politically from 1879-1882, at which time public education experienced a resurgence. Other changes accompanied this control that created public disenchantment with Mahone. During his stronghold Mahone made sure that Funders, as well as others not associated with the conservative cause, lost their officeholding positions and school officials were replaced as well as judges. Ruffner was removed from the state superintendency and the Roanoke County superintendent, W. W. Ballard, a Democrat, completed his term in 1883.

Roanoke County Parents a New System: The Origin of Roanoke City Schools

The effect of the sudden growth of the village of Big Lick between 1881 and 1882, and the subsequent chartering of the City of Roanoke in 1884, necessitated a separation from the county school system. On August 5, 1884, three school districts, known as city wards, were established and \$8,500 for school improvements was raised by a bond issue.²⁸

Two of Roanoke's eight schools in the Big Lick District in 1870 became part of the city system in 1884 due to their location within the confines of the city's boundaries; one was for whites and the other for Negroes. The New Lick School (white), later the Commerce Street School, was first established in a residence on Commerce Street until

²⁷ Moger, pp. 55, 66-68.

²⁸ Annie B. Stiff, "The History of Secondary Education in Roanoke County, Virginia 1838-1940," Thesis, University of Virginia, 1942, p 82. WPA, p. 282.

1882, when the property was purchased from Ferdinand Rohrer. On this lot a new four-room frame building was built. Five teachers were employed to teach, three of whom were Rush U. Derr, Miss Ratie Thomas, and Miss Virginia Figgatt; Derr was also principal. Derr resigned his position in 1884, at which time A. A. Cannaday became principal. By 1886, Cannaday wanted to study medicine so he resigned his position. The school for Negroes was located in a one-room log house on Diamond Hill in Old Lick. Two teachers, Sandy Boston and Mary Richards, were in charge in 1872. In the same year, a two-room structure was constructed between Hart and Douglas avenues. The number of teachers had grown to five: Sandy Boston, Walter Scott, Mary Stokes, Nellie Clark, and W. B. Oliver; Mary Stokes was principal.²⁹ By 1882, Roanoke Town Council appointed Mr. Royall to serve as part-time principal of the schools located in the town. While this position was similar to that of a superintendent, the main difference was that his authority stemmed from the officials of the county system.³⁰

By 1884, the growth of the Town of Roanoke was so great that the City of Roanoke was chartered. Records indicate that in this year there were 352 white students and 150 colored students enrolled. In the Third Ward District the Gilmer Avenue School was erected; a fence put around the Commerce Street School; and the Negro Baptist Church (Big Lick Baptist; now First Baptist) was leased for the purpose of improved accommodations and facilities for enrolled Negro students. A school tax of \$.15 on the \$100 was established and three trustees were appointed to represent each of the three wards. Trustees were William M. Lunsford, J. W. Willett, and J. M. Smith.

²⁹ Stiff, pp. 80-82.

³⁰ Roanoke Journal of Council, No. I, p. 55. Town of Roanoke, Roanoke Municipal Building, Roanoke, Virginia.

In 1886, when Roanoke City became a separate system with William M. Lunsford as superintendent, New Lick School became the First Ward School and William M. Graybill was the principal at a salary of \$85 per month. Interestingly enough, William M. Graybill was the superintendent of Roanoke County Schools from 1885-1887. While under contract as principal of the New Lick School, Graybill's employment conditions stipulated that, should he ever be dismissed, his materials would become property of the school system. Such materials consisted of books, maps, charts, and other materials used in the educational process. The faculty of the New Lick School was comprised of William M. Graybill, Bettie C. Foster, Ratie M. Thomas, Minnie Fishburn, Anna Peck, and Mary W. Claytor.³¹

In 1889, Roanoke City Council approved funding for the construction of a two-story, 10-room, brick structure on the New Lick school site. By September of 1890, New Lick opened with J. P. Mauzy at the helm. By 1893, the school name was changed to Commerce Street School. Continued population growth created the need for an addition in 1898.³²

In 1891, two years prior to the naming of the Commerce Street School, several significant developments occurred. Belmont School was built at the northwest corner of Dale Avenue and Eighth Street, S. E., to the conservative cries of its location being "way out in a cornfield."³³ A high school was begun by Mauzy at the Commerce Street site; the first class numbered 23--all girls. Because enrollment continued to soar, the high school student body and staff planned to move to a carriage factory on Church Avenue and Henry Street for the 1893-94 session. The factory burned the day before the first session was to

³¹ Stiff, p. 81.

³² Ibid.

³³ Ibid., p. 83. WPA, pp. 282-83.

begin. School opened on schedule, however, in the Smith Building, located at the corner of Salem Avenue and Roanoke Street. By 1898, Commerce Street School could once again house students due to an addition to the building. A new high school was dedicated at the corner of Roanoke Street and Church Avenue on February 22, 1899.³⁴

Rapid city growth continued and the effects surfaced in new school buildings. The Melrose School was constructed by the Roanoke Building and Investment Company, rented to the School Board for \$500 a year, and opened January 5, 1891 with an enrollment of 200. In March 1898, the School Board purchased a lot at the corner of Eighth Street and Third Avenue, N. W., and built an eight-room brick building. School opened in September 1898, but by 1899 there was not enough room; Bohn Hall assumed the overflow. By 1901, an addition was built and the school could house the students once again. The contract was let for the West End School in April 1898, stipulating it be made of brick and located on the southeast corner of Campbell and Tenth Street, S. W.³⁵

The black student population of the Roanoke City system also increased along with school buildings between 1877 and 1900, though not as dramatically as the white student population. Extreme overcrowding in the black schools made the construction of an additional building a reality in 1893--situated on Gregory Avenue, N. E. Initially it was known as the Third Ward School, but in 1901 was changed to Gregory (and even later, Gilmer).³⁶

Growth came rapidly in the 1880s and 1890s due to the headquartering of the Norfolk and Western Railroad and the concomitant industrial growth that a major transportation system would bring. In 1881, Big Lick had only 700 inhabitants, but by

³⁴ WPA, p. 283.

³⁵ Stiff, p. 83.

³⁶ *Ibid.*, p 85.

1900 the number had soared to 22,007. One-fourth of the city's population was black and .025% was foreign born.³⁷ While secondary education began for whites in 1891, secondary opportunities for Negroes did not begin in earnest until 1918, at the end of World War I.³⁸ Roanoke City school superintendents during this infancy period were William M. Lunsford, 1886-1889; Rush U. Derr, 1889-1893; and Bushrod Rust, 1893-1909.³⁹ Table 4.6 outlines the growth of the Roanoke City stem from its inception in 1886 to 1900.

³⁷ WPA, pp. 135, 148.

³⁸ Stiff, p. 86.

³⁹ WPA, p. 282.

**Table 4.6: Progress of Roanoke City Schools
1886-1900.**

Year	# Schools		Mos. Taught	# Teachers		Aver Salary	Enrollment	
	W	B		W	B		W	B
1886	9	4	9	9	4	42.49	497	257
1890	12	4	8	12	4	53.05	1275	670
1895	25	8	9	25	8	56.19	2151	899
1900	47	10	9	47	10	64.32	2887	874

Year	ADA		% Enrollment		Per Capita Cost	Total Revenue
	W	B	W	B		
1886*	395	182	48	29	.78	5,271.65
1890	524	267	66	51	.32	6,662.60
1895	1234	411	73	44	.90	18,497.56
1900	1810	344	86	75	---	33,297.56

*Roanoke City figures not reported until 1887.

Source: Virginia School Report, 1887, pp. 5, 8, 24. Virginia School Report, 1890, pp. 6-7, 10, 27. Virginia School Report, 1895, pp. 194-95, 198, 217. Virginia School Report, 1900, pp. 106-07, 110, 113, 121.

Between 1886 and 1900 the number of white schools quintupled, while the number of black schools more than doubled. The number of white and black teachers matched the number of white and black schools, which causes one to speculate that one-room schools were still in operation. White enrollment grew nearly six times larger, while black enrollment more than tripled. Average Daily Attendance (ADA) grew progressively worse

in this period. In 1886, 80% of the white students attended school, while 70% of the blacks attended. By 1890, white ADA dropped to less than 50% and black to 40%. In 1895, 57% of whites attended, while 45% of blacks attended. By 1900, 62% of the whites attended and 39% of the blacks attended. It appears that whites were taking more advantage of public education opportunities during this period than blacks.

The Roanoke City public school system was initiated in 1882 as part of the Roanoke County system. In 1886, a separate system was put into place governed by a separate board of education. From a nucleus of two schools in Roanoke County's Big Lick District that formed the Roanoke City system in 1886, to 57 schools in 1900, it is apparent that the population of Roanoke City skyrocketed. The student population grew from 502 in 1886 to 3,761 in 1900, an increase of more than seven times. The effects of growth were felt throughout the Roanoke Valley. The Roanoke County system grew also and four different superintendents provided leadership during this period. At the state level there were administrative changes also.

Changing Superintendents

The Richmond Whig, a Mahone advocate, reported on December 16, 1881 that a clean sweep was made by the Readjuster Senate of both city and county superintendents throughout the state. The Senate rejected 54 of the school superintendents appointed by the State Board of Education.⁴⁰ Roanoke County's division superintendent, W. W. Ballard, was not replaced.

⁴⁰ Whig [Richmond], 16 December 1881, Semi-Weekly Edition-No. 98.

State Superintendent Ruffner was also ousted by the Readjusters. Richard R. Farr, a Readjuster leader, replaced Ruffner in 1882 and served until 1886.⁴¹ Mahone, who remained politically influential at this time, seemed determined to replace Ruffner.⁴² Perhaps Ruffner's clout, strong views, and belief that educational personnel be inactive in party politics were factors contributing to his removal. Ruffner argued in his 1880 report that politics and education did not mix. He contended that schools existed for the purpose of teaching children rather than promoting partisanship. He openly maintained that school positions should be filled with those persons who possess merit rather than party loyalty and expressed that "those who would bring party politics into the school system are its worst enemies."⁴³

The removal of Ruffner from the state superintendency after numerous years of significant accomplishments was a blow. His departure from this office turned the state school system into a "political machine." Charles Dabney wrote that this position did not remain clear of political interference until the tenure of Joseph Eggleston, which began in 1905.⁴⁴

Succeeding superintendents maintained the status quo in public education, even though there were expressed concerns. John L. Buchanan, who replaced R. R. Farr in 1886 and served until 1890, emphasized his concern about teacher salaries and frequently provided comparative statistics to point out the marked difference between the average salary in Virginia and the average salary in New York. An additional concern was the

⁴¹ Ibid., Virginius Dabney, p. 389. William Allen Link, "Public Schooling and Social Change in Rural Virginia, 1870-1920," Diss., University of Virginia, 1981, pp. 64, 88.

⁴² Virginius Dabney, p. 389.

⁴³ Virginia School Report, 1880, pp. 140-142, 144.

⁴⁴ Charles William Dabney, Universal Education in the South, I (Chapel Hill: University of North Carolina Press, 1936), pp. 162-63.

declining number of male teachers in proportion to female teachers. The inability to retain males was recognized to be largely affected by miserable salaries.⁴⁵

In 1890, John E. Massey succeeded Buchanan and served until 1898. When Massey took office, 20 years of political conflict regarding repayment of the state debt at the hands of a system of public education had ensued. Public education had weathered this storm and emerged as an established fact. Massey had been a proponent of public education and was widely known for this attitude and influence, as evidenced through public debates and speaking engagements. He was a logical candidate for the office of state superintendent.⁴⁶ No spectacular difficulties characterized Massey's administration, but he managed to maintain the ground of his predecessors and augment confidence in public schools among parents and teachers throughout Virginia. Many of his recommendations came to fruition during his administration or within a period of a few years following. Significant recommendations formulated by Massey included an increase in the state school tax; the repeal of an act which regulated teachers' salaries according to pupil attendance; an increase in funding for State Summer Normal Schools to \$5,000; the founding of a State Board of Examiners; a state appropriation for school libraries contingent upon certain criteria; authorization for counties to supplement salaries of superintendents; and the preparation of a graded course of study for county schools by the State Board.⁴⁷

The conclusion of Massey's term seemed to indicate that public education was gaining favor and was on a sounder footing for the first time since its origination in 1870. In all areas there was an upswing--enrollment, teachers, schoolhouses, value of school property, revenues, amount invested in permanent improvements, curricular offerings, and

⁴⁵ Buck, pp. 102,106.

⁴⁶ *Ibid.*, p. 109.

⁴⁷ *Ibid.*, p. 118.

average duration of the school term. The new century would provide the avenue for education to emerge at the forefront of broader visions and flourish through the crusading efforts of individuals and groups across the South, whose interest was to upgrade and overhaul the educational system.

Meanwhile, in Roanoke County, Confederate veteran Major William Wirt Ballard served as division superintendent until 1883, a period of 11 years. In the early years the position of county superintendent was largely viewed as honorary. The small remuneration was often an economic sacrifice or supplemental to the salary of a young lawyer who needed to survive the "starvation period."⁴⁸

Ballard, whose family resided in Somerset County, Maryland, graduated from Jefferson College, Pennsylvania in 1857 and taught school for two years. His decision to study law in 1860 was interrupted by the Civil War and his subsequent enlistment in the Fourth Maryland Artillery. At the close of the Civil War, due to failing health, he was ordered to the mountains, and settled in Newcastle, Craig County, Virginia, where he was admitted to the bar. In the fall of 1865, he was elected Commonwealth's Attorney and served until 1868. In the same year he was selected as chair of Latin and Greek at what later became known as Virginia Polytechnic Institute. He remained at Virginia Polytechnic Institute until 1871, at which time he decided to become actively engaged in law and located in Salem, Virginia. Major Ballard maintained a lucrative law practice but was also keenly interested in educational affairs and was active in the Confederate veterans' organization. He served several terms as a school trustee for the Salem District before assuming his position as school superintendent. His law experience and knowledge proved to be an

⁴⁸ Salem Times-Register, centennial edition, 1938, p. 118.

invaluable coalition with the role of superintendent and field of education.⁴⁹ In Ballard's 1880 report, he indicated educational progress was being made in the county and that the "children of the more ignorant classes will surpass their parents in intelligence."⁵⁰

Marshall P. Frantz succeeded Ballard in 1883 and served until 1885. His experience as a teacher and school trustee provided both the interest and background that equipped him for his role as superintendent. In the 1885 report he stated that "the system has been steadily growing in public favor, until now there is no open opposition--all classes accepting it as an institution that is here to stay, and determine to make the most of it."

From 1885-1887, Professor William M. Graybill served a two-year term. Having been a principal of the Academy Street School in Salem and the New Lick School in the city of Roanoke, he seemed a likely candidate for the superintendency. Widely known as a conductor of teacher training institutes across the state, Graybill provided the impetus for badly needed work in the area of teacher training.⁵¹

In 1887, with the formation of a separate school system for Roanoke City accomplished, Luther R. Holland gave up his work at the State Department in Richmond and returned to Roanoke County as superintendent once again.⁵² In an unpopular move, Holland condemned the Academy Street Building, an action that led to the construction of a new eight-room building in 1890. The second tenure of Superintendent Holland ended in

⁴⁹ Ibid. William McCauley, History of Roanoke County, Salem, Roanoke City, Virginia and Representative Citizens (Chicago: Biographical Publishing Company, 1902), pp. 57-58.

⁵⁰ Virginia School Report, 1880, p. 85.

⁵¹ Stiff, p. 83. Salem Times-Register, centennial edition, 1938, p. 118.

⁵² Salem Times-Register, centennial edition, 1938, p. 118.

1892 when ill health forced his resignation.⁵³ His successor, subject of the next section, was highly respected and recommended by Holland for the position. His experience in Roanoke County was a precursor to 12 years of dedicated work at the state level.

The Superintendency of Reaumur Coleman Stearnes, 1892-1906

In 1892 Reaumur Coleman Stearnes replaced Holland as superintendent of the Roanoke County division, serving longer than any predecessor since 1870.⁵⁴ The impact of this man's ability on the course of education in Roanoke County has not been heralded in any existing accounts, but a study of the man and his commitment to education through copious writings on file at the University of Virginia's Manuscript Division of the Alderman Library has yielded the magnitude of his influence.

Stearnes became superintendent when public education was gaining support after years of suppression. Cries for the improvement of public education were surfacing and resounding from all quarters. Some biographical information on Reaumur (Ro' mer) Coleman Stearnes revealed that he was born on April 8, 1866, in Dublin, Pulaski County, son of Dr. John Lewis and Phoebe Ann McDermed Stearnes. The name, Reaumur, it is learned, was that of his mother's favorite French music teacher at Hollins College.⁵⁵ Described by a nephew as a "brain," Stearnes won Greek and philosophy medals from the University of Richmond and graduated as valedictorian in 1887.⁵⁶ In 1888 he married

⁵³ Norma Jean Peters and Bayes E. Wilson, "Educational Legacy of Roanoke County's Public Schools," (unpublished paper) September 1988, p. 8. Prepared as a sesquicentennial event.

⁵⁴ Salem Times-Register, centennial edition, 1938, p. 118.

⁵⁵ Ibid. Vearl G. McBride, "The Life and Administration of Reaumur Coleman Stearnes," Diss., University of Virginia, 1959, p. 19.

⁵⁶ Interview with Robley Reaumur Stearnes of Salem, Virginia, nephew of Reaumur Coleman Stearnes, 3 September 1990.

Mary Elizabeth Arnold. During the period from 1888-1906, Stearnes was a professor of mathematics and science at Alleghany Institute in Roanoke City; division superintendent of Roanoke County Schools; a practicing Salem lawyer; dabbler in real estate; and organizer of the Cooperative Education Association and the Virginia State Teachers' Association, serving as president of the latter from 1901-1906.⁵⁷

In 1906 Stearnes left the county superintendency post and was appointed secretary to the State Board of Education. When Dr. Joseph E. Eggleston resigned the state superintendency in 1913 to become president of Virginia Polytechnic Institute, Stearnes was appointed Superintendent of Public Instruction. By 1914 he was elected to the position and served until 1918, when he lost a bid for re-election. Following World War I he worked for the War Camp Community Service in Atlanta, Georgia. From 1922 to 1925, he attended Columbia University, where he received an M. A. degree. Between 1925 and 1939, he taught math at New York University and at Stony Brook School. He also served as a business administration and secretarial studies lecturer at Merchants and Bankers' Business and Secretarial School in New York City. At age seventy, in 1936, Stearnes earned a Ph.D. from New York University. Stearnes died in New York City on May 15, 1945, and was buried in a family plot in Dublin, Pulaski County, Virginia.⁵⁸

Stearnes' contributions to the Roanoke County school division between 1892 and 1906 were significant. While the School Board minutes are sparse and do not pinpoint Stearnes' exact appointment date as a member of the School Board for the Salem District, available information seems to indicate that he filled the vacancy created by the death of R. D. Martin in 1891. Shortly after his appointment, a textbook recommendation committee was formed. The committee consisted of Stearnes and Superintendent Holland. On

⁵⁷ Description of the Reaumur C. Stearnes Papers, compiled by Ervin L. Jordan, Jr., Cheryl Jackson, Tom Walls. Rare Books and Manuscripts, Alderman Library, University of Virginia, 1982, pp. ii, iii.

⁵⁸ Ibid.

August 6, 1892, these two men reported the following recommended texts for use in the county schools: Spencerian (instead of Graphic), White's Arithmetic, Bouton and Johonnot's Physiology (primary), Tracy's Physiology and Hygiene (higher), and Krusi's System of Drawing. At the same meeting of August 6, 1892, Holland submitted a letter of resignation due to ill health. He continued to serve, however, until October 1, 1892, at which time Stearnes officially began his duties as superintendent of Roanoke County.⁵⁹

During Stearnes' tenure and that of his predecessors, the responsibility of recommending teachers for employment was the duty of the superintendent. He presented his recommendations to the Board of Trustees, a body that could either accept or reject the superintendent's recommendations. If the Board rejected the nomination, the Superintendent presented another name for consideration.⁶⁰

The Stearnes' papers and published writings by Stearnes express that he believed that the cornerstone of education was the teacher and that serious consideration should be given to hiring the most qualified personnel. This belief superseded other considerations, such as textbooks, furniture, materials, and supplies. As an outgrowth of his personal belief that a school system is only as good as its people, Stearnes became committed to improving the teaching quality of Roanoke County personnel. Every year, before the new school year began, a two-day teachers' institute was conducted by Stearnes. The institute was highlighted with lectures by leading educators and discussions led by teachers.⁶¹

⁵⁹ Roanoke County School Board Minutes, Vol. V, p. 91. Salem, Virginia.

⁶⁰ Roanoke County School Board Minutes, Vol. V. Salem, Virginia.

⁶¹ Reaumur C. Stearnes Papers, Box 1, No. 2547. McBride, pp. 43-44. Superintendent Stearnes' annual reports, Roanoke County School Board Minutes, Vol. V., pp. 115, 137, 147, 156,163,170-71.

A record of a meeting of the Roanoke County Teachers' Association was found in the March 3, 1894 edition of the Salem Sentinel. It is believed that this group was organized by Stearnes. Regular meetings were held featuring speakers from within and outside the association. An excerpt of the newspaper account reveals that on this occasion

interest.....was enhanced by the presence of several visitors who participated in the discussions. The speech of Trustee Eller, of Cave Spring, was especially enjoyed. Speaking of the grading of the district schools, Mr. Eller said there was much opposition to the system; that the people were fighting it through their children; that they objected on the ground that their liberties were taken from them. He thought the matter could be accomplished, but that it would take time. Teachers should make haste slowly. Mr Eller said teachers should go around and teach the patrons. The patrons do not know the importance of a graded course of study, and some of them don't want to know. Mr. Eller said one great drawback to the plan was irregular attendance.⁶²

Mr. Stearnes' commitment toward improving the quality of instruction in the schools was manifested in the number of visits he made to schools throughout the County. In a dissertation on the life of Stearnes, Vearl McBride reported that Stearnes rode "an old horse called 'Mabel'" or harnessed Mabel to a fringe-topped surrey and visited schools in all kinds of weather.⁶³

Among the pages of the Roanoke County School Board minutes can be found the annual reports of Stearnes, which outline statistical information related to his superintendency duties. When he became superintendent these reports appeared with annual regularity, in contrast to their absence or scarcity over the previous two decades. For the school terms of 1894-1895, 1895-1896, and 1896-1897, Stearnes reported the following duties performed:

⁶² Salem Sentinel, March 3, 1894.

⁶³ McBride, p. 46.

Table 4.7: Superintendency Duties Performed 1894-95, 1895-96, 1896-97

Year	Days Employed	Letters Written	School Visits	Miles Traveled	Bd. Mtgs. Attended	Teachers Examined	Teachers Licensed	Reports Examined
1894-95	195	825	250	1,552	41	89	57	614
1895-96	176	410	250	970	25	92	67	500
1896-97	181	404	241	980	42	85	58	1,000

Source: Volume V, Roanoke County School Board Minutes, pp. 115, 137, 147.

For the terms of 1897-1898, 1898-1899, and 1899-1900, the information varied slightly. Letters written, miles traveled, and reports examined are dropped from the official headings and other items are added, including office expenses, facts relating to taxes, school buildings, enrollment, ADA, number of teachers, and number of months taught. Only selected data are provided below relevant to the duties of the superintendent.

**Table 4.8: Superintendency Duties Performed
1897-98, 1898-99, 1899-1900.**

Year	Days Employed	School Visits	Bd. Mtgs. Attended	Teachers Examined	Teachers Licensed
1897-98	175	208	30	92	61
1899-99	180	215	28	80	50
1899-1900	175	211	26	115	80

Source: Vol. V, Roanoke County School Board Minutes, pp. 156, 163, 170-71.

It can be noted that in the early years of Stearnes' tenure as superintendent that much of his time was consumed by traveling to and from schools. School visits permitted him to grasp the tenor of the classroom in various community settings, from which he was able to describe teacher and student needs; make plans for training of teachers through the institutes; report his findings to the School Board; and make recommendations for improvements to the same group. Stearnes believed that close supervision of schools was the foundation upon which the teaching-learning process could be strengthened.

Stearnes made other changes designed to streamline and improve the course of education in Roanoke County. One such modification was evident in the method and forms of teachers' reports. Teachers were responsible for sending in an annual term report to indicate the number of students enrolled, attendance, academic progress, promotion or retention status, current placement, and specifics about the school plant (e. g., person

supplying wood for heat, repairs to the building, and supplies and equipment). While term reports were referred to prior to the tenure of Stearnes (see the following page), none could be found until 1893, a year after he assumed his position.⁶⁴ Apparently he examined all of these reports (see example in Appendix C) and returned a form to the teacher that indicated which part of the report, if any, needed correction or modification. The format of this report is evidence of Stearnes' thoroughness and concern for accuracy. Additional reporting forms provided data on the graded system, which Stearnes promoted and inaugurated, along with disclosures of the accounts of the district treasurers.⁶⁵

Stearnes and the Graded System

Some of the most outstanding advances of Stearnes' superintendency were the establishment of a graded system of schooling, a three-year high school in 1894 (four-year by 1900), and school libraries in 1898.⁶⁶ Interest in the needs of students and the possibility of grading the schools of the County were clear from the outset of his appointment. On August 25, 1894, the School Board minutes state that a motion was made and carried to form a committee that would investigate the feasibility of grading all the county schools. The committee selected to delve into this possibility included R. C. Stearnes, J. H. Palmer, W. W. Brand, C. M. Killian, and J. W. Eller.⁶⁷

⁶⁴ Special Term Report, Central District, Roanoke County Schools, 1893 and 1901 (1901 sample is in the appendix), Salem, Virginia.

⁶⁵ McBride, p. 47.

⁶⁶ Roanoke County School Board Minutes, Vol. V., p. 147. Bayes E. Wilson, "Salem High School's Program of Study in 1901 and in 1926: Some Similarities and Differences Reflecting the Impact of the Social Efficiency Reform Movement," (unpublished paper), VPI and SU, August 23, 1979. Minutes of the Salem District School Board, May 30, 1900, p. 43.

⁶⁷ Roanoke County School Board Minutes, Vol. V., August 25, 1894.

Prior to the establishment of a graded system, Roanoke County advanced students from one level to the next by reading ability. No concrete sequence of studies prevailed from which students progressed from one subject to another of increased difficulty.⁶⁸ Textbook listings were also devoid of reflecting a graded system arrangement.

The task of educating the public to the advantages of a graded system with suitable textbooks to better meet student needs was difficult. In the early 1890s, Roanoke County was largely a rural system. The City of Roanoke had only been established a few years earlier and was fast becoming urban. In 1893-1894, there were 2,794 students enrolled in the county system, out of which 1,546 regularly attended.⁶⁹ These figures indicate that nearly one-third of the student population was absent from school. Reasons for the lack of attendance of so many students primarily rested with two factors: the slow-to-catch-on attitude of the public toward free schools and the fact that most Roanoke County citizens were farming, necessitating that school-age children be kept at home to help with the work of the farm, which was the chief means of sustenance.⁷⁰ Most residents placed little importance on regular school attendance as compared to the farm chores of tilling, planting, cultivating, and harvesting. This attitude was akin to the attitudes of many other rural, agrarian families living under similar conditions in different geographic locations in the U. S. Public education was still a proving ground that had not yet commanded the respect of the entire school population. Roanoke County's school population and ADA generally continued to increase for the next six years, as indicated by the table below.

⁶⁸ McBride, p. 48.

⁶⁹ Virginia School Report, 1894, pp. 6-7.

⁷⁰ Productions of Agriculture Census for Roanoke County, 1880, 1890, 1900, Virginia Room of the Roanoke City Library, Roanoke, Virginia.

Table 4.9: Total Enrollment and ADA (White, Colored) of Roanoke County Schools, for the Years 1895-1900.

Year	Total Enrolled			ADA		
	White	Colored	Total	White	Colored	Total
1894-95	2,409	910	3,419	1,466	550	2,016
1895-96	2,462	952	3,414	1,512	559	2,071
1896-97	2,610	1,006	3,616	1,634	587	2,221
1897-98	2,615	996	3,611	1,596	561	2,157
1898-99	2,546	898	3,444	1,537	482	2,019
1899-1900	2,729	981	3,710	1,712	570	2,282

Source: Virginia School Report, 1894-95, pp. 194-95; Virginia School Report, 1895-96, pp. 6-7; Virginia School Report, 1896-97, pp.120-21; Virginia School Report, 1897-98, pp. 4-5; Virginia School Report, 1898-99, pp. 123-24; Virginia School Report, 1899-1900, pp. 104-05.

The chart indicates a gradual increase in enrollment and ADA each school year except for 1898 and 1899. The largest increase for both categories (approximately 200) can be noted in 1900 as compared to 1899. ADA was generally only two-thirds of those enrolled.

Stearnes was a progressive superintendent who wanted to increase student enrollment, improve the quality of instruction, and meet the needs of the students. School Board minutes show that Stearnes brought up the possibility of initiating a graded school system for all of the schools in Roanoke County as early as August 25, 1894. Prior to this meeting, only a few schools were graded. The minutes read:

.....motion made and carried that a committee be appointed to look into the feasibility of grading all the schools of the county. On this committee the following were appointed: R. C. Stearnes, J. H. Palmer, W. W. Brand, C. M. Killian, and J. W. Eller.⁷¹

⁷¹ Roanoke County School Board Minutes, Vol V, August 25, 1894.

During his tenure a graded system became established. Listings of graded schools in the Virginia School Reports for the period of 1892-1895 appear in the statistical sections. Table 4.10 indicates a relatively early listing of graded schools in the County prior to a fully graded transformation. (The earliest available listing of graded schools that could be found in Virginia and Roanoke County, however, appeared in the Virginia School Report for 1878, pp. 99-100.) The name of the principal, location of his/her post office, race served, number of grades, number of teachers, pupils enrolled, ADA, percent of attendance, number of months taught, and cost of tuition per month per pupil enrolled are data included in the listing.

Table 4.10: Graded Schools in Roanoke County and Facts Relative to Them, 1892-1895

Year	School	Principal	Post Office	Race	Grades	Teachers	Enrolled	ADA	% Attend.	Mos.	Per Pupil \$
1892-93	Development Hill	Geo. S. Jack	Roanoke	W	2	2	69	30	77	5	.97
	South View	E.S. Barnitz	Salem	W	2	2	49	38	82	5	1.12
	Vinton	N.P. Painter	Haymakertown	W	4	4	273	175	82	7	.63
	Bonsacks	J.A. Barnhardt	Bonsacks	W	2	2	70	51	89	6	1.21
	Haran	Mrs. L.A. Jones	Vinton	W	2	2	69	33	65	5	.81
	Salem	J.L. Shippe	Salem	W	7	7	414	280	86	9	.82
	Vinton	C.A. Robinson	Vinton	C	2	2	89	62	80	5	.67
	Salem	W.R. Watkins	Salem	C	4	4	341	232	89	9	.42
	1893-94	Development Hill	George S. Jack	Roanoke	W	2	2	79	42	80	5	.60
Bonsacks		Mollie L. Lemmon	Houston Mills	W	2	2	60	46	83	6	1.30
Vinton		N.P. Painter	Haymakertown	W	4	4	252	165	85	7	.73
Norwich		Mattie L. Britt	Vinton	W	2	2	114	49	66	6	.55
Haran		Miss E.L. Merriman	Roanoke	W	2	2	58	34	72	5	.91
Salem		J.L. Shippe	Salem	W	7	6	369	290	85	9	.95
Vinton		Chas. A. Robinson	Vinton	C	2	2	105	67	81	6	.57
Salem		W.R. Watkins	Salem	C	4	4	316	197	80	9	.46
1894-95		Development Hill	T.D. Sowers	Salem	W	9	2	71	46	77	5	.88
	Bonsacks	C.S. Ikenberry	Wirtz	W	9	2	65	43	82	6	.97
	Vinton	N.P. Painter	Vinton	W	8	4	279	190	86	7	.47
	Norwich	Mattie L. Britt	Vinton	W	9	2	119	60	78	6	.51
	Salem	J.L. Shippe	Salem	W	10	9	417	323	86	9	1.05
	Vinton	Chas. A. Robinson	Vinton	C	9	2	106	67	85	6	.54
	Salem	W.R. Watkins	Salem	C	8	4	288	171	83	9	.47

Source: *Virginia School Report, 1892-93*, p. 235; *Virginia School Report, 1893-94*, pp. 23-24; *Virginia School Report, 1894-95*, pp. 211-212.

The establishment of a system of graded schools was a natural forerunner of a reorganized high school that was designed to better meet the needs of the students from the lower grades. In Roanoke County, restructured high schools soon followed the conversion to a graded system at the elementary level. Stearnes recommended the organization of a high school, the first in the County, to meet the needs of students who desired further study.

Salem High, opened in 1894, was mentioned by Stearnes in an article included in McCauley's 1902 Roanoke County history:

In 1894 the Salem High School was established and during the session of 1893-94 all of the schools of the county were graded, that is to say, all schools were required to follow a graded course of study.⁷²

About the school facilities and the progress of the system in general, Stearnes also stated,

The schoolhouses of the county are now kept in good repair and securely locked, and in 1898 a library of 43 volumes was placed in each. In her thorough system of grading and in the matter of school libraries, Roanoke County probably stands alone among the counties of the state.⁷³

The implementation of a graded system of schooling, coupled with the establishment of Salem High School, elevated educational standards in Roanoke County but also introduced additional problems. The greatest difficulty laid with convincing the public that the reorganization of public education would be more beneficial, at a higher tax rate, than the one already in place. Furthermore, the establishment of a high school

⁷² McCauley, p. 273.

⁷³ Ibid., pp. 273-74.

required additional funding, a move that assuredly brought about some resistance. About the graded system and potential for a four-year high school course, Stearnes reported in 1898:

.....it is hoped that we may give within the near future to every boy and girl in this county the privilege of a good Grammar School and a good high school education--all free of tuition, thus realizing the two best features of the plan devised by America's greatest educational thinker, Thomas Jefferson.⁷⁴

It was not until 1900 that Salem High School made the transition from a three-year to a four-year high school, as stated in the May 30 school board minutes:

Resolved: That the High School course be arranged and enlarged so as to enhance a four year term, instead of three years, as under the present system.⁷⁵

It was not until June 7, 1901 that Salem High School graduated a class of nine pupils (girls), heralded by Superintendent R. E. Cook, Stearnes' successor, in the 1938 centennial edition of the Salem Times-Register:

.....Possibly his [R.C. Stearnes] greatest achievement was that in spite of considerable opposition, he was able to make of the Salem High School, in which some high school work had been done for years, a creditable Four-year High School. This was accomplished just at the beginning of the twentieth century and the first class of nine pupils graduated in the year 1901. Salem was then one of the few places in the state having such a public school and soon became widely known for its excellent public schools.⁷⁶

⁷⁴ Roanoke County School Board Minutes, Vol. V, p. 156.

⁷⁵ Minutes of the Salem District School Board, May 30, 1900, p. 43.

⁷⁶ Roland E. Cook, Salem Times-Register, centennial edition, 1938, p. 118.

The 1901 course of study was described by Stearnes in 1902 as having been "printed in neat form and working well."⁷⁷ A copy of the Salem High School Course of Study for 1901 was located and provides important curricular information in light of its first year as a four-year high school. All four years, both semesters, are outlined below as they appeared in the official course of study.⁷⁸

SALEM HIGH SCHOOL

1901

OUTLINE OF HIGH SCHOOL STUDIES

First Year.

First Half Session.

English.--Hart's Composition and Rhetoric to page 64.
Masterpieces of American Literature.

History.--Myers' General History to page 222.

Mathematics.--Milne's High School Algebra to page 99.

Latin.--Collar & Daniell's Beginner's Latin Book.

Physical Geography.--Maury's Revised Edition completed.

Spelling.--Webster's High School Dictionary. Dictation.

Second Half Session.

English.--Hart's Composition and Rhetoric from page 64 to 167.
Masterpieces of American Literature.

History.--Myers' General History from page 22 to 366.

Mathematics.--Milne's High School Algebra from page 99 to 191.

Latin.--Collar & Daniell's Beginner's Latin Book completed.

Botany.--Gray's How Plants Grow. Apgar's Trees, Apgar's Plant Analysis. Field work. Plants collected, mounted, and preserved.

Spelling.--Webster's High School Dictionary. Dictation.

⁷⁷ McCauley (article by Stearnes), pp. 273-74.

⁷⁸ Course of Study of the Salem High School, 1901, Salem, Virginia. Approved by the Superintendent of Schools. Archival files, Roanoke County Schools, Salem, Virginia.

Second Year.
First Half Session.

English.--Hart's Composition and Rhetoric completed. Evangeline. Irving's Sketch Book. Original compositions.

History.--Myers' General History from page 366 to 512.

Mathematics.--Milne's High School Algebra from page 191 to page 256.

Latin.--Viri Romae. Allen & Greenough's Revised Latin Grammar. Composition.

Physics.--Sharpless & Philip's Natural Philosophy.

Spelling.--Webster's High School Dictionary. Dictation.

Second Half Session.

English.--Meiklejohn's History of the English Language and Literature completed. Lady of the Lake. Julius Caesar.

History.--Myers' General History completed.

Mathematics.--Phillips & Fisher's Plane Geometry.

Latin.--Caesar. Weekly exercises based on the text.

Allen & Greenough's Grammar.

Physics.--Sharpless & Philip's Natural Philosophy completed.

Spelling.--Webster's High School Dictionary. Dictation.

Third Year.
First Half Session.

English.--Painter's Introduction to English Literature. Two essays required each month.

Mathematics.--Milne's High School Algebra completed.

Latin.--Vergil's Aeneid. Composition. Grammar.

German.--Joynes Meissner's German Grammar.

Chemistry.--Remsen's Shorter Course, with William's Laboratory Manual.

Spelling. Webster's High School Dictionary. Dictation.

Second Half Session.

English.--Painter's Introduction to English Literature. Essay work continued.

Mathematics.--Phillip & Fisher's Solid Geometry.

Latin.--Vergil's Aeneid. Connington's Metrical Version is used, covering parts not used in class. Story of Vergil as parallel.

German.--Joynes Meissner's Reader, Parts I., II., and III. Grammar continued.

Chemistry.--Remsen's Shorter Course, with William's Laboratory manual.

Spelling.--Webster's High School Dictionary. Dictation.

Fourth Year.
First Half Session.

English--Classic selections. Essays on assigned topics.

History--Montgomery's English History.

Mathematics--Well's Plane Trigonometry.

Latin--Cicero's Orations and Letters. Composition and Grammar continued.

German--Hauff's Das Kalte Hertz. Storm's Immensee. Hoher als die Kirche--

Hillern.

Spelling--Webster's High School Dictionary. Dictation.

Second Half Session.

English--General Review of English Grammar.

History--United States History. Smithey's Civil Government.

Mathematics--Arithmetic reviewed. Robinson's Arithmetical Problems for practice.

Latin--Horace's Odes. Metre. Composition. Grammar reviewed.

German--Heyse's Das Madchen von Treppi. Freytag's Die Journalisten. Heine's Poems.

Spelling--Webster's High School Dictionary. Dictation.

When Salem High School was making the transition to a four-year institution from 1899-1901, Captain W. M. Adams was principal. Captain Adams succeeded Miss Lila Laws, and the school board minutes are interesting in light of the shift from a male to a female administrator:

After quite a discussion of the matter, the Board decided to elect a male principal of the High School Department and instructed Mr. Stearnes to look up some good teachers for the position and report as soon as possible to the Board.⁷⁹

Male principals received higher wages than female principals, a fact which may partly account for the reversal of the "male principal" decision in 1902-- the year Miss Lucy T. Jones was elected principal at a salary of \$60 per month. The other reason for the

⁷⁹ Minutes of the Salem District School Board, July 2, 1899, p 24.

change may have been related to the instability males gave to the position--Adams served only one year, followed by Professor J. T. Crabtree, who also served only one year.⁸⁰ Miss Jones, who served as principal for 17 years (until 1919), received \$99 per month in her last year--\$1 less than Captain Adams' monthly salary in 1899.⁸¹

Under Stearnes' guidance Roanoke County embarked on a highly respected, challenging secondary curriculum when Salem High School was begun in 1894. Just as with other change, it did not come quickly. Evidence of the slowness of the citizenry's response to a four-year course of study was reinforced by a six-year lag following the establishment of the high school.

Stearnes' superintendency was also marked by the addition of 43-volume libraries to all county schools in 1898. References in the school board minutes reveal the growing importance of establishing school libraries.

Stearnes' 1897 annual report stated,

...a large proportion of the schools have been equipped with _____ [illegible] for school libraries, and the majority of the districts have purchased a copy of Webster's Intermediate Dictionary for every school. These are noteworthy lines of progress and I hope the libraries will be added this year. Our schools should become more and more centers of influence and general culture.⁸²

By 1898 Stearnes' report listed a total of 500 volumes in school libraries; by 1899, a total of 2,250.⁸³ A large increase of 1,750 books can be noted between 1898 and 1899.

⁸⁰ Ibid., June 16, 1906, p. 93.

⁸¹ Record of Personnel Employed for the Session 1918-1919, Vol. III, p. 265. Roanoke County Schools, Salem, Virginia. Captain W. M. Adams was elected principal at the meeting on August 10, 1899, at a salary of \$100 per month.

⁸² Roanoke County School Board Minutes, Vol. V, p. 147.

⁸³ Ibid., pp. 156, 163.

By 1900, the same total of 2,250 volumes was listed, indicating no increase over the previous year. In the same report Stearnes stated,

The schools are enjoying the benefits of their libraries and the good results of this enterprise are more and more apparent as the days go by. Each school in the county is now provided with a well-chosen library of 45 volumes. (This is true as a general statement.)⁸⁴

By 1900, Stearnes had been superintendent for eight years. His contributions during this period kept Roanoke County at the forefront because of his progressive leadership. The 1890s were characterized by steady growth in public education and Roanoke County met the challenge with the conversion to a graded system, the establishment of a four-year high school program, addition of school libraries, the emphasis on qualified teachers, and perhaps most importantly, the training of educators through Normals and Institutes. Stearnes made references to the importance of the institutes in each annual report, an indication of the emphasis that was placed on this activity.

In his 1896 report he remarked, "We held two institutes during the year, one of two days for the white teachers and one of two days for the colored teachers. These meetings were largely attended and accomplished much good, though they came rather late in the year."⁸⁵ The 1897 report lauded the plan of holding the yearly institute before the opening of the session and stated that "its good effects warrant us in continuing the same plan."⁸⁶ Furthermore, Stearnes implored the Boards to "assist [me] in seeing that every teacher is present at the Institute this fall, as such presence, particularly in the host of young teachers,

⁸⁴ Ibid., pp. 170-71.

⁸⁵ Ibid., p. 137.

⁸⁶ Ibid., p. 147.

is necessary to the proper beginning and development of the work. Particular instruction as to the scope and plan of work for the ensuing session will be given, and it is very important that no teachers shall miss this opportunity for this particular line of information...."⁸⁷

By 1898, Stearnes boasted, "The regular Institutes for both white and colored teachers, held in October, were attended by practically all the teachers....It is an inspiration to note the fidelity and zeal of the teachers. They are building themselves up professionally and are broadening and strengthening their influence for culture and progress."⁸⁸ By 1900, Stearnes remarked that "our Institutes and Associations were well attended during the year; and some of the discussions were of very high order."⁸⁹

Stearnes' emphasis on hiring the best teachers and providing teacher training through the Institutes was a philosophy he took with him to the state level where he served as president of the State Teachers' Association, secretary to the State Board of Education, and later as State Superintendent. Other developments and contributions occurring during his tenure included consolidation of several one-room schools, improved care and upkeep of school buildings, increased teacher salaries, and changes in teaching methods.⁹⁰

Application to Richmond College

At one point, only three years into his career as Roanoke County's superintendent, he applied for the chair of the Greek Department of his alma mater, Richmond College. He learned of a vacancy that was soon to occur because of the resignation of Dr. Harris. Dr. F. W. Boatwright, president of the college, penned a letter to Stearnes on June 10, 1895

⁸⁷ Ibid.

⁸⁸ Ibid., p. 156.

⁸⁹ Ibid., pp. 170-71.

⁹⁰ McBride, p. 58. Description of the Reaumur C. Stearnes Papers, Alderman Library, University of Virginia, pp. ii, iii.

encouraging him to apply and expressing confidence of behalf of the trustees for his election to the chair. Having won the Greek medal in 1884 because of his proficiency in the Greek language, Stearnes applied for the position, which necessitated support letters written by knowledgeable persons.⁹¹ Many notable educators and businessmen wrote letters of reference extolling the high regard in which Stearnes was held in educational localities across the state. Excerpts of letters indicating the fitness of Stearnes to this position include:

Charles Denit, editor of the Salem Times-Register:

I regard him as one of the most progressive and enthusiastic educators in Virginia....well-known educators, professional men, and others of Salem's very best people send their children to the public schools, rather than to the Colleges and private schools, as was formerly the case.⁹²

Willis A. Jenkins, principal of Portsmouth City High School:

Professor Stearnes is widely known in the schools throughout the state where our youths are being prepared for college, and this together with his executive and administrative ability, will surely prove of value to the college.⁹³

W. W. Moffett, of Moffett & Kime (lawyers), Salem:

He is a profound scholar and enjoys more practical common sense both in utilizing his learning and discharging the duties and responsibilities of life, than is ordinarily found here among educated men.⁹⁴

Julius D. Dreher, president of Roanoke College:

Professor R. C. Stearnes has been highly successful as

⁹¹ The Reamur C. Stearnes Papers, University of Virginia, Alderman Library, Manuscripts Division, 1982, Box 1.

⁹² Ibid., Folder 1890-1906 June. Letter dated June 15, 1895.

⁹³ Ibid., Folder 1890-1899. Letter dated June 15, 1895.

⁹⁴ Ibid.

Superintendent of Schools of Roanoke County. His is energetic, progressive, and thorough in his work.....If placed at the head of the Greek Department [in Richmond College], he would spare no pains to make it one of the best in the State.⁹⁵

W. F. Morehead, English Department, Roanoke College:

His work in the latter capacity [school superintendent] has been especially noteworthy, while his proficiency as an instructor has been demonstrated by the ability and success with which he conducted classes at Normal Institutes here and elsewhere.⁹⁶

E. C. Glass, Lynchburg City Superintendent:

Professor Stearnes is known to me as a man of of high character, fine sense, good address, and untiring energy. He is probably the most efficient superintendent of schools in the State. Last summer he had charge of the department of math in the Virginia School of Methods and gave unqualified satisfaction.⁹⁷

Dr. F. V. N. Painter, professor of modern languages at Roanoke College:

In his office as County Superintendent of Schools, he has acquainted himself with the most modern and scientific methods of instruction.....I feel sure that the same energy would make him a very successful teacher in the class--and an enthusiastic worker for the college.⁹⁸

It is evident from the letters of support, that Stearnes was held in high esteem. In spite of the efforts of many people, Stearnes did not obtain the position. Boatwright wrote Stearnes a letter explaining the action of the board of trustees. The names of the three men, one of which was Stearnes, was presented by the nominating committee of the board. The man who was chosen was not only an alumnus and proficient in Greek, but also held a

⁹⁵ Ibid.

⁹⁶ Ibid.

⁹⁷ Ibid. Letter dated June 17, 1895.

⁹⁸ Ibid.

Ph.D. degree. Boatwright informed Stearnes that the degree made the difference. Had it not been for this difference, Stearnes would "probably have received the appointment."⁹⁹

The loss of Stearnes' bid for the Greek chair of Richmond College in 1895 was Roanoke County's gain, for he remained division superintendent 11 more years. At the turn of the century, Stearnes continued to stay abreast of progressive movements in the educational field and was active in several educational organizations. His final years as Roanoke County's division superintendent and subsequent state level duties will be treated in Chapter V.

Conditions of Public Education in the Late 19th Century

The Reconstruction era battle compromised the establishment of public education and continued to threaten its existence. By 1882, the state debt crisis eased. Virginia's public school system stood on more secure footing. Even though state financial support improved, localities were still largely responsible for funding school growth for blacks and whites. District boards continued to be responsible for locating a site and building and equipping schoolhouses. In addition, paying for fuel (firewood and coal) and insurance were expenses the boards incurred.¹⁰⁰ After the trustees of each district determined the amount of money that was needed to operate schools in their districts, they requested that the Board of Supervisors sanction a cap on the tax rate of five mills per dollar.¹⁰¹ Local

⁹⁹ Ibid. Letter dated June 21, 1895.

¹⁰⁰ Virginia School Report, 1885, Part II, pp. 6-7.

¹⁰¹ Virginia School Report, 1882, p. 63. William Arthur Maddox, The Free School Idea in Virginia Before the Civil War (New York: Columbia University, 1918), p. 172.

pressure was strong due to the close ties of the trustees to the community, church, and family, and their dedication to civic improvement.¹⁰²

School trustees had to possess an altruistic attitude, for they received no compensation for erecting school plants and other related duties mandated by the constitution. Superintendent Stearnes described the dedication of the district trustees on September 17, 1895, when he said,

I desire to bear grateful testimony to the faithful record made by the trustees during the year. Their assistance and advice have been most cheerfully extended whenever sought and the debt of the Commonwealth for their services, without pay and sometimes under unpleasant circumstances, has been greatly increased.¹⁰³

On February 3, 1900, however, an Act of the General Assembly authorized the school boards of Roanoke County to pay trustees for actual attendance at meetings of the board at a rate of two dollars per day and a maximum of 10 dollars per year.¹⁰⁴

Prior to this Act, superintendents and district clerks were the only officials to receive financial remuneration. Record keeping responsibilities of the clerks afforded them the opportunity to earn no more than two dollars annually for their services.¹⁰⁵ Clerks were also responsible for conducting the school census and were allowed four cents per capita for their services in taking the 1900 school census.¹⁰⁶

The district clerk maintained minutes of school board meetings and records pertaining to teachers and school plants. Inclusive in school facility costs were

102 William Allen Link, A Hard Country and a Lonely Place: Schooling, Society, and Reform in Rural Virginia 1870-1920 (Chapel Hill: University of North Carolina Press, 1986), p. 26-27.

103 Roanoke County School Board Minutes, Vol. V, p. 118.

104 Ibid., p. 166.

105 Virginia School Report, 1879, p. 13.

106 Roanoke County School Board Minutes, Vol. V, p. 169.

construction, maintenance, and equipment. Between 1897 and 1900, notations in the minutes refer to indebtedness to citizens for such items as stoves/stove parts, fuel, globes, crayons, chairs, benches, desks, blackboards, axes and buckets, shingles, brick, and lumber; also for services such as cleaning privies, hauling desks, slating blackboards, painting roofs, making building repairs, and surveying lots. Since nearly all schools were heated with wood, agreements with individuals for firewood were not unusual.¹⁰⁷ Examples of notations for this service are numerous. In the Big Lick District (now primarily the heart of Roanoke City), most fuel accounts that were ordered for payment stated the individual's name, the school to be served, and the cost. The minutes state either "fuel" or a car load of coal.¹⁰⁸ References to firewood are practically non-existent in this district. This may be due in part to the accessibility of railroad coal cars arriving from Southwest Virginia and West Virginia in what is now the downtown area of Roanoke. On June 29, 1887, the clerk's minutes note the following accounts were authorized for payment:¹⁰⁹

D. H. Plaine, fuel for No. 1	3.00
Dr. G. H. Walker, fuel	5.00
William Steptoe, fuel for No. 2	5.50
Thomas I. Preston, fuel and privies for No. 10	12.15
Thomas R. Muse, fuel and privies for Nos. 3 & 12	4.37

On May 18, 1888, W. P. Moomaw was directed to have coal houses built for school Nos. 10 and 11, an attestation to the importance of coal in providing heat.¹¹⁰

¹⁰⁷ Roanoke County School Board Minutes, Vol. V.

¹⁰⁸ Big Lick District School Board Minutes, June 29, 1887.

¹⁰⁹ Ibid.

¹¹⁰ Ibid., May 18, 1888.

The minutes of the Salem District contain frequent references to the provision of firewood to the schoolhouses of the district; coal is referenced less frequently. The trustees often authorized on an annual basis three and a half or four cords of wood per school at the district's expense. An example of a September 14, 1889 district decision of this nature states:

Major R. D. Martin was requested to contract for supplying fuel to all schools west of Salem; and M. P. Frantz to contract for schools east of Salem. No school is to be furnished more than 3 1/2 cords at the expense of the District.¹¹¹

Another example of the district's action regarding firewood can be noted on April 6, 1892 when the minutes state:

Resolved: That the Board will furnish but four cords of wood, hereafter, to each school house, and to request parties who furnish wood to schools to come forward and make contract with the clerk.¹¹²

Four cords of wood were usually eight dollars. On April 1, 1891, the following accounts were allowed:¹¹³

John Banks, for wood furnished Gum Spring School	2.00
Abraham Eller, wood for Nos. 3 and D	21.00
John Ellis, wood for Nos. 6 and E	3.50
James A. Moses, wood for No. 8	4.00
James O. Loyd, wood for No. 5	2.00
John Garst, wood for No. ___	4.00

¹¹¹ Salem District School Board Minutes, p. 27

¹¹² Ibid., p. 68.

¹¹³ Ibid., p. 47.

Maintenance of district schools and surrounding grounds was a primary responsibility of the trustees. Stearnes made reference to the importance of this charge in his 1900 report when he recommended

.....that they [trustees] shall be even more careful than they now are to make all the improvements in school buildings. It should be a source of pardonable pride to the trustees that the school property of the county is held in such high regard by the people. The buildings are, as a rule, securely locked and no one seems disposed to do them harm. This is but a natural result of the Boards to make the houses as attractive and comfortable as possible.¹¹⁴

The records indicate the trustees took seriously their obligation to keep schoolhouses maintained and repaired. In the 1888 Salem District minutes several references were made which serve to verify the magnitude of this responsibility. On July 7, 1888, the clerk was ordered to "employ a reliable and responsible person to make all necessary repairs to the schoolhouses in the District."¹¹⁵ G. A. Sedon, a carpenter and highly respected craftsman, was secured to perform this service. On September 11, 1888, Mr. Sedon was notified by the clerk to "attend to some repairs at the Hansbrough and Deaton school houses."¹¹⁶ By October 9, 1888, Sedon asked the Board for an advance payment on his account of \$100 because of having paid out "a considerable amount on account of the work ordered by the Board on the school houses of the District."¹¹⁷ By November 13, 1888, Sedon was "engaged to paint with one coat of paint, the Willis Bridge School house No. 6."¹¹⁸ The cost of this service was not to exceed seven dollars. He was

114 Roanoke County School Board Minutes, Vol. V, pp. 170-71.

115 Salem District School Board Minutes, p. 7.

116 Ibid., p. 13.

117 Ibid., pp. 14.

118 Ibid., pp. 16-17.

also asked to "furnish tables with drawers for use of teachers"¹¹⁹ in three schools at two dollars per table.

On September 14, 1889, the Fort Lewis schoolhouse had been let to Sedon for a completion cost of \$450--"that specifications have been prepared and although not signed, were mutually agreed upon--that the contractor was now at work on the House and it would soon be completed."¹²⁰ On the same date the clerk was ordered to contract with Daniel Watts to "put a new roof on the Gum Spring School House for the sum of \$19.50,"¹²¹ and to have the same party "repair the platform at the Hanging Rock colored School."¹²² The clerk had also contracted with J. K. Snavely of Harrisburg, Pennsylvania for twenty patent desks "at 4.50 each and that they would be shipped 1st October" for the new Fort Lewis schoolhouse.¹²³ Sedon must have completed his Fort Lewis School building project because \$200 was allowed him on October 21, 1889 and \$247 on November 18, 1889; Daniel Watts was allowed \$21.75 on the latter date.¹²⁴

Other notations of interest pertaining to materials and repair work that appeared in the clerk's minutes of the same district during 1896 included the following:¹²⁵

119 Ibid.

120 Ibid., p. 26.

121 Ibid.

122 Ibid.

123 Ibid., pp. 25-26.

124 Ibid., pp. 28-29.

125 Ibid., pp. 132-135, 137, 144-148.

Painting 11 blackboards, work and material furnished in repairs of Nos. 2 & 3	\$14.65
Cap for flue and old tin furnished No. 6	1.00
Hardware repairing privy building, platform blinds and painting same for No. 6	11.55
Glass and putting in house No. 5	1.00
Hearth Box for No. D	.50
Four large slates for School no. 9	18.00
250 copies of the course of study	3.36
One safety thimble and repairs to stove pipe school No. 5	1.50
One table with drawer furnished school No. C	2.70
Glass and sash cord No. 7	.75
Eight hooks and eyes	70
Book leaf to dictionary holder	.60
10 chests for dictionaries, charts, etc.	16.67
Five window glass, putty, etc. and work on No. 1	1.50
Lime, window glass, and daubing house No. E	3.61
One chair furnished school No. 1	.50
10 school charts, "Teachers Normal Series"	235.00
Elbow and stove pipe for No. 9	.25
Post lumber, hardware, and work furnished in fencing school lot No. 3	41.71
Hauling patent desks from depot	1.50

All of the foregoing references give credence to the seriousness with which the trustees shouldered their responsibility of building, maintaining, and equipping schools.

Composition of late nineteenth century schools in the commonwealth and Roanoke County was nearly always wood--usually log or frame construction. A breakdown of the kind of schoolhouses in the state is shown in table 4.11 for the purpose of comparison with those in Roanoke County, which appear in table 4.12.

Table 4.11: Percentage of School Houses in the State, 1885-1900.*

	% Brick	% Frame	% Log	% Stone
1885	2.4	60.0	37.1	0.5
1890	2.5	70.1	26.9	0.5
1895	2.8	76.7	20.1	0.4
1900	2.4	81.3	16.0	0.3

*city averages are included

Source: William Allen Link, "Public Schooling and Social Change in Rural Virginia, 1870-1920." Diss., University of Virginia, 1981, p. 102.

For Roanoke County, composition of the schoolhouses was as follows:

Table 4.12: Percentage of School Houses in Roanoke County, 1885-1900.

	% Brick	% Frame	% Log	% Stone	Total
1885	5.2	54.3	0.3	0	57
1890	7.2	67.2	25.4	0	55
1895	7.8	75.0	17.1	0	64
1900	7.2	75.3	17.3	0	69

*The Roanoke City school system formed in 1886.

Source: Virginia School Report, 1885, p. 64. Virginia School Report, 1890, p. 41. Virginia School Report, 1895, p. 231. Virginia School Report, 1900-1901, p. 124.

Roanoke County's percentage of brick schools was higher than the state average; frame schools, slightly under the state average; and log schools fluctuated, some years higher and some lower. Roanoke County also was comparable, in most instances, in the categories of outhouses, furniture, and suitable grounds, as the following charts show:

Table 4.13: Percentage of Schools with Outhouses and Furniture in Virginia and Roanoke County, 1885-1900.*

STATE				
	% With Outhouses	% With Good Furn.	% With Patent Desks	% With Suitable Grounds
1885	19.9	51.7	----	87.7
1890	18.4	60.0	14.4	89.5
1895	34.8	65.9	21.9	90.3
1900	42.1	68.8	30.6	93.3

*includes city and county averages

ROANOKE COUNTY				
	% With Outhouses	% With Good Furn	% With Patent Desk	% With Suitable Grounds
1885	26.3	85.9	-----	63.1
1890	34.5	67.2	10.9	70.9
1895	53.1	78.1	32.8	75.0
1900	72.4	82.6	46.3	79.7

Source: Virginia School Report, 1885, pp. 64-65. Virginia School Report, 1890, p. 41. Virginia School Report, 1894-95, Part III, p. 231. Virginia School Report, Biennial Report, 1900-1901, Part II, p. 124.

Suitable grounds in Roanoke County dropped well below the state average for each of the five-year periods. In all other categories--outhouses, good furniture, and patent desks--Roanoke County surpassed the state averages, except for the year of 1890 when only 10.9 % of the schools had patent desks compared to a state average of 14.4%. The percentages for Roanoke County are particularly good in light of the fact that during this period the county was still very rural in nature and the state figures included city averages, which tended to inflate the figures for the rural norm. The number of school plants with outhouses increased from approximately one-fourth of the total in 1885 to three-fourths of the total in 1900; with suitable grounds, from approximately two-thirds in 1885 to four-fifths in 1900; and with patent desks, from one-fifth in 1885 to almost half in 1900. The only drop in improvement was in the category of "good furniture," which fell from 85.9% in 1885 to 82.3% in 1900, only 3.6 percentage points.

Minutes of the district clerks are replete with notations attesting to the movement of schools from one place to another, construction of new schools, and additions to certain schools. Even with the full separation of the Roanoke City school system from Roanoke County in 1886, the Roanoke County system continued to grow, largely because of rapid industrial growth and urbanization caused by the headquartering of the railroad. In effect, population growth and these efforts were continually tying up much of the district funds. Roanoke County had 58 schools in 1880 and 80 by 1899--an increase of twenty-two schools.¹²⁶ Growth is apparent even considering the initial removal of 16 schools in 1884, which formed the core of the Roanoke City system in 1886.¹²⁷ The convenience of an outhouse was not commonplace in 1885, but the addition of this facility grew far more

¹²⁶ Virginia School Report, 1880, p. 31. Virginia School Report, 1899, p. 128.

¹²⁷ Virginia School Report, 1884, p. 14.

important by the turn of the century. Good furniture may have seemed a little less important when compared to the the primary considerations of building and maintaining schools, supplying texts, and providing qualified teachers.

Separate and Unequal: Schooling for Blacks and Whites

Comparisons between schooling for whites and blacks in the late nineteenth century are difficult to pinpoint because they are not evident in the school board or district minute books. There appear to be no significant differences in the number of log or frame buildings provided for whites or blacks. Several references have already been noted referring to building, maintaining, and equipping black schools (letter designations--A, B, C, D, and Gum Spring and Hanging Rock schools).¹²⁸ It appears that these schools were being maintained to the same degree that schools for whites were being maintained. The brick schools, however, were schools for whites rather than blacks. The brick schools were located in the Town of Salem, a more developed center of commerce at that period of time..¹²⁹ Even the majority of white children in the rural Salem area did not attend school in a brick structure. The number of schools for blacks and whites in Roanoke County during the nineteenth century totaled the following:

¹²⁸ Salem District School Board Minutes, 1888-1904.

¹²⁹ Norwood C. Middleton, Salem A Virginia Chronicle (Roanoke: Progress Press, Inc.), 1986, p. 194.

Table 4.14: The Number of Black and White Schools in Roanoke County, 1880-1900.

	White	Black	Total
1880	43	15	58
1885	56	20	76
1890	49	16	65
1895	57	20	77
1900	66	20	86

Source: Virginia School Report, 1880, p. 31. Virginia School Report, 1885, p. 16. Virginia School Report, 1890, p. 10. Virginia School Report, 1895, p. 198. Virginia School Report, 1900, p. 110.

The decrease in both white and black schools in 1890 is due to the completed formation of the Roanoke City school system in 1886, which removed schools from Roanoke County. In Roanoke County, the largest increase in black schools occurred between 1880 and 1885 when the growth of Roanoke City caused a ripple effect in the County. The number of black schools remained at twenty except for 1880 (prior to town/city growth in Big Lick) and 1890, when the new Roanoke City school system removed four schools. In 1880 and 1885, census figures indicate the black school population was exactly the same--2,047.¹³⁰ By 1890, the black population had dropped to 796 due a number of Roanoke County's blacks being within the boundaries of the newly-formed City of Roanoke. Numbers varied little between 1890 and 1895--1,010 blacks were enrolled; by 1900, whereas only 981 were enrolled.¹³¹ It is difficult to determine that the decline in black school population was due solely to the formation of a new school

¹³⁰ Virginia School Report, 1880, p. 20. Virginia School Report, 1885, p. 58.

¹³¹ Virginia School Report, 1895, p. 194. Virginia School Report, 1900, p. 106.

system. Some of the decline may have been due to blacks leaving the Roanoke area and Virginia in search of better jobs in northern urban centers. This migration of southern blacks to the North was also evident in the rest of the South.¹³² In 1890, Virginia's black school population was 275,388. By 1895, it dropped by approximately 7,000--to a total of 268,503.¹³³

While Roanoke County's black school age population was generally one-third of the total school population, the average school population per building was larger for blacks than for whites. This statistic was true at the state level as well.

Table 4.15: Average School Population for Each School, 1885-1900.

	Roanoke County		State	
	W	B	W	B
1885*	91.1	157.4	65.7	125.6
1890#	53.0	69.9	64.4	123.2
1895@	52.5	60.6	62.4	122.8
1900**	75.6	85.2	60.2	115.0

*Based on 1880 census figures
 #Based on 1885 census figures
 @Based on 1890 census figures
 **Based on 1895 census figures

Note: School population calculations were based on census information for the years 1880, 1885, 1890, and 1895. The number of schools for blacks and whites in the state and Roanoke County were divided into the school population for blacks and whites to arrive at the averages.

Source: Virginia School Report, 1882, pp. 58-59, 62.;Virginia School Report, 1885, pp. 11, 16, 229, 236. Virginia School Report, 1890, pp. 10, 85, 154.1 Virginia School Report, Biennial Report 1894-95, Part III, pp. 198, 272. Virginia School Report.; Biennial Report, 1896-97, p. xvii. Virginia School Report, Biennial Report, 1900-01, Part II, p. 109.

¹³² James D. Anderson, The Education of Blacks in the South, 1860-1935 (Chapel Hill: University of North Carolina Press, 1988), pp. 150, 152.

¹³³ Virginia School Report, 1890, p. 154. Virginia School Report, Biennial Report 1894-1895, Part III, p. 268.

The comparison of white and black school age populations to the actual number of black and white schools clearly demonstrates an inequity in the number of white and black students per school. The state figures are appalling in light of the fact that they indicate the number of white facilities compared to black ones were nearly double. Since state funding was based on the school age population, facilities should have been equalized to meet areas with large black majorities. Areas with large black majorities, however, were mostly east of the Blue Ridge--in the Piedmont and Tidewater regions of the commonwealth.

In Roanoke County, the black-white situation was not equitable, but not as disparate as the state average. The biggest difference can be noted in 1885, when whites averaged 91.1% per school and blacks averaged 157.4% per school. The difference is large, but it appears that the population for both races was large compared to the number of school buildings. It must be considered that Roanoke grew by leaps and bounds beginning in 1881, when the railroad became headquartered in the Valley and a surge in population created the chartering of Roanoke City in 1884. The remainder of the five-year periods indicates a difference between black and whites, but the span in percentage points is much narrower--from 8-17 percentage points compared to 66.3.

Additional advantages whites experienced over blacks were higher enrollments, better school attendance, and lower pupil-teacher ratios. Table 4.16 charts the number of white and black pupils enrolled, the average attendance, and pupil-teacher ratios. Table 4.17 conveys the same information at the state level.

Table 4.16: Percentage of Students Enrolled and in Average Attendance, Ages 5 to 21; and Pupil-Teacher Ratios in Roanoke County, 1880-1900.*

	% Enrolled		% in Average Attendance		Ratio (Pupil-Teacher)	
	W	B	W	B	W	B
1880	53.5	42.3	32.6	25.6	38.7	57.7
1885	72.0	57.0	45.0	32.0	40.3	58.0
1890	66.0	54.0	39.0	28.0	42.2	49.7
1895	66.0	65.0	40.0	35.0	42.2	50.5
1900	63.0	57.0	39.0	33.0	41.3	49.0

*Calculations made on pupil-teacher ratio by dividing white and black enrollments by the number of white and black schools.

Source: Virginia School Report, 1880, pp. 28, 31. Virginia School Report, 1885, pp. 13, 16. Virginia School Report, 1890, pp. 7, 10. Virginia School Report, 1894-1895, pp. 195, 198. Virginia School Report, 1900-01, pp. 106,110.

Table 4.17: State Percentages of Student Enrollment and Average Daily Attendance for Students Ages 5 to 21; and Pupil-Teacher Ratios, 1880-1900.

	Enrollment		ADA		Ratio (Pupil-Teacher)	
	W	B	W	B	W	B
1880	48.3	28.5	28.5	15.3	42.3	54.6
1885	62.0	45.0	36.0	25.0	41.7	56.9
1890	64.0	46.0	37.6	25.7	41.0	56.6
1895	59.0	45.0	35.0	24.0	39.0	53.7
1900	59.0	45.0	35.0	25.0	38.0	51.3

Source: Virginia School Report, 1880, pp. 127-128. Virginia School Report, 1885, pp. 13, 16. Virginia School Report, 1890, pp. 7, 10. Virginia School Report, 1894-95, pp. 195, 198. Virginia School Report, 1899-1900, pp. 106, 110.

Table 4.17 indicates that for each five-year period between 1880 and 1900 a higher percentage of the white school age population was enrolled, a higher percentage attended, and a lower pupil-teacher ratio existed. Ruffner addressed part of this issue in his 1880 report by explaining that whites experienced advantages over blacks in enrollment and attendance. One explanation centered around the fact that whites were more densely populated in most parts of Virginia.¹³³ This fact was true for Roanoke County, where the ratio of school age whites to blacks ranged from 2:1 to 3:1 between 1880 and 1900.¹³⁴ Blacks were often sparsely dispersed in many areas of the state, which made it more difficult to provide schools. A second factor was directly related to available monies. The white population was in a better financial position to provide their children clothing and transportation and more easily supplement teacher salaries. Ruffner's final explanation focused on the child labor issue. Even though both whites and blacks used their children for labor, whites were apparently better able to release their children from work in order to attend school.¹³⁵

The pupil-teacher ratio for those enrolled in each building was consistently lower for whites in each reported five-year time frame. The average attendance for blacks, however, was also consistently lower, thereby more nearly closing the gap between white and black pupil-teacher ratios for students in attendance. Reasons for higher black pupil-teacher ratios may be attributed to those already outlined referring to enrollment and attendance, but also to the availability of qualified teachers, especially black teachers for black schools.¹³⁶ The February 1880 issue of the Educational Journal of Virginia

¹³³ Virginia School Report, 1880, pp. 127-28.

¹³⁴ Virginia School Report, 1880, p. 28. Virginia School Report, 1890, p. 6. Virginia School Report, 1900, p. 106.

¹³⁵ Virginia School Report, 1880, pp. 127-28.

¹³⁶ Anderson, pp. 110-111.

expresses the preference of colored teachers for colored schools, along with verifying the large numbers of students per teacher in colored schools:

They surpass the whites in their management of colored children.....Their schools are often double the size they ought to be--and school officials should give heed to this--but even when sixty to eighty children were present under the care of a single teacher, we have almost always found quiet order, and also systematic and successful instruction; and always have found good manners.....The result of all our seeing and thinking is, that as a rule colored teachers are best for colored schools.¹³⁷

The article further stated that Hampton trained "the best and most agreeable teachers"¹³⁸ and that school officials should take advantage of obtaining graduates of this institution and afford their teachers the opportunity to attend the colored normals each summer in different state locations.

A comparison between the state and Roanoke County figures for all three charted components--enrollment, average attendance, and pupil-teacher ratio--reveals that Roanoke County consistently reported a higher percentage of enrollment and average attendance than the state averages. The white pupil-teacher ratio also remained lower, but the black pupil-teacher ratio was higher in Roanoke County than it was at the state level in 1880 and 1885; in 1890, 1895, and 1900, Roanoke County's ratio was lower. In general, it appeared that the citizens of Roanoke County were taking education more seriously than many other localities in the state.

The Civil War emancipated the black, enslaved population in Virginia and the South, causing a temporary entry into the ranks of the nation's free citizens at a time when systems of public education were forming. Ex-slaves enjoyed a short-lived (1860s and

¹³⁷ Educational Journal of Virginia (Richmond: Department of Education), February 1880, p. 57.

¹³⁸ Ibid.

1870s) new social system that permitted them voting rights, citizenship, wage labor, and a Republican government. This period was brief, however, and they struggled to obtain first-class citizenship which was impeded by a multitude of shrewd tactics employed by federal and state governments and extralegal organizations. As has been described earlier in Chapter IV, blacks were disfranchised in the late 1870s, political subordination was fixed, and they were caught in a web of "statutes and social customs in an agricultural economy that rested heavily on coercive control and allocation of labor."¹³⁹ From the late 1870s until well into the twentieth century, black southerners were an oppressed lot who lived in a social system without the advantages of first-class citizenship.

Immense desires to become a free, literate culture caused blacks to establish schools for their children after their emancipation--perpetuated by the efforts of Sabbath schools, northern missionary societies, the Freedmen's Bureau, and ultimately state-supported systems of public education for all children.¹⁴⁰ Due to the planters' resistance to universal education, it kept the reality of this occurrence underdeveloped and effectually froze the ex-slaves' campaign in the mid-1870s' position until the turn of the century. By 1900, black schooling was only slightly improved over the 1875 status. The planters utilized child labor extensively, which fueled even stronger opposition to black education by this group. While many black parents fought the labor issue as an encroachment upon their children's educational opportunities, other blacks succumbed to the planters' interests.¹⁴¹

Additional control over the education of blacks was gained as planters increased their supervision of the ex-slave laboring class. Due to their control over black labor, the

¹³⁹ Anderson, p. 2.

¹⁴⁰ Ibid., pp. 12-13, 15-16.

¹⁴¹ Ibid., p. 23.

black campaign for universal schooling became increasingly weaker. Planters locked blacks into a system of forced labor "designed to reduce wages, to restrict labor mobility, to protect individual planters from competition with other employers, and to force blacks to sign repressive labor contracts."¹⁴² Herein lies another underlying reason for lower black school attendance.

The conception of education for blacks held by many white southerners, northern industrial philanthropists, some key black educators (e. g., Samuel Armstrong of Hampton Institute, Robert R. Moton, Booker T. Washington), and many southern school officials was founded on the premise that black economic and political subordination should continue to be their station in life. The assurance that this concept remained intact was achieved through the promotion and promulgation of a curricula that emphasized manual labor and industrial education (e. g. , Hampton and Tuskegee Institute models)--in essence, a societal ploy to lock blacks into the lower station in life to which it was believed they were best suited.¹⁴³

This oppressed social order was sure to fester and explode as it continued to conflict with the aspirations of ex-slaves and their descendants. The result of this conflict was a bitter national debate over the purposes of black education at the turn of the century. The struggle of the black population to develop an educational system that met their needs and desires would continue as they remained tied to a separate and unequal system of universal schooling controlled by white elites who held both economic and political power.¹⁴⁴ Comprehending the political, cultural, and economic context within which blacks were enmeshed in the late nineteenth century provides one with a greater grasp of

¹⁴² Ibid., pp. 23-24.

¹⁴³ Ibid., pp. 52, 57.

¹⁴⁴ Ibid., pp. 105, 110.

the differences in black enrollment, attendance, pupil-teacher ratios, and other related factors that statistics can not solely unmask.

Duration of school attendance for a calendar year during this period was different than that of today--largely due to the prevailing agricultural economy of the period. Students in Virginia were enrolled for only a few months. In Roanoke County, children attended school slightly less often than the state average for the years 1880-1900. Mountainous terrain, poorer roads than those in the Tidewater and Piedmont regions of the state, and the economic necessity of the whole family working together to maintain the family farm were reasons for this occurrence. Table 4.18 targets the differences between the duration of a school year in the state and Roanoke County.

Table 4.18: Average School Term in the State and Roanoke County, 1880-1900.*

	STATE Months	ROANOKE COUNTY Months
1880	5.64	5.35
1885	5.92	5.47
1890	5.91	5.00
1895	5.95	5.80
1900	6.00	5.89

*The state figures include city averages.

Source: Virginia School Report, 1880, p. 31. Virginia School Report, 1885, p. 16. Virginia School Report, 1890, p. 10. Virginia School Report, 1895, p. 198. Virginia School Report, 1900, p. 110.

Roanoke County's schools remained open more than five months of the year, which was similar to the state averages. Even though approximately six and a half more

months were spent at home, schools provided a social and intellectual outlet that young people may have otherwise missed. Farm work and church activities provided social opportunities, but were restricted to family members or those of the same religious preference. James Pleasants Woods, born in 1868 on a farm in Catawba, jotted down his remembrances about his school days at a country school on the farm and one called Brand, near the Catawba Church. In 1943, Woods recalled that his teachers were his brother, John, who had three years at Roanoke College; L. W. Wise, a nephew of Governor Wise; Rank B. Caldwell, "who taught me to write"; Charles K. Speck; Miss Fannie Spessard, the mother of Governor Spessard Holland of Florida; Colonel James Brent, a relative of President Madison, "who taught me to love Bobby Burns"; and Arch Wiley, son of Dr. Wiley. "My last public school teachers were Edgar Barnett and J. T. S. Wade. I learned enough to stand the examination to teach school myself at \$25 a month and paid \$6 for board at Shiloh [another school nearby]."¹⁴⁵

Woods further reminisces that he met his first girlfriend while going to the Brand School. "I, then eleven years old, met my first sweetheart, Lee Goolsby. I wanted to marry that girl, but thought it useless to say anything to my mother about it as she would think me too young to marry." He also wrote about another attraction, Annie Robinson, whom he could not visit because he did not have a saddle for his colt.¹⁴⁶

Woods also conveyed that his schoolmates mostly lived in log houses and helped to sustain family farms. In a very descriptive fashion, he wrote about each person/family living on the farms in the Catawba Valley. Their occupations were tied to agriculture and their idiosyncrasies provided amusing reading. Woods later became a lawyer, mayor of the

¹⁴⁵ James P. Woods, "Personal Biographical Sketches and Reminiscences of James Pleasants Woods," 1943. James P. Woods, Jr., Salem, Virginia.

¹⁴⁶ Ibid.

City of Roanoke, and a Congressman who nearly ran for Governor to succeed Governor Trinkle.¹⁴⁷

While a glimpse into some of the conditions of late nineteenth century schooling has been provided, little attention has been given to the curriculum and textbooks of the period, the subject of the next sub-section.

Curriculum and Textbooks

The curriculum designated by law changed little between 1870 and 1900. The public free school law of July 11, 1870 stated that the elementary curriculum should include "orthography, reading, writing, arithmetic, grammar, and geography."¹⁴⁸ Other branches were not to be introduced unless special regulations devised by the school board (i. e., county board of education) permitted their inclusion. The Acts of the Assembly revealed no changes in curriculum requirements until 1900, when the law provided for the instruction of physiology, hygiene, history of the United States, and history of Virginia; also, the superintendent was "authorized to make arrangements for the gradual introduction of civil government and drawing." The exact wording of the law decreed, "In teaching of physiology and hygiene approved textbooks shall be used, plainly setting forth the effects of alcohol and other narcotics on the human system, and such effects shall be as fully and thoroughly taught as other branches of the last-named subjects."¹⁴⁹

In 1877, Roanoke County and other systems were operating under the 1870 Virginia law which stipulated that uniformity of textbooks was to be provided on a gradual system by the school board. The state provided an approved list of two series of spellers,

¹⁴⁷ Ibid.

¹⁴⁸ Acts of the Assembly, C. 259, 1870.

¹⁴⁹ Acts of the Assembly, C. 132, 1900.

readers, arithmetics, grammars, geographies, and dictionaries from which the counties could choose.¹⁵⁰ Those texts that Roanoke County chose in the formative years were listed in Chapter III.

The law remained intact until 1884, when the school board was directed to place upon the list of prescribed books for use in the public schools the two works of John Esten Cooke, entitled Virginia: A History of Her People, and Stories of the Old Dominion.¹⁵¹

By 1898, the third piece of textbook legislation surfaced, stating

All textbooks, which may hereafter be adopted by school trustees for use in any public school in the state of Virginia shall not be changed or substituted until the same have been used for a period of not less than four years: provided, however, that this act shall not apply to histories of the United States.¹⁵²

It appears that in Roanoke County, school officials were taking seriously curriculum offerings to school age children for all the subjects required by law and those further deemed important by the superintendent. Two extensive courses of study were found in the Roanoke County school files--one issued in October 1893 and written in Superintendent Stearnes' own hand (see Appendix B for full account), and one issued September 8, 1898 by the school board through the printing services of the Salem Times-Register. Both the 1893 and 1898 courses of study provide detailed content, sources, and methods to be used to teach reading, spelling, language, numbers, writing, oral and observation lessons, geography, and drawing. Nine grades were listed, five of which were primary and four grammar. These divisions are similar today to elementary and secondary classifications. In the fifth year, physiology/hygiene and history were added; in

¹⁵⁰ Virginia School Report, 1871, p. 195.

¹⁵¹ Acts of the Assembly, C. 347, 1884.

¹⁵² Acts of the Assembly, C. 684, 1898.

the ninth year, botany was added. One difference in the 1898 course of study was that science was listed in the first primary year and carried through the fourth grade in the grammar school.¹⁵³

A typical daily routine (see Appendix B) for a district school's first five grades was found in an 1897 issue of The Virginia School Journal. It is informative with regard to the subjects taught, the number of minutes allotted to each, and the emphasis on slate work, book work, and blackboard work. One mid-morning 10-minute recess period was included and 60 minutes at lunch time. The first grade had an additional 10-minute recess period in the afternoon. Each day opened with a 10-minute devotional or literary exercise, followed by five hours and forty minutes (excluding lunch) devoted to academic instruction.¹⁵⁴

References to specific texts used in the Roanoke County system appeared periodically in the school board minutes. Between 1878 and 1882 the texts remained the same as those used in the 1870-76 period, with the exception that "McGuffey's series of school readers be used instead of Holmes."¹⁵⁵ On August 11, 1882, recommended textbooks were McGuffeys Revised and Speller, McGuffeys Revised and Primer (+ 1st, 1nd, 3rd, 4th, 5th, and 6th Reader), Davies and Peck Elementary Arithmetic, Davies and Peck Complete Arithmetic, Harvey's Revised Elementary Grammar, Harvey's Revised English Grammar, Maury's Revised Elementary Geography, Maury's Revised Manual of Geography, Maury's Revised Physical Geography, Spencerian Copy Books (large and small), Magills History of Virginia, and Steckney's Child Book of Language.¹⁵⁶ By

¹⁵³ Courses of Study for the Roanoke County school system, 1893 and 1898 (see appendix for full description). Archival records of Roanoke County Schools, Salem, Virginia.

¹⁵⁴ The Virginia School Journal (Richmond: Department of Education, 1897), Vol. VII, No. 8, p. 257.

¹⁵⁵ Roanoke County School Board Minutes, Vol. V, p. 30.

¹⁵⁶ *Ibid.*, p. 39-41.

November 10, 1882, the Eclectic History of the United States was an added adopted text.¹⁵⁷ By August 16, 1886, the Graphic Copy (writing) replaced Spencerian.¹⁵⁸

On August 6, 1892, the textbook committee recommended Spencerian (instead of Graphic), White's Arithmetic, Bouton and Johonnot's Physiology (primary), Tracy's Physiology and Hygiene (higher), and Krusi's System of Drawing. By 1898, a long list of approved texts appeared in the school board minutes; a period of no less than four years' use was stipulated as in the past. The approved texts follow:¹⁵⁹

Cornifix's Chart
Johnson's Primer
Merrill's Speller
Glass's Old Dominion Spelling Blanks
Johnson's First Reader (+ 2nd, 3rd, and 4th)
Warren Colbourne's Intellectual Arithmetic
Venable's New Elementary Arithmetic
Venable's New Practical Arithmetic
Hyde's Practical Lessons in English
Hyde's Practical English Grammar
Whitney and Lockwood's English Grammar
Maury's Elementary Geography
Magill's Stories from Virginia History
Magill's History of Virginia
Jones History of the United States
Judsen's Young American (civics)
Natural Vertical System in Writing
Webster's Primary Dictionary
Webster's Common School Dictionary
Webster's High School Dictionary
Webster's Academic Dictionary
Thompson's System of Drawing
Williamson's Life of Robert E. Lee
Riverside Literature Series
Maywood's English Classic Series
Zuchtman's American Music System
Songs of the Nations
Goode's Teacher's Register

¹⁵⁷ Ibid., p. 43.

¹⁵⁸ Ibid., p. 53.

¹⁵⁹ Ibid., p. 91.

The list of approved texts noticeably increased between 1877 and 1900. At a glance, it is apparent that texts for the "higher branches" or newly-instituted high schools appeared in the 1898 list. Otherwise, the texts were not numerous and dovetailed with the basic subjects that were being taught. The addition of readings on the history of Virginia and civics and government surfaced in the 1880s and 1890s; likewise, the 1890s' course offering of drawing using Krusi's method. The inclusion of the last two areas were regarded as important by Superintendent Stearnes and is another indicator that Roanoke County was on the forefront of discretionary curriculum additions. In the area of teacher training, Roanoke County school officials continued to place high importance on the qualifications of the teacher, the subject of the next sub-section.

Teacher Preparation, Certification, and Salaries

In the late nineteenth century, teacher education consisted of the three kinds mentioned in Chapter III: Teacher Institutes (local), Summer Normals, and Normal Schools.¹⁶⁰ The local institutes seemed to hold great importance, as evidenced by the comments of Superintendent Stearnes in his annual reports in which he stated high rates of attendance. Local institutes were usually held for blacks and whites separately, but occasionally there were joint meetings. The division superintendent was usually in charge of conducting the meetings with the ultimate goal of improving the art of teaching.¹⁶¹

The subject of Normal Schools was first addressed by the Underwood Constitution, which stated they were to be established "as soon as practicable."¹⁶² By

¹⁶⁰ Virginia School Report, 1874, p. 135.

¹⁶¹ Virginia School Report, 1872, Part II Expository, pp. 73-74.

¹⁶² Virginia School Report, 1874, p. 135.

1883, the General Assembly had failed to fund this mandate due mainly to its focus on the state debt crisis. Constitutional mandates were secondary to this issue. State Superintendent Farr commented on this problem in his 1883 report, arguing that teachers wanted education but that the General Assembly, in all likelihood, had used the "as soon as practicable" phrase as an excuse to not provide the state aid that was necessary.¹⁶³ An extension of the state's suppressive attitude toward teacher education (i. e., Teacher Institutes and State Summer Normals) surfaced in an 1873 law that stated:

The Board of Education shall have power, at its discretion, to invite and encourage meetings of teachers in convenient places, and provide addresses to be made before such meetings, touching the processes of school organization, discipline, and instruction: provided that no public money shall be expended for the purposes of this section; that no such meetings of teachers shall be held during the period of the year when the schools are, or should be, open; that no teachers shall be compelled to attend such meetings, nor be paid for attendance.¹⁶⁴

Farr was disgusted by the contents of this law, which limited teacher education.¹⁶⁵ As a result of the dearth of state funds, the Peabody Fund became the major supplier of money for this purpose. For example, in 1882, \$1,000 of the Peabody Fund was used to hold Normals for whites in Salem and Farmville; and for blacks, in Petersburg. Scholarships were also available for a small number of teachers to attend Nashville Normal College in Tennessee.¹⁶⁶

¹⁶³ Virginia School Report, 1883, p. 132. The Virginia Normal and Collegiate Institute for Colored Persons at Petersburg was founded in 1883 after the U. S. Supreme Court ruled invalid a lower court's injunction blocking funds meant for the school. In 1884, the State Female Normal School at Farmville was approved by the General Assembly (Buck, pp. 94-95).

¹⁶⁴ Virginia School Report, 1884, p. 133. Virginia School Report, 1883, p. 134.

¹⁶⁵ Virginia School Report, 1884, p. 134.

¹⁶⁶ Virginia School Report, 1883, pp. 63, 66.

State Summer Normal Institutes were considered to be an improvement over the local institutes due to longer sessions and better instructors. The first Normal Institutes, provided by the Peabody Fund, were held in 1880 and ran for an average of three to six weeks--one at the University of Virginia for white teachers and the other in Lynchburg for black teachers.¹⁶⁷ Teachers usually had to fund their own training at the Normals, aided by small district supplements and reduced rates offered by the railroad.¹⁶⁸

Even though the Peabody Normal Institutes were available to teachers each summer, many never attended, due perhaps to the meager amount of help that defrayed the overall cost of this training. By 1891, as many as 4,000 teachers in Virginia had not attended a State Summer Normal.¹⁶⁹ Irregular attendance was evident by those who did attend. State Superintendent Massey deemed that irregular attendance made the effectiveness of this training difficult to study and follow-up. He pleaded a case for the legislative authority to permit the Institutes be conducted during the school year. He further contended that there should be compulsory teacher attendance with pay to counteract the sporadic attendance.¹⁷⁰ Massey's plausible, cogent argument did not make an impact on state support to increase Summer Normals until March of 1894, when the General Assembly passed a law targeting \$2,500 for the support of State Summer Normals.¹⁷¹

Roanoke County teachers attended the State Summer Normals. For instance, 15 white teachers attended the Peabody Institute in Wytheville in 1884. The 12 women and three men ranged in age from 18-60. (Only two males were between 30 and 60 years of

¹⁶⁷ Virginia School Report, 1881, p. 75.

¹⁶⁸ Virginia School Report, 1880, p. 107.

¹⁶⁹ Virginia School Report, 1891, p. 117.

¹⁷⁰ *Ibid.*, p. 162.

¹⁷¹ Virginia School Report, 1894-95 Biennial Report, p. xxv.

age.) Thirteen were Virginia natives, two were from other states, and only one was married. Nine of the teachers had attended other Normal Institutes prior to the one held at Wytheville. Educational backgrounds were diverse and encompassed both the public and private education sectors. A breakdown of their educational backgrounds follow: six were educated in the public schools; two, other than public schools; one, Virginia A & M College; one, Roanoke College; one, Hollins Institute; one, Oxford Academy in Jacksonville (Floyd County); and three, Montgomery Female College. Eleven of the teachers had kept up a course of reading during the year and eight subscribed to educational literature. Only three of the teachers held a diploma, but 13 indicated they wanted to make teaching a career; one was uncertain.¹⁷² While teachers from Roanoke County attended Peabody Institutes in different locations, some white teachers attended one in Salem in 1882 and some black teachers attended one conducted in Roanoke in 1888.¹⁷³

Salem Institute

The Salem Institute was held on August 7-17, 1882, with 83 in attendance. The sessions were conducted by Professors E. V. De Graffe, of Patterson, N. J., and W. B. McGilvray of Richmond, Va. Professor De Graffe instructed the teachers in the areas of spelling, phonics, reading, language, object lessons, and penmanship. Professor McGilvray conducted instructional sessions on arithmetic, grammatical analysis, geography, map drawing, and school government and discipline. Furthermore, these two men delivered two public addresses to large audiences in the Town Hall.¹⁷⁴

¹⁷² Virginia School Report, 1884, pp. 71-72.

¹⁷³ Virginia School Report, 1882, p. 67. Virginia School Report, 1888, p.47.

¹⁷⁴ Virginia School Report, 1882, p. 67.

The Institute was formally opened at the Salem Town Hall on Monday evening with an address by Superintendent W. W. Ballard. Since Roanoke College provided facilities for the sessions, President Dreher also welcomed the teachers and school officials, and the Reverend E. C. Gordon extended town hospitalities.¹⁷⁵

The daily routine began at 9 a.m. with "devotional services, and cheering, enthusiastic singing frequently enlivened the exercises during the day."¹⁷⁶ Regular subjects, professional training, moral training, methods of teaching, and other minor topics were covered. Sessions were promptly and regularly attended by the teachers. Citizens also demonstrated an interest by their continued presence at lectures.

Roanoke Institute

The Roanoke Institute was one of seven held in Virginia in 1888. Peabody funds totaling \$2,071.11 paid for the Institutes. Four of the Peabody Institutes were held for white teachers and two for black teachers. The Roanoke Institute was specifically for black teachers.¹⁷⁷

The length of the Roanoke Institute was four weeks, beginning July 17 and ending August 16. Eighty teachers from Southwest Virginia were in attendance. According to the report of Professor R. L. Mitchell to State Superintendent Buchanan, the opening exercises were conducted in the courthouse. Superintendent Lunsford, of the Roanoke City system, and the Reverend R. R. Jones made opening remarks. Of the 80 teachers in attendance, there was an increase of 30 more than the institute held in Wytheville the previous summer, an indication of increasing interest. Many teachers attending the Wytheville Institute in

¹⁷⁵ Ibid.

¹⁷⁶ Ibid.

¹⁷⁷ Virginia School Report, 1888, pp. 46-47.

1887 attended the Roanoke meeting. Mitchell lamented that, had publicity been greater in more rural areas of Southwest Virginia, attendance would have been larger--perhaps 150.¹⁷⁸

The format of the Institute focused on method and subjects taught. The method employed divided the teachers into two classes--one conducted by Mitchell and the other by Professor Albert V. Norrell, and alternating at the end of each hour. Daily sessions were from 9 a.m. to 4 p.m. "Two evenings of the week and Saturdays were devoted to lectures and literary exercises."¹⁷⁹ Subjects taught included arithmetic, geography, grammar, history, penmanship, map-drawing, reading, phonetics, physiology and vocal music. In addition, theory and practice of teaching was emphasized along with the "best methods of imparting instruction" and classroom management. "The teachers were made to understand that the sense of perception in the child must first be developed, and that no mere memorizing of rules and formulas, without clear and explicit statements, giving the 'whys' and 'wherefores,' could ever accomplish beneficial results in the art of teaching."¹⁸⁰ Mitchell further mentioned the dedication and promptness of the teachers in attendance and noted that the teachers expressed regret that the Institute could not be held longer. Both Superintendent William Lunsford (Roanoke City) and Professor William Graybill (Roanoke City and County) contributed to the Institute--Lunsford, through his attendance and talks to the teachers, and Graybill, through his lectures on physiology and his chart on civil government.¹⁸¹ In addition to this Institute, Roanoke County conducted its local

¹⁷⁸ *Virginia School Report*, 1888, pp. 47, 81.

¹⁷⁹ *Ibid.*, pp. 81-82.

¹⁸⁰ *Ibid.*

¹⁸¹ *Ibid.*, p. 82.

institutes during the year--three for whites, with 26 teachers in attendance; one for colored, 16 present.¹⁸²

Normal Schools

Attendance and graduation from state Normal Colleges was the highest level of educational attainment for teachers in late nineteenth century Virginia. Students attending these schools enrolled for a two or three-year course of study.¹⁸³ Four state institutions were operating in 1888: the State Female Normal at Farmville, Hampton Normal, the University of Virginia, and the College of William and Mary. Peabody funds buttressed teacher education programs at Farmville and Hampton Normal. The College of William and Mary established a Normal College only for white males intent on entering the teaching profession.¹⁸⁴ Even considering the four State Normals and some other colleges offered teacher training, few of Virginia's teachers had a college degree in 1885.¹⁸⁵ (Roanoke County had 16 teachers out of 77 who had degrees--one from VMI, three from Virginia A & M University, nine from Roanoke College, and three were not listed.¹⁸⁶) Superintendent Farr's belief that teacher education was a valuable and necessary goal was evident when he asserted:¹⁸⁷

Some may still think that all are *born* [italics added] to *teach* [italics added], and that special training is not necessary for any; but the

¹⁸² Ibid., p. 94.

¹⁸³ Virginia School Report, 1881, p. 101.

¹⁸⁴ Virginia School Report, 1888, pp. 36-37.

¹⁸⁵ Link, 1981, p. 113.

¹⁸⁶ Virginia School Report, 1888, p. 68.

¹⁸⁷ Virginia School Report, 1883, p. 133.

practical experience of every-day life destroys this assumption, and makes it clear that teaching is a profession, and does not come by intuition, but that it requires much hard study and application as any of the other learned professions.

In spite of Farr's espousal, the General Assembly failed to enact supportive legislation and teacher education remained relatively stagnant. In 1885, only six percent of Virginia's teachers held college diplomas and by 1900, the statistics were not greatly improved--about 80% of Virginia's teachers only had a high school education, out of which approximately one-third received no education past the primary level; the remaining 20% had some training beyond high school.¹⁸⁸

Certification

Certification of teachers followed much the same course as it did in the 1870-76 period; division superintendents were responsible for examining and licensing candidates for teaching. The professional certificates and first, second, and third grade (A,B, C) certificates remained the four classifications with the same scholarship conditions pertaining to each. The superintendent continued to prepare the examinations and issue certificates on a yearly basis and could revoke them at any time.¹⁸⁹ One such example of a certificate to teach in Roanoke County 1885-86, issued by Marshall P. Frantz for Thomas L. Arthur, indicates he held a "B" (or grade two) certificate and scored in the 90s for all subjects except for arithmetic and geography, for which he scored 85. (See Appendix C for Arthur's certificate.) Extracts from the law appear at the bottom of the certificate, referring to teachers, their duties, competency, contracts, suspension of pupils, teacher exemptions,

¹⁸⁸ Link, 1981, p. 113.

¹⁸⁹ Virginia School Report, 1886, p. 16.

and meetings.¹⁹⁰ The state superintendent also had the authority to issue a professional certificate or a life diploma. Generally, county superintendents bore the largest responsibility for this duty.

In Roanoke County and the state, few teachers held professional certificates. A state and county breakdown for blacks and whites in 1885 indicates the following:

Table 4.19: Breakdown of Types of Certificates for Teachers in Roanoke County and the State for the Year 1885.

Type of Certificate	Roanoke County	State
Professional Certificate	9	723
First Grade	29	2480
Second Grade	27	2007
Third Grade	12	1123
Total	77	6333

Source: Virginia School Report, 1885, p. 68.

The percentage for those holding all four grades of certificates in Roanoke County was similar to the state percentages. A breakdown is shown below:

¹⁹⁰ Teaching Certificate of Thomas Arthur, 1885-1886. In the possession of James and Lynn Robertson, Roanoke, Virginia.

Table 4.20: Percentage Breakdown of Certificates Held by Teachers in Roanoke County and the State for the Year 1885.

Type of Certificate	Roanoke County	State
Professional Certificate	8.5	8.7
First Grade	2.6	2.6
Second Grade	2.8	3.1
Third Grade	6.4	5.6

Source: Virginia School Report, 1885, p. 68. The percentage was computed by dividing the total number of persons holding certificates by each of the number holding each of the four grades of certificates. Some teachers in Roanoke County and the state did not possess a certificate, thereby creating a total of less than 100 percent.

The main difference between the two sets of percentages is that more teachers in the state held a second grade certificate than those in Roanoke County, and more teachers in Roanoke County held a third grade certificate than the state average. Otherwise, no significant difference could be noted.

For the years 1896, 1897, 1898, 1899, and 1900, Superintendent Stearnes recorded the following information with regard to the number of teachers examined and the number licensed. No reference is made to the number attaining each of the four grades of certificates or to the number of blacks and whites in each category:

Table 4.21: Roanoke County Teachers Examined and Percentage Licensed for the Years 1896, 1897, 1898, 1899, and 1900.

Years	# Examined	# Licensed	% Licensed
1896	92	67	72
1897	85	58	68
1898	92	61	66
1899	80	50	62
1900	115	80	69

Source: Roanoke County School Board Minutes, Vol. V, pp. 137, 147, 156, 163, and 170.

Better than one-fourth of those attempting to pass the teachers' examination did not do so, according to the superintendent's figures. For the last five years of the nineteenth century, Roanoke County's percentage of those candidates receiving a teaching certificate ranged from 62-72% of those tested. The lowest passing year was 1899; the highest, 1896.

At the state level some progress toward uniformity of testing occurred in 1891, when a resolution was passed at a joint meeting of the State Education Association and the Superintendents' Conference. These two groups requested that State Superintendent Massey issue printed examination questions twice a year. When the examination questions were printed, the tests were given at the same time across the commonwealth in the following subject areas: reading, arithmetic, history, writing, geography, grammar, physiology, hygiene, orthography, and theory and practice of teaching (first and second grade certificate-holders only).¹⁹¹

¹⁹¹ Virginia School Report, 1891, pp. 166-67. Virginia School Report, Biennial Report 1892-93, p. xxxiv.

Again, requirements varied according to the certificate issued. A first grade certificate required an examination score of 80% or better; second grade, 70%; and third grade, 60%. If a person received a first grade certificate, s/he was licensed for three years; second grade certificate, two years; and a third grade certificate, one year. Those desiring a teaching position had to be at least 18 years of age. Those being issued a first grade certificate had the added stipulation of being required to have taught 10 months if under the age of 20.¹⁹² Tests for blacks and whites were alike in that the same subjects were included, but questions were different. (See an 1897 uniform examination in Appendix D for more information on the content of the test.) The same provisions for examining and licensing teachers, however, applied to both races.¹⁹³

The state superintendent was still authorized to issue the professional certificated, valid for seven years, and the life diploma. Those receiving a professional certificate were tested in all subject areas mentioned plus additional courses deemed necessary by the state superintendent. The life diploma required that a teacher maintain 75 percent mastery in all subject areas. For both types, the professional certificate or life diploma, candidates had two years to complete the requirements.¹⁹⁴

As briefly described in Chapter III, in 1895 those teachers completing sanctioned courses of study through the State Summer Normals did not have to take a certificate-renewal examination.¹⁹⁵ By 1898, five colleges (i. e., State Normal in Farmville, William and Mary, Peabody Normal in Nashville, Hampton Normal, and the Normal at Petersburg)

¹⁹² Virginia School Report, Biennial Report 1892-93, p. xxxiv. Virginia School Report, 1891, p. 168.

¹⁹³ Virginia School Report, Biennial Report, 1892-93, pp. 377-389. Virginia School Report, 1897, pp. 167-174 (uniform examination).

¹⁹⁴ Virginia School Report, 1892-93, pp. xxxiv-xxxv.

¹⁹⁵ Buck, pp. 115-116.

had programs that exempted graduating teachers from five years of testing for certification. An additional means for certifying teachers became available in the late 1890s.¹⁹⁶ In 1898, State Superintendent Joseph Southall outlined a plan whereby teachers of first grade certificates could obtain a professional certificate if they completed a three-year home study program under the auspices and judgment of the State Board of Education.¹⁹⁷

The Virginia State Reading Association also provided another means of certifying teachers. Begun at the local level in 1884 by Roanoke Countian Dr. F. V. N. Painter of Roanoke College, the organization's main purpose was to encourage the perusal of education literature by teachers. Teachers could join for an annual fee of \$.50. Testing commenced two years after required readings were completed. Passing this test provided them a two-year certificate.¹⁹⁸ In 1886, only 400 Virginia teachers belonged to this group. In 1889, Roanoke County had three males and one female who belonged to the Reading Association.¹⁹⁹

Even though the attempt to standardize certification occurred in 1891, there were still problems with inconsistencies due to the grading of the examinations by division superintendents. Standardization was nearly impossible due to the variety of standards existing among the superintendents.²⁰⁰ It would not be until 1905 that greater standardization occurred due to the establishment of a State Board of Examiners, a group that graded all of the examinations.²⁰¹

¹⁹⁶ Virginia School Report, Biennial Report 1898-99, p. xxxix.

¹⁹⁷ Buck, p. 134.

¹⁹⁸ *Ibid.*, pp. 96-97.

¹⁹⁹ Virginia School Report, 1884, p. 176. Virginia School Report, 1886, p. 47. Virginia School Report, 1889, Table 11.

²⁰⁰ Virginia School Report, Biennial Report, 1894-95, p. xliv.

²⁰¹ Buck, p. 136.

Teacher salaries were contingent upon the type of certificate held and district boards responded by setting pay scales according to the types held. Other factors, more discriminatory in nature, such as race, gender, student attendance, and available monies affected teacher salaries.

Salaries

Compensation for the profession of teaching in late nineteenth century Virginia and Roanoke County was tenuous at best. The magnitude of the job did not bring commensurate pay. Between 1870 and 1900, pay increased little for men or women. Irregularity of payment was almost a certainty due to a lag in the disbursement of county and state funds earmarked for this purpose. The county treasurer had the responsibility of collecting state, county, and district taxes, receiving no salary for this task but only a commission on taxes collected. Since the treasurer was not compensated appropriately, he most often was employed in some other occupation which took away from fee collecting. The inefficiency of this arrangement was obvious--much time would elapse before taxes were collected.²⁰² The time period often caused a delay in paying teachers their salaries. In 1886, Roanoke County reported a delay in the payment of \$455 to teachers.²⁰³

Student attendance also affected teacher pay. According to Virginia law, a public free school had to average 20 students in daily attendance. This average was the guideline for providing monthly pay to teachers. In actuality, if ADA (average daily attendance) dropped below 20 students (between 15 and 20), school boards could adjust teacher pay proportionately. Public money could not be used to fund a school that averaged less than

²⁰² Link, 1986, p. 63.

²⁰³ Virginia School Report, 1886, p. 83.

10 students in attendance. A final clause in the law permitted teachers full compensation with an ADA of 15 students, provided extenuating circumstances (e. g., district geography) made it impossible to increase the ADA.²⁰⁴ Because attendance was linked so closely with teacher pay, an 1886 law required teachers to keep a register showing both enrollment and attendance. The Virginia School Register was designed to be used for four years and then replaced with a new one at \$.75 a copy. Superintendents utilized registers to verify enrollment and attendance in order to comply with guidelines for compensation.²⁰⁵

Teachers in cities received higher wages than those in counties. One distinct advantage of teaching in a city was that the length of the school term was usually longer. By the 1890s, city schools averaged nine-month terms, while county schools averaged five-and-a-half month terms. The disparity in city and county salaries was reported in 1893 as indicated below:²⁰⁶

	CITY		COUNTY	
	Male	Female	Male	Female
Mo. Salary	\$67.83	\$39.45	\$27.21	\$25.48

In most Virginia counties, between 1877 and 1900, salaries changed little and averaged between \$20 and \$35 a month, as table 4.22 reveals:

²⁰⁴ Virginia School Report, 1887, pp. 28-29. The attendance law created so many financial problems that the General Assembly abolished it in 1890. A revised law required 20 students to be enrolled, with certain exceptions for schools averaging 15. Virginia School Report, Biennial Report 1896-97, lxxi.

²⁰⁵ Virginia School Report, 1886, p. 19.

²⁰⁶ Virginia School Report, Biennial Report 1892-93, p. xxiii.

Table 4.22: Average Monthly Salary for Black and White Teachers in Roanoke County and the State, 1880-1900.*

Year	ROANOKE COUNTY		STATE	
	Male	Female	Male	Female
1880	26.53	22.50	29.20	26.45
1885	30.05	27.86	31.00	26.88
1890	31.89	29.33	31.69	26.61
1895	34.53	34.09	32.82	26.95
1900	34.00	35.41	32.47	26.18

*Source: Virginia School Report, 1880, p. 31. Virginia School Report, 1885, p. 59. Virginia School Report 1890, p. 10. Virginia School Report 1895, p. 198. Virginia School Report, 1900, p. 110. Averages of all four districts, black and white males, and black and white females in the 1885 report was computed.

An analysis of the average salaries of males and females in Roanoke County and in the state points out that males were receiving higher salaries than females in each reported year except for 1900 in Roanoke County. In that year, females received \$1.41 more per month than males. By the late 1880s a shift from male dominance to female dominance earmarked the teaching profession. Females could be paid lower salaries, were considered more nurturing, and fit for the job. Salaries For Roanoke County women between 1880 and 1900 did not vary markedly from the men, even in 1880, 1885, and 1890, when there was a monthly difference of \$3.57, \$2.19, and \$2.56, respectively. In 1895 there was only a \$.44 difference, and by 1900 females led by \$1.41. The state figures were much more disparate, showing a gain for men in all reports--ranging from a high of \$6.29 per month difference in 1900 to a low of \$4.12 difference in 1885. It appears that Roanoke County was trying to be more equitable. The gender ratio for black and white teachers in Roanoke County and the state between 1880 and 1900 distributes as follows:

Table 4.23: Percentage of Male and Female Teacher in Roanoke County and Virginia, 1880-1900.

Year	ROANOKE COUNTY		STATE	
	Percent M	Percent F	Percent M	Percent F
1880	50.0	50.0	61.7	38.3
1890	53.4	46.5	41.5	58.5
1900	42.5	57.4	31.5	68.5

Source: William Allen Link, "Public Schooling and Social Change in Rural Virginia, 1870-1920." Diss., University of Virginia, 1981, p. 111. Virginia School Report, 1880, p. 28. Virginia School Report, 1890, p. 10. Virginia School Report, 1900, p. 110.

In Roanoke County, the statistics show a more equal number of males and females teaching in 1880, in contrast to the state figures which indicate many more males teaching statewide than females. By 1890, more men were teaching in Roanoke County but more females were teaching statewide. By 1900, many more females were teaching both at the county and state levels.

Lower salaries were not only typical for white females, but also for black males and females. State Superintendent Eggleston estimated in his 1902 report that black teachers may receive up to 50 percent less for salaries than their white counterparts. This racial inequity is shown in Table 4.24 for 1884 in Virginia and 1885 in Roanoke County:

Table 4.24: Average Monthly Salary by Race for Teacher in Roanoke County for the Year 1885 and the State for the Year 1884.*

	STATE	ROANOKE COUNTY
White Males	30.25	31.26
White Females	26.18	31.93
Black Males	25.77	28.40
Black Females	23.52	29.44

*Source: William Allen Link, "Public Schooling and Social Change in Rural Virginia, 1870-1920." Diss., University of Virginia, p. 174. Virginia School Report, 1885, p. 48. The average for the four districts was computed for white males, white females, black males, and black females.

It is interesting to note that Roanoke County experienced a deviation from the norm. The state figures indicate that males received higher salaries than females, whether black or white. White salaries for both genders were higher than those for black males and females. In Roanoke County, white females and black females received higher salaries than their white and black male counterparts. White salaries for both genders were also higher than those for blacks.

Most teachers in Roanoke County were young. Often women interrupted their teaching careers in order to marry. The decline in male teachers was most likely due to meager salaries. Table 4.25 shows the percentage of age distribution for white and black females and males in Roanoke County and the state in 1885:

Table 4.25: Age Distribution of Teachers, Ages 18 to 30 and 30 to 60 in Roanoke County and Virginia, 1885.*

	ROANOKE COUNTY			STATE		
	18-30	%	30-60	18-30	%	30-60
White Males	73.0		26.6	50.6		49.4
White Females	77.7		22.2	69.3		30.7
Black Males	70.0		30.0	70.3		29.7
Black Females	75.0		25.0	93.6		6.4

*Source: William Allen Link, "Public Schooling and Social Change in Rural Virginia, 1870-1920." Diss., University of Virginia, p 113. Virginia School Report, 1885, p. 68. The figures for Roanoke County were computed by dividing white males, white females, black males, and black females into the total number of white teachers and black teachers for each age classification.

Approximately three-fourths of white and black teachers, male and female, fell in the 18-30 years of age range, while one-fourth fell in the 30-60 years of age range, indicating most teachers were young and more females than males were teaching. At the state level, more males were teaching as compared to Roanoke County, but females still outnumbered males and the majority fell in the 18-30 years of age bracket. Teaching in the late nineteenth century presented its own set of problems, but greater and greater strides were being made by the turn of the century, when sweeping changes in education would impact teachers, students, curriculum, school plants, and the community.

Rules and Regulations Governing Teachers and Students in Roanoke County

What was expected of teachers and students as much as a century ago provides enlightening reading. Rules governing these two groups in Roanoke County in the late nineteenth century were found inside the front cover of Volume V of the school board

minutes. The 22 rules were adopted by the County School Board in August 1889. Rules 1-12, and 21 were directed at teachers, while rules 16-29 related to pupils. Rules 14, 15, and 22 were more general and encompassed the length of the school year, subjects taught, daily routine, and the posting of the regulations. An accounting of these regulations are listed below:²⁰⁷ (See Appendix C for actual document.)

1. Teachers shall require of pupils cleanliness of person, and good behavior during attendance at school, and on their way thither and back to their homes.
2. Teachers desiring to be absent from school shall notify the County Superintendent, stating length of time he desires to be absent, and cause of such absence. No one will be allowed to teach the school during such absence without the permission of County Superintendent.
3. Teachers shall not enroll pupils who are not residents of the district, nor any one over 21 years of age, without a written permit from the district clerk; nor shall any one under 5 years of age be enrolled.
4. Teachers shall see that the property of the school is not defaced by the pupils, and that the adjacent grounds are not trespassed upon.
5. Teachers will be held responsible for all books loaned indigent pupils.
6. All pupils shall be provided with the books prescribed by the Board of Education, and none shall be continued in school who are not so provided.
7. Teachers shall organize into classes all the pupils, and shall make out and keep posted in the school-room a schedule of the daily exercises, a copy of which shall be sent to the County Superintendent as soon after the opening of the school as practicable.
8. Teachers shall make monthly reports to County Superintendent, according to forms furnished. Said reports shall be due at his office within three days after the close of the month; and they shall be subject to a fine of one dollar per day for each day's delay thereafter.

²⁰⁷ Roanoke County School Board Minutes, Vol. V, "Rules and Regulations for the Government of the Public School in Roanoke County. Adopted by the Roanoke County School Board, August 1889 (front cover of record book).

9. Teachers shall not admit a greater number of pupils than can be conveniently seated, nor shall they in any case admit more than fifty without the consent of the County Superintendent. When more apply for admission than can be seated the fact shall be immediately reported to the district clerk, together with the names of the pupils rejected. A list of those rejected shall be kept in the school Register under head of "Memoranda," and all vacancies occurring in the schools shall be filled in the order of applications for admission.

10. When a pupil is frequently absent for unsatisfactory reasons his name shall be dropped from the roll, and the fact reported to the County Superintendent.

11. Every teacher shall keep the Virginia School Register, and return it in good order to the district clerk at the close of the school. The school-house key, labelled with the number of the school, and books loaned indigent pupils shall also be delivered to the district clerk at the end of the term. Before these things have been done the teacher shall not receive warrant for last month's pay.

12. Teachers shall keep in the Register, under the head of "Memoranda," the names of indigent pupils and the books loaned them and date of return of the books to district clerk. They shall also enter a list of the property of the school at the end of the record for the Term.

13. The school month shall consist of 20 school days. The schools shall be suspended on Thanksgiving day and during Christmas week; but a sufficient number of days shall be taught afterwards to make up the required twenty days to the month. But no school shall be taught on Saturdays.

14. The daily exercises of the school shall begin promptly at 9 a.m. and with a recess of 60 minutes at noon, close at 4 p.m. The teacher shall be in the school-room at least 20 minutes before the opening hour, and no school shall be taught less than six hours a day.

15. Without the written consent of County Superintendent, no other branches of study shall be taught than those prescribed by law, namely, Reading, Spelling, Writing, Arithmetic, Geography, Grammar, History of Virginia and History of United States.

16. Pupils shall be required to attend the daily sessions of the school punctually and regularly, and shall not be permitted to loiter about the school premises after the dismissal of school in the afternoon, but shall be required to leave immediately for their homes.

17. A pupil using or writing obscene language about the school premises, or offering personal violence or insult to the teacher, or carrying deadly weapons, shall be suspended from school, and the fact reported to County Superintendent. And no pupil who cannot be

brought under reasonable discipline shall be permitted to continue in the school.

18. Separate seats and play grounds shall be provided for girls and boys, and they shall not be allowed to commingle in play except under the supervision of the teacher.

19. Pupils suffering from contagious diseases shall not be allowed in the school.

20. Pupils shall not be allowed to smoke cigarettes whilst at school, and any one violating this regulation shall be reported to his parents and also to the County Superintendent.

21. Teachers are authorized to make such other rules as may seem necessary to the proper conduct of the school,--subject to the approval of County Superintendent.

22. A copy of these regulations shall be kept posted in the school-room, and a copy pasted in the Register.

**Teachers shall suffer no loss of pay in consequence of loss in average attendance resulting from the enforcement of these regulations.*

A directive by Superintendent Holland was also found in Volume V that was aimed at teachers by outlining their duties at the close of the school year. The date on this handbill was January 1889 and read:²⁰⁸ (See Appendix C for actual document.)

To the Public School Teachers of Roanoke County:

You will please give attention to the following directions:

1. Within three days after the close of school, send in your Term Report together with your report for the last month of the term.
2. Deliver to the district clerk the School Register. Be sure that all entries are made, not only in the form for the daily record, but also in that for the term. See that the names of indigent pupils and the books loaned them, as well as the date of their return to district clerk, are entered in the Register under head of *Memoranda*.. Do not omit to give list of school furniture at the end of record for the term, and enter there the name of the person in whose care any school property may be left.

²⁰⁸ Salem District School Board Minutes, "Office of Co. Superintendent of Schools," January 1889, Salem, Virginia.

3. Deliver to the district clerk the school-house key, labeled with the number of the school. Return to him also the books loaned indigent pupils, and bear in mind that the regulations make you responsible for the safe return of these books.

4. Unless otherwise directed by the district clerk, leave in the care of some responsible person such school property as chair, axe, bell, bucket, globe, charts, &c., and *enter name of the person in the Register at the end of the record for the term.*

It is interesting to note that teachers were responsible to the County Superintendent for the following: teacher absence, a list of daily exercises for pupils, monthly reports, notification of dropping a student from the roll due to absence, permission to admit students exceeding 50 in number, notification of incorrigible students and those who smoke on school grounds, approval of additional rules made by the teacher, approval of teaching other subjects other than those prescribed by law. Teachers were expected to instill in their students the importance of good hygiene, good behavior, and respect for school property--goals still shared by today's educators in molding good citizens. The length of a school day was to be no less than six hours--the length of a school day in 1991.

Directives to the teachers by Superintendent Holland for the closing of school emphasize the importance of the thoroughness and return of the School Register, key, and books loaned to indigent pupils., which were to be returned to the district clerk at the end of the term. School property was cared for by a patron or member of the community considered responsible. The reasons for placing property, such as the axe, bell, and bucket, in someone's care was perhaps due to the fact that these items might disappear if left in a schoolhouse unattended. In light of the fact that teachers were once paid based in some part on ADA, it is interesting to note that the school board mentioned there would be no loss of pay if a drop in attendance resulted from the enforcement of these rules. The one dollar a day fine for the delay of a teacher's report at the end of a month seems steep in view of their monthly salaries of approximately \$25.

Schoolroom Diseases

The sanitary conditions of one-room schoolhouses in late nineteenth century Roanoke County and Virginia were poor by today's standards. A common drinking cup, lack of privies, dim light, stagnant classroom air, and drinking water were all conditions contributing to the spread of disease and poor conditions under which students had to work.²⁰⁹ Superintendent Stearnes refers on three different occasions to the spread of disease in schools. Official Circular No. 2, dated November 15, 1893, and addressed to the teachers of Roanoke County, states:

Because of the cases of Small-pox reported from the Southwest and by virtue of the power vested in me by the County School Board I hereby revive in this county the State Law which says, "No pupils shall be admitted into the public schools unless they have been vaccinated." Teachers should be prompt and vigorous in seeing that all their pupils are vaccinated except those pronounced by the physicians sufficiently protected by reason of previous vaccinations. Report to me concerning this within 10 days from the receipt thereof.²¹⁰

In the annual report of 1897, Stearnes reported that in January and February epidemics of whooping cough, measles, and grippe (influenza) were prevalent.²¹¹ In Stearnes' 1900 report, he refers to the high incidence of smallpox when he says, "I am glad to make mention of the large increase in enrollment and average attendance of pupils. The latter would have been larger, doubtless, but for the prevalence of small-pox."²¹²

²⁰⁹ Educational Journal of Virginia (Richmond: Department of Education, Nov. 1870), p. 38.

²¹⁰ Official Circular No. 2 of Superintendent Stearnes, November 15, 1893. Archival records of Roanoke County Schools, Salem, Virginia.

²¹¹ Roanoke County School Board Minutes, Vol. V, p. 147.

²¹² *Ibid.*, pp. 170-71.

Contagious diseases continued to be concerns of educators and the community. As sanitary conditions improved in the twentieth century, health woes lessened in frequency and intensity.

Summary

The period between 1877 and 1900 for Roanoke County and Virginia was an era of local control and small gains in public education due to a lack of adequate funding at the state level. Roanoke County was growing steadily in population and increased rapidly when the headquartering of the Norfolk and Western created Roanoke City and the Town of Vinton in 1884. While most Roanoke Countians were engaged in agriculture, the industrial and rail growth created jobs that began to lure people away from the farms. In 1882, the town of Roanoke began to operate its own schools under the auspices of Roanoke County. By 1886, a full conversion to a separate Roanoke City system became a reality.

Political dogmatism at the state level continued to stifle great strides in public education. In 1877, redirection of \$550,000 of school funds for other needs wielded a crushing blow to progress. Many schools closed in 1878 because of the failure of the Barbour bill and lack of governmental support. Many local systems nearly shut down completely, while Roanoke County continued to operate at a slightly reduced level. Funds were increased at the district and county levels to help alleviate the loss of funds at the state level. The Funder Readjuster controversy caused a cataclysmic financial crisis for school divisions across the commonwealth. Funders removed education funds and channeled them into other areas of state debt. In contrast, Readjusters kept the state debt scaled down and gave monetary support to the state school system. The Readjuster movement was

supported heavily by the western portion of Virginia and the black population. Roanoke County voters supported the Readjuster candidates in 1879 by a ratio of approximately 2:1.

Financial growth was not the only area that was stunted by political decisionmaking. When railroad mogul, William Mahone, and his Readjuster contingent were in power, changes in local and state leadership positions occurred. State Superintendent Ruffner was removed from office due to his anti-politics and education stance. Mahone replaced Ruffner with a Readjuster, R. R. Farr. Across the state, many division superintendents were replaced. In Roanoke County, W. W. Ballard, A Funder Conservative (Democrat), retained the superintendency until 1883.

Between 1886 and 1900, the city school system grew by leaps and bounds due to the population growth in the area, which was attributable to the establishment of the rail center. In 1886, Roanoke City had 13 schools, nine of which were white and four black. By 1900, 57 schools were operating, 47 of which were white and 10 black. There were the same number of teachers as there were schools, an indicator that one-room schools were the most common physical arrangement. White enrollment grew nearly six times larger, while black enrollment tripled, making total enrollment more than seven times larger. ADA worsened for both races in this period--dropping 18% for whites and 31% for blacks. The school term was usually nine months, a longer session than the five and a half county term. Three superintendents guided the formative path of the city system--William M. Lunsford, Rush U. Derr, and Bushrod Rust.

There were administrative changes at the state and Roanoke County levels also. As stated, State Superintendent Ruffner was replaced by R. R. Far. Until 1905, the state school system was a "political machine." Succeeding Farr in 1886 was John L. Buchanan, who served until 1890. Teacher salaries and the declining number of male teachers were well-known concerns of Buchanan. John E. Massey followed Buchanan and served until

1898. Massey was able to enhance confidence in public schools among parents and teachers.

In Roanoke County, Confederate veteran, W. W. Ballard, served as superintendent until 1883, a period of 11 years, while simultaneously maintaining an active law practice. Practicing law and carrying out the duties of the county superintendency were common occurrences in this period due to the meager sum paid a superintendent. Marshall P. Frantz served as superintendent from 1883-1885, having had experience as a teacher and as a school trustee. Frantz was succeeded by Professor William M. Graybill, who served 1885-87. Graybill was a leader in statewide teacher training institutes and served as principal of a school in Roanoke City and one in the town of Salem (Roanoke County). His simultaneous principalships occurred during part of his superintendency. By 1887, Luther R. Holland once again took over the helm of Roanoke County, following a stint in a State Department of Education position. Holland became ill in 1892, a condition that opened the superintendency door to Reaumur C. Stearnes, a lawyer who filled this post until 1906, at which time he became Secretary to the State Board of Education. Stearnes' 14-year contributions to the Roanoke County system were significant: full conversion to a graded system, the establishment of Salem High School in 1894 (and a four-year course of study by 1900), addition of school libraries, emphasis on hiring qualified teachers and providing teacher training, consolidation of several one-room schools, improved care and maintenance of buildings, and increased teacher salaries. Duties of the superintendents during this period included visiting schools, conducting school board meetings, and examining/licensing teachers.

School conditions in late nineteenth century Virginia and Roanoke County were varied and characterized by many hurdles. After the state debt crisis eased in 1882, state funding improved. Local funding, however, provided the bulk of the support for school

growth. District boards continued to be responsible for all the needs of district schools related to locating sites, building schools, and equipping them with furniture and supplies. Trustees gave unselfishly of their time, for they received no compensation until 1900. At that time, an Act of the General Assembly authorized trustee payment for actual attendance at meetings of not more than two dollars a day and 10 dollars a year. Other than the trustees, the superintendent and district clerks were the only school officials to receive remuneration. Many notations in the district minutes refer to indebtedness and payment to citizens who provided goods and services to help maintain schools. A large number of these references list persons supplying firewood to heat school buildings; coal was listed less frequently.

Composition of schools was nearly always wood. In 1885, frame and log schools were most prevalent; by 1900, three-fourths of the buildings were frame, followed by log and some brick construction. Suitable grounds and adequate equipment (i. e., desks, furniture, and outhouses) in the county schools surpassed state averages, except for suitable grounds. Between 1885 and 1900, three-fifths to four-fifths of the schools in the system had suitable grounds, while the state figures ranged from 15-20 percent better. State figures included city averages, which tend to distort the figures in a more rural setting such as Roanoke County.

Differences in schooling for blacks and whites in Roanoke County did exist, although comparisons are not always easily made or clear. The district board minutes indicate black and white schools were generally of the same construction and that efforts to maintain and equip them were similar. There were, however, some brick schools in the town of Salem that only whites attended. The number of white schools increased between 1885 and 1900, except for 1890. A decrease is shown in that year due to the formation of the Roanoke City system. Black schools increased only once--between 1880 and 1885,

dropped in 1890 for the same reason that white schools decreased, but otherwise remained at 20 even though the black school-age population declined. There was an inequity in the number of black and white school-age populations to the actual number of white and black schools. The state figures were far worse, but both the state and Roanoke County housed more blacks per school than whites. Whites also enjoyed the additional advantages of higher enrollments, better school attendance, and lower pupil-teacher ratios. Reasons for some of these advantages were related to the following:

- population density of whites, making it easier to provide schools for whites;
- more available monies for whites because the white population was in a better financial position to provide transportation and clothing for their children and supplement teacher salaries;
- ability of whites to more easily release their children from work to attend school than blacks; (Child labor was used by both races.)
- the availability of qualified black teachers for black schools.

During this period, the conception of black education by many people (some blacks included) was founded on the belief that black economic and political subordination was a suitable station in life. The assurance that this concept remained intact was achieved through the promotion of a curriculum that emphasized manual and industrial education. An understanding of the political, economic, and cultural context within which blacks were an oppressed social order controlled by white elites who held political and economic power helps to support the differences that statistics show related to enrollment, attendance, pupil-teacher ratios, and other related factors.

The length of school terms for Roanoke County and the state were similar. Roanoke County stayed open just slightly over five months in 1885 and closer to six

months in 1900. State averages were slightly higher but included city figures which tended to inflate the norm for rural systems.

Schools provided a social and intellectual outlet that young people may have otherwise missed. Farm work and church functions provided social opportunities but were restricted to the family or those of the same religious preference. Rural schools brought together students, parents, and teachers from the neighborhood, often providing a community center and spirit of unity.

Curriculum determined by law remained virtually the same throughout the late nineteenth century: orthography, reading, writing, arithmetic, grammar, and geography. By 1900, the law provided for the instruction of physiology, hygiene, history of the United States, and history of Virginia. In addition, the superintendent could arrange for the gradual introduction of civil government and drawing. In 1877, textbooks were uniform at the state level through the approval of two series for each subject. By 1898, state law provided for the use of texts for a period of no less than four years, except for U. S. histories. Roanoke County was offering all those subjects required by law and others deemed important by the superintendent, such as science and drawing. The texts used during this period increased because of study in the "higher branches" or the introduction of high school programs. McGuffey's Readers, Davies and Peck's Arithmetic, Harvey's Grammar, Maury's Geography, Spencerian Copy Books, Magills History of Virginia, and the Eclectic History of the United States were common. Roanoke County evidenced a progressive stature with regard to curriculum offerings and available textbooks throughout this period.

In the early years, little attention had been given to providing teachers with the proper educational training to enter the classroom. The General Assembly avoided funding Normal Schools by using the "as soon as practicable" phrase in the constitutional

requirement set forth in the Underwood Constitution. Another law stipulated that no public funds could be used for teachers' meetings, nor could meetings be held while school was in session.

Even without state support, teacher education existed and was of three basic types: Teacher Institutes (local), Summer Normals, and Normals Schools. Local institutes were conducted by superintendents. In Roanoke County, high rates of attendance by black and white teachers were cited by Superintendent Stearnes in his annual reports. Normal Schools and Summer Normals were mostly funded by Peabody funds. Even with this support, more than half of Virginia's teachers had not attended a State Summer Normal by 1891. Teachers often had to fund their own training at these sessions, aided little by district supplements.

Teachers enrolling in Summer Normals did so with irregularity, perhaps due to the costs they had to personally incur and distance they had to travel if they attended annually. In 1894, State Superintendent Massey's support of Summer Normals came to fruition when the General Assembly passed a law pledging \$2,500 for the state sessions. Roanoke County teachers attended Summer Normals, particularly if they were in close proximity. For instance, in 1884, 15 out of 74 teachers attended the session in Wytheville. Those closer to home, such as the one for whites in Salem in 1882 and the one for blacks in Roanoke in 1880, were more largely attended. The Summer Normals varied in length from three to six weeks and focused on the content of the subjects and the "best methods for imparting instruction" and classroom management.

Graduating from Normals Schools was the highest level of educational attainment for teachers. Peabody funds supported teacher programs at the State Female College at Farmville and at Hampton Normal. The University of Virginia and the College of William and Mary also offered teacher preparation programs, but few teachers had degrees. In

1885, Roanoke County had 16 teachers out of 77 holding college degrees; the state average was only six percent. Roanoke County, it appears, far surpassed the state in the number of teachers who had diplomas.

The certification of teachers remained the responsibility of the division superintendent and the types of certificates included professional, first, second, and third. Salaries were based on the grade of certificate held. Other variables, such as geography, student attendance, race, and sex affected the pay received. In 1885, most Roanoke County teachers held first or second grade certificates, which was similar to the state average. For the years 1896-1900, an accounting of the number of those teachers passing examinations to become certified was given by Superintendent Stearnes. Roanoke County's percentage of those candidates receiving a teaching certificate ranged from 62-72% of those tested. An attempt to standardize testing occurred in 1891, when State Superintendent Massey was requested to supply uniform test questions twice a year. Across the state, examinations were given at the same time. Some lack of uniformity in grading still existed, however, because the examinations were still scored by many different superintendents. The state superintendent could also issue two kinds of certificates: professional and life diploma. Teachers had two years in which to meet the requirement for these.

Salaries for male and female teachers in the late nineteenth century increased very little. Irregularity of payment was a common occurrence across the state due to the procedure for collecting state, county, and district taxes. Student attendance also affected pay if ADA dropped to less than 20 students. Wages for city teachers exceeded those in the county. The length of the city school term, however, was usually longer--often as much as three months. In most Virginia counties between 1877 and 1900, salaries averaged between \$25 and \$35 a month. Males usually received higher salaries than females,

although the gap was not as wide in Roanoke County as it was at the state level. Black males and females received lower salaries than their white counterparts. Most teachers in Roanoke County, whether black or white, were in the 18-30 years of age bracket and predominantly female.

Rules governing teachers and students a century ago were not unlike some of those governing these populations today. Teachers were expected to instill in their students the importance of good hygiene, good behavior, and respect for school property. Many of the teachers' duties focused on reporting to the County Superintendent. Teachers had to be responsible for school materials, such as the School Register, key, and books loaned to indigent pupils. The teacher also had to find a responsible person to care for school property while not in session.

Schoolroom diseases were at least of some concern in Virginia and Roanoke County. Sanitary conditions of one-room schoolhouses were poor by today's standards. Dim light, stagnant classroom air, lack of privies, a common drinking cup, and drinking water were all contributors to the spread of diseases. Superintendent Stearnes addressed this issue three times during the 1890s, when he referred to the prevalence of smallpox, whooping cough, measles and grippe (flu). He reminded parents and teachers that no pupils shall enter the schoolroom unless they have been vaccinated and warned the teachers to take prompt and vigorous action in seeing that all pupils are vaccinated.

Even though the public school system of Virginia got off to a slow start and overcame many obstacles following the Civil War, progress and growth could be noted. With the help of the Peabody Fund and the beginning of teacher training at local and state levels via the Institutes and Normal Schools, more qualified personnel were entering the classrooms. Attendance in public schools of Roanoke County continued to increase as population increased and public favor toward education improved. At the turn of the

twentieth century a revolution was about to occur in public education, causing sweeping changes between 1901 and 1920. A major impact of this movement was a change from localism in the operation of rural Virginia schools to modernization and centralization. Some of the factors that brought about this change politically, economically, socially, and geographically will be addressed in Chapter V.

CHAPTER V
A PERIOD OF CHANGE:
FROM LOCALISM TO MODERNIZATION AND CENTRALIZATION
1901-1920

Introduction

The struggles connected with the Virginia's post-Reconstruction period (1870-1900) engendered in its citizenry an interest in public affairs, especially those related to public education. The period between 1901 and 1920 was characterized by a number of developments that shaped the growth and course of public education in the state. The impetus for much of this change began with a new Virginia Constitution, adopted in 1902, the "May Campaign" of 1905, and the movement to establish high schools. Other significant developments at the state level included the 1904 authorization by the General Assembly of a State Board of Examiners, whose duties included examining/certifying teachers and inspecting schools; matching \$2,500 of state funds with local contributions for establishing school libraries in 1908; contributions by several philanthropic groups aimed at improving black education and public education in general; 1916 legislation which established educational qualifications for division superintendents; the first elementary school public curricular course of study in 1907 (and a revision in 1909); published courses of study for high schools in 1906 and 1910; and agricultural and vocational curricular offerings.¹

The status of public education in Virginia at the turn of the twentieth century prompted a progressive reform movement, which was intended to overhaul and upgrade schools across the state. Only 75 high schools were operating at this time. The length of

¹ Council of Chief State School Officers, Education in the States: Historical Development and Outlook, eds., Jim B. Pearson and Edgar Fuller (Washington, D. C. : NEA of the U. S., 1969), pp. 1293-1295.

the school year was often as short as four months in many locales. Since no compulsory attendance laws were in effect, fewer than one-half of the state's school age children were enrolled and even fewer attended regularly. Turn-of-the-century teachers usually lacked the professional preparation that is required today. College graduates numbered only 10%, and a little more than one-third of the population completed an elementary education.² As woeful as this picture seems, Virginia led all the southeastern states in average daily expenditure per pupil, value of school property per child of school age, salaries paid teachers, and number of school days open (except Georgia). School buildings and sites for black students were far inferior compared to those for whites.³

Those Virginians who felt an educated citizenry should be a priority took action. A group which formed and actively sought to bring about improvements in education was the Southern Education Board. In May 1905, this group allied itself with a newly-formed group known as the Cooperative Education Association and sent speakers who crusaded for improved education to all Virginia counties.⁴ The result was favorable in that the Virginia General Assembly approved increased funding for elementary schools, the construction of more high schools, and increased teacher salaries. The school year was increased to 118 days and three new women's colleges were established as a result of this campaign. The fervor of this movement was the catalyst for the changes which created better schools for the children of Virginia in future years.⁵

² Daniel B. Fleming and Paul B. Slayton, Virginia History and Government (Morristown, N. J.: Silver Burdett, 1986), p. 59.

³ Virginius Dabney, Virginia The New Dominion (Charlottesville: University Press, 1971), p. 447.

⁴ Fleming and Slayton., pp. 59-60.

⁵ WPA, p. 277.

The new 1902 Virginia Constitution extended the powers of the State Board of Education. The authority of the State Board was manifested in the establishment of many new high schools and the consolidation and better grading of one-room elementary schools (grades 1-7).⁶ While evidence of consolidation began in a few Virginia communities in 1906, it took Roanoke County longer than most to make this change. The number of schools in Roanoke County steadily increased between 1900 and 1920, beginning with 86 schools in 1900 and peaking at 144 in 1920. Between 1920 and 1925, however, a significant drop occurred; only 56 schools appeared in the Virginia School Report, indicating consolidation of one-room schools into neighborhood schools had begun to occur.⁷

Reamur C. Stearnes served as Roanoke County's division superintendent from 1892 until 1906, at which time he became secretary of the State Board of Education, followed by a state superintendency position from 1913-1918. Roland E. Cook became division superintendent in 1906 and continued in this role until 1945, longer than any other superintendent in the history of Roanoke County.⁸ He was dedicated to the improvement of a system that would rank among the finest in the state. He encouraged his teachers to pursue modern techniques and ideas, instructing children in such a way as "to arouse interest and attention."⁹

Andrew J. Montague became a candidate for governor in 1901, stressing better schools as a principal plank in his platform. Montague, a known critic of education, was

⁶ Ibid.

⁷ Virginia School Report, 1900, p. 110. Roanoke County school records, Salem, Virginia. Annie B. Stiff, "History of Education in Roanoke County," RCEA News, Vol. 6, No. 2, December 1963.

⁸ Roanoke County school records, Salem, Virginia.

⁹ William McCauley, History of Roanoke County, Salem, Roanoke City, Virginia and Representative Citizens (Chicago: Biographical Publishing Co., 1902), p. 58.

committed to its improvement and called a meeting of key citizens in 1904 "to consider the educational, economic and civic interests of the commonwealth." As a result of this gathering, the Cooperative Education Association was formed and worked with the Southern Education Board to finance its activities. A well-known teacher of the University of Richmond, Dr. Samuel Chiles Mitchell, was elected president. The efforts of the Cooperative Education Association led to the May Campaign of 1905--a concentrated statewide effort for better schools. Dr. Edwin A. Alderman, president of the University of Virginia, and Governor Montague led the campaign.¹⁰

At the state level, four state school superintendents held the position between 1900 and 1920. Joseph W. Southall succeeded Massey in 1898 and served until 1906; Joseph D. Eggleston, Jr., first superintendent elected by popular vote, assumed this role in 1906 until 1913, at which time Reaumur C. Stearnes became state superintendent. In 1918, Harris Hart, Roanoke City's retiring division superintendent, succeeded Stearnes.¹¹ The era during which these school administrators led the state was a period of rapid progress and reform in education: high schools increased rapidly, Negro education received a boost from philanthropic funds; teacher training increased with the addition of three normal schools; farm demonstration work was begun (augmented by the Smith-Lever Act in 1914); vocational education was started (Smith-Hughes Act, 1917); accreditation of high schools and higher institutions occurred; compulsory attendance was legislated; the addition of a State Board of Examiners removed the certification task from local superintendents; and the movement to end the cumbersome district system was initiated.¹² The effect of

¹⁰ Virginius Dabney, pp. 447-49.

¹¹ J. L. Blair Buck, The Development of Public Schools in Virginia 1607-1952 (Richmond: State Board of Education, 1952), pp. 140,154, 207.

¹² *Ibid.*, pp. 140-162, 172, 197, 203, 208.

state-level reform trickled to the local level, as local leaders and politicians were evidencing their interest in upgrading the educational arena in their areas. Perhaps the most significant development emanated from a new Virginia Constitution, the subject of the next subsection.

The Constitution of 1902

The new turn-of-the-twentieth-century vigor on behalf of public education caused Virginians to replace the 1869 Underwood Constitution with a newer, more timely constitution. Public-spirited men and women with a keen interest in education formed groups (e. g., State Teachers' Association, Southern Education Board, and Cooperative Education Association) and carried out a statewide campaign, ending a period of disillusionment which followed the Civil War. The efforts of these men and women brought about a constitutional convention. Superintendent Southall, who was appointed to the state superintendency in 1898, was eager to improve certain conditions in public education about which he had often expressed concern. He viewed the constitutional convention as an avenue for venting these concerns and effecting change. Those issues of highest priority were the improvement and consolidation of rural schools, salary increases for teachers, and the establishment of a State Board of Examiners to conduct the process of teacher certification. With these concerns foremost in mind, Southall called a meeting of Virginia educators in July 1901 for the purpose of developing some recommendations to the General Assembly pertaining to constitutional provisions for education.¹³

The constitution, adopted on June 6, 1902, mandated public support given to education in the Underwood Constitution, and was stated in the following manner:

¹³ Council of Chief State School Officers, p. 1293.

Free Schools To Be Maintained--The General Assembly of Virginia shall establish and maintain an efficient system of public schools throughout the State.¹⁴

Superintendent Southall reported that the new constitution contained "very liberal provisions for the public schools. . . . and equally wise and liberal are the provisions regulating taxation for school purposes."¹⁵

The structure of public education remained intact in the 1902 Constitution, but with its retention came many revisions. Some of the most significant revisions included the following: expansion of the State Board of Education to include (in addition to the Governor, attorney general, and chief state school officer) three known educators elected by the Senate and two division superintendents selected by the board, thus creating an eight-member board; a change in the selection process of the state superintendent of public instruction, which allowed the citizens of Virginia to elect an experienced educator for this position; board authorization to divide the state into school divisions, each geographic area containing no less than one county or city; retention of county magisterial districts governed by separate school boards¹⁶; establishment of agricultural, normal, manual training, and technical schools; compulsory attendance for students eight to twelve years of age; provision of free texts to those who could not pay; segregation of black and white students while being taught; and appropriations of funds restricted to schools owned or exclusively controlled by the state or some political subdivision.¹⁷

¹⁴ Buck, p. 126. Constitution of Virginia (1902) art. ix, sec. 129.

¹⁵ Virginia School Report, 1901-02, 1902-03, p. xl.

¹⁶ Council of Chief State School Officers, p. 1293; Constitution of Virginia (1902).

¹⁷ Constitution of Virginia (1902) art. ix, secs. 137, 138, 139, 149, 141.

The thirteenth article of the Constitution addressed funding and provided for a state capitation tax of \$1.50 yearly, "\$1.00 of which was exclusively for public schools"¹⁸ and \$.50 to the county for use as local authorities determined. Also included in this article was the provision that the General Assembly might "authorize the board of supervisors of any county, or the council of any city or town, to levy an additional capitation tax not exceeding one dollar per annum on every such resident within its limits, which shall be applied in aid of the public schools of such county, city or town or for such other county, city, or town purposes as they shall determine."¹⁹ The biggest differences between the 1869 Underwood Constitution and the 1902 Constitution were the increased capitation tax, state tax earmarked for primary and grammar schools, election of a state superintendent by popular vote, giving the state board the power of dividing the state into appropriate school divisions, and changing the school age limits from five to seven and twenty-one to twenty.²⁰

Following the adoption of the 1902 Constitution, acts were passed in 1902, 1903, and 1904 by the General Assembly to amend the laws in order to effect changes required by the new constitution.²¹ Superintendent Southall stated that "under the operation of these excellent provisions in the constitution, and such appropriate legislation as may be enacted to put them in force, we may reasonably expect to see the public schools of Virginia enter a new era of increasing usefulness and prosperity."²² Southall's sentiment held legitimate

¹⁸ Constitution of Virginia (1902), art. xiii, sec. 173.

¹⁹ Ibid.

²⁰ Richard Andrew Meade, "History of the Constitutional Provisions for Education in Virginia," Diss., University of Virginia, 1941, pp. 339, 383.

²¹ Constitution of Virginia (1902, 1903, 1904).

²² Virginia School Report, 1901-02, 1902-03 , Biennial Report, p. xliii.

optimism for the beginning of a period in which major changes would be made in public education. While the new Constitution "did not authorize much that was not already included in the old constitution,"²³ many writers considered it a giant step forward. Whether it was as progressive as it needed to be was not a major issue. The citizens were the rallying force that effected the greatest change.

The May Campaign of 1905

Governor Montague's Cooperative Education Association can be credited with sponsoring the activities known as the May Campaign of 1905.²⁴ In Southall's biennial report of 1903-05, he stated, "The Cooperative Education Association has made possible the splendid movement known as the May Campaign of 1905 in which more than 100 of the leading citizens of Virginia delivered educational addresses in nearly every city and county of the Commonwealth."²⁵ Several educational conferences, aimed at improving the South's public education, had already been held, beginning with the first one in 1898 in Capon Springs, West Virginia, and continuing annually in various locations.²⁶ These conferences provided the springboard for a meeting in Richmond in January 1902 of local superintendents of Virginia. Southall lauded the outcome of this meeting by stating, "it was the opinion of all who attended this conference that it was the most important educational meeting they had ever known to be held in Virginia, and its stimulating effects have been visible in almost every department of school work."²⁷

²³ Buck, p. 129.

²⁴ Buck, p. 124.

²⁵ Virginia School Report, 1903-04, 1904-05, Biennial Report, Introduction.

²⁶ Cornelius J. Heatwole, A History of Education in Virginia (New York: Macmillan Co., 1916), p. 306.

²⁷ Virginia School Report, 1901-02, 1902-03, Biennial Report, p. xxxv.

By 1903, the Sixth Annual Conference for Education in the South held its meeting in Richmond. Scholars and benefactors from the eastern United States and Gulf states attended and participated in the discussions, which embraced all facets of school work from kindergarten to college.²⁸ Southall remarked, "It is impossible to overestimate the value and influence of such meetings on the educational, social, and material interests of the country."²⁹

The series of meetings and conferences continued to generate interests and actions, culminating in the May Campaign. The results of this statewide crusade can be summed up in the words of Southall, who said:

In assuming the duties of this office, now nearly eight years ago, I emphasized the importance of waging an educational campaign for the improvement of our public schools. Funds for this purpose were not then available, but the formation of local educational associations and later of the Virginia Cooperative Education Commission [Cooperative Education Association] made this dream capable of realization, and finally issued in the splendid movement known as the May Campaign of 1905, in which more than a hundred of the leading citizens of Virginia delivered educational addresses in nearly every city and county of the Commonwealth. More than this, the pulpit, the press, and all other agencies that make for the common good have been enlisted in the noble work....intended to improve our public schools, and thus afford the children of the Commonwealth better preparation for the active duties of life.³⁰

The effects of the May Campaign of 1905 were far-reaching. Legislation enacted during the term of Joseph D. Eggleston, Jr., who succeeded Southall, included a portion of those supported by the Cooperative Education Association's platform. For example, the Mann High School Bill, passed in 1906 after a struggle in the Legislature, "authorized

²⁸ Council of Chief State School Officers, p. 1294.

²⁹ Virginia School Report, 1901-02, 1902-03, Biennial Report, p. 36.

³⁰ Virginia School Report, 1903-04, 1904-05, Biennial Report, Introduction.

funds for high school programs where the localities furnished adequate buildings and teachers' salaries."³¹ Within three years after this legislation, the appropriation nearly tripled. The Strode Bill of 1908, which combined several educational programs into one act, sanctioned new state normal schools at Harrisonburg and Radford; provided local discretion for increasing superintendents' salaries; appropriated \$25,000 to encourage the replacement of one-room schools with graded facilities; established construction requirements for school plants, which took into consideration adequate space, light, ventilation, and sanitary facilities; and required the sight and hearing of students be tested. The Williams Loan Fund Bill was enacted in 1908, a law which allowed district boards to borrow from the Literary Fund for the construction of school plants if the plans were approved by the department.³² (Roanoke County took advantage of this opportunity to borrow from the Literary Fund.) The opportunities for a high school education at the turn of the century were very limited. Perhaps the most important development in the first quarter of the twentieth century, then, was legislative support for the development of high schools, the subject of the next sub-section.

Early High School Development

Even though secondary education (or "the higher branches," as it was called) in high schools was authorized as early as 1875, there were few geographic locations in which a high school education could be obtained. Public demand for high schools increased at the turn of the century because of the desire to increase the opportunities for college preparation and the hope of securing public elementary school teachers who

³¹ Council of Chief State School Officers, p. 1294.

³² Ibid.

attended high schools.³³ In 1904, the State Board of Education adopted minimum requirements for the high schools' course of study and for teachers who taught in the high schools.³⁴ What followed this action was the passage of the Mann Act on March 14, 1906. As previously mentioned, this act established and maintained a system of public high schools.³⁵ An annual appropriation of \$50,000 was to be placed in the Literary Fund account for the establishment and maintenance of public high schools. Between 1905 and 1909, Virginia high schools increased significantly--from 74 to 345.³⁶

In Roanoke County, Salem High School had already graduated students from a three-year course in 1896 and a four-year course in 1900.³⁷ In 1906, Roanoke County listed only 93 whites as studying "the higher branches"; by 1907, 120 were studying "the higher branches," 77 were enrolled in high school work, and there was still one high school (Salem High School); by 1907, there were 94 whites studying "the higher branches," 74 enrolled in high schools, one high school offered a four-year course, and one offered a two-year course (Five students of the 74 were enrolled in the two-year course; location was not reported); by 1908, 110 were studying "the higher branches," 76 were enrolled in a four-year high school and five were enrolled in a two-year high school.³⁸ It is significant to note that no blacks were enrolled during this period in either of the two categories. While there was only a small number of students enrolled in high

³³ Buck, p. 129.

³⁴ *Ibid.*, p. 130.

³⁵ Acts of the Assembly, 1906, c. 211, sec. 1, p. 350.

³⁶ Acts of the Assembly, 1906, c. 211, sec. 4, p. 351. Buck, p. 143; Virginia School Report, 1905-06, 1906-07, p. 19. Virginia School Report, 1907-08, 1908-09, p. 18.

³⁷ Peters and Wilson, p. 9.

³⁸ Virginia School Report, 1905-06, 1906-07, p. 118, 168. Virginia School Report, 1907-08, 1908-09, p. 378, 433.

schools in Roanoke County, there was sufficient interest by the citizenry during a period when high schools were becoming established statewide.

Agricultural Schools

The establishment of agricultural high schools occurred in 1908 by an act of the General Assembly. Eleven schools, one for each congressional district, were started by using the \$20,000 legislative appropriation for this purpose. The amount appropriated for this purpose in 1910 was \$30,000, and in 1911 \$25,000 was targeted for improvements to these schools.³⁹ The usual secondary school subjects were offered but, in addition, courses in agriculture and home economics were included. While their name implied they were strictly agricultural, they were not; students were still offered courses leading to college.⁴⁰ Virginia was experiencing some changes politically also, the effect of which was beneficial to public education, as noted in the next subsection.

Virginia's Political Sphere, 1901-1910

The political arena at the turn of the twentieth century was ripe for the enactment of school legislation because of the interest aroused from the series of conferences and meetings that began in 1898 in Capon Springs, West Virginia and culminated in the May Campaign of 1905. In 1901, Governor Montague led the state, having promoted public education as a major platform plank.⁴¹ In 1905, his interest in education was continued and

³⁹ Heatwole, p. 328.

⁴⁰ Ibid., p. 329.

⁴¹ Virginius Dabney, p. 449.

advanced by newly-elected Governor Claude Swanson, a man who experienced a friendlier legislature than his predecessor.⁴²

Andrew Jackson Montague became an independent Democratic governor in the midst of a body of independents at the constitutional convention. Swanson had also been a serious contender for the office, but had aligned himself with Senator Thomas S. Martin's Democratic machine that had been in power. While both Montague and Martin were skilled political speakers, Montague gained the edge because the ranks of the discontented were large in 1901. Citizens were experiencing reservations about Martin's tenure because of his dubious use of money in a surprising defeat by Fitzhugh Lee, the use of a state committee which became a vehicle that served to impede a senatorial primary, frauds in the campaign against James Hoge Tyler in 1899, and several gestures toward cleaning up the state by calling a constitutional convention.⁴³

Montague won because of the unrest described and his ability to align himself with all the significant reform movements in the state.⁴⁴ He was described by the Richmond Dispatch as "a brilliant orator and a conservative thinker."⁴⁵ While he was generally regarded as politically ambitious, Moger alleges that his advocacy of reform was genuine.⁴⁶

When Swanson, a Democrat, won the governorship in 1905, Eggleston had just become state superintendent by popular vote. Since Swanson was immersed in the cause

⁴² Ibid., p. 450.

⁴³ Allen W. Moger, Virginia Bourbonism to Byrd 1870-1925 (Charlottesville: University Press, 1968), pp. 173-74.

⁴⁴ Ibid.

⁴⁵ Richmond Dispatch, October 31, 1901.

⁴⁶ Moger, p. 180.

to improve schools, he became a close associate of Eggleston's and they worked well together.⁴⁷ The plethora of school bills that followed Swanson's election cascaded like a giant waterfall on the lawmakers. Many of these bills, already described, passed. The need for notable, educational advances was apparent. "There were 148,950 illiterate Negroes in Virginia in 1910, and 83,691 illiterate whites. Fewer than 23 percent of the population could neither read nor write."⁴⁸

At a time when Eggleston became state superintendent, he had tried to persuade R. C. Stearnes, Roanoke County's division superintendent, to run for the position. Stearnes chose not to do so but was appointed secretary to the State Board of Education and left Roanoke County to perform a long stint of service to the state.

R. C. Stearnes' Final Years in Roanoke County and His Stint as Secretary to the Virginia State Board of Education

The remaining six years of Stearnes' tenure as Roanoke County's school superintendent indicated some of the same concerns and developments at the county level that were also appearing at the state level. In Stearnes' annual reports for 1901-1905, he expressed the need to consolidate many rural schools; maintain/repair some of the schools; attract high quality teachers; pay competitive teacher salaries; provide and emphasize more secondary work; provide longer school terms; bring the supply of teachers up to the demand; continue the annual Institutes; support the Cooperative Education Association; and add to school libraries.⁴⁹

Stearnes' remarked in his 1901 report how fortunate Roanoke County was to nearly be able to supply all of its own teachers--a first. "With all our boasted progress we have

⁴⁷ Virginius Dabney, p. 449.

⁴⁸ Ibid., p. 450.

⁴⁹ Roanoke County School Board Minutes, Vol. V, pp. 181-182, 186, 192, 197-198, 208-209.

not been able to do this in the past. In other words, the general educational spirit of the county has been rather too content with primary work well done and has neglected that slightly higher work that gives pupils such great advantages as far as the intellectual and more lucrative positions are concerned."⁵⁰ It appears that the ability to secure an adequate number of teachers, particularly for slightly higher level work, continued to be a challenge. Teacher training had long been an emphasis of Stearnes--an area that he always deemed as vital and to which he devoted much time, particularly in the provision of the annual Institutes.

By 1902, Stearnes was most concerned about the large number of small schools. About them he lamented, "I venture to suggest that we have reached the danger limits in the multiplication of schools and I hope that we shall find it possible to consolidate some of our schools. Some of the school buildings are needing repairs and we are made to feel the heavy load of so large a number of schools in many ways. It is time that only one district [rather than most] ends the year in debt, but all carry over very small balances."⁵¹ The burden of continuing to maintain an ever-increasing number of small schools in Roanoke County would continue to plague the system until after 1920, more than fourteen years after Stearnes left the county superintendency. The growing number of schools, most of which had increased to the two-room variety at this time, was due to a growing population and some delay in consolidation due to poorer roads and mountainous topography in the southwest part of the state..⁵²

By 1903, Stearnes addressed the inadequate supply of teachers compared to the demand as being the reason for the large number of many young and inexperienced

⁵⁰ Ibid., pp. 181-182.

⁵¹ Ibid., p. 186.

⁵² Kagey, p. 746. Roanoke County school records on population and buildings, 1901-1925, Salem, Virginia.

teachers. Most of all, he doggedly pursued the wave of educational reform sweeping across the state when he said, "I venture also to call to the attention of the County Board to the general educational movement in the State, the demand for longer terms and better paid teachers, the demand that weak schools shall be consolidated and that this curriculum shall be broadened to the extent that better nature work can be done and some efforts begun in the line of manual training. We must not allow our county to fall back in the march of progress."⁵³

By 1904, Stearnes noted an increase in the school levy, which permitted the continuance of six-month school terms; two or three sections of the County where a consolidation plan could work well; and a paucity of first class teachers to fill the county's need. The area of most emphasis was that of school repairs and permanent improvements. He spoke to these issues by stating, "I beg to call the trustees' attention to the general need of repairs over the county and I desire in this connection to recommend slate blackboards in the way of functional improvements."⁵⁴

In the last report of Stearnes in 1905, he expounded on the opportunities for professional growth of county teachers, such as the annual Institutes and County Associations, both white and colored. He also referred to a large citizens' meeting by the Cooperative Education Association. About this meeting, he elaborated:

Under the auspices of the Cooperative Education Commission of Virginia a large meeting of citizens was held in the Town Hall in Salem on May 16th. A local citizens' association was formed as a result of the able addresses delivered by Dr. James Lewis Howe, of Washington and Lee University, and Rev. Dr. Morton, of Pulaski City. This association has held several meetings in Salem, one at Vinton, and one at South View. As a result of these meetings, and of the general discussions that have obtained since the May

⁵³ Roanoke County School Board Minutes, Vol. V, p. 192.

⁵⁴ *Ibid.*, pp. 197-198.

meeting, I believe that public sentiments is now ripe for the consolidation of schools in the South View neighborhood and at three or four other places in the county. While it is true that we do not have many small schools and that many of the single schools are doing very satisfactory work, yet the need of consolidation in certain parts of the county is obvious.⁵⁵

Before Stearnes could make a 1906 report, he resigned from the chief Roanoke County post and took a position with the State Department. His years of leadership as division superintendent were laudatory. He placed high priority on the teacher and teacher training. He was progressive and visionary, keeping Roanoke County in the forefront of educational developments.

When Eggleston assumed his duties as the chief state school official, he reorganized the office staff. Frank Brent, who held the position of first clerk and secretary to the State Board [these responsibilities were joint], was discharged. In a letter to Stearnes, Eggleston informed him of the discharge of Brent and said, "I want you to take office April 1st....certainly by the 3rd or 4th."⁵⁶ Stearnes may have already been aware of this possibility, for in the same letter Eggleston asked him for a picture and other relevant data so that a public statement could be made to announce his appointment.⁵⁷ Stearnes' actual term of office did not begin until April 3, 1906 because a number of affairs in Richmond and Roanoke County had to be cleared up before Stearnes could report. Since Stearnes was both a superintendent and a lawyer with an active practice, state level duties had to be delayed. Of Stearnes' appointment to this position, Richard Overton remarked:

To this very important position [Secretary to the State Board], he [Superintendent Eggleston] appointed Mr. R. C. Stearnes, then a lawyer at Salem, Va., and also Superintendent of Roanoke County

⁵⁵ Ibid., pp. 208-209.

⁵⁶ Letter from Joseph D. Eggleston, Jr. to R. C. Stearnes, March 11, 1906, The R. C. Stearnes Papers, University of Virginia. Manuscript Division.

⁵⁷ Ibid.

Public Schools. Mr. Stearnes had become well-known in the State as president of the Virginia State Teachers' Association, a position which he held since 1901, and one in which he had done much to arouse a greater professional spirit among the teachers. His popularity is attested by the fact that he received hundreds of letters of congratulations not only from personal friends but also from outstanding men like Bruce R. Payne, Dr. S. C. Mitchell, Dr. F. W. Boatwright, Dr. George H. Denny, and many other educators in the State. Thus with a professional educator as the head of the public school system of the State, and with a competent man as first clerk in the Department of Public Instruction....⁵⁸

According to the papers of R. C. Stearnes, he did not totally phase out his law practice after his state appointment. It would have been difficult to abruptly terminate his law practice because of his ties, knowledge, experience, and pending cases. The volume of business was, however, reduced considerably upon leaving Salem for Richmond. Even during his term as secretary to the State Board, he continued to be involved in legal matters and communications of a legal nature.⁵⁹ At no time did it ever appear that this continuing interest and involvement in legal affairs intruded on his dedication to education.

Stearnes served as first clerk and secretary to the State Board from 1906-1912. While serving under Eggleston's guidance, it appeared he carried out his duties satisfactorily, for no documentation or available records indicate otherwise. Some of Stearnes' duties in the clerk's position were described in outline form in a paper entitled, "Business Organization of the Department of Public Instruction." Available data does not permit an accurate picture of whether these duties were outlined by Eggleston or Stearnes during their tenures as superintendent. The outline follows:⁶⁰

1. Division of General Department Work

⁵⁸ Edward Franklin Overton, "A Study of the Life and Work of Joseph Dupuy Eggleston, Jr.," Diss., University of Virginia, Vol. II, 1943, pp. 226-228.

⁵⁹ The R. C. Stearnes Papers, University of Virginia, Manuscript Division, Box 1.

⁶⁰ Ibid., "Business Organization of the Department of Public Instruction," Box 26.

- (a) General correspondence
- (b) Special correspondence pertaining to special work of this division
- (c) Statistical Reports
- (d) Supervision of publications, including reports, other documents and circulars
- (e) Distribution of blank forms, reports, and other documents
- (f) Purchase of supplies
- (g) General State apportionments
- (h) Bookkeeping and accounts
- (i) Literary fund loans
- (j) Appropriations for school libraries
- (k) Teachers' pensions
- (l) Care of general records, documents, office library, etc.

Chief Clerk and Secretary to the Board of Education in charge of reporting to the Superintendent.

An attached sheet to the one just outlined deals with compensation for yet another task of the first clerk and secretary. In the exact words of the attachment it states:

The Secretary of the State Board of Education inspects all of the colleges of the State, both public and private, in addition to his duties as head of the Department. Salary \$2,750.61

Other duties of the first clerk and secretary focused on visitation of high schools across the state where teacher training work was being conducted, and occasional appearances at functions that Eggleston was unable to attend.⁶² On one occasion in October 1909, Stearnes went to the midwestern states of Missouri, Iowa, Minnesota, and Wisconsin. State superintendents had been invited to tour the area as guests of the Southern Conference on Education. Since Eggleston was involved in waging a re-election campaign, Stearnes substituted and returned from the tour with a report of his experiences.⁶³ Generally, the type of work in which Stearnes engaged as first clerk and

⁶¹ Ibid.

⁶² McBride, p. 86.

⁶³ Virginia Journal of Education, No. 6, pp. 4-6, editorial, October 1910.

secretary was of a clerical or bookkeeping nature except for the inspection of public and private colleges and that of visiting state high schools that were providing teacher training.

The early issues of the Virginia Journal of Education also bear witness to Stearnes' interest and work on behalf of the State Department. In the December 1909 issue, Stearnes reported on school legislation. It is apparent he had been active in the lobbying effort of certain educational acts that passed. In this article, he states:

One of the most gratifying professional experiences that ever came to me was the realization that the Legislature of 1908 was determined, in its beneficent acts for the public schools, to be limited only by its ability. I reached this conclusion before the occasion was half over and therefore each day's experience was but a conjunction of my conviction. I suppose there was never a more remarkable exhibition of great power devoted wisely and unostentatiously to a great cause..The General Assembly at once devoted \$145,000 to the augmentation of high and common school appropriations.⁶⁴

Stearnes also reported that some 40 statutes were passed supporting public education in the 1908 session. Most notable were those pertaining to compulsory education, local taxes, teachers salaries and pensions, and two new normal schools.⁶⁵ In 1908, while serving as secretary to the State Board, Stearnes was approached by an old friend, George T. Walker, who asked Stearnes to consider a bid for the presidency at VPI in Blacksburg. Walker, a professor at the college, indicated in a letter that opposition to Dr. Paul B. Barringer, current president, had been developing. Walker stated that the faculty and students were "hoping that their clamorings would be heard."⁶⁶ Whatever opposition existed created enough feeling that a change in administration might be eminent.

⁶⁴ R. C. Stearnes, "School Legislation," Virginia Journal of Education, No. 5, p. 507, December 1909.

⁶⁵ Ibid.

⁶⁶ Letter from George T. Walker to R. C. Stearnes, November 28, 1908, The R. C. Stearnes Papers, University of Virginia, Manuscripts Division.

Barringer had been appointed president of VPI on May 30, 1907.⁶⁷ According to Walker, the opposition that Barringer was experiencing in Southwest Virginia was being transferred to Eggleston, in part because Eggleston was influential in gaining the VPI post for Barringer. The position of state superintendent automatically placed Eggleston on the Board of Visitors of VPI as an ex-officio member,⁶⁸ thereby participating in the appointment of the president. Those in the opposing camp were banking on the appointment of Mr. A. A. Campbell to succeed Barringer, and hoped his appointment would be made possible by the defeat of Eggleston in the upcoming election and replacement by one who was favorable toward Campbell.⁶⁹

The chain of events, however, did not result in the unseating of Barringer or Eggleston. Stearnes did not pursue Walker's idea, and continued in his post at the State Department four more years when the unrest at VPI peaked and necessitated a change in the top administrative post.

Stearnes as State Superintendent, 1913-1917

As dissension and discontentment climaxed in the summer and fall of 1912 at VPI, Eggleston expressed his interest in seeking the presidency of that institution. In order for this move to occur, several political maneuvers had to take place. Of these logistics, Overton stated:

During the latter half of Superintendent Eggleston's administration, affairs at the Virginia Polytechnic Institute were being carried on in a manner unsatisfactory to the Institute itself, its faculty, its Board of Visitors, and its alumni. As a result, there developed some speculation as to who should be its next president. As early as

⁶⁷ Virginia Journal of Education, No. 3, p. 7, editorial, December 1907.

⁶⁸ Letter from Walker to Stearnes, November 28, 1908.

⁶⁹ Ibid.

July, 1912, Mr. Eggleston's name was being mentioned as a possible successor to President Barringer. At the same time Mr. R. C. Stearnes was heartily supported by Mr. Eggleston, who must have been very anxious to head the Virginia Polytechnic Institute, for he wrote several letters to Mr. Stearnes encouraging him to do his part in paving the way for this contemplated double move.⁷⁰

Eggleston's membership on the VPI Board of Visitors was a conflict of interest if he were to actively pursue the VPI post. He also needed to resign his position as head of the State Department in order to qualify. Eggleston resigned from the state superintendency effective December 31, 1912.⁷¹ Upon presenting his resignation to the Board, the Board was prepared to fill the vacancy. The Board's minutes related the details of Stearnes' appointment.

The Chairman having announced that the next business before the Board, that of choosing a new Superintendent, Mr. Stearnes asked and was granted permission to retire.

The name of Mr. R. C. Stearnes having been placed in nomination was unanimously elected Superintendent of Public Instruction to fill the unexpired term beginning January 1, 1913, and ending January 31, 1914, or until his successor shall be duly elected and qualified.⁷²

While there were eight members on the State Board, only five could vote for a state superintendent. (The three members who were not allowed by law to vote were two division superintendents and the State School Superintendent.) Stearnes was elected by the following men: Governor William Hodges Mann, Dr. J. L. Jarman, president of the State Female School at Farmville, Dr. J. M. Page, professor mathematics at the University of Virginia, Attorney General Samuel Williams, and Colonel Henry C. Ford, professor of Latin and history at Virginia Military Institute (VMI).⁷³

⁷⁰ Overton, pp. 401-402.

⁷¹ Ibid.

⁷² Minutes of the State Board of Education, December 23, 1912, Richmond, Virginia.

⁷³ McBride, pp. 92-93.

The Richmond Virginian carried an article about Stearnes' appointment--one that showed newspaper support when it stated:

The election of R. C. Stearnes as State Superintendent of Public Instruction to fill the unexpired term of Joseph D. Eggleston was a deserved compliment to an efficient secretary of the Board of Education; who has done splendid work as an assistant to the retiring superintendent. There was little opposition to Mr. Stearnes and the unanimous vote of the board was not expected.

No one doubts that Mr. Stearnes will fill his new office capably and that the public school system of the State will not suffer under his Administration.⁷⁴

Other Virginia newspapers showed the same kind of advocacy for Stearnes and his abilities by extolling his long experience in school work and declaring, ".....there is no man whose appointment to succeed him [Eggleston] would be more satisfactory to us than that of Mr. Stearnes."⁷⁵

Stearnes was appointed to finish out the unexpired term of Eggleston, which was to end January 31, 1914. In the summer of 1913, a primary was held in Virginia.⁷⁶ Stearnes declared his candidacy and ran unopposed. In the fall of the same year, Stearnes, a Democrat, ran for the office and was elected for a four-year term, beginning February 1, 1914.⁷⁷

One issue to which Stearnes devoted tireless energy was compulsory attendance. He wanted to secure legislation that would strengthen Virginia school attendance laws. The law that was in effect when he became head of the state system was virtually ineffective.

⁷⁴ The Richmond Virginian, December 24, 1912.

⁷⁵ Southside Sentinel (n. p.) (n. d.)

⁷⁶ McBride, p. 101.

⁷⁷ *Ibid.*, p. 102.

The provisions were mandatory in some respects, but woefully lacking if schools were to provide a maximum degree of service. The following points summarize the law, but also note the qualities it lacks:⁷⁸

1. It limited the term of compulsion to three months of each session. Five months was the minimum length of any session in the state.
2. Only one-half of the three-months term had to be consecutive.
3. It exempted from compulsory attendance all children who lived over two miles from a schoolhouse or over one mile from a wagon route.
4. It made attendance compulsory for children from eight to twelve only.
5. Only those children from ages eight to twelve who could not read or write were required to attend.

The Virginia Journal of Education, the Department of Public Instruction's periodical, was known for its efforts toward and advocacy of school reforms. Compulsory education was an area of unbridled support.⁷⁹ Frequent attention and references are made in issues published between 1913 and 1916. The attack began in a 1913 article by quoting part of the Virginia Constitution and ending with:

We see that the State is expending annually nearly twelve hundred thousand dollars for its criminal and insane classes and it is not exaggeration to say that eight or nine hundred thousand of this amount is spent on delinquents recruited from the illiterate classes. Can the State afford not to educate its illiterates?⁸⁰

With the State Department's rumblings afoot, other organizations joined the compulsory education movement and made their voices heard. One such organization, the

⁷⁸ McBride, p. 127.

⁷⁹ Virginia Journal of Education, December 1913, pp. 99-101.

⁸⁰ Ibid.

Virginia Educational Conference, appointed a committee of 25 to study the problem. Stearnes had originated the plan to form the Virginia Educational Conference, gave it its name, and acted as chairman of its executive committee for five of the seven years of its existence.⁸¹

After a study of the school attendance problem, the committee provided a report that denounced the law that was in force in 1916 and proposed some recommendations.

Selected portions of the report reveal the following:

Virginia, according to the last U. S. census had 83, 825 white and 148,950 colored illiterates. One white man out of ten of voting age was illiterate and 26 percent of the native white children between the ages of 6 and 14 were not enrolled in the schools.

The Constitution of Virginia makes it impossible to have an adequate compulsory education law; but it is felt that until the Constitution can be amended, the best thing to do is to amend the present statute so as to make it statewide and so as to include attendance for the entire term.

Recent investigations have shown that there are very few children who are not within walking distance of a public school. Compulsory education does not mean that a new school must be built for two or three children living four miles from an established school. Such children would not be included under the law. Compulsory education does not mean that every schoolhouse should at once be equipped with fine furniture and the term lengthened to eight months. The present school facilities can handle practically every child in the State between the ages of eight and twelve.⁸²

The objections being raised against compulsory attendance focused on the public's rationale that such a law would mean higher costs and taxes, and the fact that longer periods in school would remove children from farm chores and result in loss of farm income.

⁸¹ R. C. Stearnes Papers. Untitled paper, p. 2 of a sketch of Stearnes. Box 26, Correspondence, 1917-1918, University of Virginia, Manuscripts Division.

⁸² "Some Pressing Educational Needs of Virginia," a booklet published by the Virginia Educational Conference, Richmond, 1916, pp. 4-5.

The compulsory attendance movement unearthed an interesting feature with regard to illiteracy. The census of 1910 indicated that the white Virginia illiteracy rate was 83,825 and black rate was 148,950.⁸³ While the black rate was higher, the problem of reducing the white illiteracy rate was greater. The reason for this dilemma existed because of the difficulty of persuading the parents of white children to send their children to available schools. In contrast, when black families were presented the opportunity of sending their children to school the only difficulty was in providing adequate space. Stearnes remarked about this situation in a legislative pamphlet when he said:

Our field workers report that the problem of reaching these illiterate whites is a very serious one. In the case of the colored children it is only necessary to open schoolhouses, but the white illiteracy problem presents the alarming spectacle of parents unwilling to send their children to school.⁸⁴

On January 31, 1916, Stearnes penned a handbill about the need for a statewide compulsory education law. The handbill stated the reasons for the need for the law and read:

The Department of Public Instruction asks the Legislature of Virginia to enact a Statewide compulsory education law for the following reasons:

We have had a great campaign to enroll children in the public schools and reduce illiteracy.

Over 61,000 additional names have been added to our school enrollment than during the preceding 19 years.

We have reduced white illiteracy between 10 and 20 years (Virginia census figures) from 24,521 to 10,123 and colored from 31,294 to 16,488.

⁸³ Virginia Journal of Education, December 1913, pp. 105-106.

⁸⁴ "Legislation Needed in Virginia," a pamphlet issued by the Department of Public Instruction, Richmond, 1916, pp. 5-6.

Our field workers report that the problem of reaching these illiterate whites is a very serious one. In the case of the colored children it is only necessary to open school houses, but the white illiteracy problem presents the alarming spectacle of parents unwilling to send their children to school.

The proposed compulsory education law must be a mild one by reason of the fact that the terms of the present Constitution exempt all who can read and write and apply only to children between the ages of eight and twelve. Nor will the new compulsory law apply where schools are already over-crowded nor force school boards to erect additional schoolhouses where funds are not available. In short, the present law can be so strengthened within constitutional limits as to reach hundreds of children in communities where ample facilities already exist but are not taken advantage of.

We believe that there is a popular demand for an effective compulsory education law. The school people, as a unit, are in favor of it and the Farmers' Educational and Co-operative Union of Virginia has endorsed it heartily.

Moreover, it is significant that the present law, which is local option in nature, has been adopted by substantial majorities in every county and city in which it has been voted upon.

North Carolina has recently adopted a much stronger statute than we can hope to get, and the same is true of Alabama, which was put at the bottom of the column in the Russell Sage Report. Tennessee, Kentucky, West Virginia, Maryland--all of our neighboring States--have compulsory education laws, and Virginia will certainly suffer in comparison unless her Legislature is willing to take prompt and favorable action on this vital matter.

White illiteracy is now a matter of families--a matter of destitution or ignorance, or both. The need is very urgent. Why not apply to white children who cannot read and write such gentle compulsion as education offers and save them from the sterner compulsion of reformatories and jails a little later in life?⁸⁵

Stearnes tied in the compulsory education law with the concomitant problem of illiteracy. So imbued with these issues was Stearnes, he addressed them in each of his annual reports from 1914 until 1917.⁸⁶ Despite his efforts and that of other educators,

⁸⁵ Stearnes Papers. Box 26, 1913-1916, Correspondence and related papers. University of Virginia, Manuscript Division.

⁸⁶ Virginia School Report, 1913-1914, 1915-1916.

attendance requirements had failed to be enacted into law. In 1917, Stearnes declared that parents had fought against being forced to send their children to school. Of Virginia's position, he stated:

Times change, and we must change with them. Nearly all the Southern States have secured good attendance laws, statewide in their application, and it looks now as if Virginia may find herself in the unenviable position of being the only American State, or province perhaps without an effective school attendance law.⁸⁷

Even with this final plea, the old law remained intact during his tenure. The groundwork was laid, however, for advancements in compulsory education at a later time.

Some other key issues and topics with which Stearnes dealt during his administration included the selection process for division superintendents tuition fees for state Summer Normals for teachers in various state locations, selection and adoption of textbooks, consolidation of schools, the improvement of the quality of high schools, the creation of a plan for examining public school teachers, supervision of rural school (especially Negro schools--facilitated by the Jeanes and Slater Funds), teachers' salaries and pensions, higher institutions of learning, lengthening the school term and extending the school age, county training schools for blacks (aided by the Rosenwald Fund), and a reorganization of the State Board of Examiners.⁸⁸

Stearnes had worked hard to improve the quality of education for all Virginians during his term of service in Richmond from 1906-1918. His dedication to providing maximum educational opportunities for all was a cornerstone of his philosophy. He was a man with a vision, who was progressive and on the cutting edge of educational reform. On January 31, 1918, Stearnes was unseated from the state superintendency by Harris Hart,

⁸⁷ Ibid.

⁸⁸ McBride, pp. 99, 136. Buck, pp. 167, 181, 188-189, 192, 196-202, 203, 294-205. Stearnes Papers, Box 26.

Roanoke City's retiring division superintendent, who had served as a member of the State Board of Education from 1913-1917.⁸⁹ Prior to these roles, he was a teacher and principal in Roanoke City and one of the original members of the State Board of Examiners. Early in Hart's administration, he changed the biennial report to an annual report, paved the way for an end to the district system, and completed the abolishment of the State Board of Examiners. The duty of examining and certifying teachers was relegated to supervisors in the Department of Education. Hart increased and more clearly defined the responsibility of the state supervisors during his years of service.⁹⁰

The effect of state occurrences impacted the local level. In Roanoke County, Roland E. Cook became superintendent in 1906, the year Stearnes began his state responsibilities. A closer look at Stearnes' successor will shed light on the head of the system and progress of Roanoke County from 1906-1920. The local-state dynamics of Stearnes, a dedicated county superintendent, was evident during his service to Roanoke County but also during his years at the state level. Gaining an understanding of how he moved from the county to the state level, and subsequently influenced the county level once again, is important to creating a broader understanding of this particular time frame.

Roland E. Cook: Superintendent of Roanoke County, 1906-1945

Succeeding Stearnes as Roanoke County's superintendent was Roland E. Cook. Cook was born at Blue Ridge Springs, Virginia on April 1, 1874, son of Mr. and Mrs. William Cook. The Cook (Koch--German origin) family came to the Mill Creek area of Botetourt County in the late eighteenth century and then migrated closer to Roanoke when settling in the Webster-Blue Ridge area. At two years of age, Cook's family moved to

⁸⁹ Buck, p. 207.

⁹⁰ Ibid., pp. 207-208.

Roanoke. He attended Roanoke area schools and graduated from Roanoke College with a Bachelor of Arts degree.⁹¹ According to son Frank, he began teaching in the Norwich School in 1896, a one-room school in Roanoke City. His salary was \$33 a month and the school year lasted five months. He accepted a position as a teaching principal of the Vinton School, remaining there for five years. He participated in postgraduate work at the University of Virginia and gave up his position as principal in Vinton to become principal of the high school in Blacksburg.⁹² Following this stint, he was appointed division superintendent of Roanoke County to complete Stearnes' term. After completing this term, he was chosen superintendent for a term of four years. Anxious to keep Roanoke County a top-ranked school system, he sought "to encourage his teachers to give close attention to modern methods and ideas, to follow progressive lines..."⁹³ Cook married Miss Ella Bullard and they had a son, Frank. They resided in Salem and attended Salem Methodist Church.⁹⁴

Cook introduced the first school transportation to Roanoke County in 1907.⁹⁵ "It was horse drawn and was used to transport pupils in the Glenvar area to a one room school at Fort Lewis. The Glenvar school patrons wanted a one-room school of their own but somehow the School Board could not find an appropriate location for one at the time. Cook is quoted as having remarked at the time, 'This carriage will mark the beginning of free [public school] transportation in Roanoke County and we shall look forward with a

⁹¹ George Jack and E. B. Jacobs, History of Roanoke County. History of Roanoke City and History of the Norfolk and Western Railway Company (Roanoke: Stone Printing, 1912), p. 58.

⁹² Letter to Gene and Martha Ann Cook from Frank and Alpha Cook, 23 September 1977, Roanoke, Virginia. In the possession of Martha and Meg Cook, Roanoke, Virginia.

⁹³ Jack and Jacobs, p. 58.

⁹⁴ Ibid.

⁹⁵ Letter from Frank and Alpha Cook, 23 September 1977.

great deal of interest to the results of this experiment--and if the cost is not too great we hope soon to see wagons started in other localities of this county."⁹⁶

School visitation was an important responsibility of the division superintendent and older residents can remember Cook's visits to area schools. Frank Cook, son, related that his dad boarded with certain families when visiting schools on Bent Mountain, Catawba, and Bradshaw. When horse and buggy was the mode of transportation,

Bent Mountain was a 3-day trip, Catawba required 2 days, and Bradshaw one day. Later with a T-model Ford the time was less, but sometimes by not much due to mudholes, tire blow-outs and high water at fords. To reach the Bradshaw School in a T-model Ford, Dad would go as far as he could (until the gasoline would no longer drain from the under-the-seat gas tank into the engine). Then he would get turned around and back up for 1/2 mile. Dad probably stayed at many private home occasionally over the many years, but as I recall, likely stayed mostly where he had an open invitation. My memory is not too good for Bent Mountain, but the name Powell comes to me. This is likely Back Creek, however. On Catawba he stayed with the family of John S. Bennett in the early days, until the Bennetts moved to Calverton, Virginia...After this period I really can't say. ⁹⁷

About his father's duties Frank conveyed that, except for a Clerk of the School Board, Cook was the only other central office staff member and did everything himself. Responsibilities were assigned "at the direction of and with the advice and consent of the School Board."⁹⁸ Some responsibilities for which Cook was directly responsible were "the survey of school lots, contracting for the building of schools, inspection of building construction, inspection of old buildings to determine their safety and need for repair, the purchase and maintenance of school buses, the establishment of bus routes, the hiring of bus drivers and their supervision, and the most important job of all, the securing of qualified teachers (sometimes firing some), the determination of the pay scale

⁹⁶ Ibid.

⁹⁷ Ibid.

⁹⁸ Ibid.

(accomplished on an individual basis generally), and the selection of textbooks."⁹⁹ There were other duties for which Cook was responsible as head of the school system, but the ones mentioned are those that his son remembers consumed a great deal of his time and energy.

The school system apparently operated fairly smoothly but there was little time for Cook's private life. Frank remarked,

He worked from 7 a.m. to about 9 p.m. (when he went to bed) 6 days a week, 12 months a year and rarely with any vacation. I never knew him to eat a meal in peace. He never refused to see a visitor or talk on the telephone. He was revered by most, but there were some who thought he had it too easy and wanted his job.¹⁰⁰

According to the annual reports of Roland E. Cook in the period following Stearnes' departure to the State Department, the following information was typically reported: session, number of students enrolled, average daily attendance, number of school visits, average enrollment per teacher, average age of pupils, number supplied with textbooks, number of schools opened, income for the year, current expenses, and general comments. Other sporadic information included the number of official letters written, miles traveled, and school visits by trustees.

Table 5.1 indicates some of the information contained in the reports relative to the progress of the Roanoke County school system between 1906 and 1919.

⁹⁹ Ibid.

¹⁰⁰ Ibid.

Table 5.1: Data from R.E. Cook's Annual Reports, 1906-1919, Roanoke County Schools

Year	Enrollment	Aver. Mo. Enroll.	ADA	Supt. Visits	Aver. Enroll. Per Teacher	Texts Supplied	# of Schools/ or Teachers		Income	Current Expenses	Letters Written	Miles Traveled	Trustee Visits
							W	B					
1906	3,570	3,008	2,374	122	32	90	73	13	\$28,000	\$26,000	NS	NS	87
1907	3,715	3,012	2,369	251	40	109	74	19	34,500	NS	1,012	2,441	289
1908	3,891	3,191	2,478	237	42	110	74	19	37,600	35,500	1,208	2,646	271
1909	4,034	3,319	2,682	248	35	NS	75	19	NS	42,023	1,230	3,053	NS
1910	4,188	NS	2,702	279	NS	NS	83	19	45,500	40,641	1,192	2,776	NS
1911	4,189	NS	2,811	260	NS	NS	87	18	47,403	44,765	NS	NS	NS
1912	4,358	NS	2,833	322	40	51	93	19	79,790	67,876	NS	NS	NS
1913	4,588	NS	3,148	328	39	74	98	20	55,520	64,126	NS	NS	NS
1914	4,735	NS	3,211	358	NS	38	101	21	57,971	54,328	NS	NS	NS
1915	5,195	NS	3,658	413	NS	40	109	21	60,796	69,526	NS	NS	NS
1916	5,079	NS	3,592	437	NS	78	110	21	95,000	91,000	NS	NS	NS
1917	5,285	NS	3,738	448	NS	57	118	23	92,000	NS	NS	NS	NS
1918	5,309	NS	3,512	NS	NS	NS	123	22	96,000	101,407	NS	NS	NS
1919	5,291	NS	3,437	NS	NS	NS	122	22	90,000	90,000+	NS	NS	NS

Note: NS stands for not stated.

Source: R.E. Cook's annual reports, Roanoke County School Board Minutes, Vol V, pp. 221, 229, 235, 241, 249, 259, 266, 276, 284, 293, 304; Vol VI, pp. 8, 17, 26.

According to Table 5.1, enrollment continued to steadily increase until 1916, when there was a decrease of 116 students; and again, in 1919, a decrease of 18 students. There was also a drop in ADA in the same years of indicated decreased enrollment. The average enrollment of students per teacher varied from 32 to 40, but those in attendance ranged from a low of 23.5 in 1919 to a high of 28.5 in 1909. Approximately two-thirds of those enrolled attended school during these years. The amount of school income steadily increased, indicating a large jump in 1912 and 1916 because of school construction. Generally, expenditures remained lower than income with the exception of the years 1913, 1915, 1918, and 1919.

The general comments contained in Cook's annual reports often focused on obtaining and retaining qualified teachers, paying teachers adequate salaries, school construction, school transportation (wagons), defraying teachers' expenses in order to attend the annual Institute, the need for larger and better school buildings (consolidated rather than one-room), willingness of patrons to make private donations for school facilities, sanitary school outhouses, vaccinations of school children, adequate supervision of the schools, the need for compulsory attendance, and the flu epidemic of 1918-1919.¹⁰¹

Cook was a staunch advocate of the teacher, as evidenced by remarks contained in his annual reports. In 1906, he explains that increased salaries brought an increased number of applicants. He expressed the hope that "we shall be able to retain our best teachers and by another year, at least, to supply all our schools with first grade teachers."¹⁰²

¹⁰¹ Roanoke County School Board Minutes, Vol. V, pp. 221, 229, 235, 241, 249, 259, 266, 276, 284, 293, 304; Vol VI pp. 8, 17, 26.

¹⁰² Roanoke County School Board Minutes, Vol. V, p. 221.

In 1907, he reiterated that the salaries being offered teachers "are, in most cases, sufficient to demand the services of well-equipped teachers. I wish to urge the importance of only employing the best talent that can be secured for the salary offered, regardless of all other considerations. The teacher, after all, makes the school."¹⁰³ Cook lamented in his 1911 report the County's problem of securing good teachers for the country schools when he stated, "I am convinced that the greatest defect in our school system is our inability to secure in all cases our thoroughly equipped teachers for the country schools. The rule is that the best teachers do not long remain in the country school, being attracted to other places by an increase in salary."¹⁰⁴

His report of 1917 praised the five county districts for increasing the salaries of teachers in varying amounts from \$2.50 to \$7.50 a month. (See Appendix C for a description of the magisterial boundaries of each of Roanoke County's five districts.) In response to this action he stated, "I consider this a step in the right direction, for with the expenses of teachers now greatly increased, we should not and cannot expect to retain good teachers at the salaries that prevailed several years ago."¹⁰⁵

Obtaining and retaining good teachers continued to be a problem, especially during the World War I period. In 1918, Cook remarked, "It has been necessary to increase the salary of teachers throughout the county for the year in order to secure an adequate number of teachers, and in spite of this increase, we are finding it extremely difficult to secure teachers."¹⁰⁶ He further commented that local revenues had not increased and that additional money would have to be secured from the state.

¹⁰³ Vol. V, pp. 229.

¹⁰⁴ *Ibid.*, p. 259.

¹⁰⁵ *Ibid.*, Vol. VI, p. 8.

¹⁰⁶ *Ibid.*, p. 17.

The strongest remarks about the importance of paying teachers adequate salaries appeared in the 1919 report. Cook cited the average U. S. teaching salary as \$630 but mentioned the effort being made in some areas to raise that amount to \$1,000 per year. He quoted from a magazine article relative to teachers' salaries, which so poignantly stated, "They are earning on the average less than the wages given to the scrubwomen employed in the buildings of the U. S. government. Normal school graduates receive less salary than street-sweepers; high school principals and superintendents less than section foremen; county school teachers less for instructing the farmer's child than he pays his hired man to feed his hogs.' Is there any wonder that we hear complaints as to the poor quality of the teaching that is being done in some of the schools? In my opinion something must be done or the effect on our schools will be disastrous. Those already trained for teaching may, in many cases, continue in the profession in spite of the low salaries but the best talent will not be attracted by a calling that offers so little inducement."¹⁰⁷ With recurring remarks such as these, it is apparent that offering competitive teaching salaries was an ongoing problem with which Cook and the district boards and county board had to contend. Urban systems still paid higher salaries and had longer sessions.

Rural systems also had to grapple with an ADA that was always reduced in the early fall and late spring and, as longer school sessions were instituted, the ADA for the year was smaller. Cook addressed this issue in his 1918 report when he said, "A scarcity of labor on the farm has also had its influence in reducing the average. During the last session of the Legislature, a compulsory school attendance law was passed and made as stringent as possible under the limitations provided for in the Constitution. While

¹⁰⁷ Ibid., p. 26.

inadequate in many respects, I believe that if enforced, it will have a salutary effect in increasing the school attendance."¹⁰⁸

The work of Cook as division superintendent between 1906 and 1917 is reported in the Virginia School Reports for those years. The reports reveal information similar to that which was contained in Cook's annual reports with a few minor differences. Data were reported under the following headings: number of days officially employed, number of miles traveled on school business, number of official letters written, number of teachers examined, number of teachers licensed, number of school board meetings attended, number of visits to schools, number of schools only visited once, average time spent in the schoolroom on each visit (minutes or total hours), number of visits to schools by trustees, amount of necessary incidental expenses incurred discharging official duties, and salary. Table 5.2 indicates data not contained in Cook's annual reports in the minute books of Roanoke County from 1906-1917. From 1917 to 1920, Virginia School Reports do not note the superintendent's duties and salary. A State Board of Examiners took over the examining/licensing job of teachers in 1906; therefore, this heading will be excluded from the accounting of Cook's duties.

¹⁰⁸ Ibid., p. 17.

Table 5.2: Official Work and Salary of Superintendent Roland E. Cook, 1906-1917

Year	Days Employed	Salary	Length of school visit	School Bd. Mtgs. Attended	Schools Visited Once	Trustee Visits	Incidental Expenses
1906	140	\$ 427.50	—	26	—	137	
1907	151	549.96	75 min. per	46	3	289	\$20.00
1908	225	869.96	75 min. per	11	6	271	—
1909	222	899.96	75 min. per	57	5	268	350.00
1910	194	1,111.56	345 hrs. total	52	2	209	350.00
1911	236	1,263.00	327 hrs. total	58	4	206	NS
1912	231	1,301.44	322 hrs. total	48	2	223	NS
1913	221	1,300.04	328 hrs. total	35	0	155	NS
1914	201	1,300.04	353 hrs. total	40	1	140	NS
1915	212	1,300.04	413 hrs. total	54	0	102	NS
1916	221	1,332.00	372 hrs. total	57	2	NR	NS
1917	212	1,562.00	383 hrs. total	53	5	75	NS

NR--Not Reported; NS--Not separated from salary--salary and expenses were combined beginning with the 1910 report.

Note: By 1908, a separate column appeared in addition to "days employed" entitled "days employed visiting schools." This figure, which adds many more days (ranging from 60-80+), is not included in the table.

Source: Virginia School Report, 1906, pp. 126-127; Virginia School Report, 1907, pp. 394-395; Virginia School Report, 1908, pp. 278-279; Virginia School Report, 1909, pp. 452-453; Virginia School Report, 1910, pp. 252-253; Virginia School Report, 1911, pp. 544-545; Virginia School Report, 1912, pp. 242-243; Virginia School Report, 1913, pp. 270-271; Virginia School Report, 1914, pp. 266-267; Virginia School Report, 1915, pp. 378-379; Virginia School Report, 1916, pp. 358-359; Virginia School Report, 1917, pp. 408-409.

One can determine from the letter of Cook's son, Frank, the annual reports contained in Roanoke County's school board minutes, and the statistics revealed in Virginia School Reports, the breadth of the job of division superintendent. Most everything that was carried out administratively was accomplished by the division superintendent until the second decade of the twentieth century, when supervision by additional staff begins to enter the picture at a minimal level.¹⁰⁹ School visitation consumed a great deal of time, as evidenced by the fact that Roanoke County had 122 schools by 1920, mostly of the one or two-room variety. Consolidation of one-room schools is a pervasive theme appearing in Virginia School Reports beginning in the early twentieth century¹¹⁰ but not catching on in more rural systems, such as Roanoke County, until after 1920 when better roads and transportation made the idea more feasible. (While Roanoke County was considered rural because of its agriculture, it was not a typical rural county because of the influence of an urban center nearby.)¹¹¹

By the 1916 session of the General Assembly, legislation was passed establishing specific criteria for the selection of division superintendents, and focused on those who "possessed the necessary administrative, scholastic and professional qualifications."¹¹² Until this legislative action, criteria were relatively unspecific. The new law stated that the field was limited to those who participated in educational work for 10 consecutive years prior to their superintendency, and unless the applicants were graduates of a regular college or had taken two years of college level work comprised of at least three hours of education per week both years, they must have had at least three years of experience as a teacher,

¹⁰⁹ Virginia School Reports, 1910-1920.

¹¹⁰ Virginia School Report, 1905-1907, pp. 29-30.

¹¹¹ Roanoke County school statistics, Salem, Virginia.

¹¹² Virginia School Report, 1916-1917, p. 26.

school supervisor, or principal during the ten-year period. At the time this legislation passed in Virginia, there were already 85 division superintendents who were college graduates, 11 with one to four years of college, and nine without college training.¹¹³

Retired educators in Roanoke County with whom Roland E. Cook worked provide some interesting insights into the man not characterized in existing accounts. Josephine Northcross Fagg, born in Elliston, Virginia in 1895, recounts that Cook wrote to her and asked her to leave the one-room Elliston School in 1924 to teach grades six and seven in Roanoke County at Fort Lewis. It was a four-room school that was to be replaced by a more modern school of four rooms to which one teacher per grade would be assigned. She said bus transportation consisted of an open hack drawn by horses, which caused a lot of problems because the students stood up. Students in the Bend area of Glenvar would not board the wagon to come to the Ft. Lewis School from their one-room Bend School. Fagg thought the hack to be too dangerous, especially in the winter, so she wrote Cook more than once about the problem and he came to see her, saying she was terribly persistent. The result was that she obtained a closed vehicle, much safer for transporting students, and thereafter a new building. Everything else for the school and grounds had to be purchased by the teachers and the parents--auditorium chairs, a curtain for the stage, grass, and shrubbery. The PTA was instrumental in acquiring all of these things. At Fort Lewis, Cook had Fagg serving a dual teacher/principal role--something her followers did not have to assume. When Fagg commented that Mrs. Dennis (successor) and others after her did not have to act in both capacities, he replied with, "But you like to teach." Fagg said, "He's right. I do like to teach better than anything else...I never went into a classroom that I wasn't thrilled to death to be there."¹¹⁴

¹¹³ Ibid.

¹¹⁴ Interview by the author with Mrs. Josephine Northcross Fagg, 9 August 1990, Salem, Virginia.

Cook found out Fagg could play the piano and visited one of her programs. It was at that time he asked her to come to central office to assume a supervisory role--primarily to initiate music programs across the County. Fagg had been privately trained in piano, but received her education degrees from James Madison University and Ohio State. She remained in a supervisory capacity from 1933-1958--twenty-five years. Mrs. Virginia Lawrence, Fagg recalled, was already a supervisor, and she and Fagg shared the responsibility for supervising schools in the County.¹¹⁵

Another colleague with whom Cook worked closely was May Duncan. She was born in the Town of Salem but educated in the City of Roanoke after her family moved there. Undergraduate and graduate study was completed at Longwood and Roanoke colleges, and at Northwestern, respectively. Her first job in Roanoke County began at Clearbrook School in 1931 in a poorly-lit schoolroom with no inside water and toilets. She mentioned to Cook that she and the children did not have enough light at times. "Mr. Cook very seldom ever came, which was all right, but he was very frugally minded...and maybe he had to be. I guess he was joking but he said, 'The only thing I can see is that you want the Roanoke County School Board to spend a lot of money for current.' I thought, which is better, to cost the County School Board a dime extra for current or to make the children go blind? What made it worse is you needed a key to turn it on. We've come a long way. I had 57 children my first year in two grades. I hope they learned something. I looked back on that experience and it taught me to do without. I bought shoes for three children with my first check (\$75) and also bought balls for the children to engage in physical activities."¹¹⁶ Salaries dropped each year during the early 1930s and she moved from Clearbrook to Oakland Elementary (now in Roanoke City) and then to William Byrd High

¹¹⁵ Ibid.

¹¹⁶ Interview by the author with Mrs. May Duncan, 9 August 1990, Salem, Virginia.

School. Following her secondary work, she became principal at Broad Street School in Salem and then a supervisor in 1947.¹¹⁷

Other educators besides Duncan mentioned Cook's frugality as a feature that seemed to characterize him. However, his years of service were fraught with hard times-- World War I, the stock market crash, the Great Depression, and World War II. On the other hand, it was also a period of renewed interest in education and a time during which the development of the high school and concomitant curriculum, consolidation of school facilities, and the beginning of transportation received particular attention. Cook assuredly played a monumental role in Roanoke County's progress, continuing to emphasize the qualified teacher and promoting training among the employees of the system. From 1901-1920, school facilities began to change from one-room to two or four-room schools, the classroom atmosphere improved with better ventilation, lighting, and supplies, and wagons were instituted to transport students to these newer facilities, the subject of the next subsection.

School Facilities, Equipment, and Transportation

Rural school modernization began with a movement toward consolidation of schools in the early twentieth century. The trend (to increase the number of schools to accommodate increased population) that was occurring in the post-Reconstruction era began to reverse itself in 1901, when the number of schoolhouses peaked at 7,417. As a result of consolidation, the number of buildings declined and the number of schoolrooms increased. Between 1900 and 1915, the number of buildings declined 19 percent, but the number of

¹¹⁷ Ibid.

schoolrooms increased 36 percent. The one-room schools were hardest hit, declining in numbers from 5,308 in 1910 to 3,786 in 1920.¹¹⁸

Those in positions of leadership at the State Department viewed consolidation as a necessary prerequisite for increased modernization. Their support of the consolidated school was rooted in the concept that consolidation was more efficient because "it made possible economies of scale and provided cheaper instruction for more pupils."¹¹⁹ Eggleston contended that the consolidated school increased enrollment and attendance, fostered "an atmosphere of social and intellectual stimulation and gregariousness,"¹²⁰ and helped children rise above the depressing effects of ongoing isolation in school and community. Larger schools expanded the narrow, local kind of control to encompass the clout of the organized community.¹²¹ Consolidated schools would, therefore, reflect and undergird community values and strengthen the social stability of the countryside. Rural schools could begin to resemble urban schools, which would limit population shifting to larger areas by persons of influence and provide educational opportunities commensurate with those in cities throughout Virginia and the South.¹²²

Contingent upon the success of consolidation was the linkage of transportation. Transporting students to these schools was a cogent extension of state authority that would improve regular attendance. Rural isolation and bad roads, more prevalent in mountainous areas of Southwest Virginia, accounted for irregular attendance in such areas.

¹¹⁸ Virginia School Report, 1914-1915, p. 10; 1916-1917, pp. 147, 152; 1920-1921, pp. 113-115, 117-119.

¹¹⁹ Link, 1986, p. 138.

¹²⁰ Eggleston, "Consolidation and Transportation in Virginia," Rural Life Conference Held at the University of Virginia Summer School July 13th to 15, 1910 (Charlottesville, 1910), p. 258.

¹²¹ Ibid.

¹²² Virginia School Report, 1899-1901, p. xxxi.

Consolidated schools and pupil transportation were intertwined ingredients in the effort to modernize the rural school. This combination comprised a precondition necessary for further standardization, bureaucratic control, and extended control over the socialization of rural children.¹²³

With this kind of mentality being promulgated among Virginians, most rural school divisions promoted these ideas. In Roanoke County, Roland E. Cook is remembered as supporting the "bigger is better" concept by retired educators Fagg and Duncan. Several references to the construction of buildings are contained in Cook's annual reports supporting this concept, beginning in 1908 and continuing through 1916. In Cook's 1908 report, he states, "Several new buildings are at present in the course of construction; namely, two two-room buildings, one at Hansbrough's in Central District [previously known as the Town of Salem District], and the other at Bonsacks in Big Lick District, costing when completed and furnished, about \$1,800 each, a \$3,500 addition to the Salem High School building, and a colored school house at Big Hill, Central District. Besides these the erection of two other buildings--one in Catawba District, the other in Cave Spring, is contemplated. The last named buildings are badly needed and only the scarcity of funds retards their erection."¹²⁴

Cook reported in 1909, "Several new buildings have been completed. However, there are many communities where larger and better buildings are almost a necessity. This is especially true in the Cave Spring District. The scarcity of funds is a great obstacle."¹²⁵

¹²³ Logan W. Page, "Good Roads Mean Better Schools," *Virginia Journal of Education* 4 (January 1911), pp. 254-255; *Virginia School Report, 1899-1901*, p. xxxiii.

¹²⁴ Roanoke County School Board Minutes, Vol. V, p. 235.

¹²⁵ *Ibid.*, p. 241.

Recurring financial concerns appear in the 1910 report when Cook said, "Several new buildings have been completed during the year. Still the demand for better and larger buildings far exceeds our funds with which to erect them."¹²⁶

By 1911, Cook restates the financial dilemma when he lamented,

Another problem which confronts every district in the county is the necessity for larger and better school buildings. There are several points in the county where large consolidated schools should be erected. The district that is the farthest behind in the way of adequate school buildings is Cave Spring District. Out of 28 school buildings in the district all are one-room buildings, but two, and many of these are in poor condition. These schools should, in several instances, be replaced by larger, consolidated schools. Only the lack of funds prevents the carrying forward of the work."¹²⁷

Securing money for school construction was alleviated in 1912 by the use of the Literary Fund and bonds. Cook speaks of these loans and new buildings in this report:

During the year three districts took advantage of liberal provisions of the law allowing district boards to borrow money from the Literary Fund for the purpose of building new schoolhouses. These districts were Big Lick, Central, and Cave Spring, Big Lick and Central borrowing \$1,500 each and Cave Spring \$500. Also during the year the Salem District issued bonds from which was realized the sum of \$1,7491.77...

The following school buildings have been completed during the year: a four-room building in Big Lick District at a cost of \$3,000; a two-room building in Cave Spring District at a cost of \$1,200; and a four-room building in Central District at a cost of \$6,000. The following houses are now in course of erection: a four-room building at Virginia Heights in Big Lick District, a three-room building on Back Creek in Cave Spring District and the High School building at Salem now about completed.¹²⁸

¹²⁶ Ibid., p. 249.

¹²⁷ Ibid., p. 259.

¹²⁸ Ibid., p. 266.

Cook mentioned the latter three schoolhouses in his 1913 report as having been completed at costs of \$6,000, \$3,500, and \$20,000, respectively. By 1915, he only notes that "several buildings were erected during the year," and "that there are a large number of excellent buildings under contract throughout the county."¹²⁹

In 1916, Cook praises the expenditure of \$30,000 for new buildings and remarked that "...an amount in excess of \$5,000 was raised by private subscription for school purposes, \$3,500 being subscribed at Vinton on the splendid new building [high school] erected at that place."¹³⁰ About new buildings and additions he added, "they...are now in the course of erection and others will soon be let to contract. We are hoping for the time soon to arrive when the entire county will have been supplied with adequate buildings."¹³¹

In the remaining reports for the years of 1917-1920, Cook does not mention construction of new buildings or additions to existing ones. The annexation of some schools in the Big Lick and Cave Springs districts occurred during this period, however, thereby decreasing the need for additional buildings because of a decrease in the school age population in Roanoke County.¹³²

These reports indicate many new buildings or additions to one-room schools in Roanoke County occurred between 1908 and 1916. During this period the Department of Public Instruction disseminated circulars to Virginia school divisions on various topics. Many of these circulars dealt with the school plants and encompassed the related areas of sanitary outhouses, lighting, and ventilation. One circular, entitled "One and Two Teacher Schools," addresses the issue of the small country school and suggests ways to improve

¹²⁹ Ibid., p. 276.

¹³⁰ Ibid., p. 304.

¹³¹ Ibid.

¹³² Roanoke County School Board Minutes, Vol. VI, p. 8.

it. In the introduction it states, "It has been said that the best thing to do with a one room school is to abolish it."¹³³ Instead of abolishing it, the circular outlines procedures to make it more efficient. "The one room school should be as well equipped, as attractive in appearance, and as long in term as the other schools; and there is much need for a good teacher in this small school as in the high school, college or university, because it is the most difficult task in all the educational field."¹³⁴

Criteria were established for standard one room buildings and specifically required the grounds and building to contain:¹³⁵

1. School lot of at least two acres.
2. School lot fenced.
3. Walkways and neat grounds, shade trees planted.
4. Two sanitary outhouses.
5. Water supply from a safe source.
6. Building painted and in good repair.
7. Window space at least one-fifth of floor space and mainly from the left of pupils, no light in front of pupils.
8. Walls and interior woodwork properly tinted.
9. Satisfactory heating and ventilation--furnace, jacketed stove or other satisfactory arrangement.
10. Cloak room.

Guidelines for converting one and two room schools into Standard Schools are given, taking into consideration that rural school systems may not be able to do any more than remodel because of a lack of funds. Four items were enumerated that should be addressed in changing the building: lighting, heating, ventilation, and a cloak room. "If there are windows on both of the long sides of the house those on one side must be closed. On the opposite side (to the left of the pupils when seated) additional windows must be

¹³³ "One and Two Teacher Schools," Circulars (Richmond: Dept. of Public Instruction, 1915), p. 3.

¹³⁴ Ibid.

¹³⁵ Ibid., pp. 11-12.

placed. The nearer these windows are massed together the better."¹³⁶ It was suggested the cloak room be added by building a front porch and closing in one end for this purpose. Ventilation should occur through the use of windows unless a fire is needed. A window at the rear would secure circulation of the air. In the winter a jacketed stove with a fresh air intake and foul air flue would do the same. Since some schools may not have or can not afford a jacketed stove, it was recommended to construct a chimney all the way to the ground and leave a twelve-inch opening near the floor as a foul air outlet. In the outlet a patent ventilator should be built which can be closed while the fire is being built. The fresh air intake, under the stove, should be surrounded by a homemade jacket.¹³⁷

Another idea was to implant a round eighteen-inch pipe from a point near the floor to an elbow of like size running into the chimney. The stove pipe would be placed inside this large pipe from a location six to seven feet above the floor to the end of the large pipe where it enters the chimney. The foul air flue, whether a pipe in the room or of a chimney, should be fifteen or eighteen inches in diameter for each room, and must have a foul air opening six or eight inches above the floor.¹³⁸

The interior colors of the schoolroom should be light rather than deep or bright. "Pea green walls with a light drab ceiling make a good combination."¹³⁹ Tongue and grooved walls should not be stained brown, but rather white, light green, or a light oak color. Ceilings are always safe painted white.

The school's placement should always be near a good well. Warnings against using spring water as a water supply were given. The State Health Department was

¹³⁶ Ibid., p. 12.

¹³⁷ Ibid., pp. 12-13.

¹³⁸ Ibid., p. 13.

¹³⁹ Ibid., p. 14.

suggested as the agency to which a yearly water sample be sent for a free analysis in order to be sure it did not contain impurities.¹⁴⁰

In the Virginia School Reports for the early twentieth century, most buildings were of frame construction, followed by log and then brick. Between 1910 and 1920, the number of log structures declined and brick ones increased; frame ones, however, were still most common.¹⁴¹ In the 1920 report, the type of school construction was not listed but the percentage of one, two, or more than two room schools appeared.¹⁴² Roanoke County was mainly functioning with two-room schools (although one-room and four-room were not far behind). Table 5.3 lists the type of construction prevalent in Roanoke County as compared to the state between 1905 and 1915.

Table 5.3: Type of School Construction in Roanoke County and Virginia, 1905, 1910, and 1915.

Year	ROANOKE COUNTY				VIRGINIA			
	Whole #	Brick	Frame	Log	Whole #	Brick	Frame	Log
1905	69	5	53	11	7,159	230	6,034	878
1910	68	5	57	6	6,843	311	6,073	459
1915	68	9	55	4	6,736	419	6,094	223

Source: Virginia School Report, 1905, pp. 152-153; Virginia School Report, 1910, pp. 204-205, 21; Virginia School Report, 1915, pp. 332-333, 337.

¹⁴⁰ Ibid.

¹⁴¹ Virginia School Report, 1905, pp. 152-153; 1910, pp. 204-205, 21; 1915, pp. 332-333, 337.

¹⁴² Virginia School Report, 1920, p. 127.

The tabular statistics for Roanoke County and Virginia show similar trends. The majority of school buildings were frame, followed by log and brick in 1905 and 1910. In 1915, frame construction remained the most common, followed by brick and then log. Brick school buildings were just beginning to be the mode of the period. By the 1920s and 1930s, brick construction became more commonplace.

A glimpse into Roanoke County's early twentieth century buildings, grounds, and equipment are contained in Roanoke County school records and Virginia School Reports. District records continued to show numerous examples of goods and services provided by citizens for a certain fee. The accounts were issued and ordered to be paid, listing the name of the person, good/service provided, and amount due. In the early twentieth century, the Salem District School Board minutes list many individuals supplying one, two, three, or four cords of wood (or two tons of coal) to schools for heat; linings to stoves; pairs of hinges; bolts; loads of cinder and kindling wood; patent desks; bookcases; chairs, desks, and benches; stoves, stove parts, and pipes; gates and posts; repair work to steps and other areas; legal work; cleaning schoolhouses; platforms, fences, and blackboards; lumber work; printing warrant books; buckets and dippers; hauling and putting in stoves; and painting. Supplying fuel for heat was the most recurrent listing in the minute book.¹⁴³

Virginia School Reports indicate that between 1905 and 1915 Roanoke County was comparable to the state in the categories of outhouses, furniture, patent desks, and suitable grounds, as table 5.4 indicates. By 1920, some of the headings were not listed; therefore, a comparison can not be made for that year.

¹⁴³ Salem District School Board Minutes, pp. 207-260, Salem, Virginia.

Table 5.4: Number of Schools with Outhouses, Furniture, Desks, and Suitable Grounds in Roanoke County and Virginia, 1905-1915.

ROANOKE COUNTY

Year	Total Bldgs.	Outhouses	Good Furniture	Patent Desks	Grounds*
1905	91	62	60	39	62
1910	102	NR*	58	NR	50
1915	131	NR	64	NR	63

VIRGINIA

Year	Total Bldgs.	Outhouses	Good Furniture	Patent Desks	Grounds*
1905	8,913	3,596	5,049	2,927	6,752
1910	6,843	4,191	4,626	4,011	5,387
1915	6,736	6,410	5,348	5,552	5,538

NR=Not Reported; Grounds--what constitutes suitable grounds is not reported.

Source: Virginia School Report, 1905, pp. 136, 152-153; Virginia School Report, 1910, pp. 21-22, 137, 235; Virginia School Report, 1915, pp. 71-72, 361; Annie B. Stiff, "History of Education in Roanoke County," RCEA News, December 1963, Vol. 6, No. 2.

Compared to the figures for the late nineteenth century, some progress had been made in Roanoke County and Virginia in the early twentieth century toward upgrading physical plants and surroundings. Approximately two-thirds of the schoolhouses in Roanoke County were supplied with outhouses, good furniture, and suitable grounds; a little less than one-half had patent desks. By 1910, there is no accounting of the number with outhouses or patent desks; more than half had good furniture; and nearly half had suitable grounds.

The figures for the state were not as favorable as Roanoke County's in 1905, but were in the lead in 1910 and 1915. In 1905, only 40 percent of the school buildings had

outhouses, 57 percent good furniture, 33 percent patent desks, and 76 percent suitable grounds. By 1910, the state had 61 percent of the buildings supplied with outhouses, 68 percent with good furniture, 59 percent with patent desks, and 79 percent with suitable grounds. In 1915, 95 percent of the buildings had outhouses, 79 percent good furniture, 82 percent patent desks, and 82 percent suitable grounds.

In comparing Roanoke County to the state for 1905, it was far above the state's figures in all areas but suitable grounds. By 1910, since no recordation of desks and outhouses was made for Roanoke County, the remaining state figures listed for grounds and furniture surpassed Roanoke County's. In 1915, the state again surpassed Roanoke County in those two categories.

By 1915, other headings appear in Virginia School Reports related to schoolhouses and grounds. Listings of seating capacity for white and colored schools appeared separately, buildings with grounds enclosed, number of houses with modern systems of ventilation, and number of schools painted, in good repair, and in which pupils and parents have done anything to improve the condition of the buildings and grounds during the year. Table 5.5 shows a comparison between Roanoke County and the state for these headings.

Table 5.5: Facts Related to Schoolhouses and Grounds for Roanoke County and the State, 1915.

ROANOKE COUNTY

Bldgs.	Seating	Seating	Grounds	Modern		Good	Pupils/	
W	C	White	Colored	Enclosed	Ventilation	Painted	Repair	Parents
110	21	5,333	847	9	21	44	51	45

VIRGINIA

Bldgs.	Seating	Seating	Grounds	Modern		Good	Pupils/	
W	C	White	Colored	Enclosed	Ventilation	Painted	Repair	Parents
7,691	2,391	379,867	118,501	1,114	1,688	4,240	5,600	3,391

Source: Virginia School Report, 1915, pp. 142, 361-362.

In 1915, Roanoke County led the state figures in over one-half of the categories, with the exception of the headings of seating capacity for white and colored schools, painted, and good repair. School seating capacity for Roanoke County whites was 48:1 compared to Virginia's 49:1; for blacks, 40:1 compared to 50:1; grounds enclosed totaled 6.9 percent for Roanoke County and five percent for the state; 16 percent of the county schools had modern systems of ventilation compared to 3.5 percent in the state; 33.6 percent of Roanoke County schools were painted and 42 percent of the state schools were painted; 42 percent of Roanoke County buildings were in good repair compared to 55 percent at the state level. The last category regarding pupils and parents participating in improving the schools/grounds were little different--33.6 percent for Roanoke County and 34 percent for the state. The interest of Roanoke County in its schools continues to be reflected in the figures, as they are often equal or better than the state's.

Money for school equipment, supplies, and other apparatus was expended during the early twentieth century in Roanoke County. Table 5.6 shows the amount of money expended for libraries, maps, globes, charts, blackboards, and other apparatus in the years of 1905, 1910, and 1915.

Table 5.6: Total Amount Expended for Roanoke County in 1905, 1910, and 1915 for Libraries, Maps, Globes, Charts, Blackboards and Other Apparatus.

ROANOKE COUNTY

Year	Total Bldgs.	Amount Expended	Per Bldg. Expenditure
1905	91	\$189.80	\$2.08
1910	102	349.69	3.42
1915	131	383.85	2.93

Source: Virginia School Report, 1905, p. 144, 152; Virginia School Report, 1910, p. 104; Virginia School Report, 1915, pp. 337, 361; Annie B. Stiff, "History of Education in Roanoke County," RCEA News, December 1963, Vol. 6, No. 2.

Note: The per building expenditure was computed by dividing the total amount expended by the total number of buildings.

The state circular that was distributed in 1915 which outlined practices for being declared a Standard School elaborates on the equipment and classroom atmosphere that a one or two teacher school should possess. To meet the standards required by the state for one and two teacher schools meant that the state would award \$50 to each one teacher rural school and \$100 to each two teacher school. (In 1913, the General Assembly appropriated \$200,000 for one and two teacher rural schools that met Standard School criteria.)¹⁴⁴

¹⁴⁴ "One and Two Teacher Schools," Circulars (Richmond: Department of Public Instruction, 1915), p. 5.

What was required in one and two room rural schools, such as Roanoke County's, was the following: The starred items are essential.¹⁴⁵

Decoration and Equipment

1. *Patent desks, single desks preferred.
2. *At least twenty linear feet of good blackboard
3. *Crayon and erasers.
4. Window shades.
5. *Table or desk and chair for teacher.
6. *One or more good maps, including North America.
7. Supplementary readers (at least six copies) for first three grades.
8. Dictionary.
9. Floors swept daily and free of trash paper.
10. *Water cooler; common drinking cup abolished.
11. At least two framed pictures.
12. Neat display of children's work.
13. Manual Training and Domestic Science equipment.
14. *National flag.

Blackboards were suggested to be made from slate or cement, rather than painted walls or oil cloth. A strip at the bottom for holding crayons was recommended along with the proper placement from the floor so that small children can view it. Window shades or curtains were suggested for windows to adjust the intensity of outside sunlight. If window shades were used, good ones that only the teacher would operate were suggested; students handle them too carelessly. Outline maps on rollers without the names of states, cities, and rivers were recommended for teaching history and geography satisfactorily. At the minimum, a map of North America, including the United States and Europe, was suggested. The library was required to contain supplementary readers for grades one through three, purchased by the school boards or leagues (PTAs today), a dictionary, and an inexpensive globe (\$.50).¹⁴⁶

¹⁴⁵ Ibid., p. 15.

¹⁴⁶ Ibid., pp. 15-16.

The classroom atmosphere was also described as needing to be "homelike" and "clean." Floors should be dressed with sanitary dressing or oil, and pictures (not cheap prints) should adorn the walls. Pupils could bring pictures if they were framed or mounted on cardboard.¹⁴⁷

By the second decade of the twentieth century, the common drinking cup and dipper of the early years had been declared unsanitary and a violation of the laws of Virginia. Separate cups were to be covered and sealed, and a special diagram showing a cross-section of a drinking fountain attached to a pump provided a visual for the kind of drinking apparatus recommended.¹⁴⁸

Children' work was to be displayed on green burlap, fastened to the wall with brass tacks. Student work, such as compositions, drawings, arithmetic, maps, and spelling lists, should be pinned to the burlap. There should be a national flag on display, which could be obtained from the Junior Order of United American Mechanics.¹⁴⁹

Suggestions for securing a State Aid Library were given, which required that a school community raise \$15, the district board match it with \$15, and the state add \$10. The board was required to supply a bookcase. A Children's Reading Course, offered through the Cooperative Education Association, was suggested to teachers to pursue with students. Upon completion of the course, they would receive a certificate.¹⁵⁰

One final criterion was necessary in order to meet Standard School requirements-- an active school and civic league. This entity was to be comprised of patrons who worked for the school and helped acquire items or promote causes designed to enhance the

¹⁴⁷ Ibid., p. 16.

¹⁴⁸ Ibid., pp. 16-17.

¹⁴⁹ Ibid., p. 16.

¹⁵⁰ Ibid., p. 18.

instructional program or school itself. The Cooperative Education Association had available a bulletin instructing schools on "How to Organize a League."¹⁵¹ It appears that communication from the state and organizations endorsed by the state, such as the Cooperative Education Association, was manifesting a firmer grip on the local school in the attempt to modernize it and centralize authority that once stemmed from the locality.

The attempt to modernize schools through consolidation was impossible without a transportation alliance. Officials promoted the idea that school wagons could stop at all farmhouses in which school children resided, and the drivers would assume responsibility for students while they were with them. They contended this form of transportation would accomplish the following: maintenance of order among rural children by virtue of the fact that a responsible driver would prevent poor behavior and bad language. Nothing improper was tolerated in the wagons: boys could not chew or smoke tobacco, use profanity, or bully younger children.¹⁵²

Before the 1920s, efficient transportation rarely existed. The reality was many rough, dirt roads were traveled by horse-drawn wagons. Mass transportation was not necessary and most schools remained within walking distance. Since some students walked and some were transported by wagon, it created some complaints from patrons about the lack of wagons in their locales, especially when they paid taxes that helped provide wagon transportation in other areas.¹⁵³

Even though the use of a school wagon for transportation was not mentioned until Cook's 1907 report, the Salem District School Board minutes indicate that as early as 1904

¹⁵¹ *Ibid.*, p. 19.

¹⁵² Logan W. Page, "Good Roads Mean Better Schools," *Virginia Journal of Education* 4 (January 1911), pp. 254-255; *Virginia School Report*, 1899-1901, p. xxxiii; Eggleston, "Consolidation and Transportation," p.259.

¹⁵³ James S. Thomas, "Consolidation of Schools and Transportation of Pupils in Virginia," *Virginia School Report*, 1905-1907, p. 551.

a wagon was used on an emergency basis to transport students from the Hollins area to South View (Peters Creek Road area) because the school at Hollins was struck by lightning and burned. The District Board "decided to purchase a suitable wagon for the conveyance of pupils of No. 2 to School No. 3. Some farmer with team to be employed to have the children from their houses to said school to be allowed for said service \$1.25 per day for every school day served by hire."¹⁵⁴

Not until 1912 does the Virginia School Report have a column listing the number of wagons used for transporting children to school--Roanoke County listed only one in the Central District.¹⁵⁵ In the ensuing years, between 1913 and 1917, only one wagon is listed in the same district.¹⁵⁶ Virginia School Reports between 1918 and 1920 do not list the number of wagons used for transporting pupils.

In the 1905-1907 Virginia School Report, wagons or "kid cars" were reported as being used in Prince Edward, Henrico, Southampton, and Warwick counties.¹⁵⁷ In Henrico the cost of the wagons varied from \$30-70 a month; the most popular price was \$40-50. It was stated that in 1905 no wagons were transporting students in Henrico County. By 1907, 14 wagons were regularly employed and one traveled in bad weather.¹⁵⁸

It was not certain if transportation, so vital to rural school consolidation, would gain favor among the citizenry. District boards had to nudge parents into transportation

¹⁵⁴ Salem District School Board Minutes, p. 251, Salem, Virginia.

¹⁵⁵ Virginia School Report, 1912, p. 219.

¹⁵⁶ *Ibid.*, 1913, p. 246; 1914, p. 243; 1915, p. 354; 1916, p. 350; 1917, p. 384.

¹⁵⁷ *Ibid.*, 1905-1907, pp. 48, 52, 56, 64.

¹⁵⁸ *Ibid.*, p. 52.

agreements. Local subscriptions by parents were depended upon for transportation to succeed. Often, "parents opposed transportation as much as consolidation."¹⁵⁹

It is apparent that Roanoke County did not participate heavily in a transportation effort, since only one wagon was officially listed in the annual statistics. The use of only one wagon leads one to believe most schools remained a good walk away, not too far from the students' homes.

The period of 1901-1920 was a period of change in school plants, equipment, and transportation. The trend away from one-room schools to two and four-room ones was beginning to occur. State officials were promoting modernization and rural school consolidation for better schools, and transportation was an important link to making consolidation a reality. Schools seemed better equipped with patent desks, good furniture, outhouses, maps, globes, charts, libraries, other apparatus, and suitable grounds. Roanoke County at times achieved higher goals than the state averages, and at other times fell below them.

"The mixture of resistance to change and the physical limitations on modernization meant that, before 1920, school consolidation was in an experimental stage."¹⁶⁰ It was not until a comprehensive survey in 1919 by the Virginia Education Commission that this concept had only proceeded reservedly. Rural schools posed problems from the standpoint that they were often physically inaccessible, citizens were unable to agree with nearby communities on new school locations, and the tenacious spirit of persons in localities caused the patrons to cling to the neighborhood school. The district system also impeded rural school modernization, and until this system was abolished and the countywide system

¹⁵⁹ Link, 1986, p. 146.

¹⁶⁰ Ibid., p. 147.

initiated, the old nineteenth century system, based on local autonomy, would prevail.¹⁶¹ Since the school reform movement was effecting change in many areas of Virginia's educational system between 1901 and 1920, the focus on high schools, high school curriculum, and elementary curriculum is yet another area of change, the subject of the next subsection.

Progress in Secondary Education

While Salem High School was already established in Roanoke County before 1900, this occurrence was the exception rather than the rule for Virginia. Most high schools were established after 1900. State Superintendent Southall, who served from 1898-1906, stated early in his position the need for more high schools when he said,

We need these high schools to articulate the common schools with the University of Virginia and the other higher institutions of learning. We need them also to prepare teachers for the common schools. The proportion of college and normal school graduates who are teaching in the public schools is very small.¹⁶²

An act of the General Assembly was passed in 1903 that reinstated the 1875 law that provided for secondary education as prescribed by the State Board of Education. As formerly noted, actions of the State Board in 1904 resulted in the establishment of minimum requirements for the course of study and teachers in high schools, a preliminary step in developing standards for accreditation.¹⁶³

In 1912, a program of accreditation began through the efforts of the Southern Association of Colleges and Secondary Schools when they established a Virginia

¹⁶¹ Ibid.

¹⁶² Virginia School Report, 1899-1901, p. 33.

¹⁶³ Council of Chief State School Officers, p. 1295.

Commission on Accredited Schools, a group that joined with officials in Richmond to offer annual reports on high schools from 1913-1929. By 1915, a new course of study was developed and issued by the Department of Public Instruction, taking the place of the first course, issued in 1910. Vocational programs were expanded through the passage of the Smith-Hughes Act in 1917. This act expanded the curriculum by making possible an emphasis in the areas of trade and industry, business, and home economics; heretofore the curriculum thrust was primarily limited to the field of agriculture.¹⁶⁴ Secondary education received further attention in 1917, when requirements for a standard four-year high school were established. These requirements included organization, teaching staff, and program of studies.¹⁶⁵

By 1915, three main high schools were functioning in Roanoke County: a new two-year course high school was built in the Town of Vinton to serve the eastern end of the County in 1915; one in Salem, known as Salem High School, was already in existence for 21 years; and one in Salem on Water Street for colored, known as the Roanoke County Training School, offered a one-year course. A two-year course was also offered in the same year at Bent Mountain in the Cave Spring District.¹⁶⁶ As described in Chapter IV, Salem High School had been serving as a high school since 1894, graduating its first four-year class in 1901. Until the establishment of Vinton High School (which graduated its first four-year class in 1924), Salem High School was the only school with a four-year course in Roanoke County.¹⁶⁷

¹⁶⁴ Virginia School Report, 1912-1914, Introduction.

¹⁶⁵ Council of Chief State School Officers, p. 1295.

¹⁶⁶ Virginia School Report, 1915, p. 304; Virginia School Report, 1920, p. 156; McCauley, pp. 271, 273, 274; Jack and Jacobs, p. 2; WPA, p. 278.

¹⁶⁷ Course of Study of Salem High School, Salem, Virginia, approved by the Superintendent of Schools, 1901.

In 1906-1907, Salem High School had 77 students enrolled in a first grade or a four-year course.¹⁶⁸ By 1915, Salem High School remained the only first grade (four year) high school; a third grade (two years) course was offered in the Cave Spring District (Bent Mountain); and a one-year course was offered in Salem for colored pupils at the Roanoke County Training School, located on what is now South Broad Street and School Alley. Enrollment was 158, 18, and 10, respectively; the listing of 10 was the total of colored students receiving one year of high school training.¹⁶⁹ By 1920, white high school enrollment was 32 in the four-year program; 49 in the three-year program; 76 in the two-year program; and 85 in the one-year program; 12 black girls (no boys) were enrolled in the one-year high school program.¹⁷⁰

In 1913, Salem High School was moved from its Academy Street location to a new building on Broad Street in Salem. When the high school was last at the Academy Street site (1912-1913), Superintendent Cook reported, "the High School building at Salem now about completed...I am convinced that our people are greatly interested in the school as evidenced by the willingness of the patrons in many communities to make liberal private subscriptions in order to secure better school facilities. I feel that substantial progress is being made and while there remains yet much to be done in the way of providing better buildings, with the increase of revenue due to the assessment of 1910, the outlook seems more encouraging."¹⁷¹

Salem High School experienced steady growth, with the exception of the war period, at the Broad Street location. In 1915-1916, 195 students were enrolled in the four-

¹⁶⁸ Virginia School Report, 1905-1907, p. 360.

¹⁶⁹ Virginia School Report, 1915, p. 304.

¹⁷⁰ Virginia School Report, 1920, p. 156.

¹⁷¹ Roanoke County School Board Minutes, Vol. V., p. 266.

year course, followed by 213 in 1916-1917, and 212 in 1917-1918. The drop in enrollment of one student between 1917 and 1918 was, in all probability, affected by World War I. By the 1925-1926 session, recovery could be noted when enrollment reached 455 (188 boys; 267 girls) with 94.81 percent attendance for 180 school days. The graduating class of 1926 totaled 54 (39 girls; 15 boys).¹⁷² Miss Lucy T. Jones served as principal from 1902 until 1918-1919, when she was succeeded by Mr. H. T. Webb, who came to Salem High School from Vinton High School. Webb remained until 1924.¹⁷³

Vinton High School

In the winter of 1915, citizens of the Town of Vinton who were eager for a high school in their geographic area convened for the purpose of discussing this possibility. Minutes from the Vinton School League stated, "A meeting of the citizens of the Town of Vinton, Virginia, was called together by the mayor, Mr. J. H. Scott, on February 15, 1915, for the purpose of considering ways and means by which we could get a new school building for the town. The Superintendent of Schools, Mr. Roland E. Cook, presided at this meeting."¹⁷⁴ An old 1891 vintage frame building, called the Vinton School, served the area as a primary school but did not provide high school studies. During this period, graduates of the Vinton School either paid tuition to attend Roanoke High School or traveled by streetcar to Salem High School, "taking one hour each way, at a cost of \$.25 round trip."¹⁷⁵

¹⁷² Final Annual High School Reports, Salem High School, Sessions 1918-1919, 1919-1920, 1929-1930. Virginia School Report, 1916, p. 301; 1917, p. 338; 1918, p. 81.

¹⁷³ Final Annual High School Report, Salem High School, Session 1925-1926.

¹⁷⁴ Vinton School League Minutes, February 15, 1915, Roland E. Cook Elementary, Vinton, Va.

¹⁷⁵ Irma Trammell Moseley and Madeline Simmons Forbes, Vinton History 1884-1984 (Vinton: Centennial Committee, 1984) pp. 110-111.

Since the Vinton School was a fire hazard and the residents objected to sending their children 20 miles across town to high school, the Vinton School League campaigned for the construction of a building. Dr. R. H. Garthright was asked to serve as president; S. M. Goggin, vice president; J. R. Kingery, secretary; and J. W. Stephens, treasurer. Plans were developed and the town was asked to contribute \$3,500 toward a new building. This amount was raised and a 1.28-acre parcel was purchased on which to build the school. The building provided for a student capacity of 240.¹⁷⁶

Other organizational details leading up to the erection of Vinton High School can be gleaned from the minutes of the league, when they met in the frame building located in front of Vinton High School (now Roland E. Cook Elementary School). Some important excerpts include the following.¹⁷⁷

May 20, 1915: At this meeting a blueprint plan showing the first floor of our new school building was shown to those present.

June 14, 1915: The following gentlemen met the school board on the above date at the office of Mr. G. H. Ragan in the McBain Building, to discuss or to close plans so that the contractor could go forward with the work on the new school building. [A list of names followed.]

June 17, 1915: The school league held its regular meeting on the above date at the primary school building. The league had to transfer its meeting place from the grammar school to the primary school because the contractor had begun taking down the old building and making arrangements for the new one.

June 22, 1915: It was stated by someone that Mr. O. M. Dickerson would be ready to lay the cornerstone for the new building in about three weeks.

June 28, 1915: Mr. W. M. Kefauver, chairman of the cornerstone committee, stated that the contractor would probably be ready to lay the stone about July 17, 1915.

¹⁷⁶ *Ibid.*, pp. 111-112.

¹⁷⁷ Vinton School League Minutes, June 14, 17, 22, 28, July 20, August 10, November 30, 1915, Roland E. Cook Elementary, Vinton, Va.

July 20, 1915: The chairman of the cornerstone committee stated that he could not give any definite date as to when the cornerstone would be laid as the committee was waiting on the contractor.

August 10, 1915: The cornerstone-laying 'exercise' was scheduled to take place at 3 p.m. the following Saturday. The stone's cost was \$25.

November 30, 1915: The School League...met on the above date in the auditorium in the new school building. A motion was then made, seconded and carried that 'since the new building is sufficiently completed, then we, the Vinton School League, have our meetings changed from each two weeks to each Tuesday night in the week.

The new school was ready for students in September 1915. H. A. Prillaman served as principal in that school year, followed by Paul T. Wright in 1917; H. L. Webb, 1918; and H. A. Prillaman, 1919-1928.¹⁷⁸ In 1916, Vinton High School only offered a one-year high school course. From 1917-1920, a two-year course was offered.¹⁷⁹ In 1924, the first four-year high school class graduated.¹⁸⁰ Today, the classical building is serving as an elementary school, grades kindergarten through five, and is always a reminder to old-timers of their early high school years in Vinton.

High School Curriculum

As noted in Chapter IV, the course of study for the four-year Salem High School in 1901 followed the general pattern of prescribed subjects for high school study, the emphasis being college preparatory. English, algebra, geometry, trigonometry, history, foreign language (Latin, German), science (physical geography, chemistry, natural

¹⁷⁸ Report of Teachers Contracted With Roanoke County, 1916-1928, Salem, Va.

¹⁷⁹ Virginia School Report, 1916, p. 301; 1917, p. 338; 1918, p. 81.

¹⁸⁰ Moseley and Forbes, p. 112.

philosophy, botany) were being taught. (See Appendix B for the 1901 Salem High School Course of Study.)¹⁸¹

By 1905 a recommendation of the committee on high school textbooks appeared in the records in Superintendent Stearnes' writing. (See Appendix B for actual document.) The same basic courses appear; French has been added along with a "miscellaneous" category that recommended French's text for study of words.¹⁸² English was required each of the four years; algebra in the first year; American history, a required subject; and a mathematics requirement each of the first two years. Latin, geometry, chemistry, physics, and trigonometry were also required of all students.¹⁸³ The high school courses of study at the state level in 1910 listed minimum requirements in subjects and units for three grades of high schools: first (four years), second (three years), and third (two years). Requirements for first grade high schools included 12 required units: English, four units; mathematics, three units; history, three units, and science, three units. Five elective units could be derived from the subjects of Latin, German, French, Spanish, history, physical geography, agriculture, manual arts, botany and zoology, physics, chemistry, and mathematics.¹⁸⁴

By 1918 (and continuing into the 1920s), some differences in the curriculum were apparent. There was no longer one program geared to be college preparatory, but rather three additional options: commercial, home economics, and general, with electives available in each program. The languages of Latin and German were required in 1901;

¹⁸¹Course of Study for Salem High School, 1901, Salem, Va.; Virginia School Laws (Richmond: Division of Purchasing and Printing, 1940), pp. 28-31.

¹⁸²Stearnes, Recommendation of the Committee of High School Text-Books, 1905, Salem, Va.

¹⁸³Course of Study for Salem High School, 1901, Salem, Va.

¹⁸⁴ Council of Chief State School Officers, p. 1296.

Latin and French were electives in 1926. In 1901, vocational education was non-existent, but by 1918 the program was geared heavily toward vocational education. (Three of the five programs were vocational--commercial, agriculture, and home economics.) Physical education was not offered in 1901, but required in all grades by the 1920s.¹⁸⁵

In the first twenty years of the twentieth century, high schools were impacted by a reform movement that developed from the concern that the American high school was not meeting society's needs. Mass immigration, industrialization, and urbanization were three major factors that coincided and created new roles for the high school. Some believed that the high school curriculum was too college-bound in orientation, too classical, and lacking in electives and vocational education offerings. The end result was that the scientific method was applied to operating schools: maximum benefit for the least amount of cost. The reform movement also embraced the passage of the Smith-Hughes Act of 1917, which provided federal funding for vocational education. Curriculum revision also grew out of this movement when John Franklin Bobbitt advocated a high school program of study that would fit the student for a specific activity of life.

A report by the Commission on the Reorganization of Secondary Education in 1918 called for a comprehensive reorganization based on seven cardinal principles that grew out of major social problems confronting urban America: health, command of the fundamental processes, worthy home-membership, vocational, civic education, worthy use of leisure, and ethical character. Each of these principles stated an educational objective as it related to those problems.¹⁸⁶

¹⁸⁵ Final High School Report, Salem High School, Sessions 1918-1919, 1919-1920, 1923-1924, 1925-1926, 1929-1930.

¹⁸⁶ W. Richard Stephens and William VanTil, Education in American Life (Boston: Houghton Mifflin, 1972), p. 351.

This movement affected Salem High School's four-year course of study during the early twentieth century. The program was no longer college preparatory or "Latin-Scientific," as it was termed in the 1901 course of study.¹⁸⁷ It was much much broader in that five tracks of specialization were offered: one college preparatory, three vocational education, and one general. Languages, once required, became electives. German was dropped; laboratories and shops were added to the school facility; physical education was required; and extra-curricular activities were just beginning to emerge (e. g., music, sports).

One of Roanoke County's leading citizens donated a home economics laboratory to Salem High School in 1919. The school board minutes of January 25, 1919 state, "accepted Mr. McVitty's offer to donate the domestic science department."¹⁸⁸ The school board passed a resolution of appreciation to McVitty on December 13, 1916 for his generous gift.¹⁸⁹ McVitty, an active civic and business leader, was known for his charity.

Elementary Curriculum

The first state course of study for elementary schools was published in 1907 and revised in 1909.¹⁹⁰ In 1904, prior to these official state publications, Roanoke County published regulations and a course of study for the Salem Graded Schools. It is assumed that, while the document lists the primary school curriculum for Salem, it would be the same for the other graded schools of the County. There were four primary grades and three grammar grades, making a total of seven grades. In the primary grades, the subjects

¹⁸⁷ Course of Study for Salem High School, 1901, Salem, Va.

¹⁸⁸ Roanoke County School Board Minutes, Vol. VI, p. 174, Salem, Va.

¹⁸⁹ Ibid., p. 183.

¹⁹⁰ Council of Chief State School Officers, p. 1296.

of reading, spelling, language, history, science, literature, geography, arithmetic, writing, color, form, and drawing were listed. (Color dropped from the list after the first primary grade, and geography was included starting with the second primary grade.) Studies of the three grammar grades, which were similar in nature to the primary grades, included the subjects of reading, spelling, composition and grammar, history, arithmetic, geography, science, writing, and drawing. Some other requirements listed separately for inclusion in the curriculum included: "calisthenic and gymnastic exercises...in all the grades of the school as often as practicable," "one hour,...every two weeks,...for declamation, recitation, debating, and other literary exercises," "oral and written tests of the pupils' proficiency also, shall be made as often as is deemed necessary, usually on the completion of a subject or part of a subject," "...every opportunity in the exercises of all the grades to inculcate principles of right action and to train in habits of correct conduct." Three medals were also offered for the highest average in deportment and scholarship in the grammar grades; likewise, in the primary grades; and for the highest average in deportment and scholarship in the second primary grade.¹⁹¹

An outline of the curriculum for Colored Graded School No. A (later the Roanoke County Training School) appeared also. The document stated that the colored school course of study was identical with that of the white school, except for the following: "Fourth Primary Grade--First Half Session--shall be the entire Fourth Primary Grade of said school, and the Fourth Primary Grade--Second Half Session--shall be known as the Fifth Primary Grade and each of said Half Sessions shall be a year's work in this school. In Language and Grammar in the said Fifth Primary Grade, Hyde's Book 1 will be completed; in the First Grammar Grade, Hyde's Book 2 will be taken to page 147, and in

¹⁹¹ Regulations and Courses of Study, Salem Graded Schools, 1904, Salem, Va.

the Second Grammar Grade the verb will be reviewed and Hyde's Book 2 completed, provided that Buehler's Modern English Grammar may be omitted and Hyde's Book 2 completed or reviewed in the Third Grammar Grade. Latin will not be taught in the Third Grammar Grade, and, in the discretion of the principal, Greek and Roman stories may be omitted. Special attention to a review of the previous arithmetical work will be a distinguishing feature of the Fifth Primary Grade."¹⁹² (See Appendix B for Regulations and Course of Study, Salem Graded Schools, 1904.)

It is clear from the explanation offered in this course of study that what was a half year's work in white schools constituted a full year's work in the fourth and fifth primary grades in the colored school; Hyde's Book 2 was divided over the first two grammar grades (rather than completed in the first grammar grade); Latin was not taught in the third grammar grade; and Greek and Roman stories could be omitted if the principal desired.

The course of study for elementary school changed very little from 1904-1920. In 1907, the Virginia Journal of Education listed the course of study for the public schools of Virginia as prepared by the State Department of Education. The same subjects were listed as those in Roanoke County's 1904 publication, except that science was called nature study and morals and manners comprised a separate heading.¹⁹³ (For a full accounting of the extent of the curriculum in each of the primary and grammar grades, see Appendix B. Four years of high school, through grade 11, are also included.)

According to a 1910-1911 monthly report card of Emily Bohon, a grammar grade student in the Cave Spring District who attended School No. 18, the same subjects appear as those enumerated in 1904: spelling, reading, writing, drawing, arithmetic, geography,

¹⁹² Ibid.

¹⁹³ "Course of Study for the Public Schools of Virginia," Virginia Journal of Education (Richmond: Department of Public Instruction, 1907), Vol. I, No. 2 (November), pp. 10-20.

grammar, history, and science (physiology). The only addition was agriculture. (See Appendix B for copy of Bohon's report card.) School No. 18 was on Bent Mountain, an agrarian community where many students were needed on the farm. Attendance spanned a five-month period (October-February) because this location was agricultural. The length of the school year varied in the County, depending on the geographic location of the schools. In addition to the section listing averages for various subjects, there were headings for attendance, punctuality, deportment, merits, demerits, habits of study, rank in the grade, and general average. An explanation of the grading system appeared on the back of the report card.¹⁹⁴

By 1913, an outline of the Roanoke County three-day annual teachers' Institute provides some insight into curricular emphases and other topics of interest to school personnel. Within the listing appeared the topics of "The Physical Welfare and Moral Training of Children in the School," "How to Interest Children in History," "Educative Seat Work," "Teaching Poetry to Children," "How to Secure Good Composition Work," "Manual Training," "Teaching Arithmetic," "Means of Interesting Patrons in the School," "School Fairs," and "Round Table Discussions."¹⁹⁵ It is evident from all the topics but the last three that the basic subjects still received emphasis: history, composition and poetry, and mathematics. The category entitled "Educative Seat Work" could be applied to any subject area, but is interesting in light of the curriculum trend of the 1990s away from too much seat work.

In 1916, an article appeared in the Virginia Journal of Education which described what high schools expected of primary/grammar schools. High school educators believed

¹⁹⁴ Report Card of Emily Bohon, student at School No. 18, Cave Spring District, 1910-1911. In the possession of Dana DeWitt, Bent Mountain, Roanoke County.

¹⁹⁵ Personal papers of Chauncey D. and Lucy Harmon, Salem, Va.

that the lower grades should "...lay the foundation in subject matter upon which the high school is to build." The most important subject was language (English) because "this is the medium through which all other subjects are discussed, and the agent of all communication in the practical, everyday matters of life. In fact, the essential subjects are the three staple fundamentals of the ages--reading, writing, and arithmetic. With a thorough knowledge of these branches, the foundation is stable; without it, there is no foundation. Other knowledge aids in many ways, filling in the background of the child's mental equipment."¹⁹⁶

By the time the Roanoke County Teachers' Institute was held on September 30 and October 1, 1920, the two days' activities emphasized some inservice training entitled "Music in the School," "Reading in the Public Schools," "Physical Inspection of School Children," "School Sanitation," "Physical Exercise and Games in the School," and "School and Civic Leagues." While basic subjects remained important as in the past, it is clear that sanitation and student health had become a major concern. Physical education and music, considered two areas of frill in the early years, were also gaining in importance. Elementary schools experienced minor changes in curriculum, while the high school underwent more major changes. An approved list of textbooks by the State Department provided the options by which school divisions could implement their high school and elementary curriculums. (See Appendix D for a 1910 list of approved texts.) Colored schools remained disparate entities from white ones, but received a boost from special funds designed to improve the educational opportunities for blacks. A look at the comparison between black and white schools and other related factors is the subject of the next subsection.

¹⁹⁶ Gertrude F. Pierce, "What the High School Expects of the Grammar School," Virginia Journal of Education, September 16, 1916, pp. 13-14.

Black and White Schooling

The early twentieth century was little different from the fledgling public school period in that much of the old, die-hard attitudes prevailed among whites: taxpayers resisted the use of taxes for educating the Negro.¹⁹⁷ The continuing white mentality that cast descendants of ex-slaves in a politically and economically subordinate role also believed the way to fit blacks into society's niches best was through industrial education.¹⁹⁸ The thrust of black education, therefore, was based on the idea that "...through industrial education, Northern and Southern businessmen would gain a tremendous economic return by the perpetuation of the tractable labor, especially black labor."¹⁹⁹ J. L. M. Curry, general agent for the Peabody Fund, thought Southern businessmen should do something about "the incompetence of the South's labor force."²⁰⁰ The public school could be used to attract money from Northern industrialists and, if made appealing enough, "Northern capital would flow southward."²⁰¹

The Southern Education Association (SEA), a group of Southern educators who met annually between 1899 and 1913, focused considerable attention on the issue of industrial schooling for blacks. George T. Winston, white president of North Carolina College, delivered an address at the SEA meeting in Richmond in 1900. "The labor unit of the South," he espoused, "is still the negro, emancipated, but ignorant, unambitious, and

¹⁹⁷ Louis R. Harlan, Separate and Unequal: Public School Campaigns and Racism in the Southern Seaboard States 1901-1915 (Chapel Hill: The University of North Carolina Press, 1958), p. 169.

¹⁹⁸ Anderson, pp. 52, 57.

¹⁹⁹ Donald Spivey, Schooling for the New Slavery: Black Industrial Education, 1868-1915 (Westport, Connecticut: Greenwood Press, 1978), p. 81.

²⁰⁰ Ibid., p. 80.

²⁰¹ Ibid., p. 81.

less trained than when a slave. The North and South, government and philanthropy, education and religion, all forces, domestic, social and industrial, must combine to make the negro a better workman."²⁰² Not only did Winston advocate an industrial education for blacks, he condoned the negation of liberal arts education for blacks. In doing so, he supported the conversion of these schools into schools for industrial training and, consequently, provided the avenue through which improvement could be made in the labor force.²⁰³

By late 1901, agents of the Southern Education Board (SEB) such as Charles Dabney, J. L. M. Curry, Robert Frazer, and others connected to the large monetary influences outside the state, appeared in Superintendent Southall's office seeking his cooperation. Southall recalled that the conversation concentrated on educational schemes and enterprises which were not fully explained, but it was presumed they would be at a later date.²⁰⁴ The SEB, however, worked separately of the political machinery and went directly to the people. By using this tactic, the result was a domino effect in which the people controlled the officials.²⁰⁵

Industrial education, once confined to private black schools, was incorporated into public schools--the major vehicle of black rural school modernization. The meaning of industrial education was deliberately ambiguous and, therefore, meant that its application in the black schools of rural Virginia created results not conceived by its originators. Consequently, modernizing and molding black education in Virginia was shaped by two influences: the desire of reformers and modernizers to keep instruction separate and the

²⁰² Proceedings of the Southern Education Association (Richmond: December 1900), p. 116.

²⁰³ Spivey, p. 87.

²⁰⁴ Harlan, p. 147.

²⁰⁵ *Ibid.*, p. 148.

determined spirit of blacks to reject racial inequality. These two conflicting influences converged and resulted in an outcome not anticipated: the modernization of Virginia's black rural schools separate from the highly-publicized campaigns for white schools. The result was that modernization occurred in a way that was acceptable to both southern whites and blacks--through advocates of extending industrial education to rural blacks.²⁰⁶

The advocates were philanthropic entities that made significant contributions to black public education during this period. The Anna T. Jeanes Foundation, established in 1907, allocated an initial gift of \$200,000 and an endowment fund of \$1,000,000 from a Philadelphia Quakeress to be used as a special fund for assistance of Negro rural schools in the South. This fund contributed money to local school boards to finance the employment of Negro supervisors and improve instruction in Negro schools.²⁰⁷ These supervisors helped incorporate vocational skills (homemaking, shopwork) into the core curriculum for black children.²⁰⁸ This program was so successful, it continued for 40 years. In 1908, Jeanes also donated \$10,000 to Hampton Institute and a similar amount to Tuskegee.²⁰⁹

The John F. Slater Fund, established before 1900, helped Virginia develop better school facilities for Negroes.²¹⁰ John Slater, of Norwich, Connecticut, contributed \$1,000,000 "for the general purpose of uplifting the emancipated population of the southern states, and their posterity, by conferring on them the blessings of a Christian education."²¹¹ In the early twentieth century, much of the Slater Fund was expended for

²⁰⁶ Link, 1986, pp. 182-183.

²⁰⁷ Ullin Whitney Leavell, Philanthropy in Negro Education (Westport, Connecticut: Negro Universities Press, 1970), pp. 71-72; Charles W. Dabney, Vol. II, p. 445.

²⁰⁸ Council of Chief State School Officers, p. 1295.

²⁰⁹ Charles W. Dabney, Vol. II, p. 445.

²¹⁰ Council of Chief State School Officers, p. 1295.

²¹¹ Leavell, p. 62.

industrial and vocational training.²¹² Heatwole noted that the Jeanes and Slater funds provided valuable sources of funds for the schooling of blacks, the focus of which was training in domestic science, manual training, and industrial arts.²¹³

The Rosenwald Fund was established in 1917 by Julius Rosenwald, president of Sears-Roebuck Company, to aid southern Negroes in constructing school facilities.²¹⁴ Agents of the Rosenwald Fund appropriated \$500 for one-teacher buildings, \$800 for two-teacher schools, \$1,000 for three-teacher structures, \$1,200 for a four-teacher plan, \$1,400 for a five-teacher plan, and \$1,600 for a six-teacher plan, provided the local authorities matched the amount.²¹⁵ From its inception in 1917 until 1930, this fund was used for building schools. After 1930, monies were used for enhancing libraries in black schools and establishing health services.²¹⁶

The Phelps Stokes Fund, unlike the Rosenwald Fund, avoided direct involvement. Its main purpose was research and the exposure of rural black conditions in the South. "The fund also paid the salaries and expenses of workers in the United States Bureau of Education's Division of Racial Groups, the only early twentieth-century federal agency that investigated the condition of blacks."²¹⁷ This fund also made possible the research and publication in 1917 of Thomas Jessee Jones' Negro Education in the United States, a frank

²¹² Ibid., p. 64.

²¹³ Heatwole, p. 364.

²¹⁴ Virginia School Report, 1916-1917, p. 22.

²¹⁵ Ibid., 1920-1921, p. 73.

²¹⁶ Buck, p. 232.

²¹⁷ Link, 1986, p. 189.

account of the inequalities that existed between both private and public black and white schools in the areas of teacher training, facilities, and lengths of school terms.

Other funds, such as the Peabody Fund and the funds of the General Education Board (John D. Rockefeller, Sr., benefactor), continued to substantially contribute to the improvement of public education in Virginia. The importance and overall impact of each of these philanthropic contributions can not be underplayed: four out of six emphasized or solely targeted funds for the education of Virginia's black school population: Jeanes, Slater, Rosenwald, and General Education Board.

In Roanoke County, notations in the the minutes of the Roanoke County School Board refer to rural supervision of black and white schools. Supervision of rural black schools was made possible through the aid of the philanthropic organizations described. Some of the following references address this development:

August 1, 1918: The board moved and carried that \$400 be appropriated from the County fund to be used with a like amount from the state to employ a superivising primary teacher for the County for a term of 8 months at \$100 per month.²¹⁸

Setpember 18, 1918: Superintendent Cook instructed to apply for \$1,000 State Aid for rural school supervision. Miss Camper was elected Rural Supervisor at a salary of \$900.²¹⁹

October 1918: \$1,000 Rural District State Aid secured--July 30, 1919. Pauline Camper's salary amended to \$1,000 but no allowance made for expenses. Two hundred dollars approved as the County's part of the Supervising Industrial Teacher at the Negro school.²²⁰

April 12, 1920: R. E. Cook reported that Mr. Worrell, in charge of State Rural Supervision, had estimated that the State would pay one-half of the salary of Rural Supervisors with a minimum of \$500 and a maximum of \$750. Motion carried to employ two

²¹⁸ Roanoke County School Board Minutes, Vol. VI, p. 18.

²¹⁹ *Ibid.*, p. 20.

²²⁰ *Ibid.*, p. 22.

Rural Supervisors at a salary of \$1,200, the State to pay one-half of this salary, the Salem District not to be required to pay any of this salary.²²¹

July 28, 1920: Appropriation of \$300 was made for the salary of the Supervising Industrial Teacher. Rural supervisors allowed \$50 for expenses.²²²

The Virginia School Report first mentions supervisors for the Negro schools in 1908, when it stated, "Supervisors were employed through the aid of the Jeanes Fund to introduce agriculture, manual training and domestic economy...."²²³ By the time the 1909-1911 report was printed, the work of supervisors of rural elementary schools was heralded when the State Superintendent remarked, "These officers, whose salary and expenses were paid almost entirely from private donations,...have devoted their attention to intensive work more largely than heretofore and with excellent results. One of the supervisors gave his entire time to negro schools, introducing vocational work and arousing a new interest in schoolhouse and grounds."²²⁴

The 1914-1915 report elaborated on the growth of colored supervision when it stated,

Through the cooperation of the Jeanes Fund, Hampton Institute, and the authorities at Blacksburg having control of the Smith-Lever Fund, colored supervisors have been appointed in 35 of our divisions. The large amounts contributed by the negroes for building schoolhouses and extending the length of the school term are directly attributable to the work of these officers. Of the 801 negro schools in these counties, 617 were visited regularly by the supervisors, who made a total of 4,467 visits."²²⁵

221 Ibid., p. 28.

222 Ibid., p. 35.

223 Virginia School Report, 1907-1909, p. 40.

224 Ibid., 1909-1911, p. 31.

225 Ibid., 1914-1915, p. 45.

In the 1919-1920 report, the effect of World War I is noted:

Educational work among the negroes has progressed with reasonable satisfaction during the school year. The economic situation following the war has naturally handicapped the negro schools, but it may be said that in spite of the condition, gradual improvement is noticeable. The small supply of trained teachers makes it peculiarly necessary that girls with inadequate preparation be carefully supervised, that teacher-training be carried on as a parallel to classroom instruction. For this purpose district supervisors were installed some years ago. The business of these persons is to form a sort of connecting link between the negro schools, the negroes themselves, and the the superintendent and school authorities. They go into the schools and arrange industrial work and help the teachers in many different ways. They also organize leagues and start them working; indeed, this is one of the most important features of the work of these supervisors.²²⁶

The description provided in this report is highly informative with regard to the role negro rural school supervisors played in expanding the development of black schools between 1908 and 1920. In addition to an explanation of the supervisors' activities, county training schools, a newer feature of negro work, were upheld as that which "promises great returns for the future. The purpose of these schools is to give the negro children some advantages of a high school course after they have left the elementary grades. These schools finish about two years of high school work after which the students may secure a second grade certificate and get out and teach; but we constantly urge them to prepare themselves further for the teaching work in order that they may render more efficient service. The great need in Virginia is more and better trained teachers, and it is a belief of all who are interested in negro education that these schools will help materially along this line."²²⁷

²²⁶ Ibid., 1919-1920, p. 124.

²²⁷ Ibid.

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²²⁶ Ibid., 1919-1920, p. 124.

²²⁷ Ibid.

Roanoke County had one such school in Salem on South Broad Street and School Alley. It offered a one-year high school course rather than a two-year one. Sixteen state schools of this type were listed in the 1919-1920 report, along with the amount contributed to salaries and equipment by local and philanthropic funds.²²⁸

Comparisons between schooling for blacks and whites in the early twentieth century are sandwiched among the tables and statistics compiled annually by the state. An attempt to develop some comparisons will be made as they relate to the number of school facilities; average school population to each school (1905-1920); percentage of students enrolled and in average attendance, ages seven to 20 years (1902 Virginia Constitution); and pupil-teacher ratios in Roanoke County and the state, 1905-1920. Table 5.7 indicates the number and percentage of black and white school facilities in Roanoke County between 1905 and 1920.

Table 5.7: The Number and Percentage of Black and White Schools in Roanoke County, 1905-1920.

Year	W	B	Total	Percentage	
				W	B
1905	69	19	88	78	22
1910	83	19	102	81	19
1915	109	21	130	84	16
1920	122	22	144	85	15

Source: Annual reports of Roanoke County Superintendents R. C. Stearnes and Roland E. Cook, Vol. V, pp. 208, 241, 293; Vol. VI., p. 39.

²²⁸ Ibid., pp. 124-125.

Even with two annexations of Roanoke County land by Roanoke City, one in 1915 and one in 1919,²²⁹ the number of black and white schools increased along with the school age population. According to the statistics and comments by Superintendents Stearnes and Cook in the annual reports, the largest increase in buildings occurred between 1910 and 1915--28 buildings. The industrial growth and urbanization of Roanoke City also affected this growth because of the number of Roanoke Valley residents who resided in the County but worked in the City. Table 5.7 indicates that for each five-year period between 1905 and 1920 the number of white and black schools increased (except for 1905 and 1910 when black facilities remained constant), the largest increase being between 1910 and 1915 for both races. The black population in Roanoke County did not increase as rapidly compared to the white population. Between 1905 and 1920, the percentage of white schools increased while the percentage of black schools decreased, indicating a shift of the black population to other areas. Migration of blacks to more urban centers, especially in the North, was continuing. The large number of black agricultural laborers who were children in 1910 was nearly 50 percent; by 1920, this percentage dropped sharply to 21.8 percent. "The migration of black laborers from the rural farm areas to the city was central to this emancipation of black children from daily labor."²³⁰ In 1905, Virginia's black school population was 214,152.²³¹ In 1909, it dropped to 117,083.²³² By 1920, the number was back up to 214,124, but the 1920 statistic was not much different from the 1905 statistic.²³³ This fact is significant in light of the growth of the Roanoke Valley in the

²²⁹ Kagey, p. 474.

²³⁰ Anderson, p. 152.

²³¹ Virginia School Report, 1907-1909, p. 17.

²³² Ibid.

²³³ Ibid., 1920, p. 73.

early twentieth century as a result of the railroad industry. Table 5.8 indicates a similar decline in Roanoke County as that of the state in black school population. The chart conveys the black and white school age population, total enrollment, and percentage of white and black school age population in Roanoke County.

Table 5.8: Roanoke County School Population, ADA, Number of Schools, and Percentage of Black and White School Population.

Year	School Population		Total Enroll.		ADA		# Schools		% Population	
	W	B	W	B	W	B	W	B	W	B
1905	4,319	1,186	2,652	762	1,736	488	69	19	78	22
1910	4,319	1,186	3,379	809	2,189	513	83	19	78	22
1915	4,880	1,219	4,421	774	3,127	531	109	21	80	20
1920	6,444	1,152	4,585	780	3,085	494	122	22	85	15

Source: Virginia School Report, 1905, pp. 132-133; 1910, pp. 136-137; 1915, pp. 270-271; 1920, p. 153.

It is apparent, as in the past, that many school age black and white children did not enroll in school; however, the percentage increased steadily between 1905 and 1920. Except for 1915, a higher percentage of black school age children was enrolled than white; approximately one-half of the enrolled black students attended school in 1905 and 1910, and slightly less than one-half attended in 1915 and 1920; the white school age population increased significantly between 1915 and 1920; the black school age population remained relatively the same for the entire period; the percentage of white to black school age population remained the same in 1905 and 1910 and increased in 1915, and again in 1920.

While Roanoke County's black school age population was roughly one-fifth of the total school population, the average school population per school was larger for blacks in 1910 and 1915 than for whites. This statistic was also true at the state level for the five-year intervals noted between 1905 and 1920.

Table 5.9: Average School Population to Each School, Roanoke County and Virginia, 1905-1920.

Year	ROANOKE COUNTY		VIRGINIA	
	W	B	W	B
1905	62.5	62.4	54.5	96.1
1910	52.0	62.4	47.6	89.5
1915	44.7	64.1	41.3	80.4
1920	52.8	52.3	94.0	117.6

Source: Virginia School Report, 1905, pp. 132-133, 136-137; Virginia School Report, 1910, pp. 136-137, 142; Virginia School Report, 1915, pp. 270-271, 275; Virginia School Report, 1920, pp. 153-154, 160.

The comparison of white and black school age populations to the actual number of black and white schools indicates a stark inequity in the number of white and black students per school at the state level. The figures show that the number of white facilities compared to black ones was nearly double, with the exception of 1920, which still indicates a difference but a smaller disparity of black students per building than any earlier reporting. Facilities, as in the past, were not equalized to meet areas with large black majorities.

In Roanoke County, the black-white percentage of students per school is closer to being equitable and, in some cases, slightly better for blacks. In 1905, the percentage was nearly even; 1910, black schools were 10 percent higher; 1915, there was nearly 20 percent more school age black children per school than whites; and by 1920, the black-white

percentage was essentially the same. It appears as if Roanoke County was doing a much better job of providing a more equal distribution of each race to school facilities than the state averages relate.

The gap between black and white enrollments, attendance, and pupil-teacher ratios narrowed in Roanoke County in the early twentieth century. Table 5.10 charts the number of black and white pupils enrolled, the average attendance, and pupil-teacher ratios. At the state level, the gap remained broader. Table 5.11 conveys the same information at the state level.

Table 5.10: Percentage of Students Enrolled in Roanoke County, Ages 7-20; and Pupil-Teacher Ratios, 1905-1920.

Year	% Enrolled		% ADA		*Ratio (Pupil-Teacher)	
	W	B	W	B	W	B
1905	61	64	40	41	38.4	40.1
1910	78	68	50	43	40.7	42.5
1915	98	63	64	43	40.5	36.8
1920	71	68	48	43	37.5	35.4

*Calculations made on pupil-teacher ratio by dividing white and black enrollments by the number of white and black schools.

Source: Virginia School Report, 1905, pp. 132-133; Virginia School Report, 1910, pp. 136-137; Virginia School Report, 1915, pp. 270-271; Virginia School Report, 1920, p. 153.

Table 5.11: State Percentages of Student Enrollment and ADA for Students Ages 7 to 20; Pupil-Teacher Ratios, 1905-1920.

Year	% Enrolled		% ADA		*Ratio (Pupil-Teacher)	
	W	B	W	B	W	B
1905	66	50	40	30	86.5	112.7
1910	77	56	51	34	36.7	50.0
1915	86	60	59	38	25.2	48.4
1920	82	65	57	42	77.7	76.2

*Same as in Table 5.10 for Roanoke County

Source: Virginia School Report, 1905, pp. 132-133, 136-137; Virginia School Report, 1910, p. 142; Virginia School Report, 1915, p. 275; Virginia School Report, 1920, pp. 154, 160.

In Roanoke County, the percentage of white students enrolled continued to increase significantly until 1920 when a drop could be noted; the same trend was true for white students in average daily attendance. Approximately two-thirds of the white enrollment attended school regularly. Only in 1915 did more than one-half of the white school age population attend. The remaining years reported less than one-half in attendance. Black student enrollment stayed in the same range between 1905 and 1920. Approximately two-thirds of the school age population was enrolled and two-thirds of those enrolled attended regularly. Black ADA remained the same except for 1905, which was two percent lower than the years of 1910, 1915, and 1920. Less than one-half of Roanoke County's black school age population attended school, but the difference between black and white attendance was not widely different, except in 1915 when there was a 21 percentage-point spread. The pupil-teacher ratio was slightly lower for whites in 1905 and 1910, but slightly higher in 1915 and 1920. Roanoke County was providing a fairly equitable arrangement with regard to the pupil-teacher ratio.

At the state level many differences can be noted. At no time was white or black enrollment better than it was in Roanoke County, except for whites in 1905. The ADA for blacks and whites was consistently lower at the state level, except for 1910 when it was one percentage point higher than Roanoke County's. Black ADA at the state level always increased for each year reported but was never as high as Roanoke County's. The pupil-teacher ratio may not be as informative for this period since the trend away from one-room, one-teacher schools had begun and more two and four-room schools were surfacing. (The same could be true of Roanoke County, but more one and two-room schools existed during this period in Roanoke County than at the state level.) When using the white or black enrollments and number of white and black schools, it appears the black pupil-teacher ratio was always higher, except for 1920 when both ratios were only 1.5 percentage points apart. The fact that at the state level black classrooms were always more crowded (if those enrolled attended regularly) was a phenomenon that existed from the inception of separate public schooling in 1870. In the early twentieth century, however, the difference was less disparate than the first thirty years, when whites enjoyed about one-half the number of students per teacher than blacks.

A comparison between the state and Roanoke County for all three charted components--enrollment, average attendance, and pupil-teacher ratio--indicates that Roanoke County was nearly consistently higher in all categories; the pupil-teacher ratio being far more equitable than at the state level.

Black and white schooling statistics have been a means to gain information relative to possible differences between black and white schooling, just as other sources on the development of black education in Virginia have provided a base for understanding the development of black common school education. While oppression of blacks could still be noted in the early twentieth century, the impact of philanthropic groups improved the lot of

black schooling and began to narrow the wide disparity between the races. In the period between 1911 and 1920, more changes were occurring at the governmental level that affected the course of education, the subject of the next subsection.

Virginia Politics and the Course of Funding Education Between 1910 and 1920

The results of the 1905 May Campaign in Virginia were far-reaching. In the decade following this crusade for education, total revenue tripled, expenditures for higher education increased 142 percent, school property increased in value 254 percent, monthly male teaching salaries increased over 75 percent, and female salaries increased 54 percent. School terms were extended from 6.4 to 7.1 months. The per month expenditure for each child in daily attendance doubled, and the number of pupils in regular attendance increased over 47 percent. Between 1900 and 1915, total school revenue was more than 50 percent greater than the revenue of the 1870-1900 period.²³⁴

Energized public opinion for better schools activated Governor Swanson's political machinery and greatly improved the condition of public schools in Virginia. After 1909, when Democrat William Hodges Mann was elected governor, a laissez faire and hostile attitude toward public education resurfaced.²³⁵ Even though Governor Mann had sponsored the Mann High School Act that provided aid to higher education and funding to public primary schools, there was no state-advocated link between the two levels of education.²³⁶ Governor Mann's election to Virginia's highest office brought with it a lack of commitment to education, a fact that was evident during his 1910-1914 period of

²³⁴ Moger, p. 254; Harlan, pp. 163, 249, 252.

²³⁵ Moger, p. 255.

²³⁶ Moore and Younger, p. 187.

service.²³⁷ In 1911, Superintendent Eggleston commented about this struggle: "The terrific political fight made on me...in the assembly of 1910 took every ounce of strength I had. Since then the fight has continued; and it is a fight in partnership with political knavery--a determination on the part of...the ringster to get possession of the schools."²³⁸ In succeeding sessions of the General Assembly, attempts were made to impede significant increases in state appropriations for schools. The school tax on property remained fixed at one mill on the dollar, a minimum rate set by the state constitution.²³⁹ Increased state funds "were retracted in the final shuffle of each session" of the legislature as lawmakers deemed the requests of educators to be "unreasonable."²⁴⁰ Improved economic conditions improved state revenues, as supporters of public education urged those in positions of influence to grant two-sevenths of the state's gross revenue for schools. The greatest increases in school support, however, were achieved by local taxation.²⁴¹

When Henry Carter Stuart assumed the governorship from 1914-1918, the prohibition craze and war effort usurped much of the time, energies, and revenue of Virginians, thereby placing education lower on the list of priorities. Four years of "moderate reform, wartime mobilization, and social turmoil" marked his years of service.²⁴² While he did not consider himself an educator, his educational philosophy was conveyed in a message to the legislature in 1914 when he said,

...the whole system of public education is based on the theory

²³⁷ Moger, p. 155.

²³⁸ Harlan, p. 161.

²³⁹ Ibid., pp. 162, 259.

²⁴⁰ Ibid., p. 160-169.

²⁴¹ Ibid., p. 162, 259.

²⁴² Moore and Younger, pp. 201-207.

that the strong must protect and, in some respects, provide for the weak....Free education is the undertaking of the State and not of the counties and cities as such...It is a fact sometimes overlooked that the State contributes less than one-third of the amount of the cost of maintaining our free school system... It must be clear that the burdens, if they may be so-called, of public education are in their very nature incapable of equalization, and, in fact, were never intended to be equalized in any sense, except that the poor should pay according to their poverty and the rich according to their abundance.²⁴³

While it is clear that during this period the state contributed less than one-third of the entire cost and local funds made up the balance, Superintendent Stearnes often expressed the idea first exhorted by Ruffner that the state and locality should share equally in the support of public education. In Stearnes' annual report for 1914-1915, he earnestly appealed to the state for more money, asking that the ten cent property tax remain and that the state general fund appropriations be raised from \$750,000 to \$2,100,000.²⁴⁴ By 1916, additional incentives were provided to localities to raise more monies for schools, including the following: a \$.75 local levy minimum rather than \$.50; the opportunity to borrow from the Literary Fund up to two-thirds of the cost of the building or a maximum of \$15,000 (instead of the previous cap of one-half and \$10,000); the opportunity for boards of supervisors to appropriate sums that might be necessary or expedient "not to exceed such proportion of the general revenue as the intangible property bears to all kinds"; the opportunity for boards of supervisors to appropriate from the county general funds "a sum not exceeding 25 percent of the amount collected...."²⁴⁵ In both the 1916 and 1917 reports, Stearnes was encouraged by the provisions the legislature made to increase money

²⁴³ Virginia School Report, 1914-1915, p. 33.

²⁴⁴ *Ibid.*, p. 32.

²⁴⁵ *Ibid.*, 1915-1916, p. 59.

for schools from state taxes.²⁴⁶ About this increase he remarked, "These sources of new taxation will yield not less than one-half million dollars annually."²⁴⁷

When Harris Hart became State Superintendent in 1918, approximately 40 percent of the money expended for public schools was derived from the state; the remaining amount came from local sources. The state portion had increased about 10 percent. The median per pupil expenditure for white students was \$13 and \$4 for black students, an inequity that persisted throughout the early twentieth century.²⁴⁸ In 1919-1920, approximately one-half of the total revenues for education were received from state funds-- a goal finally realized, even in light of the difficulties associated with wartime recovery.²⁴⁹

The growing role of government, at county and statewide levels, stimulated educational growth between 1901 and 1920. Rural school governance was becoming centralized and standardized. The creation of high schools, construction and inspection standards, and public support for them meant greater state control; greater funds and more building requirements at the elementary level also resulted in greater centralization.²⁵⁰

Between 1901 and 1920, the result of political, economic, cultural, and geographic factors coincided and shaped a new educational system which increased centralized governance and expanded state authority at the expense of private local power. In 1901, educational facilities and length of school terms were local decisions, and the effects of socioeconomic variables spawned regional differences.²⁵¹

²⁴⁶ Ibid., p. 60; Ibid., 1916-1917, p. 16.

²⁴⁷ Ibid., 1915-1916, p. 60.

²⁴⁸ Buck, p. 215.

²⁴⁹ Virginia School Report, 1919-1920, p. 141.

²⁵⁰ Link, 1986, p. 129.

²⁵¹ Ibid., p. 130.

In general, however, statewide enrollment grew from three-fifths for whites and one-half for blacks at the turn of the century to four-fifths and two-thirds in 1920; attendance advanced at a similar rapid rate. School sessions lengthened by over a third; tax support by school districts increased by 784 percent; and expansion in availability of school facilities occurred.²⁵²

In 1920, vestiges of the old, one-room school coexisted in one-third of the state with new influences--a growing existence of centralized school control and bureaucratic supervision. The rapid growth and effects of school reform made up a complex web that created an impetus for school improvement--but only under centralized control. Link explains this trend when he says that "growth was tied to modernization; school expansion to a large extent depended upon the initiative provided by modernizers. Undeniably, the rapid growth of school facilities at all levels narrowed the regional differences."²⁵³

Funding for Roanoke County Schools

How were the schools in Roanoke County handling available monies for public education between 1905 and 1920? A similar pattern for Roanoke County existed as the one at the state level--much of the funding was derived from local sources. (See Appendix D for accounting of school levies by districts in Roanoke County for 1905, 1906, and 1907.) Table 5.12 indicates the amount of available monies from state, county, and district funds between 1905 and 1920.

²⁵² Ibid., p. 131.

²⁵³ Ibid.

Table 5.12: Money Available in Roanoke County for School Purposes, 1905-1920.

Year	State	County	District	Total
1905	9,471.92	3,458.18	10,451.55.	23,381.65
1910	14,364.96	13,925.75	12,744.34	41,035.05
1915	19,428.76	21,412.98	21,413.01	62,254.75
1920	37,268.25	26,420.18	29,708.49	93,396.92

Source: Virginia School Report, 1905, p. 140; Virginia School Report, 1910, p. 82; Virginia School Report, 1915, p. 209; Virginia School Report, 1920, p. 141.

An analysis of Table 5.12 indicates that approximately \$15,000 out of the 1905 total of \$23,000 (or two-thirds) came from local sources. In 1910, \$26,700 out of a total of \$41,035 was of local origin--slightly less than two-thirds of the total revenue. In 1915, \$42,800 out of \$62,250 was locally derived--or slightly more than two-thirds of the total. By 1920, \$56,000 out of \$93,000 was local revenue--meaning a 60 percent contribution at the local level and 40 percent at the state level. The 1920 figure for Roanoke County indicates that Roanoke County was providing more than the state average of approximately one-half of the funds available for educating its school age population.

Conditions of Early Twentieth Century Schooling

Many conditions of education in the early twentieth century are revealed in a variety of sources that relate issues of concern and reform at state and local levels. The duration of school terms, sanitation, development of school leagues, the establishment of school libraries, special days observed and celebrated, farm demonstration work (corn and canning clubs), and expectations of students and teachers are features that earmark this period and add to its uniqueness.

The duration of school sessions increased steadily in the first two decades of the twentieth century. Even though Roanoke County was primarily a rural county and agricultural pursuits provided economic sustenance for many, the length of school terms gradually increased from nearly six months in 1900 to 7.75 months in 1920. Table 5.13 charts the differences between the length of a school year in the state and Roanoke County between 1905 and 1920.

Table 5.13: Average School Term in the State and Roanoke County, 1905-1920.*

Year	STATE	ROANOKE COUNTY
1905	6.40	5.84
1910	6.56	6.00
1915	7.10	6.00
1920	7.75 (150 days)	7.75 (151 days)

*The state figures include city averages.

Source: Virginia School Report, 1905, p. 136; Virginia School Report, 1910, p. 35; Virginia School Report, 1915, p. 76; Virginia School Report, 1920, p. 79; Annie B. Stiff, "History of Education Roanoke County," RCEA News, Vol. 6, No. 2, December 1963.

Between 1905 and 1920, some differences can be noted in the length of school terms at the state and county levels. State figures tend to be slightly inflated because of the inclusion of city averages. In 1905, Roanoke County kept school open nearly six months while the state average was nearly six and a half months. By 1910, Roanoke County remained in session six months and the state slightly over six and a half months. In 1915, the state figures were more than one month higher compared to Roanoke County. In 1920, Roanoke County's average was the same as the state--nearly eight-month sessions were in

effect. (Roanoke County reported one more day in session for the year.) The biggest improvement in Roanoke County's length of session occurred between 1915 and 1920, when an increase of nearly two months was reported. Likewise, at the state level, the biggest increase occurred during the same period.

Sanitation

The issue of sanitation in Virginia, and particularly of school buildings, began to receive much attention in the second decade of the twentieth century. A similar campaign for better health resembled the earlier education crusade. Those in the medical profession convinced the Rockefeller philanthropic entity to establish a regional health organization designed to erase the hookworm parasite. The commission, founded for this purpose in 1909, discovered that hookworm disease in the South was a large problem but was only one problem resulting from a larger, regional pattern encompassing malnutrition, hunger, and disease.²⁵⁴ A five-year campaign to eradicate hookworm was launched.²⁵⁵ The commission concluded that the way to change conditions was to use sanitary privies and adopt good sanitary practices in homes, farms, and public institutions. Therefore, health officials viewed the rural school as a channel to transform health practices into those that would eradicate the health maladies afflicting many people. Educational leaders and modernizers allied themselves with health officials, but for slightly different reasons. They viewed clean school interiors and exteriors, the inspection of schoolchildren, and the transformation of schools into health centers as additional avenues to help modernize the relationship between school and society.²⁵⁶

²⁵⁴ Link, 1986, p. 150.

²⁵⁵ Charles Dabney, Vol. II, p. 451.

²⁵⁶ Link, 1986, p. 150.

In the October 1910 issue of the Virginia Journal of Education, an article appeared on rural school sanitation that upheld health as "the greatest national resource" and that "the responsibility for this health care of the growing child is divided between the home and school."²⁵⁷ In expressing the importance of this joint function, Dr. Thomas Wood said that the development of education and the health problem "are progressively receiving more attention and more provisions are being made for its needs."²⁵⁸

Wood details the importance of sanitary schoolhouses and grounds by suggesting good health precautions and practices. Some of his suggestions focused on the the schoolhouse and grounds. The schoolhouse should be located on elevated ground with proper drainage and sandy or gravelly soil. Two acres of ground is ideal, with trees located away from the building and playground. Separate entrances for boys and girls and a rectangular building (24'x30') that would accommodate 48 pupils were advocated. Ceilings should be 12-14' in height in order to provide each student with 225 cubic feet of air space.²⁵⁹

Many other specific suggestions were given with regard to the desks, seats, floors, walls, windows, paint color, blackboards, ventilation, jacketed stoves, chimneys, cloak rooms, drinking cups, and room temperature. The suggestions were similar to the criteria printed in the 1915 circular from the Department of Public Instruction already noted in the earlier section on facilities.²⁶⁰

In Roanoke County, health concerns and issues were raised. Superintendent Cook remarked in his 1913 report:

²⁵⁷ Thomas D. Wood, "Rural School Sanitation," Virginia Journal of Education, Vol. IV, No. 1, p. 17.

²⁵⁸ Ibid.

²⁵⁹ Ibid., p. 18.

²⁶⁰ Ibid., p. 19.

The frequent recurrence of smallpox in the county causes me to feel that it is unwise to suspend the law relative to compulsory vaccination of school children. I recommend that the law be enforced.

I wish to urge upon trustees that the requirements of the law relative to sanitary outhouses be met at once. A recent circular from the State Superintendent of Public Instruction states that this must be done before the opening of school.²⁶¹

Cook's report was the first of two addressing the problems and concerns of rural school sanitation, with particular attention devoted to ways health conditions in schools could be improved.

In 1914, a repeated urging was issued by Cook to the district boards regarding the importance of enforcing the law relative to the vaccination of school children.

Each year we find in some portion of the county this disease which causes the county considerable loss and expense which could be in great measure avoided if the vaccination law was enforced.²⁶²

Apparently, the district boards were remiss about enforcing the regulation requiring vaccination of students for smallpox. Cook's stand was a valid one in light of the effect the spread of disease had on attendance and funding.

Included in the 1904 course of study for Salem Graded Schools is a list of responsibilities for janitors. The specific list of duties attests to the degree to which educators were concerned with sanitation. Those items related to this issue include the following:²⁶³

1. All rooms and halls shall be swept daily, after school is

²⁶¹ Roanoke County School Board Minutes, Vol. V, p. 276.

²⁶² Ibid., p. 284.

²⁶³ Regulations and Courses of Study, Salem Graded Schools, 1904, pp. 38-39. Salem, Virginia.

dismissed, and dusted evenings and mornings.

2. Floors of rooms and halls, wainscoting, and other wood work shall be washed once every six weeks. All window and transom lights shall be cleaned on the inside once a month and outside once every two months, and oftener if deemed necessary by the Superintendent or Principal.
3. Walks shall be opened and kept clean.
4. Yards shall be kept neat and in good order.
5. Privies shall be washed out, seat and floor, and limed at least once a week, and at all times kept clean and in good condition, and the scavenger shall be notified by the Janitor whenever his services are needed.
6. They [janitors] shall kindle fires sufficiently early to insure comfortable rooms by the opening hours of the school--not later than 6 a.m.

It is evident that even before the emphasis on sanitary science cleanliness of Roanoke County school buildings was expected. The reference to clean privies is especially important in view of the fact that in 1909 only 3,900 of the 7,000 schools had privies, most of which were unsanitary. In 1910, the Cooperative Education Association school leagues helped raise funds to build privies in rural schools. The most important development, however, occurred in 1914 when the State Board of Education intervened and demanded that schoolhouses provide two outhouses, one for males and one for females. Health officials were afforded the authority to enforce this regulation. With the impetus provided by the Rockefeller commission, the introduction of medical inspection of children was initiated, providing yet another expanded function of modern public education.²⁶⁴

²⁶⁴ Link, 1986, p. 154.

School Leagues and Special Days Observed

School or community leagues were outgrowths of the Cooperative Education Association, a group that formed in 1904 as a direct result of the educational reform movement. The leagues (precursors of the present-day PTA) were school improvement organizations created at the grass roots level to "supervise school officials and put pressure on them to improve conditions and modernize facilities."²⁶⁵ Schools were promoted as community centers where the best educational advantages were made possible. These organizations often worked with progressive teachers; leadership and active membership was often provided by women. The overriding purpose of the leagues was to provide a service in bettering school and civic conditions. Some typical projects in which the leagues participated included improving buildings and grounds, sponsoring Better Health Days (special emphases on health problems), acquiring and installing playgrounds, sponsoring Good Road Campaigns, observing Better Farm Day, contributing to civic and moral improvements, social and recreational work, facilitating music activities in schools, providing nurses, establishing libraries, and supplementing the salaries of teachers and janitors. In 1919-1920, 200,000 Virginians were directly or indirectly involved and 100,000 pieces of literature were distributed. Prior to the 1919 report, these organizations were actively involved in war relief efforts.²⁶⁶

Community leagues had to meet certain requirements: ten or more regular meetings per year, payment of annual dues, submission of an annual report, 15 or more subscribers to the Community League News, a representative at the county meeting and state meeting,

²⁶⁵ Ibid., p. 114.

²⁶⁶ Virginia School Report, 1918-1919, p. 45-47.

active committees in the areas of education, health and sanitation, food production and conservation, public utilities, civic and moral improvements, social and recreational.²⁶⁷

Roanoke County reported nine active leagues in 1915, 10 new leagues in 1916, and one inactive in the same year. Membership totaled 653, and 18 leagues raised \$5,111.27 in 1916. The number participating in special observances are accounted for in the following listing: Better School Day, 11; Good Roads Day, 3; Better Health Day, 8, and Better Farm Day, 2.²⁶⁸ Roanoke County boasted 21 leagues in 1917 and 19 leagues in 1918. Total membership in 1918 was 682, and a sum of \$1,208.56 was raised. Five of the 19 groups were active in war work in 1918. The following days were observed with special activities by the number of groups noted: Better School Day, 4; Good Roads Day, 6; Better Health Day, 2; Farm Day, 4, May Day, 3, Church Day, 2. The unselfish spirit of the leagues did much to unify the community in a spirit of civic betterment that enabled them to discover and develop their own community resources by using the school as the focal point.²⁶⁹

Corn Clubs and Canning Clubs

Farm demonstration work was begun in earnest in Virginia between 1910 and 1920. Superintendent Eggleston saw the practicalities of this kind of work and sought the assistance of Dr. Seaman A. Knapp, who had begun similar work in Mississippi in 1906 prior to his association with the General Education Board (under the auspices of the U. S. Department of Agriculture). The purpose of this work was to make better farmers out of men, boys, women, and girls by teaching farm management and production. In 1907, this

²⁶⁷ Ibid., 1917-1918, p. 58.

²⁶⁸ Ibid., 1916-1917, p. 196.

²⁶⁹ Ibid., 1917-1918, p. 61.

experiment was tried in two or three Virginia counties. The following year boys' corn clubs were jointly organized with public schools. After some initial opposition, this idea soon became very popular. By 1914, 60 counties were participating with the help of county demonstration agents (later known as 4-H). In 1908, similar groups for girls were organized, known as tomato and canning clubs. The result of these student activities was close contact with rural schools and increased interest by farmers to improve their yield with the help of the demonstration agents.²⁷⁰ By 1911, demonstration work was extended to blacks in order to help black farmers. Black corn clubs were called Negro Boys Farm Makers' Clubs, but proved less ambitious than the white clubs due to the high degree of poverty among black farmers, which limited their efforts.²⁷¹ School fairs, often annual occurrences, became outgrowths of these activities. An example of this kind of farm or extension activity in Roanoke County was reported in the annual Virginia School Report for 1916-1917: 75 students were engaged in school gardening, 46 boys were enrolled in corn clubs, 68 girls were enrolled in the girls' garden club, and no students were engaged in school fair work.²⁷² These organizations strengthened the connection between the home and school and provided another channel for rural modernizers and public school officials to extend the services of the school to the rural home.

School Libraries

In 1908, the General Assembly appropriated \$2,500 to match local contributions for establishing school libraries.²⁷³ The law required the state supply \$10 and the local

²⁷⁰ Heatwole, pp. 340-343.

²⁷¹ Link, 1986, pp. 168-169.

²⁷² Virginia School Report, 1916-1917, p. 423.

²⁷³ *Ibid.*, 1907-1909, p. 28.

board \$15, as long as a matching amount of \$15 was raised by patrons or citizens of the community. Library books were to be chosen from an approved book list developed by the State Board of Education.²⁷⁴ The appropriation was increased periodically and the funding established a statewide library system. In 1910-1911, 3,054 schools reported school libraries in Virginia. By 1912-1913, 4,177 schools (rooms) contained libraries with a total of 248,781 volumes.²⁷⁵ Roanoke County had already made considerable progress along these lines since 1897, when Superintendent Stearnes reported that libraries would be added in many of the schools.²⁷⁶ By 1900, a total of 2,250 volumes were available in the school libraries of Roanoke County.²⁷⁷ By 1916-1917, 137 schools (rooms) contained a total of 6,417 volumes. The total number of volumes had nearly tripled in 17 years.

Expectations of Students and Teachers

A glimpse into the life of students and teachers in early twentieth schools of Roanoke County is contained in Regulations and Courses of Study, published in 1904 for the schools in Salem. The regulations are informative when compared to the issues and practices facing families of the 1990s and state:²⁷⁸

1. Pupils shall not assemble in the vicinity of the school building earlier than 8:30 o'clock a.m.
2. Children applying for admission into the public schools are required to furnish all necessary text-books and stationery used in the classes to which they may be assigned, and in default of this

²⁷⁴ Acts of the Assembly, 1908, p. 562.

²⁷⁵ Virginia School Report, 1912-193, p. 53.

²⁷⁶ Roanoke County School Board Minutes, Vol. V, p. 147.

²⁷⁷ *Ibid.*, p. 170.

²⁷⁸ Regulations and Courses of Study, Salem Graded Schools, 1904, pp. 30-32.

they shall not be received unless satisfactory evidence is furnished to the School Board of their inability to procure said books, etc., in which case the books shall be supplied by the Board.

3. No pupil affected with any contagious disease shall be allowed to remain in school. No pupil shall be admitted who has not been successfully vaccinated, as required by law. Cases of doubtful protection shall be determined by certificate of a physician.
4. Pupils are required to leave premises in the afternoon, without noise, immediately upon dismissal of the school, and shall not loiter or play, or congregate on the streets, but go directly to their homes.
5. The names of pupils who make an average standing of 95 percent, in scholarship, deportment, and attendance for four consecutive weeks shall be placed upon the monthly roll of honor, which shall be filed by the Clerk among the permanent records of the Board. No pupil shall be placed upon the roll of honor who has been tardy for any cause, or who has been absent more than three days, provided said absence has not been occasioned by sickness or affliction in the family.
6. Any pupil receiving 10 demerits in a half session for sufficient cause shall be suspended from school not less than one week and shall not be allowed to return except upon the written approval of the Chairman of the Board, with the guaranty of parent or guardian that the offense or offences will not be repeated. Demerits shall be given only upon the advice and consent of the Principal, and as a last resort.
7. Upon the return of a pupil, after any absence or tardiness, the parent or guardian shall give in person or in writing an excuse stating the cause. If it shall have been the sickness of the pupil, or necessary attendance upon a sick member of the family, or death in the family of the pupil, the absence shall be excused. In every case of absence of a pupil for three days in four consecutive weeks for any other cause than those permitted above, without a satisfactory explanation from parent or guardian, the absentee shall be dropped from the roll, and shall not be allowed to return, unless upon the written approval of the Chairman of the Board.
8. Not only during sessions but in going to an from school pupils shall be subject to the discipline of the school, and accountable to its authorities, as prescribed by Act of the General Assembly.
9. Cases of first suspension for misconduct, except the special case provided for in Rule 11, may be restored as provided for in Rule 6. Cases of second suspension shall be restored only by the

action of the Board at a regular meeting, or a called-meeting for the purpose, upon the personal application of the parent or guardian accompanied by the suspended pupil. A third suspension of a pupil during one year for disorderly or improper conduct shall be equivalent to expulsion, and written notice stating the cause, shall be immediately sent to the parent or guardian and to the Chairman of the Board.

10. Pupils who shall in or about the school premises use or write any profane or obscene language, or offer violence or insult to a teacher or school officer shall be forthwith suspended.
11. Any pupil in possession of any direct information relating to any offense against person or property of which the Principal should have knowledge, in order that the offender may be detected and punished, who for any cause, on demand of the Principal, or of the School Board, refuses to give such information, shall be forthwith suspended until the same has been made known. But under no circumstances shall tattling be encouraged or tolerated.
12. Pupils are required to keep their books clean and contents of their desks neatly arranged, and must enter and leave the school room in a respectful manner, and without noise.
13. Any pupil who shall injure or destroy any property pertaining to the Public Schools, shall be required to pay the amount of damage done, and upon failure to do so, such pupil may be suspended until payment is made. Intentional injury may be punished also at the discretion of the Principal.
14. Any pupil found guilty of playing truant shall be immediately suspended.
15. Any pupil in whose possession may be found a pistol or any other dangerous weapon or toy, as firecrackers, toy pistols, torpedoes, gravel-shooters, etc., shall be suspended by the Principal, and the Board notified of the fact.
16. Pupils who have often been reprovved for non-attendance, carelessness, obstincacy, quarreling, disorderly conduct in the streets or elsewhere, without amendment, shall be suspended.
17. No pupil shall be allowed to use tobacco in any form on the school premises.
18. Pupils are required to prepare such lessons as may be assigned by the teacher, to be studied out of school hours.

Student expectations were primarily concerned with student conduct and the consequences for acts of misconduct. Other issues addressed health, absences and tardies, the hour to assemble in the morning before school, the procedure for vacating the building, academic progress, citizenship, and the importance of homework. Many of the same topics of concern are addressed in the 1990s--the major difference being a variance in procedure.

Teachers were charged with many responsibilities covering a wide range of topics: conduct of students, instruction, safety of furniture and school property, improvement of schools, proper ventilation and temperature, maintenance of the school register (attendance), investigation of absences and tardies, teacher absences (reported to the Superintendent), monthly reports, safekeeping of books loaned, and attendance at teacher training sessions.²⁷⁹ (See Appendix B for specific listing in Regulations and Courses of Study, Salem Graded Schools, 1904.)

Teacher Preparation, Certification, Salaries, and Other Related Factors

From the initiation of Virginia's public school system in 1870 to 1905, division superintendents handled examinations and certification of teachers. In 1905, that responsibility was placed in the hands of a group of men known as the State Board of Examiners. By 1911, a state school inspector (in effect, just a new title) performed this duty. When Superintendent Harris Hart took over the state helm in 1918, his administration effected yet another change in these practices. Major revisions were made in teacher certification practices in 1919 by the State Board of Education when it replaced the old system of 28 kinds of certificates with seven new classifications: collegiate professional (for advanced school work), collegiate, special (for high school subjects),

²⁷⁹ Ibid., pp. 34-36.

normal professional (for junior high school subjects and elementary school), elementary, first grade, and second grade. Concurrently, it established professional standards for renewal of certificates. In essence, the revisions simplified the certification process and elevated standards.²⁸⁰

When the task of examining and licensing teachers was removed from the division superintendents in June 1905²⁸¹ and placed by the General Assembly and State Board of Education in the hands of a five-member State Board of Examiners, a large responsibility was shifted. The five-member team represented five major divisions of the state--each division including 15 counties.²⁸² These circuits were assigned, the examiners reporting the progress of their district in the annual or biennial Virginia School Reports. The examiner was charged with a myriad array of duties that focused on the provision of leadership in the construction of facilities, consolidation of schools, development of school wagon routes, creation of favorable public sentiment for better schools, establishment of contact with the community through holding public meetings, cooperation with district and county officials in obtaining funds for buildings and increasing teacher pay, inauguration of teachers' institutes, and inspection of high and graded schools.²⁸³

Examination of teachers and inspecting schools were the primary responsibilities of this board. Examination of teachers was, however, the area of much focus. The board upgraded and more effectively standardized the examination process by organizing an objective system of grading so that all of the uniform examinations were subjected to the same kind of appraisal. The grading inconsistencies of the past were due to the latitude

²⁸⁰ Council of Chief State School Officers, p. 1297.

²⁸¹ Heatwole, p. 323.

²⁸² Buck, p. 136.

²⁸³ Virginia School Report, 1905-1907, p. 25.

division superintendents exercised in setting standards, coupled with the variability in grading among superintendents. The State Board of Examiners was substituted in 1911 with a group of 18 volunteer school inspectors whose duties were similar.²⁸⁴ After the dissolution of the examiners, the inspectors performed supervisory roles. Eventually, the inspectors became supervisors with specific umbrellas of responsibility (e. g., rural elementary schools, certification, high school supervision).²⁸⁵ The success of black supervisors, whose salaries were primarily paid by the Jeanes Fund, provided an impetus and sound argument for more effective supervision in the white schools. (It was not until 1918 that the inspectors became known as state supervisors.)²⁸⁶

The certification situation that plagued the examiners when they assumed their role in 1905 was addressed by Superintendent Eggleston when he stated, "The examiners were confronted with a condition of affairs that amounted practically to chaos in so far as certificates were concerned. Some of the teachers were teaching in the State without any certificate whatsoever, and the expert examination of many who were holding certificates revealed the fact that large numbers were not entitled to the grades they had been given. I am happy to say that the examiners have proceeded with much good judgment in this matter of placing the certification of teachers on an orderly and proper basis."²⁸⁷

The types of certificates issued between 1906 and 1919 were fundamentally those types having been issued in the past: first, second, third grade, life diploma (or professional) certificates. Added to the list were collegiate, special, and emergency.²⁸⁸

²⁸⁴ Buck, p. 136.

²⁸⁵ Ibid., p. 189.

²⁸⁶ Ibid., p. 210.

²⁸⁷ Virginia School Report, 1905-1907, p. 26.

²⁸⁸ Ibid., p. 294.

According to the Virginia State Report of 1917-1918, ranking of certificates generally proceeded in the following manner. High school teachers could obtain three kinds of certificates (beginning at the top and following descending order): collegiate professional, collegiate, and special (for high school subjects). Elementary teachers could secure a normal professional, elementary professional, first grade, second grade, third grade (prior to 1918). A brief description of each of these types of certificates should provide a clearer understanding of each kind:²⁸⁹

1. Collegiate Professional--issued to graduates of the four-year course of the standard university, college or normal school, based upon graduation from a standard high school, or its equivalent, which course must embrace at least 15 percent purely professional work and practice teaching. The certificate is valid for 10 years, renewable for a similar period, and permits its holder to teach in the high and elementary schools.
2. Normal Professional--the normal professional certificate is issued to graduates of the two-year professional course in a standard normal school, based on the completion of the standard high school course, or its equivalent. The certificate is valid for ten years and renewable for a similar period. It permits the holder to teach in the elementary schools. Graduates of the two-year course offered at the standard normal school for the special training of high school teachers shall be permitted to teach the first two years of the high school course.
3. Elementary Professional--the elementary professional certificate is issued to applicants who complete one year of professional work at the standard normal school, based on a standard high school course or its equivalent, or who complete work required in the summer courses at some university, college or normal school, the summer courses of which are approved by the State Board of Education. The certificate is valid for six years and renewable for a similar period. The holder of this certificate is permitted to teach in the elementary grades.
4. Collegiate--the collegiate certificate is issued to graduates of standard universities, colleges and technical institutions of college grade. Credit toward a collegiate certificate may be secured through the summer courses of any university, college

²⁸⁹ Ibid., 1917-1918, pp. 30, 31, 33, 34.

or normal approved for summer work by completing the number of hours required in a particular subject, on which subject a special certificate may be issued. On application a State examination may be given for credits towards this certificate, provided the applicant can show academic training at least two years in advance of the standard high school requirement in the subject on which the examination is requested. The holder of the collegiate certificate may have such certificate converted into a collegiate professional certificate by completing the requisite professional training at some approved university, college or normal school. This certificate is good for five years and renewable for ten.

5. First and second grade--the first and second grade certificates are designed for applicants who have not had normal or collegiate training. They are secured by means of State examinations. The minimum academic training of an applicant to teach must obviously be reasonably in advance of the highest grade of work she may be called upon to teach. It is not conceivable that an applicant can be a successful instructor unless she have training at least two years in advance of the classes she must instruct. Therefore, the minimum requirement for a teacher in the standard high school must be collegiate work at least two years in advance of the high school requirement in any specific subject. The minimum requirement for an elementary teacher must be high school work at least two years in advance of seventh grade. For this reason the requirements of the first grade certificate are raised to a reasonable standard, and after January 1, 1919, no applicant will be permitted to take the State examination for the first grade certificate who cannot show academic training equivalent to at least the first two years of high school work. While the same limitation is not placed upon applicants for the second grade certificate, the completion in a thorough manner of the first year of high school work is assumed. In the State examination great importance will be attached to the form to be filled out by the applicants. This will give a series of questions to bring out the pertinent facts about the applicant's preparation, attitudes, and motives. This form must be carefully filled in and on it credit will be allowed as on any subject of the examination. Neatness, general style and handwriting will be counted on this form.
6. Third grade--(Refer to Chapter IV for an explanation of this type of certificate.)
7. Special--a special certificate to teach a high school subject may be granted to any person who is a graduate of a standard high school and has completed two years of work in a recognized standard high school and has completed two years of work in a recognized standard or junior college in that subject. A special certificate to teach a high school subject may be granted to any

applicant who has academic training at least two years in advance of the standard high school requirement and who passes the State examination on that subject making a grade of not less than eighty-five per cent. This examination will be held at the various summer normals at the close of their terms. In order for questions to be prepared for same, the name of the applicant and the subject on which examinations are required must be sent to the Department of Education at least four weeks before the date of the examination. (Additional special certificates were offered for special branches; such as manual training; drawing; music; physical education; agriculture; home economics; and trades and industries.)

8. Emergency--the emergency certificate is really only a permit. The State Board of Examiners refused the issuance of regular certificates to applicants "whose scholarship was so low as to class them as ignorant. Many emergency certificates were issued to those not fully qualified academically or in experience, but did not take the examination because did not expect to teach."²⁹⁰ An emergency certificate was good for only one year. The 1912-1913 report indicated these certificates were only to be issued under "right conditions," indicating this kind of certificate may have been used when a shortage of teachers with adequate training existed. It was noted this situation occurred particularly in colored schools where area black high schools did not offer a one-year normal course for the training of teachers.²⁹¹

In Roanoke County, Table 5.14 indicates how many white and black teachers held certain kinds of certificates along with their average monthly salary or total annual salary in 1907, 1909, and 1915. Male/female status is separated in the last column for average monthly salary for all certificates.

²⁹⁰ Ibid., 1907-1909, p. 55.

²⁹¹ Ibid., 1912-1913, p. 21.

Table 5.14: Kinds of Certificates and Monthly Salaries of White and Black Teachers in Roanoke County for the Years 1907, 1909, and 1915*

Year	Collegiate		Life Diploma		First Grade		Second Grade		Third Grade		Emergency													
	W	AMS	C	AMS	W	AMS	C	AMS	W	AMS	C	AMS												
1907	0	—	0	—	12	49.82	10	32.41	32	43.88	4	34.78	21	32.07	4	30.71	5	25.38	1	26.00	5	28.34	1	25.00
1909	1	75.75	11	78.33	6	36.05	35	50.14	9	43.51	17	34.79	0	—	0	—	0	—	1	35.00	12	31.22	3	32.66
1915	29	69.92	9	36.33	57	52.36	8	48.22	21	37.84	4	35.20	1	33.04	0	—	0	—	0	—	0	—	0	—

Average Monthly Salary or Total Annual Salary — all certificates

Year	W			C		
	M	F	M	F	M	F
1907	39.11	40.35	32.16	31.08	TAS	TAS
1909	2,292	2,658	2,832	2,064	(all reported males/females)	
1915	NR	NR	NR	NR	TAS	NR

*AMS = average monthly salary; TAS = total annual salary; NR = not reported; the AMS was computed in the years 1909 and 1915 by dividing the total annual salaries by the number of teachers in each category and then dividing by six, the average length of the school term in Roanoke County.

Source: Virginia School Report, 1907, pp. 312-313; Virginia School Report, 1909, pp. 440, 441, 444; Virginia School Report, 1915, pp. 313, 317.

Teacher Preparation, Certification, Salaries, and Other Related Factors

The preparation of teachers in the early twentieth century consisted mainly of the three kinds of training as those described in Chapter IV: Teacher Institutes (local), Normal Schools, and Summer Normals. The institutes continued to be cited in Superintendent Cook's annual reports and in the School Board minutes between 1906 and 1920. The institutes for white teachers were held annually in October for three days, and for colored teachers two days until 1920, when both became a two-day event.²⁹² (See Appendix D for a 1913 and 1920 accounting of Institute agendas.) In Cook's 1908 report, he remarked that "the Annual Institute of teachers held last fall was well attended and all together helpful. I would offer for your consideration the suggestion that teachers be given an allowance to help defray their expenses while attending these meetings."²⁹³ By 1909, teachers were paid two days' salary to attend the three-day Institute.²⁹⁴ Cook commented on the success of this venture in the 1910 report:

The plan of allowing teachers part pay for their attendance at the County Institute adopted by the County Board at its last annual meeting produced good results. The attendance at the last Institute was much more satisfactory, practically every teacher in the County being present, and teachers left for their schools with a far better understanding of their worth. I recommend the same plan be continued.²⁹⁵

The success of the institutes improved due to increased attendance by teachers, which was a direct result of the fact that they were remunerated for the time they spent attending the two and three-day sessions.

²⁹² Roanoke County School Board Minutes, Vols. V and VI. Reports of the Superintendent are contained in the minutes.

²⁹³ Roanoke County School Board Minutes, Vol. V, p. 235.

²⁹⁴ *Ibid.*, p. 241.

²⁹⁵ *Ibid.*, p. 249.

Normals Schools continued to be the channel pursued most often for teacher training. Prior to 1908, two normal schools had been established--the Virginia Normal and Industrial Institute (now Virginia State College) and Farmville State Normal School (now Longwood College). In 1908, the legislature authorized the founding of two new normal schools for white women--one at Harrisonburg (now James Madison University) and the other at Fredericksburg (now Mary Washington). In 1912, another normal school was established at Radford (now Radford University). The addition of three new normal schools between 1909 and 1912 made the total of state normal schools five and produced good results, since 80 percent of Virginia's elementary teachers were women.²⁹⁶

In Roanoke County, teachers employed by the system received their training in various schools. Most training took place at Farmville or other colleges in Virginia; a number taught with only one year of college. Table 5.15 outlines the colleges, normals, or universities attended between 1911 and 1918 by teachers employed by the Roanoke County system.

Table 5.15: Training of Roanoke County Teachers, 1911-1918.*

Year	W & M	Farm.	Harris.	Va. Nor.	Hamp.	Rad.	H.S.	Coll-1	In Va.	Out
1911		9		9	3	NE		12	4	
1915	1	12		8	3	1	1	12	4	2
1918	1	16	1	8	4	3	7	10	12	2

*NE=not established; W & M=William and Mary; Farm.=Farmville, Harris.=Harrisonburg; Va. Nor.=Va. Normal and Industrial, Rad.=Radford, H.S.=Normal training departments in high schools; Coll.-1=attended one year of college; In Va.=other colleges or universities in Va.; Out=other colleges or universities outside of Va.

Source: Virginia School Report, 1911, 481; Virginia School Report, 1915, p. 398; Virginia School Report, 1918, p. 95.

²⁹⁶ Buck, pp. 148-149; Heatwole, pp. 333-334.

The state figures for 1919 indicate that almost three-fourths of the teachers were prepared at Farmville, one-half at other colleges and universities in Virginia; and one-third of the total was trained in normals or colleges outside of Virginia.²⁹⁷

State Summer Normal Schools were conducted in various locations across the state for white and black teachers. They were an improvement over the local institute due to longer sessions--usually lasting four weeks (from the end of June to the end of July). In 1910, the conductors of these sessions gave a full accounting of the details surrounding the sessions. Summer Normals in this year were held for white teachers at Big Stone Gap, Emory, Galax, Martinsville, and Seaside; and for colored teachers of the Roanoke area at Christiansburg. (Several other state locations provided sessions for colored teachers also.) Roanoke County showed 12 teachers enrolled in Martinsville. Courses of study typically listed the disciplines taught and instructors; other classes included agriculture, manual training, drawing, music, and hygiene.²⁹⁸ Lectures in Martinsville bore such titles as "Select Reading," "Education and Commercial Development of Virginia," "Rural Improvement," and "The Hookworm in Virginia."²⁹⁹

By 1915, Summer Normals were conducted for four weeks at the following locations for white teachers: Abingdon, Galax, Martinsville, Norfolk, Radford, Richmond City, University of Virginia, and Virginia Polytechnic Institute; and for colored teachers at Christiansburg, Hampton, Lawrenceville, Manassas, Petersburg, and Virginia Union University. The session at the University of Virginia listed four Roanoke County teachers enrolled, and at Christiansburg eight were enrolled.³⁰⁰ Subjects offered at the University

²⁹⁷ Virginia School Report, 1918-1919, p. 81.

²⁹⁸ Virginia School Report, 1909-1910, pp. 297-334.

²⁹⁹ *Ibid.*, p. 316.

³⁰⁰ Virginia School Report, 1914-1915, pp. 141-191.

of Virginia included those normally offered, but also provided more diversity than other other locations (e. g., Spanish, Latin and Greek, Story Telling, Library Economy, Philosophy, Classical Philology, Games, Hebrew Scriptures, School for Scoutmasters, and Psychology).³⁰¹ Special lectures carried such headings as "Against Woman's Suffrage," "For Woman's Suffrage," "Kindergarten Education," "The Debt of the City to the Country," "The European War," "Progressive Movements in Education," "The Challenge of the Country to the Church," and "Feeding and Rearing of Pigs."³⁰² The increasing success of the Summer Normals was addressed in the 1916-1917 Virginia School Report when it stated:

Five thousand seven hundred and fifty-one students were in attendance upon our summer normal schools during the past summer (1917). Just how many of these students were teachers and how many were preparing to teach our records do not show; but when one reflects that the number in attendance upon the summer normal schools equalled 42 per cent of the entire teaching force in the State, one is made to realize something of the importance of these institutions and the feeling is intensified when one considers the fact that the enrollment in the summer normal schools has increased from 4,438 in 1911-1912 to 5,751 in 1916-17.

In 1911-12 there were thirteen white and seven colored summer normal schools; now there are thirteen white and ten colored.³⁰³

Other kinds of training occurred at annual conferences sponsored by the State Teachers' Association. Roanoke City was the site of a three-day meeting November 28-30, 1917.³⁰⁴

³⁰¹Ibid., pp. 169-170.

³⁰² Ibid., p. 171.

³⁰³ Virginia School Report, 1916-1917, p. 20.

³⁰⁴ "Annual Conference at Roanoke," Virginia Journal of Education (Richmond: Department of Public Instruction, 1917), Vol XI, No. 3, pp. 101-104.

This conference included topics of interest for teachers, superintendents, patrons, community members, businessmen, and the Cooperative Education Association. Some topics of interest were "The Contemporary Problems of Vocational Education," "Democracy and the World War," "Business Methods Applied to School Work," "The Business of Citizen-Making," and "Security in Old Age."³⁰⁵ While many topics remained basic to any period in history, some were truly indicative of what was occurring locally, nationally, and internationally during this period. Whether teacher training occurred at the local Institutes, Normal Schools, Summer Normals, or local organizational conferences, it is apparent that teacher training was an ongoing emphasis.

Salaries

Compensation for teaching was a longstanding problem fraught with ongoing concerns for adequate remuneration and timely payment. Between 1901 and 1920, pay increased more significantly than that of the early period (1870-1900). The traditional fight for better teachers' salaries was addressed by Superintendent Eggleston when he said in his 1905-1906 report:

There are white teachers in Virginia who last session received only \$15.00 per month for a term of 5 months. Scores of them got \$20.00 and \$25.00 per month for terms not exceeding six months, and yet the cry goes up from some quarters that we must call a halt, that public education in Virginia is being overdone.³⁰⁶

The Virginia School Report of 1907-1909 lists the average monthly salary of teachers by race and gender. The white male was paid the highest salary and the amount decreased with each of the remaining groups: white females, colored males, and colored

³⁰⁵ Ibid., pp. 101-102.

³⁰⁶ Virginia School Report, 1905-1907, p. 27.

females. Table 5.16 indicates these differences for the three years listed for both the state and Roanoke County.

Table 5.16: Average Monthly Salaries for Teachers in Virginia and Roanoke County for the Years 1907, 1908, and 1909.

Year	Virginia				Roanoke County*					
	White		Colored		White		Colored			
	M	F	M	F	M	F	M	F		
1907	50.91	32.59	29.29	25.27	33.88	39.11	40.35	32.16	31.08	35.67
1908	48.54	38.37	30.87	30.44	37.88	49.02	46.91	36.85	36.03	42.20
1909	54.09	40.27	30.44	27.20	39.57	47.77	48.90	39.90	38.22	43.69

*The total annual salary of all teachers was divided by the number of teachers and then divided by six (the length of the school term) to arrive at the monthly salary. The "all teachers" category is an average of all four categories. The 1907 report was reported with monthly figures and did not need these calculations.

Source: Virginia School Report, 1907, p. 313; Virginia School Report, 1908, pp. 21, 212-213; Virginia School Report, 1909, pp. 444-445.

For the reported years in Roanoke County, increases occurred in all categories-- black, white, male, female. In 1907 and 1909, white females were paid higher salaries than white males, a total contrast to the state figures, which indicated that white males were always considerably higher. Colored males and females were always paid less than their white counterparts, but not as much disparity occurred at the county level as at the state level. The average salaries for teachers in Roanoke County were better than the state averages for the same period. Roanoke County was not only doing a better job than the state with regard to female salaries, but also with regard to black salaries.

Table 5.17 indicates the monthly salaries of male/female and white/black teachers for the state and Roanoke County in 1913, 1915, and 1919. Increases can be noted for each category.

Table 5.17: Average Salaries for Teachers in the State and Roanoke County by Gender and Race for 1913, 1915, and 1919.

VIRGINIA

Year	White		Colored		All Teachers
	M	F	M	F	
1913	66.03	44.82	36.77	30.21	44.95
1915	72.91	46.10	34.15	30.70	46.79
1919*	98.62	60.61	61.34	35.35	72.71

*longer school term-7.75 months or 151 days.

ROANOKE COUNTY*

Year	White		Colored		All Teachers
	M	F	M	F	
1913	57.30	50.64	38.87	41.18	46.99
1915	62.30	53.68	40.16	40.97	49.27
1919	80.17	55.66	42.52	31.75	52.52

*Same formulas for calculations as in Table 5.16 (monthly salary figures for Roanoke County).

Source: Virginia School Report, 1913, pp. 18, 199, 205; Virginia School Report, 1915, pp. 70, 311; Virginia School Report, 1919, pp. 63, 75.

In the 1912-1913 session, Virginia teachers' salaries had increased in all categories since the 1909 reporting. White males received more than double the salaries of black females at the state level. In Roanoke County, for the same session, the inequity between males and females and black and white was not as great as at the state level. In fact, colored females received higher salaries than colored males in Roanoke County. In 1914-1915, the same kind of trend could be noted, with the exception that the colored male salary dropped at the state level by over two dollars; Roanoke County shows colored females just slightly higher in salary than colored males. By 1919, colored female salaries in Roanoke County dropped considerably (about \$10) from the 1915 reporting; all other categories

showed an increase. White males, at both levels, still received the highest salaries, and colored males and females continued to receive the lowest salaries. Between 1907 and 1919, Virginia teachers' monthly salaries ranged from \$33.88 to \$72.71; for Roanoke County, the monthly amount began at \$35.67 in 1907 and finished at \$52.52 in 1919. The state figures indicated a higher overall increase for the period.

The differences in teacher salaries persisted and were related to the type of certificate held and discriminatory practices used (e. g., race, gender, and available monies). There were occasions on which teachers did not receive pay on time. On September 19, 1918, the Roanoke County Board of Supervisors was involved in this problem when they "agreed to lend \$5,000 to the School Board to be used in paying teachers' salaries until the regular school funds were available."³⁰⁷ In the April 12, 1920 minutes, Superintendent Cook remarked about the importance of teachers' salaries:

We beg to call your attention, particularly, to one item in our estimate, namely, that of teachers' salaries. While the making of some of the needed improvements may be postponed, yet to run the schools at all we must have teachers and to secure teachers of even average ability, their salaries must be increased considerably above the amount paid last year. Teachers' salaries are paid from money derived from two sources: namely state and county funds. For every dollar furnished by the State for teachers' salaries, an equal amount should be provided by the County.³⁰⁸

On the same date, the minutes indicate that colored schoolteachers presented the Board with a petition asking for a 50 percent bonus.³⁰⁹ Citations such as these point out the continuing problem of securing enough money to pay teachers adequate salaries and retain them as members of the teaching profession.

³⁰⁷ Roanoke County School Board Minutes, Vol. VI, p. 19.

³⁰⁸ Ibid., p. 33.

³⁰⁹ Ibid., p. 28.

The Cooperative Education Association was an advocate group for increased teacher salaries. In 1913, the organization jointly published a circular with the Virginia State Teachers Association entitled "What Do You Pay Your Teachers?" R. C. Stearnes, state superintendent, and Henry C. Stuart, governor-elect, included supporting remarks. The majority of the pamphlet addresses salaries of teachers in country schools and compares Virginia's effort with other states. Remarks focused on adequate pay for the careful preparation necessary and magnitude of the job; the fact that the country teacher does not make a living; the effort of each county and district to fund the state salary of \$45.31 per month; establishing a minimum salary law; and the power of public sentiment. Counties were enumerated that paid their teachers \$45, \$40, \$35, and \$30 per month. Part of the overall thrust of the publication was the idea that forty other states paid their teachers higher wages than did Virginia.³¹⁰ The issue of salaries is a strongly interwoven theme in public education that pervaded the records from the inception of free schools for the masses. The early twentieth century, while marked by sweeping educational reform, was a period that embraced this perennial problem.

Pensions or Retirement

Until 1906 no teachers' retirement fund had been established. At that time, the legislature appropriated \$5,000 of state funds and one percent of each teacher's salary.³¹¹ By 1914, the operation of this system was perfunctory. In that year, allowances were made which varied the amount paid to retired teachers from \$8.50 to \$100 per quarter; eight of the 48 teachers were black.³¹² Superintendent Stearnes appealed to the state to allocate

³¹⁰ Virginia State Teachers Association and the Cooperative Education Association, "What do You Pay Your Teachers?" Circulars (Richmond: Department of Public Instruction, 1913).

³¹¹ Acts of the Assembly, 1908, p. 559.

³¹² Virginia School Report, 1914, p. 415.

money more liberally to the retirement fund since the teachers were contributing the largest share. By 1915, the retirement list had grown to 400, which resulted in a deficit.³¹³ Troubles seemed to plague the efficiency of this system during this period, resulting in only 40 percent payment of the amount due in 1915.³¹⁴ In 1918, Miss S. J. Henderson of Roanoke County retired at age 46 with a quarterly pension of \$41.42.³¹⁵ By 1920, two Roanoke County teachers retired on pension: G. J. Jones at age 52 was issued a quarterly payment of \$32.50, and Mrs. Alice F. Williams at age 59 was issued a quarterly payment of \$28.93.³¹⁶ Even though the retirement idea got off to a shaky start, it was the beginning of an idea that had merit and reached secure footing at a much later date.

Professional Development of Teachers

The expansion of formal teacher training had leaped in the early twentieth century and contributed to a laudatory rise in the educational levels of rural teachers in Virginia. Between 1910 and 1916, the number of black and white teachers who had training beyond high school had doubled; the number of less qualified teachers (third grade and emergency certificates) declined.³¹⁷ This effort to standardize rural teaching spilled over into less formal avenues of professional development, but nonetheless ones closely connected to state-sponsored normals and educational bureaucracy--teachers' associations and subscriptions to educational publications (e. g., Virginia Journal of Education). This

³¹³ Ibid., 1915, pp. 24, 127.

³¹⁴ Ibid., 1917, p. 54.

³¹⁵ Ibid., 1918, p. 38.

³¹⁶ Ibid., 1920, p. 126.

³¹⁷ Ibid., 1916, p. 82; Ibid., 1918, pp. 30-37.

process of professional attitude-changing by school officials fostered more control over teaching through education and supervision, while simultaneously creating some statewide and national links. Teachers became avid readers of educational journals, and active, influential members of teachers' organizations formed in 1887 for blacks and 1901 for whites.³¹⁸ The attitudes of teachers became more fervent in their crusade to improve educational standards and opportunities. In 1908, the number of teachers' organizations in Roanoke County totaled two (separated by race); number of educational gatherings other than teachers' meetings, three; and the average attendance, 25.³¹⁹ By 1909, there were two teachers' organizations in the County, two educational gatherings other than teachers' meetings, and an average attendance, 25.³²⁰ In the 1917 report, Superintendent Stearnes, an avid proponent and organizer of the state teachers' association, remarked:

The local teachers' association is in its infancy. Its possibilities admit of almost infinite development. As teachers grow professionally the teachers' association will grow more and more natural and more and more influential. Here as perhaps nowhere else woman should learn to make her voice heard, as many an unwise and wasteful pedagogic step might be prevented by listening to her gentle counsel and profiting by her wide experience in actual teaching.³²¹

In Stearnes' words he attests to the importance of the experience of the classroom teacher and encourages the collective voice of teachers. Teachers' organizations grew in power and number. In 1912, 7,500 teachers out of 11,000 belonged to the teachers' association.³²² By 1921, slightly more than two-thirds of the teachers of rural Virginia

³¹⁸ Link, 1986, p. 133.

³¹⁹ Virginia School Report, 1908, p. 279.

³²⁰ *Ibid.*, 1909, p. 455.

³²¹ *Ibid.*, 1917, p. 28.

³²² *Ibid.*, 1912, pp. 35-36.

belonged to professional teachers' associations. These figures were not dissected by gender or race, and 14 counties did not submit information. The highest membership occurred in Appalachia (82 percent) and urbanized areas (93 percent); the lowest, in the northern Piedmont section (58 percent).³²³ Likewise, the number of Virginia teachers subscribing to school journals was large. In 1912, 52 percent subscribed; by 1916, 54 percent subscribed.³²⁴

Teachers, unified in the cause of reform through such organizations and activities, viewed their roles and the school as broad in function. Good citizenship and proper values were desirable goals, imparted through instruction and the school environment. Any problems affecting society could be alleviated by marshalling the powers of the school.³²⁵

Summary

The period between 1901 and 1920 for Roanoke County and Virginia was an era of many changes and developments in public education that began to shape a system--a system that exhibited the features of modernization, standardization, and centralization rather than the local autonomy of the earlier period (1870-1900). The catalyst for much of this change began with a newly-adopted Virginia Constitution in 1902, the "May Campaign" of 1905, and the development of high schools. Additional changes of significance included a State Board of Examiners, who examined/licensed teachers and inspected schools; the establishment of black education by philanthropic entities; the legislation of educational criteria for division superintendents; state-established courses of

³²³ Link, 1986, p. 251 (n. 18).

³²⁴ Virginia School Report, 1912, pp. 35-36; Virginia School Report, 1916, pp. 140, 142.

³²⁵ J. R. Hunter, "The Extra-Mural Duties of the Teacher," Virginia State Teachers' Association, Annual Proceedings, 1911-1913 (Richmond, 1913), pp. 97-98.

study for high schools and elementary schools; and the expansion of the curriculum to include agricultural and vocational education.

School officials and an energized citizenry prompted much of the progressive education movement across the state. At the turn of the century, there were only 75 high schools in operation, and the length of the school year was often as short as four months in many areas, especially in rural locations. Enrollment and attendance by school age children were also poor--not even one-half were enrolled and fewer attended regularly. Teachers were less trained--college graduates comprised 10 percent, but just a little more than one-third completed elementary school.

The Southern Education Board and Cooperative Education Association changed this bleak picture, beginning in 1905. Creating a forceful alliance, they crusaded for improved education across the state by sending speakers to all locations. The result of this intense effort was increased funding of elementary schools, the construction of additional high schools, higher teacher salaries, a longer school term, and three additional normal schools for women.

While Roanoke was essentially a rural county, population was growing steadily and increasing rapidly in nearby Roanoke City, where the railroad caused growth and the development of an urban center. The proximity to an urban center did not typify Roanoke County as isolated and completely rural in makeup. R. C. Stearnes was Roanoke County's division superintendent until 1906 (having served 14 years), at which time he became Secretary of the State Board of Education, followed by a position as state superintendent from 1913-1918. Stearnes' successor was Roland E. Cook, who remained division superintendent until 1945--39 years.

At the state level, Andrew J. Montague became governor in 1901 and emphasized the improvement of public education. Governor Montague allied himself with the Southern

Education Board and Cooperative Education Association to help lead the "May Campaign," which was highly successful in creating public support. Four persons assumed the position of state superintendent during this period: Joseph W. Southall (1898-1906), Joseph D. Eggleston, Jr. (1906-1913), Reamur C. Stearnes (1913-1918), and Harris Hart (1918-1931). These men were leaders during an era of many changes, and each brought something unique to the position.

The Constitution of 1902 was characterized by revisions to the Underwood Constitution. The most significant revisions included an expansion of the State Board of Education to include three known educators and two division superintendents (in addition to the Governor, attorney general, and chief state school officer); board authorization to divide the state into school divisions (no less than a county or a city); retention of county magisterial districts governed by separate boards; establishment of agricultural, normal, manual training, and technical schools; compulsory attendance for students, ages eight to twelve; provision of free textbooks; segregation of black and white students for instruction; and appropriations of funds restricted to schools owned or exclusively controlled by the state or some political subdivision. Perhaps the biggest differences between the 1869 Underwood Constitution and the 1902 Constitution were the increased capitation tax, a state tax earmarked for primary and grammar schools, election of a state superintendent by popular vote, providing the state board the power of dividing the state into divisions, and changing the school age limits to seven and 20.

Early high school development was sanctioned as soon as 1875, but few areas provided it. The demand for high schools increased at the turn of the century because of the desire to increase opportunities for college preparation and hope of securing high school-educated public elementary school teachers. Minimum requirements for high school courses of study and high school teachers were adopted in 1904. The Mann Act of 1906

helped to maintain the system of public high schools by appropriating money for this purpose. High schools tripled in number between 1905 and 1909.

In Roanoke County, Salem High School had already graduated some students from a three-year course of study in 1896 and a four-year course in 1900. Not quite 200 students were attending high school or studying the "higher branches" in 1908. Even though the number was small, there was sufficient interest by the citizenry during a period when high schools were just becoming established statewide.

High schools designed as agricultural high schools were begun in 1908. Eleven schools, one for each congressional district, were established with legislative funds appropriated for this purpose. The initial funds were augmented by additional legislative money in 1910 and 1911. The usual secondary subjects were offered, but also courses in agriculture and home economics. These schools were also college preparatory in nature, just as other high schools were.

Between 1901 and 1910, the political arena was ripe for educational legislation to be introduced and enacted. Montague won the governorship in 1901 because of his ability to align himself with all the reform movements in the state. Claude A. Swanson, the governor elected in 1905, was also a proponent of the cause to improve schools. This leaning was enhanced by his close association with Superintendent Eggleston. A deluge of school bills followed his election, the result of which were the Mann Act of 1906 (already mentioned); Strode Bill of 1908, which combined several educational programs into one act; and the Williams Loan Fund Bill of 1908, a law which allowed district boards to borrow from the Literary Fund for the construction of school plants, provided the State Board approved the plans. The support of two early twentieth century governors, Montague and Swanson, did much to achieve notable, educational advances in many areas.

R. C. Stearnes' last five years as Roanoke County's division superintendent reflected some of the same concerns at the county level that were being expressed at the state level: the need to consolidate many rural schools; maintain/repair some of the schools; attract high quality teachers; pay competitive teacher salaries; provide and emphasize more secondary work; provide longer school terms; balance the supply of teachers with the demand; continue the annual institutes; support the Cooperative Education Association; and add to school libraries.

Stearnes left his county post in 1906 for the position of secretary to the State Department of Education at the request of Superintendent Eggleston. Some of Stearnes' duties included general correspondence; special correspondence pertinent to the special work of the department; statistical reports; supervision of publications (including reports, other documents, and circulars); distribution of blank forms, reports, and other documents; purchase of supplies; general state apportionments; bookkeeping and accounts; Literary Fund loans; appropriations for school libraries; teachers' pensions; care of general records, documents, and office library; inspection of all the colleges of the state, both public and private; and visitation of state high schools in which teacher training was being offered. Most all of Stearnes' work was of a clerical or bookkeeping nature, with the exception of inspecting the colleges of the state and visiting high schools where teacher training was being provided.

Unrest at Virginia Polytechnic Institute over President Paul Barringer had been developing in 1908, during Eggleston's term as state superintendent. In 1912, when the conflict at VPI climaxed, Eggleston expressed his interest in seeking the presidency of that institution. Since Eggleston was on the VPI Board of Visitors, he needed to remove himself from that position and from his post as head of the State Department. He presented his resignation to the Board and the Board filled the vacancy with Eggleston's competent

assistant, R. C. Stearnes. Stearnes had to be granted permission to retire from his post as secretary in order to assume the top post. Newspapers expressed no doubt that Stearnes would fill his new office capably and praised his work as an assistant to the retiring superintendent. Stearnes completed Eggleston's term and then ran unopposed in the 1913 primary. He was elected to a four-year term, beginning February 1, 1914.

Stearnes devoted tireless energy to many issues while he was state superintendent. Two issues consuming much of his time were compulsory education and illiteracy. He addressed these problems in each of his annual reports from 1914-1917. Even though he did not see a compulsory attendance law put into effect during his tenure, the fruits of his labor were realized soon after Harris Hart succeeded him. Some other key topics with which Stearnes dealt during his administration included the selection process for division superintendents, tuition fees for state Summer Normals for teachers in various state locations, selection and adoption of textbooks, consolidation of schools, the improvement of the quality of high schools, the creation of a plan for examining public school teachers, supervision of rural schools (especially Negro schools, facilitated by the Jeanes and Slater Funds), teachers' salaries and pensions, higher institutions of learning, lengthening the school term and extending the school age, county training schools for blacks (aided by the Rosenwald Fund), and a reorganization of the State Board of Examiners.

Stearnes had worked hard to improve the quality of education for those in Roanoke County and Virginia during his terms of service, which spanned 23 years. The cornerstone of his philosophy was dedication to providing maximum educational opportunities for all students. He was a man with a vision, who was progressive and on the cutting edge of educational reform. On January 3, 1918, Stearnes was unseated from the state superintendency by Harris Hart, Roanoke City's retiring division superintendent. Hart had served as a member of the State Board of Education from 1913-1917. Prior to his

membership on the State Board, he was a teacher and principal in Roanoke City and one of the original members of the State Board of Examiners. Hart initiated several changes early in his administration as state superintendent: changed the biennial report to an annual report; initiated action to end the district system; completed the abolishment of the State Board of Examiners and placed certification of teachers in the hands of the Department of Education; clarified and increased the responsibility of state supervision.

Roland E. Cook succeeded Stearnes as Roanoke County's division superintendent in 1906. Born at Blue Ridge Springs, in Botetourt County, on April 1, 1874, the son of Mr. and Mrs. William Cook, Cook was educated in Roanoke area schools. (His family moved to Roanoke when he was two years old.) After graduating from Roanoke College, he accepted a position as a teacher at the Norwich School in Roanoke City. Following his teaching stint at the Norwich School, he became principal at the Vinton School, where he remained for five years. Cook kept Roanoke County a top-ranked system by encouraging his teachers to give close attention to modern methods and ideas and follow progressive lines. Cook had an arduous job visiting all of the schools in the County, particularly in hard-to-reach areas such as Catawba and Bent Mountain. Visiting schools consumed much of his time because his mode of transportation for many years was the horse and buggy. Some of the responsibilities for which Cook was responsible were conveyed by his son, Frank, in a letter written in 1977 to Gene and Martha Cook. They were varied and included introducing the first school "bus" to Roanoke County (a wagon driven by horses), surveying school lots, contracting for the building of schools, inspecting the construction of buildings, inspecting old buildings to determine their safety and need for repair; purchasing and maintaining school buses, establishing bus routes, hiring and supervising bus drivers, securing qualified teachers, working toward better pay for teachers, and selecting textbooks. According to Frank, his father often worked 14-hour days, 12 months

a year, and rarely had a meal that was uninterrupted. General comments contained in Cook's reports often focused on obtaining and retaining qualified teachers, paying teachers adequate salaries, school construction, school transportation, defraying teachers' expenses in order to attend the annual Institute, the need for larger and better school buildings (consolidated rather than one-room), willingness of patrons to make private donations for school facilities, sanitary school outhouses, vaccinations of school children, adequate supervision of the schools, the need for compulsory attendance, and the flu epidemic of 1918-1919. The magnitude of Cook's job as superintendent was large. Most everything that was performed administratively was accomplished by the division superintendent until the second decade of the twentieth century, when supervision by additional staff entered the picture. Retired educators in Roanoke County speak of Cook's frugality as a feature that seemed to characterize him. His years of service, however, were marked by hard times--World War I, the stock market crash, the Great Depression, and World War II. On the other hand, the early twentieth century was an exciting period for education--a period of renewed interest when high schools and concomitant curricula were developing, school facilities were being constructed, and consolidated schools brought on a new mode of transportation, the wagon. Cook played a monumental role in Roanoke County's progress, continuing to emphasize the qualified teacher and promoting training among the employees of the system.

In 1916, legislation was passed establishing specific criteria for the selection of division superintendents, focusing on those with the proper administrative, scholastic, and professional qualifications. Until this legislative action, criteria were relatively unspecific. At the time the needed criteria were put into effect, there were 85 division superintendents who were college graduates, 11 with one to four years of college, and nine without college training.

The concept of consolidated schools was an idea promulgated by the state and strongly encouraged in the early twentieth century. In 1901, the number of schoolhouses peaked at 7,417. As a result of consolidation, the number of buildings declined and the number of schoolrooms increased. Between 1900 and 1915, the number of buildings declined 19 percent, but the number of schoolrooms increased 36 percent. The one-room schools were hardest hit, declining in numbers from 5,308 in 1910 to 3,786 in 1920.

Closely tied to the consolidation of schools was the issue of transportation. The motive of the state was to encourage transportation by wagons in order to improve regular attendance of students. Rural isolation and poor roads often propagated poor school attendance in such areas. Connecting the idea of consolidation and transportation provided an avenue for increased modernization and control that extended beyond the school to the home.

Even though good roads were longer coming to Roanoke County than the eastern part of the state, Roland E. Cook supported the "bigger is better" concept. Between 1908 and 1916, Roanoke County was participating in a number of school construction projects, as evidenced in his annual reports. Most of the construction was of the two-room type. The largest concern was that of the Cave Spring District, where the number of buildings was not adequate to meet the needs of the residents and all were one-room but two (and the two that were not one-room were in poor condition). Finances were mentioned as the reason for supply not keeping up with demand. By 1915, several schoolhouses had been built because of access to monies from the Literary Fund and use of bonds. In 1915 and 1916, it was noted that there were a large number of buildings under contract in the County.

Often in counties where finances did not permit the construction of new schools, one-room schools were converted to two-room schools. The state provided a circular to

school divisions outlining ways to upgrade their one-room schools into Standard Schools. Qualifying as a standard school meant that specific criteria needed to be met with regard to lighting, heating, ventilation, and cloak rooms. School systems were encouraged to meet the standards provided by the State Department of Education in order to enhance their facilities and grounds. The importance of the school's placement near a good well for the purpose of providing good health practices was also emphasized.

School construction in the early twentieth century indicated that most buildings were of frame construction, followed by log and brick between 1901 and 1910 and brick and log between 1910 and 1920. This trend was true for the state and Roanoke County. Brick buildings were just beginning to increase, and in the post-1920 period would become more commonplace.

Citizens continued to provide services to schools, as in the past. Minute books contain an accounting of the goods or services rendered, the person who provided the good or service, and the amount to be paid. Many individuals supplied cords of wood or tons of coal to schools for heat, along with various and sundry items such as the following: linings to stoves, pairs of hinges, bolts, loads of cinder and kindling wood, patent desks, bookcases, chairs, desks, benches, stoves, stove parts, pipes, gates and posts, platforms, fences, blackboards, and buckets and dippers. Services included repair work to steps and other areas, legal work, cleaning schoolhouses, lumber work, printing warrant books, hauling and putting in stoves, and painting. Roanoke County was comparable to the state in the categories of outhouses, furniture, patent desks, suitable grounds, and the percentage of parents and pupils participating in improving the schools/grounds; the County surpassed the state figures in the areas of seating capacity for blacks and whites, grounds enclosed, and modern systems of ventilation. The state figures were higher in the categories of schools painted and buildings in good repair.

Certain equipment was required in one or two-teacher schools in order to be declared a Standard School. If the criteria were met, the state would allot \$50 to each one-teacher school and 100 to each two-teacher school. Some of the items required included patent desks, 20 feet of blackboard space, crayon and erasers, window shades, table or desk and chair for the teacher, one or more good maps, supplementary readers, dictionary, water cooler, two framed pictures, manual training and domestic science equipment, and the national flag. In addition to the supplies, the floors were expected to be kept clean and dressed with sanitary dressing or oil and children's work was to be neatly displayed on green burlap. Standard schools were also encouraged to secure state aid for school libraries by raising \$15 in the community and a matching amount from the district board in order for the state to provide \$10. The final criterion necessary to meet Standard School requirements was an active school and civic league. A bulletin was available from the Cooperative Education Association with suggestions for organizing a school league.

Transportation began to change in certain Virginia locations in the early twentieth century--the school wagon began to take the place of walking to school. Roanoke County's Superintendent Cook first mentioned a school wagon in his 1907 report when students in the Salem District were transported from the Glenvar area west of Salem to Fort Lewis School. From 1907 until 1920, Roanoke County continued to operate only one wagon in the same district. This fact makes it apparent that Roanoke County did not participate heavily in a transportation effort, leading one to believe most schools remained relatively close to students' homes so that students could walk to them.

Progress in secondary education was occurring at the state and local levels. While most high schools in Virginia were established after 1900, Roanoke County was providing a high school education in the 1890s at Salem High School in the Town of Salem. A 1903 act of the General Assembly reinstated an 1875 law that provided for secondary education.

Minimum requirements for a course of study and teachers in high schools were established. By 1912, a program of accreditation began through the efforts of the Southern Association of Colleges and Secondary Schools. The Virginia Commission on Accredited Schools was established and worked jointly with state school officials to provide annual reports on high schools. In 1915, a new course of study was developed and issued by the Department of Public Instruction. Vocational programs were expanded through the passage of the Smith-Huges Act in 1917. Further attention was afforded secondary education when requirements were established for a standard four-year high school in 1917.

By 1915, there were three main high schools functioning in Roanoke County: Vinton High School in the Town of Vinton was offering a two-year course, Salem High School was offering a four-year course and had been doing so for more than 15 years, and the Roanoke County Training School offered a one-year course for black students in the Town of Salem. Salem High School's enrollment in high school work continued to increase in the early twentieth century. In 1906-1907, Salem High School had 77 students enrolled in a four-year course; by 1915, enrollment reached 158. In 1920, white high school enrollment totaled 32 in the four-year program, 49 in the three-year program, 76 in the two-year program, and 85 in the one-year program for all schools offering high school training in Roanoke County. By 1915, Bent Mountain School, in the Cave Spring District, also provided a two-year high school course; only 18 students were participating in the two-year course in that location.

Roanoke County citizens were exhibiting a greater interest in making liberal private subscriptions in order to secure better school facilities. This interest was manifested in the construction of Vinton High School in 1915, when the citizens of the Town of Vinton met as the Vinton School League and began planning for a way to provide a high school education in the eastern end of Roanoke County. Members of the school league decided in

the winter to develop plans and the town was asked to contribute \$3,500 toward a new building. The town raised this amount, a 1.28-acre parcel was purchased, the building was erected with a seating capacity of 240, and opened in the fall with H. A. Prillaman at the helm. While Vinton High School offered only a one-year course the first year, the following year a two-year course was added, and by 1924 the first four-year high school class graduated. Today the building serves as Roland E. Cook Elementary School.

The 1901 course of study for high schools in Roanoke County followed the general pattern of prescribed subjects for high school study, the emphasis being college preparatory. English, algebra, geometry, trigonometry, history, foreign language (Latin, German), science (physical geography, chemistry, natural philosophy, botany) were being taught. In 1910, high school courses of study at the state level listed minimum requirements in subjects and units for three grades of high schools: first (four years), second (three years), and third (two years). Requirements for first grade high schools included 12 required units: English, four units; mathematics, three units; history, three units; and science, three units. Five elective units could be derived from the subjects of Latin, German, French, Spanish, history, physical geography, agriculture, manual arts, botany and zoology, physics, chemistry, and mathematics. By 1918, some differences in curriculum occurred. The program was no longer geared to being college preparatory, but rather other options were included: commercial, home economics, and general, with electives available in each program. Vocational education was a strong feature of the 1918 program. Three of the five programs fell into this category--commercial, agriculture, and home economics. Physical education was not required in 1901, but by the 1920s was required in all grades.

Elementary curriculum proceeded more steadily with fewer changes in the basic disciplines. In 1907, the first state course of study was published and then revised in

1909. Prior to the state publication, Roanoke County developed and printed their own which conveyed the following: four primary and three grammar grades (making a total of seven grades), were offered; the primary grades provided the subjects of reading, spelling, language, history, science, literature, geography, arithmetic, writing, color, form, and drawing; the grammar grades included the subjects of reading, spelling, composition and grammar, history, arithmetic, geography, science, writing, and drawing; other suggested requirements listed calisthenic and gymnastic exercises, one hour bi-monthly for recitation, debate, and literary exercises; oral and written tests to determine proficiency; and seizure of opportunities to inculcate values and correct conduct. Regulations were similar for the colored school facilities, with the exception that what constituted a whole year's work in white facilities in two grammar grades constituted a half year's work in the colored schools.

Between 1904 and 1920, the course of study for elementary schools changed very little. Courses of study prepared by the State Department of Education listed the same subjects in 1907 as that of Roanoke County's, with the exception that science was called nature study and morals and manners comprised a separate heading. Other data, such as report cards and agendas of the annual Institute for teachers, indicate an ongoing emphasis on basic subjects in the elementary school between 1907 and 1920. High school educators expected that the elementary school would lay the foundation in subject matter upon which the high school could build--especially in the areas of reading, writing, and arithmetic.

Differences in schooling for blacks and whites persisted in the early twentieth century. Even though the gap began to narrow, old, die-hard attitudes prevailed among whites: taxpayers resisted the use of taxes for educating the Negro. The white mentality cast descendants of ex-slaves in a politically and economically subordinate role and

believed the way to assimilate blacks into society's niches best was through industrial education.

Providing industrial education, once only available in private black schools, was incorporated into public schools primarily through the effort of philanthropic entities. Financial donations lifted black public education from an abyss and put it on sounder footing. Several funds made this improvement possible: the Anna T. Jeanes Foundation, the John F. Slater Fund, the Rosenwald Fund, the Phelps Stokes Fund, the Peabody funds, and funds of the General Education Board. The Anna T. Jeanes Foundation contributed money to local school boards to finance the employment of Negro supervisors and improve instruction in Negro Schools. This program was successful for forty years. The John F. Slater Fund helped Virginia develop better school facilities for Negroes. The Rosenwald Fund aided southern Negroes in constructing school facilities. The Phelps Stokes Fund focused on research and the exposure of rural black conditions in the South. It also paid the salaries and expenses of workers in the United States Bureau of Education's Division of Racial Groups. The Peabody and General Education Board funds contributed substantially to the overall improvement of education in Virginia, both white and black.

The minute books of Roanoke County refer to rural supervision of black and white schools between 1918 and 1920. In 1918, Miss Pauline Camper was hired at a salary of \$1,000 as a rural state supervisor; at the same time, Roanoke County approved two hundred dollars as the County's part of the supervising industrial teacher at the Negro school. These supervisors were paid from the philanthropic funds described and devoted their attention to intensive work in black schools, introducing vocational work and sparking an interest in school facilities and grounds. In addition, they helped teachers in different ways, providing for industrial work and organizing school leagues. Training schools were begun as a result of the work of rural supervisors. The purpose of these schools was to

give black children advantages of a high school course after they completed the elementary grades. While most of these schools provided about two years of high school work, the Roanoke County Training School in Salem provided a one-year course. The hope for the training schools was increased training of students who would enter the field of teaching.

Between 1905 and 1920, black and white schools increased in number in direct relation to the increasing population in Roanoke County. In two reported years (1905 and 1910), black schools remained the same in number due to a trend of black migration to cities (especially in the North), where better jobs could be found. Black agricultural laborers who were children in 1910 were nearly 50 percent, but by 1920 this percentage dipped sharply to 21.8 percent. Black school age population showed a decline in the state and Roanoke County between 1910 and 1920. In Roanoke County, black school age population dropped from 22 percent in 1905 to 15 percent in 1920. In contrast, the white school age population rose from 78 percent in 1905 to 85 percent in 1920. Except for 1915, the percentage of black school age children enrolled was higher than the white percentage. The average school population per school was larger for blacks in 1910 and 1915 than for whites, but not as inequitable as the state figures. Roanoke County was nearer to being equal in students per school, except for 1910 and 1915. Those two reported years showed a difference of 10 and 20 percentage points, respectively; the years of 1905 and 1920 are the same for both races. Except for 1905, black ADA was lower than white ADA. This trend was also true at the state level, where the difference between white and black ADA was consistently lower and more disparate for blacks. A comparison between the state and Roanoke County for the three components of enrollment, average attendance, and pupil-teacher ratio indicates that Roanoke County was nearly consistently higher in all categories; the pupil-teacher ratio being far more equitable than at the state level.

The political course of the state in the early twentieth century affected the degree to which funding efforts could be achieved. Between 1905 and 1915, state revenue for public education tripled, expenditures for higher education increased 142 percent, school property increased in value 254 percent, monthly male teaching salaries increased over 75 percent, and female salaries increased 54 percent. School terms were extended from 6.4 to 7.1 months. The per month expenditure for each child in daily attendance doubled, and the number of pupils in regular attendance over 47 percent. Total school revenue was more than 50 percent greater than the revenue of the 1870-1900 period.

Governor Claude Swanson's term as governor was marked by political machinery conducive to the cause of improving the condition of public schools in Virginia. The reason for much of this leaning was a result of energized public opinion that was emerging as a result of the intense campaign that reached all corners of the commonwealth. After 1909, when William Hodges Mann was elected governor, some of the traditional laissez fair attitude and hostility toward education resurfaced. Superintendent Eggleston commented on this political struggle in 1911 when he said that the assembly of 1910 took every ounce of strength he had. Succeeding sessions of the General Assembly were not fruitful in that state appropriations for schools did not increase significantly. The tax on property remained fixed at one mill on the dollar and requests of educators were deemed unreasonable. Eventually, better economic conditions improved state revenues and supporters of education rallied together to gain a commitment from the state to grant two-sevenths of the state's gross revenue for schools.

Governor Henry Carter Stuart was governor from 1914 to 1918. Due to the magnitude of the prohibition dilemma and the war effort during his tenure, education was low on the list of priorities. The time, energies, and revenue of Virginians was diverted to these problems. During this period the state contributed less than one-third of the entire

cost of education; local funds made up the balance. Superintendent Stearnes appealed to the state to share equally with the locality in the cost of education. When Stearnes finished his years of service as state superintendent, the legislature had increased appropriations for schools derived from state taxes. When Harris Hart took over the state helm in 1918, approximately 40 percent of the money came from the state and the remaining amount was derived from local sources. By 1920, one-half of the total revenues for education were received from state funds.

The expanding role of local and state government stimulated educational growth between 1901 and 1920. Governance, particularly of rural schools, was becoming centralized and standardized. The creation of high schools, construction and inspection standards, state-developed courses of study, compulsory attendance, and public support for these and other developments locked centralization into place and removed some of the clout of private local power. In general, enrollment in Virginia grew from three-fifths for whites and one-half for blacks at the turn of the century to four-fifths and two-thirds in 1920; attendance advanced similarly. School sessions were lengthened by over a third; tax support by school districts increased by 784 percent; and the number of available facilities expanded.

Schools in Roanoke County were using available sources of money for schools in a similar manner as the state figures indicate. In 1905, approximately two-thirds of the needed revenue came from local sources. By 1910, slightly less than two-thirds was of local origin. By 1915, local taxation increased to more than two-thirds. By 1920, Roanoke County was providing 60 percent and the state 40 percent. Roanoke County was providing more than the state average of one-half.

Conditions of education in the early twentieth century are marked by some occurrences unique to this time frame. Some of the most notable include lengthened school

terms, improved sanitation, establishment of school leagues, legislation for school libraries, special observances, farm demonstration work, and expectations of students and teachers. In Roanoke County, the length of the school term gradually increased from nearly six months in 1900 to 7.75 months in 1920. Roanoke County was similar to the state average, even though the state figures were slightly inflated due to the inclusion of city averages. The issue of sanitation began to receive much attention between 1909 and 1920, when a regional health organization was established with Rockefeller funds to erase the hookworm parasite that plagued the South. The commission found that the disease was part of a larger pattern that encompassed malnutrition, hunger, and disease. The end result of the work of this group was an educative stance with school/health officials that would begin in the school with practices that would begin to eradicate the health woes of many people. It was hoped that the school alliance would transfer to homes, farms, and other institutions. Roanoke County's superintendent, Roland E. Cook, addressed health concerns in his 1913 and 1914 annual reports when he mentioned the frequency recurrence of smallpox and made an appeal to the district boards to enforce the law relative to the vaccination of school children. Janitors of school plants were charged with sanitary practices as outlined in 1904 course of study for Salem Schools, in which duties are described specific to rooms, halls, floors, walks, yards, and privies. In 1909, only a little over half of the schools in Virginia had privies and most were unsanitary. In 1914, the State Board of Education mandated that schoolhouses provide two outhouses, one for males and one for females.

School or community leagues were outgrowths of The Cooperative Education Association, a group that formed in 1904 as a direct result of the reform movement. The leagues were school improvement organizations created at the grass roots level to improve school conditions and facilities. Often the membership and leadership was predominantly

female. The major purpose of the league was to provide a service in bettering school and civic conditions. In 1916, Roanoke County had 18 active leagues that raised \$5,111.27. Observances in which they participated or sponsored included Better School Day, Good Roads Day, Better Health Day, Better Farm Day, May Day, and Church Day.

Farm demonstration work earmarked the second decade of the twentieth century when Superintendent Eggleston solicited the help of Dr. Seaman A. Knapp, a member of the General Education Board with ties to the U. S. Department of Agriculture. He had begun farm demonstration work in Mississippi and initiated the same in Virginia. Corn clubs for boys and canning clubs for girls were begun in 1907 in two or three counties. Following this experiment, the clubs became part of the public schools. Some initial resistance occurred, but soon the idea became very popular. By 1914, 60 counties participated with the help of county demonstration agents. The purpose of this work was to make better farmers out of the men, boys, women, and girls by teaching farm management and production. There were separate groups for blacks called the Negro Boys Farm Makers' Clubs. In 1917, Roanoke County reported 75 students engaged in school gardening, 46 boys in corn clubs, and 68 girls enrolled in the girls' garden clubs.

School libraries were legislated in 1908, when the General Assembly appropriated \$2,500 to match local contributions. Library books were to be chosen from an approved book list developed by the State Board of Education.

Roanoke County was leading the state in the area of school libraries. Superintendent Stearnes reported that libraries would be added in the schools in his 1897 report. In 1900, a total of 2,250 volumes were available in the school libraries of Roanoke County. By 1917, 137 schools contained 6,417 volumes, indicating that the total number of volumes had nearly tripled in 17 years.

Students and teachers were charged with certain responsibilities and expectations in the early twentieth century. Most the student expectations were concerned with the proper conduct and the consequences for acts of misconduct. Other issues addressed health, absences and tardies, the hour to assemble in the morning before school, the procedure for vacating the building, academic progress, citizenship, and the importance of homework. Teachers were charged with a wide array of responsibilities: conduct of students, instruction, safety of furniture and school property, improvement of schools, proper ventilation and temperature, maintenance of the school register, investigation of absences and tardies, teacher absences (reported to the Superintendent), monthly reports, safekeeping of books loaned, and attendance at teacher training sessions.

The area of teacher preparation, certification, salaries, and other related factors also experienced change. In 1905, division superintendents no longer had to examine and license teachers. This responsibility was placed in the hands of a group known as the State Board of Examiners. By 1911, a state school inspector performed this duty. When Superintendent Harris Hart took over the state helm in 1918, his administration made major revisions in teacher certification practices by reducing the old system of 28 kinds of certificates with seven new classifications: collegiate professional, collegiate, special, normal professional, elementary, first grade, and second grade. This certification overhaul was accompanied by the establishment of professional standards for renewal of certificates. The revisions simplified the certification process and elevated standards. The examiner not only examined and licensed teachers, but also assumed an array of duties that focused on providing leadership in the construction of school facilities, consolidating schools, developing school wagon routes, creating favorable public sentiment for better schools, establishing contact with the community through public meetings, cooperating with district and county officials in obtaining funds for school construction, teacher pay, teachers'

institutes, and inspecting high schools and graded schools. The State Board of Examiners standardized the examination process by organizing an objective system of grading so that all of the uniform examinations were objectively appraised. Eventually, the examiners and the inspectors who followed them became state supervisors who had specific areas of responsibility (e. g., rural elementary schools, certification, high school supervision).

For most years between 1906 and 1919, basic certificate types were fundamentally the same as those types issued in the past: first, second, third grade, and life diploma (or professional). Added to the list were collegiate, special, and emergency. High school teachers could obtain three kinds of certificates: collegiate professional, collegiate, and special (for high school subjects). Elementary teachers could secure a normal professional, elementary professional, first grade, second grade, and third grade (prior to 1918).

In Roanoke County, for the years 1907, 1909, and 1915, most teachers held first grade certificates. The number of those holding certificates above first grade increased as the twentieth century moved forward. In 1915, 29 teachers held certificates above first grade. (In 1909, only 18 held certificates above first grade.) In 1907, salaries ranged from \$25.00 to \$49.82 per month for the various certificate types held in Roanoke County; by 1915, salaries ranged from \$33.04 to \$69.92 for certificates held by Roanoke County teachers (third grade to collegiate; no emergency).

The preparation of teachers consisted mainly of three kinds of training: Teacher Institutes (local), Normal Schools, and Summer Normals. The Institutes were held annually in October for three days (white teachers) and two days (colored teachers). By 1920, both institutes became a two-day event. At first, teachers were not paid for attending the Institute, but in the 1909 superintendent's report it was noted that teachers were paid two days' salary to attend. Normal Schools were the primary training grounds for teachers. Two normal schools were already functioning prior to 1908. In 1908, two new

normal schools for white women were founded--one at Harrisonburg and the other at Fredericksburg. In 1912, a normal school was established at Radford, bringing the total of five state normal schools. The establishment of these schools produced good results, since four-fifths of the elementary teachers were women. Most of Roanoke County's teachers were trained at Farmville or other colleges in Virginia; many taught school with only one year of college. The state figures indicate that three-fourths of the teachers were prepared at Farmville, one-half at other colleges and universities in Virginia, and one-third in normals or colleges outside of Virginia. State Summer Normal Schools were conducted across the state for white and black teachers. They were considered preferential to the local institutes due to month-long sessions. The basic disciplines were offered at these sessions, along with some additional classes (e. g., agriculture, manual training, drawing, music, and hygiene). Other kinds of training were less formal and may have occurred at annual conferences sponsored by the State Teachers' Association, such as the one held in Roanoke City in November 1917. The conference sponsored topics of interest for teachers, superintendents, patrons, community members, businessmen, and the Cooperative Education Association.

Compensation for teaching was a longstanding problem saddled with concerns for adequate remuneration commensurate with the magnitude of the job and timely payment. Between 1901 and 1920, pay increased more significantly than that of the early period. Average monthly salaries for all Virginia teachers, regardless of race, gender, or type of certificate held, ranged from \$33.88 per month in 1907 to \$72.71 per month in 1919. In Roanoke County, salaries ranged for \$35.67 per month in 1907 to \$52.52 per month in 1919. White males traditionally were paid higher salaries than their female counterparts and higher salaries than black males or females. The difference between males and females and whites and blacks was not as great in Roanoke County, however, than it was at the

state level. Teacher salaries fluctuated and were related to the type of certificate held but also to discriminatory practices (e. g., race, gender, and available monies). During World War I, teachers were in danger of not being paid on time. In 1918, the Roanoke County School Board appealed to the Board of Supervisors to help with this problem by asking for \$5,000 to pay salaries until the regular school funds were available. In addition to the division superintendent, the Cooperative Education Association was a support group for increased teacher salaries. Pamphlets and other literature was distributed by this group focusing on adequate pay for the careful preparation necessary and magnitude of the job. Counties were enumerated that paid their teachers specific monthly salaries. The major thrust of a 1913 publication was that 40 other states paid their teachers higher wages than did Virginia.

In 1906, a teachers' retirement fund was established with a legislative appropriation of \$5,000 and one percent of each teacher's salary. Superintendent Stearnes appealed to the state to provide more money for this fund since the teachers were giving the largest share. Troubles plagued the effectiveness of this fund in these early years, as the list of retired teachers grew larger than the available funds, resulting in only a 40 percent payment of the amount due in 1915. Eventually, this meritorious idea reached secure footing at a much later date, but not before 1920.

Professional development of teachers also assumed less formalized avenues than college or normal school training. Many teachers belonged to teachers' associations and subscribed to educational publications. The black teachers' organization was formed in 1887 and the white group was formed in 1901. As teachers became more active, they were influential in their crusade to improve educational standards and opportunities. Most Virginia teachers belonged to the teachers' association, as indicated by the 1921 figure of two-thirds. The highest membership occurred in urban areas and the Appalachian part of

the state. Likewise, over half of Virginia teachers subscribed to school journals in 1912 and 1916.

Teachers had become immersed in the cause of reform through organizations and activities and, just as others in the community and state, joined the effort to create better schools and greater educational opportunities. The early twentieth century provided many areas of education in which interested persons could become involved. It was an era reflecting a trend away from local authority and toward modernization, standardization, and centralization. It was believed that any problems encroaching on society could be diffused and alleviated by summoning the powers of the school.

CHAPTER VI

SUMMATION AND RECOMMENDATIONS FOR FURTHER STUDY

This chapter presents a summary of the historical account of public schools in Roanoke County from 1870-1920 and a list of recommendations suggested by available data. The focus rests with an amalgamation of the cultural, economic, political, and geographic factors that affected the evolvement of public schools in Virginia relative to Roanoke County Public schools, a system in southwest Virginia. The system is described as part of a valleywide setting, where citizens, educators, events, funding, curriculum, and other components played an integral part in the system it has become.

Summation

State-supported education did not begin in Virginia until 1870. Prior to 1870, a small number of private schools was available, but only those who could afford the fees attended them, making educational opportunities virtually unattainable for the masses. The reasons for Virginia's slow start in providing state-supported education were intertwined in political struggles involving economic, cultural, and geographic factors. The interplay of these factors affected the evolution of public education at state and local levels. Virginia was divided politically into two different regions--east and west. The cultural influence of the eastern part of the state was that of English society. Planter-aristocrats were buttressed economically with slaves, tobacco, and accessibility to river transportation. Their educational philosophy was one that embraced taking care of their own, while providing only rudimentary training for the poor. This stance accomplished two things: it kept the poor in their position and protected the established English way of life. Planters saw no value in taxing themselves for a system of education they would not use. Western Virginia

was settled by a different cultural group that was emerging as a rising middle class. These settlers, primarily of Scotch-Irish, German, and Swiss ancestry, balked at eastern dominance of the General Assembly and became forceful in their crusade for public education. Their philosophy differed from that of the English segment of the population in that they viewed education for the masses as a right and not a privilege. The small farmers of Virginia's mountainous region supported schooling but refrained from taxation for this purpose because of various cultural and economic reasons. Travel was often difficult and communities separated by distance in mountainous terrain. Many citizens residing in the Blue Ridge-Appalachian mountain region did not want to be taxed to support schooling of children in nearby communities.

The ongoing economic, cultural, and geographic dichotomy between east and west spurred political embroilment over education that resulted in a quasi-system of common schools in Virginia prior to the Civil War. Most of the responsibility for support and maintenance of these free schools rested with localities. In Roanoke County, an area in southwest Virginia, common schools developed where there was strong community interest and support. As early as 1846, Roanoke County set up boundaries for school districts, appointed a superintendent and school commissioners, and made a feeble attempt to provide schooling for all. Building schools, hiring teachers, and all other related appurtenances were the responsibilities of citizens. Students attending school had to pay tuition unless they were too poor to attend. In the latter case, school commissioners who were appointed by the justices of the county court system were paid a state tuition rate of up to four cents a day per student. The school commissioners carried with their title the authority of targeting the poor children who would attend. Inherent problems with this system became apparent when parents refused to send their children to "poor" schools because of their resentment of the pauper label and concomitant stigma. Quotas set by

Literary Fund monies were sorely inadequate to educate poor children. Some parts of Roanoke County, such as Catawba and Bent Mountain, were more isolated, mountainous, and sparsely populated, making it difficult for school commissioners who worked without pay to supervise the educational needs of poor students residing in their communities.

This particular system, which was perfunctory at best, existed in Roanoke County until the post-Civil War period. The cause and aftermath of the war generated a series of political decisions that would chart Virginia's public education course once again. The east-west breach resurfaced in 1870 when the state school system was launched as a result of the Underwood Constitution requisite. The eastern establishment faction with strong ties to state government was forced into accepting public education in order to thwart continued interference by a northern radical contingent and blacks. Even though the conservative eastern group outwardly acquiesced, it continued to exert control over the application of the mandate through governmental decisions. The postwar state debt was one such governmental issue and decision with which this group dealt. In the mid-1870s, the eastern conservatives of the General Assembly became Funders, who diverted money earmarked for education into other governmental areas. The majority of the black and western Virginia population supported readjustment of the state debt and funding of state education. A political clash and struggle occurred, creating a financial crisis for the state system and the closing of one-half of Virginia's public schools in 1879. The Readjusters ultimately won political control and attention could then be focused on educational needs.

The victory of the Readjuster party created a near purging of the rolls of superintendents across the state. Following the Funder shift of political power to the Republican-Readjusters in 1881, 54 superintendents were ousted, along with state superintendent William Henry Ruffner. Roanoke County's superintendent, Major William Wirt Ballard, a Democrat, remained in office until 1883. Superintendents were often

persons who held other jobs due to poor remuneration and part-time employment as heads of school systems. Ballard was an attorney and had served as a school trustee, which provided an invaluable background.

State and local systems began to gain more secure footing and ameliorate their financial status following the monetary crisis posed by the debt issue, but once again governmental decisions hindered substantial progress. The General Assembly denied teachers the opportunity to meet during school sessions and blocked use of any public money to finance their meetings. Concurrently, the General Assembly disregarded the requirement outlined in the Underwood Constitution that mandated the establishment of Normal Schools "as soon as practicable." Due to the support of localities and the Peabody Fund, some teachers were able to avail themselves of the opportunity to attend State Summer Normals. The General Assembly did not financially support Summer Normals until 1894, when they appropriated \$2,500 toward this cause. At this point, 4,000 black and white Virginia teachers had never attended a Normal, largely as a result of having to finance their own way and travel great distances over poor roads.

Additional problems that faced teachers during this period were associated with certification practices and salaries. Superintendents were charged with the responsibility of licensing and examining teachers based on their own standards and self-devised examinations. The type of certification acquired from their examinations had a direct relationship to the salary received. Other factors of a more discriminatory nature affected salaries: sex, race, and student attendance. State attendance requirements posed difficulties for rural counties, where student population was less dense and children were a crucial part of the farm labor force.

Rural school divisions had other concerns that weighed as heavily on the effectiveness of schooling in those locations. Localism was apparent in politics, social

activities, and economic and geographic factors--all of which affected public education. Schools were built and teachers hired at the discretion of district boards. School trustees were influenced by ties to churches, families, and communities. Overseeing schools within each of the five districts in Roanoke County was a large responsibility, especially if a number of schools was separated by distance and crude roads. The aggrandizement of local power in politics, religion, and social status played a forceful role as it related to the operation of public schools.

Between 1870 and 1900, Virginia had managed to maintain a public system for 30 years. The effort was fraught with many obstacles, mostly spurred by politics and exacerbated by economic, social, and geographic conditions, that blocked the path. Even prior to its establishment, Thomas Jefferson had attempted to provide for universal education in his 1779 "Bill for the General Diffusion of Knowledge." Other Virginia attempts to provide public education followed Jefferson's in 1796, 1818, 1829, and 1846. Each time, an interplay of these factors undermined or impeded the attempt. By the time public education was initiated in 1870, longstanding political entrenchment and dogmatism continued to re infect the wound and challenge a progressive educational course. The turn of the twentieth century reports indicate only one-half of the school age population enrolled. While survival of the school system marked the fledgling period, it did so with only guarded public approval. William Henry Ruffner warned about the danger of mixing politics and education in 1880, but the web of connectedness had already been created centuries before.

As the twentieth century began, politics would still bear heavily, but a complete educational shift away from local autonomy to modernization and centralization can be noted. The impetus for much of this change began with a newly-adopted Virginia Constitution in 1902, the "May Campaign" of 1905, and the development of high schools.

School officials and citizens with an interest in improving education formed an alliance and crusaded for better schools across the state by sending speakers to all locations. Reform became the watchword as this intense effort culminated in increased funding of elementary schools, construction of additional high schools, higher teacher salaries, a longer school term, and three new normal schools for women.

Virginia's political stance toward education also became more favorable. Two early twentieth century governors, Andrew J. Montague and Claude A. Swanson, emphasized the improvement of public education during their campaigns and after their election. While Montague's 1901 legislature was amenable to educational reform, Swanson's was more favorable. Swanson's close association with State Superintendent Eggleston also enhanced the progressive spirit that was pervading Virginia. A deluge of school bills was presented to the General Assembly between 1901 and 1910. Significant legislation ensued in the forms of the Mann Act of 1906, which appropriated money for maintaining a system of public high schools; the Strode Bill of 1908, a combination of several educational programs into one act; and the Williams Loan Fund Bill of 1908, a law which allowed district boards to borrow from the Literary Fund for state-approved construction of school plants. The end result of progressive legislation and political action was an improvement in the areas of facilities, secondary education, and programs. These developments were the beginning of bureaucratic intervention by urban social reformers that began to shape a system featuring modernization and centralization and attempted to minimize local power.

The progressive movement spilled over into Roanoke County while Superintendent R. C. Stearnes was at the forefront with some of the same concerns at the county level as those at the state level: consolidation of one-room schools into more modern facilities; maintenance of school buildings; high quality teachers; competitive teacher salaries; more secondary work; longer school terms; a supply of teachers equal to the demand; ongoing

teacher training at the local level; school libraries; and support of advocate groups for education, such as the Cooperative Education Association. Stearnes went on to the state level positions of secretary to the State Board (1906-1912) and State Superintendent (1912-1917), providing experience, knowledge, and a vision to those positions. Two issues about which he wrote voluminously were compulsory education and illiteracy. His crusade for the enactment of a compulsory attendance law was realized in 1919, after he left office and Harris Hart had replaced him.

Roland E. Cook assumed Stearnes' role at the county level as division superintendent and expressed similar concerns for improving the system: obtaining and retaining qualified teachers, paying adequate teachers' salaries, ongoing teacher training, more modern school facilities (consolidation) and maintenance of older structures, sanitation and health issues, and adequate supervision. In 1916, while Cook was head of the Roanoke County system, legislation was passed establishing criteria for the selection of division superintendents.

Consolidation and transportation were closely related concepts that were promoted in order to improve regular school attendance and increased control extending beyond the home and community. Transportation (horse and wagon) was directly tied to the condition of roads. Where roads were in poorer condition in the mountainous area of Virginia, transportation was not as prevalent. Between 1905 and 1907, the first wagons were reported in use in different Virginia locations, but only one wagon was used in the Salem District of Roanoke County from 1907-1920. This fact is an indication that transportation was not a real need since many one, two, and four-room schools were within walking distance.

Increased school construction in Roanoke County was mentioned each year in the annual reports between 1908 and 1916. The Literary Fund and bonds were used to

facilitate construction costs. The Cave Spring District experienced the most difficulty in meeting adequate building needs. Finances were mentioned as the reason for supply not keeping up with demand. Most buildings continued to be of frame construction; others were log and brick. Log structures began to decline and brick began to increase between 1910 and 1920.

Local citizens still played an active role in providing goods and services to the schools, as in the early period. Minute books contain an accounting of goods and services provided, the person who provided them, and the fee. Wood and coal continued to be frequently supplied items, along with linings to stoves, stoves, stove parts, desks, bookcases, chairs, pipes, platforms, fences, and gates and posts. Roanoke County was comparable to the state in nearly all categories pertaining to school furniture and grounds; and higher in areas such as seating capacity, enclosed grounds, and modern systems of ventilation.

Secondary education was expanded and strengthened by several state actions after 1900. A 1903 act of the General Assembly reinstated an earlier provisional secondary education law. Requirements for courses of study and teachers of high school were established. In 1912, a program of accreditation was initiated and annual high school reports were a result of this effort. By 1915, a new high school course of study was issued from the state and vocational education leaped forward with the passage of the Smith-Hughes Act in 1917. Standards for a four-year high school were also developed in 1917. In Roanoke County, high schools in Salem (one white and one black) were providing secondary coursework prior to 1915. After 1915, two more schools, one in Vinton and one in the Cave Spring District on Bent Mountain, provided some high school courses of study. Interest and private subscriptions provided by local citizens generated dollars for newly constructed or improved school facilities.

High school courses of study changed between 1901 and 1920. In 1901, the emphasis on high school study was college preparatory and included English, mathematics, history, science, and electives from foreign languages, the sciences, mathematics, agriculture, and manual arts. By 1918, other options in addition to college preparatory were available: commercial, home economics, and general. Vocational education was a strong feature of three of the five programs offered--commercial, agriculture, and home economics.

Little change occurred in elementary curriculum between 1901 and 1920. The subjects of reading, spelling, language, history, science, literature, geography, writing, composition, and drawing were generally included in the first seven grades; calisthenic and gymnastic exercises, and recitation, debate, and literary exercises were recommended. State courses of study also listed an additional subject heading entitled "morals and manners."

Differences in black and white schooling persisted because of the old mentality that prevailed among white taxpayers which resisted the use of taxes for educating the Negro. Industrial education marked black schooling, which was a way to immobilize the race and assure a subordinate political and economic role. Philanthropic organizations lifted black schooling from the abyss of the past and did much to improve education and educational opportunities for blacks. While there were still gaps and differences, the gaps were not as large as they were in the 1870-1900 period. Roanoke County reported less disparity between black and white schooling in the twentieth century in almost all areas compared to the state figures. The percentage of population that was black and of school age decreased in Virginia and Roanoke County during the 1901-1920 era because of a decrease in black agricultural laborers and a migration to larger, more urban areas in the North, where the job market was better.

State and local politics affected the degree to which school funding was achieved. Governor Claude A. Swanson's tenure featured more favorable school legislation than any other governor's term of service during this period. Between 1905 and 1915, state revenue tripled, expenditures for higher education increased 142 percent, male teaching salaries increased over 75 percent, and female salaries increased 54 percent. School terms jumped from 6.4 to 7.1 months, per pupil expenditure doubled, and ADA increased over 47 percent. Total school revenue was 50 percent greater. In 1914, when Henry Carter Stuart became governor, the state funded less than one-third of the entire cost of education. By 1918, the state percentage increased to 40 percent, and by 1920 the state provided one-half of the revenues. Roanoke County's 1920 expenditure was 60 percent from locally derived sources and 40 percent from the state.

Other issues and developments that received attention during this period became adjuncts of the school and included sanitation/health, libraries, farm demonstration work, and school leagues. A health commission established with Rockefeller funds discovered that the hookworm disease was part of a larger health malady stemming from malnutrition, hunger, and disease. School enforcement of smallpox vaccinations and sanitary practices engendered an alliance with health officials it was hoped would transfer to the home, farm, and other institutions. In 1914, the state mandated the provision of two outhouses at each school building--one for males and one for females. Community leagues burgeoned and flourished. These organizations improved school and civic conditions and facilities at the grass roots level. In 1916, Roanoke County had 18 active leagues that raised a total of \$5,111.267 and sponsored observances such as Better School Day, Good Roads Day, Better Health Day, Better Farm Day, May Day, and Church Day. Another school-community alliance was the establishment of corn clubs and canning clubs for boys and girls, which was sponsored by the U. S. Department of Agriculture through county

demonstration agents. This effort made better farmers out of men, boys, women, and girls. Black students with an interest in agriculture had their own group. Libraries were legislated in 1908 with a \$2,500 General Assembly appropriation to match local contributions. School leagues and other interested patrons did much to make libraries a reality. Between 1900 and 1917 in Roanoke County, the number of volumes tripled.

Teacher certification, preparation, salaries, and professional development also changed. The licensing of teachers was no longer the duty of a division superintendent but rather the State Board of Examiners or inspectors. In 1918, a certification overhaul occurred when 28 kinds of certificates were replaced with seven classifications. Standards were elevated and the certification process was simplified. Preparation of teachers consisted of the local teacher Institutes, Normal Schools, and Summer Normals. Normal Schools were the primary training ground for teachers, and additional schools at Radford, Harrisonburg, and Fredericksburg were built during this period. Most of Roanoke County's teachers were trained at Farmville and other Virginia colleges; many taught with one year of college. The state figures indicate the same kind of findings. Other kinds of training occurred at conferences sponsored by different groups, such as the State Teachers' Association and Cooperative Education Association. Teachers' salaries continued to be a longstanding problem in two respects: adequate compensation for the job and timely payment. In Roanoke County, the minutes of 1918 state that money had to be borrowed from the Board of Supervisors in order to pay teachers on time. While monthly salaries did increase for Virginia teachers between 1907 and 1920, there were still major differences tied primarily to race and gender. Roanoke County's salaries ranged from \$35.67 per month in 1907 to \$52.52 in 1919. The state figures showed a wider range at \$33.88 per month in 1907 to \$72.71 in 1919. The Cooperative Education Association, an advocate teacher group, disseminated literature that made an appeal to citizens to provide adequate

teacher pay. A retirement fund was established in 1906, but a shaky start plagued its early success, resulting in only a 40 percent payment to retirees in 1915. This fund's stability was not secure until a much later date.

The early twentieth century marked an era of increased involvement in public education by many different local and state groups, which counted among its members teachers, administrators, citizens, patrons, health officials, demonstration agents, and the business community. Everyone joined the team and made the effort to create better schools and provide greater educational opportunities. While the trend was away from local control and toward centralization, the locality continued to play a powerfully active role in public education.

The pre-1900 and post-1900 periods were different but rooted in the same interplay of factors that guided the course of Virginia's and Roanoke County's public education system. Political pendulum swings from support to lack of support were enmeshed in a combination of economic, cultural, and geographic factors. When a system of free schooling for the masses was initiated in 1870, localism ruled every dimension of education in rural Virginia. The extent to which reformers viewed local autonomy as a weakened link in political organization, racial injustices and tensions, and economic ineptness and backwardness made the school a target and potential channel through which change could be made. The end result of the action initiated by school reformers was a reshaping of every area of rural public education. Before and after World War I, sweeping changes in supervision, curriculum, and teacher training occurred. The reform movement that spawned modernization, centralization, and standardization was successful only because of the pre-eminence of local control and the strength of community influence.

Recommendations

The findings of this study have relevance for future research or expansion of this topic. The following recommendations are worthy of consideration:

1. The foundation upon which public education was laid in Roanoke County was bridled with many obstacles and developments entrenched in a combination of local and state politics, economics, and cultural and geographic differences. This study conveys an account of the first 50 years of public education in Roanoke County. Any continuing study of successive time periods would provide more information and a more complete picture of the 121-year old school system.
2. If the historical account were extended to align itself with the 1990s, the accounting may provide information that would practically assist current leaders in developing future plans for the system.
3. Any one thematic schema (e. g., funding, leadership, school facilities, the effect of interest groups, state political actions, black and white schooling) contained in this account could be solely researched in more depth between 1870 and 1991 in order to more adequately relate the evolution of one particular area in relation to its current status in Roanoke County.
4. Even though a dramatic shift to centralization and bureaucratic intervention marked the post-1900 period, the data suggest an inherently large effect of localism on the Roanoke County system. The extent to which local influence continued to affect the system until present day would be an avenue of worthy pursuit.
5. The process of change in the Roanoke County system in the early period was inherently slow due to a multitude of factors that impeded its progress. A worthwhile topic of pursuit would be the process of change in the Roanoke County system as indicative of that which

occurs in any system or institutional framework that mirrors every dimension of society and societal values.

6. An accounting of the changing role of the division superintendent of Roanoke County and his affect on the overall growth of the system would add to a greater body of historical information on Roanoke County Public Schools and the county itself.

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APPENDIX

APPENDIX A

TEACHERS IN ROANOKE COUNTY, 1872-1877, 1883-1900

The following is a list of those teachers employed by the Roanoke County School System for the years 1872-1900, according to a listing at the School Board Office in Salem, Virginia. No listing was available for the years 1877-1883. The accounting will appear according to years and districts. Some names are difficult to read or very light in the original records. Therefore, some problems may occur in the accuracy of the name.

1872-1873

Catawba

Thomas, Mrs. A. A.
McConkey, Miss Mary
Thomas, _____
McCulloch, _____
Henderson, Mr. Harry

Cave Spring

Jordan, A. L.
Cline, Henry
Plato, I. K.
Cline, Charles
Cauthorn, C. A.
Turner, John
Haislip, John P.
Price, Tazewell
Powers, W. Dabney
Henderson, W. A.

Big Lick

Plaine, D. H.
_____, Emily I.
Evans, Annie
Henry, Mrs. C. A.
Whitescarver, C. F.
Pendleton, William A.
Richardson, Mrs. Julia
Bean, Bowyer M.
Boatwright, C.
Dabney J. W.

Salem/Central

Kizer, Robert G.
Jeter, Mrs. M. C.
Armstrong, Mrs. M. J.
Windsor, Saul C.
Scott, Walter
McCauley, Edward A.
Nottingham, Eliza G.
Matthews, C. H.
Lee, Mrs. O. L.
Perkins, Nannie C.
Goodwin, William
Osborne, William
Beahm, James H.
Wooldridge, Emily H.
Pendleton, William A.

1873-1874

Catawba

Thomas, James A.
McConkey, Mary
Beane, James W.
McCulloch, Nannie S.
Lester, Emma I.
Anderson, Elmer A.

Cave Spring

Blair, L. E.
Whitescarver, C. F.
Plato, I. K.
McConkey, George G.
Jordan, Cornelius L.
Turner, John
Haislip, John P.
Price, Lazelle
Whitescarver, John D.
Anderson, William H.
Lavinder, Hezekiah

Big Lick

Plaine, D. H.
Johnson, Samuel
Evans, Annie C.
Dabney, John
Rex, B. L.
Boston, Samuel C.
Richardson, Mrs. Julia
Brown, Cary E. A.
Stevens, Miss V. Fannie
Osborne, William
Cingenpeel, Miss L. A.

Salem/Central

Jeter, Mrs. M. C.
Armstrong, Mrs. M. W.
Barnitz, Miss Jennie
Scott, Walter
McCauley, Edward A.
Nottingham, Eliza G.
Matthews, Charles, W.
Peyton, Myrtle
Perkins, Nannie C.
Diuguid, _____
Beahm, W. A.
Anderson, _____

1874-1875

Catawba

Thomas, James A.
Roger, Miss L. A.
Bean, I. H.
McConkey, George G.
Lester, Miss Emma J.
Anderson, Elmer A.

Cave Spring

Whitescarver, John D.
Blair, Rev. L. E.
Johnson, Carrie
Haislip, John P.
Jordan, E. L.
Turner, John
Diuguid, Lican
Price, Tazewell
Huff, Ballard P.
Henderson, W. A.
Matthews, C. W.
Bean, Bowyer M.
Deyerle, John B.

Big Lick

Kiser, Rev. I. T.
Stephens, George E.
Goodwin, Etta
Hambrick, C. A.
_____, Rev. R. B.
Casey, Rev. Charles H.
Graybill, W. M.
Goodwin, _____
McDermed, Edward
Bailey, H. E.
Gish, Miss Aline R.

Salem/Central

Kizer, Robert G.
Jeter, Mrs. M. C.
Armstrong, Mrs. M. W.
Figgat, Miss Jennie
Kemp, Early, E.
Scott, W. A.
Hammond, W. L.
Logan, Julia A.
Anderson, W. H.
Kent, W. H.
Vaughn, Nannie C.
Causfield, W. L.
Wiley, W. A.
Beahm, A.
Nottingham, Eliza
Pendleton, W. A.

1875-1876

Catawba

Thomas, Miss Belle
_____, Miss Christine E.
Bean, H. _____
Dallas, Miss Abba A.
Wilson, Mrs. William W.
Woods, Mr. John W.

Cave Spring

Turner, Elijah
Brown, Thomas
Haislip, John P.
Whitescarver, John D.
Turner, John
Diuguid, _____
Atkins, A.
Price, Lazelle
Lunsford, Boyd
Penn, R. Haden
Bean, Bowyer M.
Sale, William I.
_____, Andrew I.
Mils, Edward
Sanderson, William A.

Big Lick

Kiser, Rev. I. F.
Boston, _____
Rogers, Miss L. A.
Campbell, W. G.
Hambrick, Miss
Cocke, Rev. William I.
Ivy, L. L.
Blair, Rev. L. E.
Graybill, William M.
Graybill, Miss Mary
Hunt, Zack
Thrasher, I. _____
Trout, George H.
Route, Miss Lillie
McDermed, Edward

Salem/Central

Kizer, R. G.
Hannah, Miss Fannie
Armstrong, Mrs. M. W.
Figgat, Miss Jennie
Kemp, Mary E.
Heslip, Henrietta
Moorman, Roger S.
_____, Julia A.
Hansbrough, L. C.
Thomas, John A.
Cook, A. _____
Mounfield, William A.
Wiley, H. A.
McConkey, G. G.
Nottingham, Eliza V.
Pendleton, William A.

1876-1877

Catawba

Thomas, James A.
Peck, Miss Julia
Ricks, M. W.
Rex, B. L.
Dallas, Miss A. A.
Wilson, Mr. William W.
Wiley, James A.

Big Lick

_____, C. C.
Hunt, Zack
Mason, Rev. T. W.
_____, Mrs. L. A.
Campbell, Rev. W. G.
Poindexter, Miss L. R.
Campbell, Mrs. W. G.
Lunsford, Mrs. L. Boyd
Tibbs, W. I.
Day, Saul
Jones, Miss K.

Cave Spring

Blair, L. S.
Lear, A.
Brown, William
Wingo, C. E.
Whitescarver, John W.
Turner, E.
Price, Tazewell
Beahm, H. A.
Henderson, W. A.
Boston, C. S.
Obenchain, Rev. James
McDermed, Edward
Sales, L. A.
Minnis, A. I.
Bean, James W.
Kittinger, D. E.
Lavinder, H.

Salem/Central

Kizer, R. G.
Hannah, Miss F. R.
Armstrong, Mrs. M. M.
Shirey, Miss Kate
Kemp, Mary E.
Haislip, Henrietta
Moorman, George S.
Woodrow, Laura A.
Hansbrough, L. C.
Bandy, Miss A. V.
Reese, G. A.
Mansfield, William L.
Frantz, M. P.
Richards, Mary L.
Pendleton, William
Shanks, Jane

**NO LISTING APPEARED IN ROANOKE COUNTY RECORDS
FOR THE YEARS
1877-1883**

1883-1884

Catawba

Thomas, Miss Belle
Woods, James R.
Young, J. F.
Bennett, John S.
Thomas, Miss W. A.
Crawford, W. A.
Wise, L. W.
Moyse, Rufus D.

Big Lick

Sellers, Mrs. W. S.
Williamson, Miss Fannie
Minns, A. J.
Crumpacker, P. S.
Comer, Miss Annie E.
Dennis, L. W.
Royall, T. E.
Dabney, Mrs. J. A.
Trent, Addie R.
Thomas, Patie M.
Rich, Anna G.
Eddington, Sally L.
Rick, S. A.
Robinson, Miss Annie E.
Beahm, I. N. H.
Hardy, W. J.
Richardson, Miss Julia

Cave Spring

Repass, A. P.
Blain, William J.
Peck, John E.
Fowler, John M.
Tinnell, M. F.
Price, Benjamin S.
Lavinder, H.
Bell, E. E.
Phillip, Thomas J.
Hall, J. T.
Eller, David N.
Blankenship, Sallie
Phillips, Mollie S.
Nelms, Nannie P.
Dudley, Taz
Finley, Taz
Bean, Bowyer
Briggs, John R.

Salem/Central

Graybill, William M.
Jeter, Mrs. M. E.
Armstrong, Mrs. M.
Parrish, Miss Emma W.
McCauley, Miss M. M.
Hannah, Miss Fannie
Folkes, Miss Fannie
Holland, Mrs. A. H.
Thomas, C. C.
Duckwilder, John H.
Diuguid, Miss Mattie
Folkes, Miss Belle
Grant, Granville G.
Kent, James G.
Lester, Miss Emma L.
McCauley, Mr. E. A.
Hackley, Elias
Carrington, S. C.
Daniels, Samuel B.
Garber, William H.
Miller, Miss S. A.
Burch, Miss Florence
Nolley, W. A.
Clark, Miss Nellie
Wilson, Miss Ane
Carper, Miss Sallie A.

1884-1885

Catawba

Thomas, Miss Jennie
Brent, James
Williams, Annie F.
Woods, James R.
Graham, J. M.
McConkey, George

Big Lick

Keeney, Miss May
Wood, Mrs. D. G.
Minnix, A. J.
Phelps, Thomas J.
Comer, Miss Annie E.
Dennis, Miss L. W.
Kent, James G.
Edington, Miss Sallie
Kasey, Henry T.
Garber, William H.
Lomans, Andrew T.
Lipes, T. D.

Roanoke District

Cannaday, A. A.
Trent, Miss Addie
Peck, Miss Mary
Thomas, Miss R. M.
Blanton, Miss Mamie
Pick, Miss Anna G.
Ricks, S. A.
Hughes, Jennie B.
Boston, C. S.
Snodgrass, Miss M. E.

Cave Spring

Repass, A. P.
Blankenship, Mrs. S. E.
Blair, Lycurgus
Nelms, Miss N. P.
Crumpacker, P. S.
Eller, D. N.
Barnhardt, J. N.
Chambers, John W.
Atkins, Levi B.
Ferguson, Miss M. L.
Bell, E. E.
Hall, J. T.
Lavinder, Hezekiah
Wingfield, Robert F.
Kittinger, J. E.
Aliff, T. W.
Larney, Robert T.
Phelps, Miss M. S.
Bean, Bowyer M.
Goldsten, C. N. S.
Finley, Taz
Armistead, Robert

Salem/Central

Graybill, William M.
Jeter, Mrs. M. C.
Armstrong, Mrs. M.
Hannah, Miss F. R.
McCauley, Miss M. M.
Folkes, Miss Fannie C.
Crabtree, Mrs. K. F.
Holland, Mrs. A. P.
Weatherless, N. E.
McNorton, Ethel
McAlpine, Lottie G.
Mayo, Effie W.
Duckwilder, John W.
Baintz, E. S.
Chapman, Mrs. H. B.
Huff, Henry P.
Grant, G. G.
Lester, Miss Emma S.
Folkes, Miss Belle G.
McCauley, E. A.
Hackley, Elias
Carrington, S. C.
Dudley, Taz
Painter, N. P.

Thomas, Miss S. B.
Diuguid, M. S.

1885-1886

Catawba

Thomas, Jennie
Wade, J. T. S.
Wilson, William R.
Gordon, Frank B.
Lester, Emma O.
Woods, James R.
Thomas, Mrs. W. E.

Big Lick

Muse, Miss J. A.
Minnix, A. J.
Phelps, T. J.
Comer, Miss A. E.
Dennis, L. W.
Barnhardt, J. A.
Peck, John E.
Kefauver, D. E.
Hardy, W. J.
Whitehurst, Miss Annie
Lomans, A. T.
McCauley, E. A.
Collins, Miss M. E.
Hughes, Jennie B.

Cave Spring

Thomas, Miss S. B.
Cottrell, Miss E. R.
Repass, A. P.
Hall, J. T.
Shelor, Miss M. A.
Arthur, Mr. Thomas F.
Atkins, Mr. L. B.
Ferguson, Miss M. L.
Murry, James H.
Wingfield, Miss R. F.
Lavinder, Hezekiah
Payne, Miss R. L.
Ferguson, Miss N. A.
McDermed, Edward
Turner, English
Aliff, Thomas, W.
Larney, Robert T.
Blankenship, Miss S. E.
Goldsten, C. N. S.
Bean, B. W.
Briggs, John R.
Armistead, Robert

Roanoke District

Cannaday, A. A.
Nelms, Miss N. P.
Thomas, Miss R. M.
Pick, Miss Anna G.
Butler, C. M.
Blocher, Miss M.
Board, Miss Cora
Hughes, Miss Emma
Boston, C. S.
Peck, S. A.
Caldwell, John W.

Salem/Central

Graybill, William M.
Jeter, Mrs. M. C.
Crabtree, Mrs. K. F.
Hannah, Miss F. R.
McCauley, Miss M. M.
Folkes, Miss F. C.
Holland, Mrs. A. P.
Weatherless, N. C.
Grant, G. G.
McAlpine, Miss L. G.
Williams, Miss A. F.
Thomas, Charles C.
Duckwilder, John H.
Chapman, Mr. H. B.
Price, Frazier
Beckner, A. S.
Huff, Henry F.
Wesson, Miss Carrie
Hackley, Elias
Carrington, S. C.
Dudley, Taz
Painter, N. P.
_____, S. A.
Diuguid, Miss M. S.

1886-1887

Catawba

Thomas, C. C.
Barnett, Edgar W.
Wilson, Toney Persinger
Gordon, Frank B.
Henderson, P. M.
Woods, James P.
Woods, Joe R.

Big Lick

Barnhardt, J. A.
Snodgrass, Margaret
Eubank, William
Phelps, Mary
Edington, Sallie
McDermid, Edward, W.
Nelms, Nannie
Minnix, A. J.
Moorman, George C.
Williams, James M.
Hutchens, Virginia
Rayford, Maggie

Cave Spring

Jeter, Lilah
Lavinder, H. A.
Wood, Julia
Lee, Elizabeth S.
Ferguson, Nannie A.
Payne A. C.
Goff, Jimmie P.
Atkins, Levi B.
Hall, J. T.
Murry, John H.
Turner, Elijah
Bell, Mildred W.
Blankenship, Sallie E.
Goode, Callie
Ferguson, Mattie L.
Beahm, W. A.
Aliff, T. W.
Larney, R. R.
Rudell, Emma
Goldsten, C. N. S.
Bean, Bowyer M.
Finney, Tazewell

Salem/Central

Smith, T. J.
Jeter, Mrs. M. C.
McCauley, Miss mary
Hannah, Miss Fanny
Folkes, Miss Fanny
Holland, Miss Agnes
Barnitz, Miss Fannie
Weatherless, N. E.
Duckwilder, John H.
Williams, Mrs. Anne T.
Wilson, Geneva
Ribble, Lula
Dillon, M. G.
Wilson, William R.
Chapman, H. B.
Diuguid, Mattie S.
Campbell, Miss Maria L.
Wesson, Carrie W.
Hackley, Elias
Carrington, Gunie C.
Dudley, Tazewell
Painter, N. P.
Johnston, May
Juff, Henry P.

1887-1888

Catawba

Thomas, Charles C.
Scott, James J.
Wilson, R. W.
Woods, James P.
Thomas, Miss Jennie
Henderson, P. M.
Woods, Joseph R.

Big Lick

Beahm, I. H. N.
Conner, Miss Mantie
Beckner, A. S.
Coner, Miss Annie
Dennis, Miss Laura
Lunsofrd, Miss Geolrgia
Ruddell, Miss Emma
Eddington, Miss S. L.
Hall, J. T.
Nelms, Miss Nannie
Watkins, Miss Kate
Phelps, Miss Mary S.
Hutchins, Miss M. V.
Johnson, J. A.
Rayford, Miss Maggie
Moore, Miss Marah

Cave Spring

Eller, D. N.
Lavinder, Hezekiah
Crawford, Miss Annie
Goode, Miss Callie
Ferguson, Miss Nannie
Camridgge, C. H.
Goff, Miss Jennie
Atkins, Levi B.
Ronk, J. O.
Murry, J. H.
Marks, Miss Willie
Yeatman, Miss Josie
Blankenship, Miss Sally
Aliff, T. W.
Ferguson, Miss Mattie
Ribble, Miss Florence
Turner, E. L. D.
Larney, Robert T.
Lowman, John H.
Goldsten. C. N. S.
Bean, Bowyer N.

Salem/Central

Smith, Furman J.
Jeter, Mrs. M. C.
Hannah, Miss F. R.
Barnitz, Miss Fanny
McCauley, Miss M. M.
Folkes, Miss Fanny
Holland, Miss Agnes P.
Dillon, Miss Mary G.
Beahm, J. C.
Chapman, Mrs. H. B.
Diuguid, Mrs. M. S.
Barnett, Edgar W.
McCauley, E. M.
Wesson, Miss C. W.
Painter, Newton P.
Ribble, Miss S. L.
Huff, Henry P.
Weatherless, N. E.
Duckwilder, John H.
Williams, Mrs. Anne
Campbell, mrs. M. L.
Grant, Granville G.
McCarter, Miss A. L.
Carrington, S. C.
Hackley, Elias
Braidy, Miss N. K.

Finley, Tazewell

1888-1889

Catawba

Scott, J. J.
Sigler, J. W.
Thomas, Jennie
Henderson, P. M.
Wells, James M.
Eddington, Sally L.

Big Lick

Ferguson, M. Kate
Gunn, Minnie
Claytor, W. J.
Beckner, A. S.
Conner, Annie E.
Dennis, Laura W.
Bass, Carrie O.
Mitchell, Maggie
Ruddell, Emma
Persinger, Lawyer
Watkins, Z. Kate
Jeffress, W. M.
Nelms, Nannie
Grant, Granville G.

Cave Spring

Eller, D. N.
Holt, Josie
Porter, Alma S.
Burke, Wanda S.
Blankenship, Sally E.
Lavinder, Hezekiah
Gunn, Ruffner B.
Camper, Lucy
Lavinder, Eliza J.
John, John J.
Mann, Willie L.
Ribble, Florence G.
Crawford, Jennie B.
Atkins, Levi B.
Pritchard, Etowak
Bell, Midred W.
Ronk, James O.
Crawford, Annie L.
Carter, George B.
Campbell, Maria L.
Braidy, Nannie K.

Salem

Haislip, John P.
Jeter, M. C.
McCauley, Mary
Hannah, Fanny R.
Wesson, Carrie W.
Holland, Agnes P.
Folkes, Fanny
Watkins, W. R.
Taylor, Laura A.
Williams, Anne F.
Gibson, Lula

Central

Painter, Newton P.
Frantz, Jacob H.
Beverly, Cora A.
Johnston, Mary
Ribble, S. Lula
McCarter, Anne L.
Dent, Minerva
McCauley, Julia
Thomas, Charlie C.
Carrington, S. C.
Hackley, Elias
Walden, Ada R.
Walters, Edgar

1889-1890

Catawba

Thomas, Miss Jennie
Sigler, J. W.
John, John J.
Scott, J. J.
Lewis, Miss Mary

Big Lick

Gunn, Giles
Dennis, Laura
Adams, Ella
Jack, George S.
Brightwell, Carrie
Boswell, Lucy
Hinton, James T.
Ribble, Lula
Bass, Carrie
Hale, Julia
Booth, Helen
Frantz, Jacob
Gunn, Minnie
Grant, G. G.

Cave Spring

Eller, D. N.
Mann, W. L.
Ribble, Florence
Crawford, Annie
Blankenship, Sally
Lucas, D. S.
Laughton, Forence
Wells, James M.
Price, B. S.
Lavinder, Eliza
Anderson, E. A.
Folkes, Belle G.
Holt, Josie
Pritchard, Etowak
Ferguson, Mattie
Porter, Alma
Ronk, James O.
Atkins, L. B.
Law, Flavia
Carter, George B.
Campbell, Mariah
Hackley, Elias

Salem

Palmer, Mr. V. W.
Bradshaw, A. J.
Ferguson, M. Kate
Folkes, Fanny C.
Holland, Mrs. A. P.
Painter, N. P.
Watkins, W. R.
Wilson, W. R.
Johnson, Fanny B.
Williams, Mrs. Annie

Central

Painter, N. P.
Frantz, Lula
Brady, Nannie
Johnson, Mary
Walden, Ada R.
McCarter, Anne
Frantz, Luther
Goff, Jennie P.
Garst, Mattie C.
Scott, Walter
Carrington, S. C.
Gibson, Lula
Dent, Minerva
Burke, Wanda S.

1890-1891

Catawba

McCulloch, Miss Annie M.
Lewis, Miss Mary
John, Mr. John J.
Eakin, Mrs. Abba
Wells, Mr. James M.
Hackley, Mr. Elias

Big Lick

Lucas, Mr. D. S.
Ribble, Miss S. Lula
Rieley, Miss Cordelia
Painter, Mr. N. P.
Brightwell, Miss Carrie
Jeffress, Miss Willie
Gunn, Miss Minnie
Williams, Miss Fanny
Booth, Miss Helen
Britt, Miss Mattie L.
Ribble, Miss Forence
Duckwilder, Mr. John W.
Robinson, Mr. Charles
Brady, Miss Nanny K.

Cave Spring

Ikenberry, J. W.
Goff, Miss Jennie P.
White, Miss Fanny S.
Crawford, Miss A. L.
Ferguson, Miss Mattie L.
Light, Mr. Brownlow
Lowman, Miss Flavia
Light, Mr. Scipio
Chapin, Miss Alice
Kesler, Mr. J. C.
Alls, Mr. Byrd
Schwartz, Mr. L. R.
Beahm, Miss Ella
Ronk, Mrs. James O.
Payne, Mr. R. L.
Pittard, Mrs. Emma
Lavinder, Miss E. J.
Ronk, Mr. James O.
Atkins, Mr. L. B.
Kesler, Mr. W. M.
Grant, Mr. G. G.

Salem (No. 2 district)

Porter, Miss Alma S.
Payne, Miss Mary S.
Beahm, Mr. J. C.
Beahm Miss Lucy
Barber, Mr. W. C.
Chapman, Mrs. H. B.
Folkes, Miss Belle G.
Wilson, Mr. Charles
Painter, Mr. P. O.
Scott, Mr. Walter A.
Carrington, Mr. S. C.
Rayford, Miss Maggie
McCarter Miss Anna L.
Hale, Miss Julia A.

Town of Salem

Keen, Mr. H. L.
Palmer, Mrs. U. W.
Cobbs, Mrs. L. F.
Buchanan, Miss Margaret
Ferguson, Miss Kate
Holland, Mrs. Agnes P.
Folkes, Miss Fanny C.
Watkins, Mr. W.
Wilson, Mr. W. R.
Johnson, Mrs. F. B.
Williams, Mrs. Annie.

Campbell, Miss Maria L.
Houston, Mr. O. C.
Miller, Mr. C. A.

1891-1892

Catawba

Cameron, J. B. R.
Lewis, Miss Delia
Crawford, Ballard W.
Lewis, Miss Mary S.
Powell, George W.

Big Lick

Hannah, Sarah
Rayford, Maggie
Robinson, Charles A.
Barnhardt, J. A.
Williams, Miss Fannie
Wilson, Emily
Painter, N. P.
Meredith, Fannie T.
_____, Millie M.
Gunn, Minnie
Jeffress, Miss Willie
Britt, Mattie L.
Eakin, Minnie
Booth, _____

Cave Spring

Frantz, J. H.
Goff, Jennie T.
Chapman, M. E.
Charofine, Annie L.
Chafin, Alic S.
Lucas, D. S.
Evans, Eula Lu
Kirkwood, Charles E.
Price, W. W.
Kisler, W. M.
Alls, Byrd
Painter, P. O.
Jones, Sallie E.
Mitchell, George A.
Hunter, Nannie K.
Griggs, Louise
Ronk, James O.
Light, Scipio
Smith, Jennie
Scott, Walter A.
Grant, G. G.
Priest, Araminta
Hackley, Elias

Salem

Johnson, Lucy
Carrington, S. C.
Miller, C. A.
Priscilla, Myers
Hale, Julia
Van Allen, B.
Dent, Minerva
Ribble, F. V.
Mitchel, Jennie P.
Johnston, Maggie
Williams, Grace C.
Merriman, Emma K.
Porter, Alma S.
Merriman, Eula L.
Kizer, Annie M.

Town of Salem

Sheppe, J. Luther
Palmer, V. W.
Buchanan, Miss Margaret
Cobbs, Lou F.
Berkeley, Fannie L.
Folkes, Fannie
Holland, Agnes
Watkins, W. R.
Wilson, W. R.
Duckwilder, John H.
Williams, Mrs. A. F.

1892-1893

Catawba

Cameron, J. B. R.
Lewis, Miss Delia
Bradford, Miss Josie
Lewis, Miss Mary
Doosing, William T.
Powell, George W.

Big Lick

Rayford, Maggie
Hannah, Sarah J.
Grant, G. G.
Hunter, Miss Nannie
Robinson, Charles A.
Painter, N. P.
Meredith, Miss Mary
Smithers, Beulah Miss
Jeffress, Miss Willie
Williams, Miss Fannie S.
Barnhardt, J. A.
Britt, Miss Mattie L.
Griggs, Miss Lila
Ribble, Miss Florence
Patterson, Miss Fannie E.
Walker, Miss Annie
Ronk, J. O.

Cave Spring

Frantz, J. H.
Goff, Jennie P.
Crawford, Annie L.
Griggs, Louise
Mitchell, George
Jones, Mrs. L. F.
Agnew, Beatrice
Kirkwood, Charles E.
Arthur, Montie
Keslier, W. M.
Merriman, Eulalia L.
Merriman, Emma K.

Eller, C. E.
Shipman, Miss Janie
Bell, Mrs. Mildred W.
Sharks, Miss Fannie
Painter, P. O.
Price, W. M.
Lowman, Flavia
Hawley, Robert
Scott, Walter A.
Young, Rev. C. J.
Priest, Araminta
Hackley, Elias
Thornton, C. W.

Salem

Stratton, Elanor
Porter, A. S.
Waldron, Ida
Goodwin, Ida
Jack, George S.
Hale, Julia
Myers, P. O. B.
Johnson, Lucy A.
Miller, C. A.
Carrington, S. C.
Wilson, Laura B.
Gunn, Miss Johnhilda B.
Forbes, Miss Marion C.
Gold, Miss Bessie C.
Barnitz, Edward S.
Hunter, Miss Nannie
Wilson, Minnie

Town of Salem

Sheppe, Prof. J. L.
Palmer, Mrs. V. W.
Kizer, Miss Anne
Holland, Miss Agnes
Folkes, Miss F. L.
Johnston, Miss Margaret
Berkeley, Miss F. L.
Watkins, Mr. W. R.
Wilson, Mr. W. R.
Duckwilder, Mr. John H.
Mathews, Miss Josie B.

1893-1894

Catawba

Thomas, John C.
Barnett, Edgar
Gordon, Frank B.
Henderson, Paris M.
Woods, James P.
Woods, Joe R.
Wilson, Lorenzo
Lewis, Miss Delia
Spessard, Miss Sallie
Cameron, J. B. R.
Beahm, J. C.
Bradford, Miss Josie
Powell, George W.

Big Lick

Painter, N. P.
Forbes, Miss Marion C.
White, Miss Mary B.
Smithers, Miss Beulah
Lemon, Miss Mollie
Jones, Miss Sallie G.
Ronk, J. O.
Gold, Miss Bessie C.
Thornhill, Miss Maggie A.
Walker, Miss Annie
Britt, Miss Mattie L.
Agnew, Miss Beatrice
Griggs, Miss Lila
Davis, Miss Mary A.
White, A. B.
Robinson, C. A.
Hannah, Sarah J.

Cave Spring

Yeatman, Josie
Goff, Jennie P.
Crawford, Annie
Shipman, Janie
Mitchell, George A.
Merriman, Eula L.
Baldwin, Alice
Kindred, Minnie
Painter, P. O.
Merriman, Emma K.
Eller, C. E.
Williams, C. A.
Arthur, Montie
Bell, Mildred W.

Central

Johnson, Miss Lucy A.
Carrington, Mr. S. C.
Miller, Mr. C. A.
Wilson, Miss Minnie A.
Banks, Miss Sallie A.
Lewis, Miss Mary
Godwin, Miss Ida P.
Berkly, Miss Mary
Jack, Mr. George S.
Walden, Miss Ada R.
Wilson, Miss Laura B.
Graybill, Mr. A. W.
Kirkwood, Mr. C. E.
Porter, Miss Alma S.

Salem

Sheppe, J. Luther
_____, Miss Alice
Johnston, Miss Margaret
Berkeley, Miss Fannie L.
Kizer, Mrs. Annie M.
Holland, Mrs. Agnes
Folkes, Miss Fannie
Watkins, W. R.
Wilson, W. R.
Duckwilder, John H.
Mathews, Miss Josie B.
Smith, Furnecia J.
Ribble, Miss S. Lulu
Yeatman, Miss Susie
Diuguid, Miss Mattie S.
Dillon, Mrs. Mary
Weatherless, Nelson E.
Williams, Mrs. Annie T.
Dudley, Tazewell
Hackley, Elias
Carrington, S. C.
Wilson, Miss Geneva
Campbell, Miss Maria S.
Jeter, Mrs. M. C.
McCauley, Miss Mary M.
Hannah, Miss Fannie A.
Sibold, Maggie S.
Barnitz, Miss Fannie
Chapman, Mrs. H. B.
Campbell, Miss Fannie C.
Huff, Henry P.
Johnston, Miss Mary W.

Sparks, Nannie
Bowman, Levi A.
Welch, Lottie
Scott, Walter A.
Priest, Araminta
Rayford, Maggie
Hackley, Elias
Kenedy, George W.

Painter, Newton P.
Wesson, Miss Carrie W.

1894-1895

Catawba

Cameron, J. B. R.
John, Miss L. Annie
Spessard, Miss Sallie
Beahm, J. C.
Lewis, Miss Delia
Tynes, Joseph B.

Big Lick

Painter, N. P.
Fanley, Miss L. M.
Boswell, Miss Lucy F.
Mickie, Miss L. E.
Ikenberry, C. S.
Moomaw, E. C.
McWilson, Miss M.
Britt, Miss Mattie L.
Moore, Miss J. L.
Jack, George S.
Myers, Miss Lena
Gunn, Giles
Armstrong, C. M.
Frantz, C. M.
Robinson, C.A.
Hannah, Sarah J.
Johnson, Nathaniel
White, A. B.
Jerden, Maria V.

Cave Spring

Arthur, Montie
Ribble, Florence
Mitchell, George A.
Bell, Midred
Bucher, Aaron P.
Kesler, W. M.
Scott, Walter A.
Priest, Araminta
Gilliam, J. H.
Rayford, Maggie
Kennedy, George W.
Wilson, Laura B.
Crawford, Annie L.
Eller, C. E.
Henry, Maggie
Kirkwood, C. E.
Merriman, Eula
Ratcliff, P. M.
Lovelace N. A.

Central

Johnson, Miss Lucy
Carrington, Mr. S. C.
Hackley, Mr. Elias
Wilson, Miss Minnie A.
Powell, Mr. George W.
Lewis, Miss Mary S.
Thomas, Miss Mattie H.
Walden, Miss Ada R.
Sowers, Mr. T. D.
Barford, Miss Ora D.
Shipman, Miss Janie
McKindred, Miss Minnie
Welch, Miss Lottie
Porter, Miss Alma S.
McCauley, Miss Julia K.
Henderson, Mr. Robert E.

Salem

Sheppe, J. L.
Lemon, Miss Mollie
Burks, Miss Kate
Johnston, Miss Margaret
Berkeley, Miss Fannie
Goff, Miss Jennie
Holland, Mrs. Agnes
Folkes, Miss Fannie
Watkins, W. R.
Wilson, W. R.
Duckwilder, J. H.
Mathews, Miss Josie B.

Kesler, J. C.
Baldwin, Alice
Davis, Mary
Merriman, Emma

1895-1896

Catawba

Cameron, J. B. R.
Garst, Mrs. Mary S.
McWhorter, M. T.
McWhorter, H. W.
Osborne, Frank W.
Banks, Miss Sallie A.

Big Lick

Beahm, J. C.
Gunn, Giles
Robinson, C. A.
Johnson, Lucy A.
White, A. B.
Painter, N. P.
Mickie, Miss Elizabeth
Spessard, Miss Sallie
Funkhouser, Miss Alta
Coles, J. T.
Britt, Miss Mattie L.
Moore, Miss Jennie
Ferguson, Miss Saidee
Patterson, Miss Fannie
Walker, Miss Annie W.
Moomaw, E. C.

Cave Spring

Eller, C. E.
Crawford, H. L.
Kirkwood, Charles E.
Matthews, C. G.
John, Annie
Mitchell, Benjamin L.
Sears, C. C.
Lovelace, N. A.
Arthur, Montie
Ratcliffe, P. M.
Merriman, Emma
Kisler, J. C.
Wells, M. A.
Nicar, Minnie M.
Mitchell, George A.
Hartwell, Leonora V.
Peters, Leon G.
Kesler, William M.
Rayford, Maggie
Gilliam, Harris H.
Jordan, Maria V.
Gilliam, Walter A.

Central

King, John P.
Carrington, S. C.
Hackley, Elias
Williams, Mrs. Annie
Willis, Mrs. Julia A.
McCauley, Miss Julia K.
Barford, Miss Ora D.
Brumbaugh, D. E.
Sowers, T. D.
Jamison, Mrs. Bessie C.
Shipman, Mrs. Janie C.
Hawkins, Mrs. Mary A.
_____, Miss Maude A.
Painter, P. O.
Porter, Miss Alma S.
Naff, C. D.
King, John B.
Carrington, S. C.
Hackley, Elias
Williams, Mrs. Annie
Willis, Mrs. Julia A.

Salem

Sheppe, J. Luther
Lemon, Mollie J.
Burks, Kate
Johnston, Margaret
Berkeley, Fannie L.
Kizer, Anna M.
Goff, Fannie
Holland, Agnes
Folkes, Fannie L.
Duckwilder, John H.
Wilson, W. R.
Hannah, Sarah
Scott, W. A.

Kennedy, George W.

1896-1897

Catawba

Cameron Mr. J. B. R.
Lewis, Miss Delia
Beahm, Miss Lucy
Doosing, Mr. W. T.
henderson, Mr. R. E.
Banks, Miss Sallie A.

Big Lick

Carter, W. H.
Barksdale, Miss Mamie
Mathews, E. G.
Johnson, J. W.
Mickie, Miss Elizabeth
Britt, Miss Mattie L.
Cutchin, Miss E. M.
Moomaw E. C.
Richardson, Miss E. A.
Walker, Miss Annie W.
Coles, T. J.
Cook, R. E.
Moore, Miss Jennie
Obenshain, Miss Olive B.
Spurlock, Miss Virginia
Cain, Miss Fannie
Ross, John H.
James, Miss Amanda
Ferguson, Miss Saidee

Cave Spring

Kisler, J. C.
Richardson, Rosa C.
Kisler, W. M.
Wells, M. A.
Nicar, Minnie M.
Merriman, C. K.
Ratcliffe, J. M.
Webster, N. E.
Webster, Harvey L.
White, A. B.
Gilliam, James H.
Eller, C. E.
Kirkwood, C. E.
Montgomery T. F.
London, Willie
John, L. Annie
Bitchell, B. L.
Walthall, C. W.
Harman, Henry A.

Central

King, John B.
Carrington, S. C.
Hackley, Elias
Williams, Mrs. Annie F.
Scott, W. A.
Nowlin, Joseph W.
Garst, F. J.
Barford, Miss Ora
Wilson, Miss Mildred S.
Sowers, T. D.
Jamison, Mrs. Bessie
Shipman, Miss Janie W.
Ronk, Clifton G.
Folkes, Miss Belle G.
Porter, Miss Alma S.
Merriman, Miss Eula Lillian
Naff, D. C.

Salem District was missing

Mitchell, George A.
Brubaker, John A.
Arthur, Montie
Whitely, Phillip C.

1897-1898

Catawba

Lewis, Miss Elia
Jenkins, H. T.
Sink, H. C.
Wilson, Miss M. S.
Agnew, Miss H. M.
Cain, Miss M. F.

Big Lick

Cameron, J. B. R.
Brubaker, J. A.
Cook, R. E.
Britt, Miss Mattie
Barford, Miss Ora
Duncan, Miss Mattie
Moore, Miss Jennie
Richardson, Miss Rosa
Shelor, Miss Emma
Walker, Miss Annie
Wingfield, G. A.
Gunn, Giles
Bush, Miss Mamie
Obenshain, Miss Olive
Hackman, R. E. L.
Banks, Miss S. A.
Preston, P. L.
White, A. B.
James, Miss A. J.

Cave Spring

Eller, C. E.
Mitchell, G. A.
Hess, Miss Olive
London, Miss Willie
Nicar, Miss Minnie
Walthall, Miss Christine
Ferguson, Miss Laura
Altizer, R. G.
Mitchell, B. L.
Kesler, J. C.
Wells, M. A.
John, Miss Annie
Kesler, W. M.
Alley, A. C.
Barksdale, Miss Mamie
Francis, Miss M. Y.
Ratcliffe, P. M.
Ikenberry, H. C.
Arthur, E. W.

Central

Henderson, J. J.
Ronk, C. G.
Garst, Miss Mae
Sowers, T. D.
Jamison, Miss Bessie
Shipman, Miss Janie
Early, L. Hunter
Weston, Miss Josie E.
Porter, Miss Alma
Folkes, Miss Belle
Naff, D. C.
King, John B.
Carrington, S. C.
Nowlin, Joseph W.
Williams, Mrs. Anne
Scott, W. A.

Salem

Lemon, Miss Mollie J.
London, Miss Lila
Burks, Miss Kate
Hardy, Miss Bessie
Johnston, Miss Margaret
Armstrong, Miss Hannah
Berkeley, Miss Fannie
Kizer Miss A. M.
Goff, Miss Jennie
Spessard, Miss Sallie
Folkes, Miss Fannie
Duckwilder, J. H.
Wilson, W. R.
Gibson, Miss Lula
Hannah, Miss Sarah

Webster, N. E.
Flood, J. W.
Gilliam, J. H.
Whitely, P. C.
Gilliam, W. A.
Kennedy, G. W.

1898-1899

Catawba

Cameron, J. B. R.
Jenkins, H. T.
Sink, H. C.
John, L. Annie
Dossing, W. T.
Moore, Henrietta
Banks, Anthony

Big Lick

Hardy, F. M
Barksdale, Mannie
Ferguson, Laura
Brubaker, John
Cook, R. E.
Britt, Mattie L.
Barford, Miss Ora
Duncan, Miss Mattie
Moore, Miss Jennie
Wilson, Miss Mildred
Bush, Miss Nannie
Richardson, Miss Rosa
Patterson, Miss Mamie
Hickman R. E. L.
Nelms, Mrs. Annie L.
Langhorne, John W.
Hnery, Thomas T.
White, A. B.
James, A. J.

Cave Spring

Eller, C. E.
Webster, H. L.
Watts, R. W.
Peters, L. G.
Ratcliffe, P. M.
Walthall, Christine
Shelor, Miss Emma
Flora, J. G.
Meador, W. A.
Arthur, E. W.
Mitchell, B. L.
John, O. O.
Kesler, W. M.
Alley, A. C.
Nicar, Minnie M.
Grisso, Fannie S.
Wells, M. A.
Ikenberry, H. C.

Central

Folkes, Belle Y.
Walker, Annie W.
Smith, Ethel B.
Sowers, T. D.
Jamison, Bessie C.
Shipman, Janie W.
Oakey, Nellie R.
Garst, Mae
Porter, Alma S.
Martin, Mrs. R. F.
Naff, D. C.
King, John B.
Carrington, S. C.
Nowlin, Joseph W.
Williams, Anne F.
Scott, W. A.

Salem

Laws, Lila M.
London, Lila M.
Burks, Kate K.
Hardy, Bessie M.
Johnston, Margaret
Ashely, Kate H.
Armstrong, Hannah
Berkeley, Fannie L.
Kizer, Anna M.
Goff, Jennie P.
Spessard, Sallie
Folkes, Fannie
Wilson, W. R.
Duckwilder, J. H.
Gibson, L. V.
Hannah, Sarah J.

Deaton, Estella L.
Gilliam, W. A.
Flood, J. W.
Briggs, J. R.
Claytor, J. B.
Kennedy, G. W.

1899-1900

Catawba

Jenkins, H. T.
Ferguson, Miss Laura
Camerson, J. B. R.
John, Miss Annie
Heslep, Miss Inez
Moore, Miss Retta
Frogg, M. J.

Big Lick

Hardy, Miss Fannie
Patterson, Miss Mamie
Welch, Miss Lottie
Cook, R. E.
Duncan, Miss Mattie
Nicar, Miss Minnie
Barford, Miss Ora
Wilson, Miss Mildred
Moore, Miss Jennie
Bush, Miss Mamie
Richardson, Miss Rosa
Stover, Miss Bessie
Walker, Miss Annie
Hatcher, Miss May
Gunn, Giles
Haislep, J. P.
Merriman, Eula
Barksdale, Miss Mamie
Hogsett, Mrs. L. M.
Langhorne, John W.
Banks, S. A.
White, A. B.
Williams, Ann F.

Cave Spring

Camper, Miss Pauline
Renick, Miss Mildred
Watts, R. W.
Peters, L. G.
Ratcliffe, P. M.
Altizer, M. H.
Kirkwood, Miss _____
Deaton, Miss Virgie
Flora, J. C.
Meador, W. A.
Tice, O. W.
Mitchell, B. L.
Eller, C. E.

Grisso, Miss Fannie
Kesler, W. M.
Shelor, Miss Emma
Feesor, E. S.
Gilliam, W. A.
Flood, J. W.
Claytor, J. B.
Cole, George W.
Kennedy, G. W.

Central

Kime, W. A.
Walthall, Mis Christine
Naff, D. C.
Sowers, T. D.
Jamison, Mrs. Besie
Shipman, Miss Janie
Oakey, Miss Nellie
Beamer, Miss Jennie L.
Porter, Miss Alma S.
Finke, Miss Beulah
Garst, Levi
White, Jeannette
King, John B.
Carrington, S. C.
Phillips, Lera J.
Hackley, M. Fannie
Scott, W. H.
Smith, William

Town of Salem

Adams, W. M.
London, Miss Lila
Burks, Miss Kate
Hardy, Miss Bessie
Johnston, Miss M.
Armstrong, H. G.
Jones, Miss Lucy T.
Barksdale, Miss Fannie
Kizer, Mrs. A. M.
Goff, Miss Jennie
Spessard, Miss Sallie
Folkes, Miss Fannie
Wilson, W. R.
Duckwilder, J. H.
Gibson, Lula V.
Hannah, Sarah J.

Martin, C. J.
Alley, A. C.
Nicar, Miss Minnie
Hodges, Miss M. V.
John, O. O.

1900-1901

Catawba

Cameron, J. B. R.
Moore, Miss Retta
Barnhardt, Miss Dora E.
Price, Miss Lura E.
Jamison, John E.
Lewis, Miss Delia
Braxton, Elizabeth H.

Big Lick

Cabell, Miss Etta
Agnew, Miss Varah J.
Akers, A. E.
Cook, R. E.
Nicar, Miss Minnie
Barford, Miss Ora
John, Miss Annie
Wilson, Miss Mildred
Moore, Miss Jennie
Bush, Miss Mamie
Hatcher, Miss E. Gilmer
Starritt, Miss Eullalie
Walker, Miss Annie
Guerrant, Miss Virginia
Walker, Miss Lottie
Hogsett, Mrs. L. M.
Smith, Miss Cora A.
Cooper, S. Madeline
Banks, S. A.
Gilliam, W. A.
James, A. Jessica

Cave Spring

Jones, John A.
Hatcher, Miss May
Eller, C. E.
Henry, J. M.
Alley, A. C.
Radcliffe, P. M.
Deaton, Miss Lulu
Barnett, Miss Maude E.
Flora, J. C.
Martin, C. J.
Graveley, Miss Mary E.
Holmes, Miss Lillie V.
Kester, W. M.

Wertz, R. C.
Richardson, Miss Rosa
Peters, L. G.
Deaton, Miss Stella
Bowman, John T.
Eller, Miss Cora E.
Shelor, Miss Emma
Altizer, M. H.
Langhorne, John W.
Kennedy, George W.
Flood, J. W.
Snyder, Emma J.
Rann, E. L.

Central

Kime, W. A.
Jones, Miss Mary Lewis
Naff, D. C.
Jamison, Miss Bessie C.
Shipman, Miss Janie
Oakey, Miss Nellie R.
Miller, Miss Ellen D.
Deaton, Miss Virgie L.
Watterson, John W.
Walthall, Miss Christine
Garst, Levi
Folkes, Miss Belle G.
King, John B.
Carrington, S. C.
Holland, Mary E.
Hackley, M. Fannie
Radford, C. E.
Williams, Anne F.

Town of Salem

Adams, W. M.
Burks, Miss Kate
London, Mill Lila M.
Hardy, Miss Bessie
Johnston, Miss Margaret
Armstrong, Miss H. G.
Jones, Miss Lucy T.
Berkeley, Miss Fannie
Goff, Miss Jennie
Kizer, Mrs. A. M.
Spessard, Miss Sallie
Folkes, Miss Fannie
Duckwilder, John H.
Wilson, W. R.

White, A. B.
Hannah, Sarah J.

APPENDIX B

First Primary Grade--First Year

Reading--Words and short sentences from blackboard and chart. First Reader, first 40 lessons, taught by the Word method.

Spelling--Words from chart and reading lesson. Meaning of words taught by their easy use as example sentences.

Language--Reading lesson made the basis of language work. Use of capitals to begin and of the period to end a sentence. Name and use of the interrogation point. Oral reproduction of reading lessons, other simple stories, fairy tales, Mother Goose stories, etc.

Numbers--Arabic notation to 100; Roman to XX. Teacher numbers from 1-9, associating figures, and at the same time teach thoroughly all the additions; subtractions, multiplications, and divisions possible to these numbers, taking care that no result exceeds 9. Let the written and oral work go hand in hand in these as in all other grades. Practical problems--encourage the children to be sure to suggest some. Numbers to be written on slates and read at sight. Correct formation of figures and orderly work to be looked to especially.

Writing--Words of the reading lessons upon slates or the blackboard. Words copied from the blackboard. Ruled slates. Letters formed carefully and according to system.

Oral and Observation lessons--Color--The seven primary colors taught. Form--triangle, square, oblong, circle. Human--parts and movements. These lessons given in conventional style and good language on the part of the pupils carefully fostered.

Drawing--Slates ruled half way on one side, on the other dotted into quarter inch squares half way; dots at the corners only. Use Krusi's system as he prescribes it. The dotted squares will serve as guides in the work.

Second Primary Grade--Second Year

Reading--1st 3 months First Reader completed; last two months Second Reader to lesson 40. Phonetic exercises daily. Oral reproduction of lesson. All new words explained and illustrated before given to pupils.

Spelling--Words from reading lessons and otherwise as in Grade 1.

Language--Formation of simple sentences containing words of the spelling lesson. Choice selections memorized. Use of capital letter in writing names of persons and places. See that principles learned are applied in pupils' ordinary speaking and writing.

Numbers--Arabic notation to 1,000. Roman to L. Numbers written and read at sight. Develop the idea of 1 ten and tens and units through 99. Give combinations such as: add 1 to 1, 11, 21, etc.; add 1 to 2, 12, 22, 32, 35c.; add 1 to 3, 13, 23, 33, 35d., through 8, 18, 28, 38, etc. In the same way add 2, 3, 4, 5, 6, 7 etc. taking care that the sum of the units is not greater than 9. Then begin to add 1 to 9, 19, 29, etc. Subtract with same numbers, keeping each term of the minuend greater than corresponding terms of the subtrahend.

Drill in adding numbers impressed in columns. Count by 2, 3s, 4s, 5s, and 10s. Simple practical problems. When pupils have thoroughly the above, develop the idea of 100, and teach hundred 0 tens, and units to 999, keeping up combinations of same nature as those above. Quick mental work. Lead children to build multiplication table as far as five fives.

Writing--Sentences containing short words to be copied from the blackboard. Care given to the formation of i and e according to system.

Home Geography--Develop the ideas of location, direction, and distance. Teach terms right and left, also front, back, near, before, behind, above, over, under, below, by the side of, etc. Teach the points of the compass.

Observations Lessons--Work of first grade reviewed and continued. Color--formation of the secondary from the primary colors. Form--ball, semicircle, ring, cube; also terms straight, crooked, curve, square corner, round corner, etc. Human Body--parts and movements continued.

Drawing--Krusi's.

Third Primary Grade--Third Year

Reading--Second Reader completed. Same methods as previous grades also, use of hyphen taught, select letters noted, and long and short sounds of vowels distinguished by the diacritical marks.

Spelling--Oral and written. Words from reading lessons and lists of common words selected by teacher. Care given to see that pupils have intelligent ideas of meanings of words. Pupils encouraged to use this new verbal acquisition in daily conversation.

Language--Work of 1st and 2nd grades continued. Reproduction of reading lessons and stories. Use of period--abbreviations, of exclamation point, of capital letter in writing days of the week and names of the months., and apostrophe to denote possessive case. Sentences dictated involving principles already learned.

Numbers--Develop the idea of 1,000, and teach to read and write numbers through 1,000,000. Add numbers in columns as in previous grades. Longer columns. Count by 7s, 8s, 9s after reviewing counting in previous grade. Subtract from 10, 20, 30, 40, etc.; 2 from 10, 20, 30, 40, etc.; 3 from 11, 21, 31, 41, etc.; 3 from 12, 22, 32, 42, etc. and similar operations with 4, 5, and 6, etc. Multiplication table as far as 10 x 10. Begin such multiplication as $13 \times 2 = 26$, $23 \times 2 = 46$, etc., gradually extending work to include $15 \times 2 = 30$, $25 \times 2 = 50$, etc. Divisions which are the reverse of multiplications in table taught. Begin such divisions as $5 \text{ divided by } 2 = 2 \text{ with one remaining}$. Quick mental work in addition, subtraction, multiplication, and division. Insist upon neatness in work. Roman notation to C.

Writing--Standard of measurement of the height and width of letters taught; also, straight line on main slant, right and left curves. Letters analyzed, copy Book NO. 1. Lead pencils used. Movement.

Home Geography--Review work of previous grade and develop ideas of boundaries and maps. Draw place or map of school yard. Teach meaning and use of the scale. Teach terms, trees, forests, field, plain, hill, mountain, town, city, village, valley, brook, river, spring, etc.

Observation Lessons--Review previous work. Color--shades and tints. Form--cylinder, crescent, oval, hemi-sphere, cone, pyramid, spiral and wave line, angles, circumference, diameter, etc. Position of slanting, horizontal, and vertical lines. Human Body--Organs of the senses.

Drawing--Krusi's.

Fourth Primary Grade--Fourth Year

Reading--Third Reader. Aesop's Fables. Definitions taught by the use of words in sentences, oral and written. Same methods as in previous grade. Further drill in diacritical marks, taking in the occasional sounds of vowels.

Phonetic drill daily.

Spelling--as in the previous grade.

Language--Sentences from dictation involving principles already learned. Use of capital letters in writing I and O, names of the Deity, and titles of honor and office. Quotation marks, use of comma in direct address. Long's New Language Exercises, Part 1. Choice selections memorized.

Writing--Copy Book NO. 2 with pencils. Drill in movements and letter formation.

Arithmetic--Notation and numeration to 1,000,000,000; Roman to D. Addition to 8 columns of 6 figures each containing any figure. Subtraction completed. Multiplication, multiplier not exceeding 25, product not excluding 1,000,000,000. Table completed.

Mental drill in four forms studies gradually made more complex and difficult. Rapidity and accuracy. Teach the signs, +, -, division, =, and the terms sum, difference, product, quotient, etc. Halves, thirds, fourths, etc. to tenths, taught objectively one whole = $2/2$, $3/3$, $4/4$, $5/5$, etc. taught objectively and thoroughly.

Geography--Maury's Elementary. Complete the United States. See that pupils understand the terms, hill, base, slope, use of slope, hill-range, water partings, mountain base, slope, summit, peaks, range or chain system, etc., volcano, crater, lava, mountain pass, table land, prairie, desert, coast, cape, promontory, bluff, peninsula, isthmus, island, continent--names and location, lake, ocean--names and location, bay, gulf, harbor, sea, strait, channel, sound; weather, seasons, mist, fog, cloud, hail, rain, snow, sleet, dew, frost, wind; productions--animal, vegetable, and mineral. Show how animal and vegetable productions depend on climate. Study forms in vicinity.

Observation Lessons--Review. Form--pentagon, hexagon, octagon. Plants--common flowers and plants observed and named. Parts--leaf, stem, root, bud, flower, etc.; parts and shape of leaf--blade, veins, margin, etc.; parts of flower--petals, stamens, pistils, etc. Common things--sugar, salt, glue, cork, india-rubber, coal, wax, bread, leather, iron, etc. Human Body--parts, movements, use of parts, health of parts.

Drawing--Krusi's.

Fifth Primary Grade--Fifth Year

Reading--Third Reader. Alternate Third Reader, Andersen's Fairy Tales. Methods as in previous grade. Recitations and declarations.

Spelling--From readers as before. Thomas' Spelling Blanks No. 1 used. Names of states and countries of the world in teacher's list of words for spelling. Pen and ink used.

Language--Long's New Language Exercises, Part II, Letter writing.

Arithmetic--Roman notation to M. Davies and Peck's Elementary Arithmetic to Long Division. Mental drill continued as before.

Geography--Maury's Elementary completed. Map drawing, Maury's Manual to p. 17 (omitting pages to 8 to zones) and taking the Va. Supplement.

Writing--Copy Book No. 3. Pen and ink used.

History--McGill's Va. to Chapter XV.

Drawing--Krusi's.

Physiology and Hygiene--Johounat and Boulon's Lessons in Hygiene, 1st 8 chapters.

Observation Lessons--Lessons on common words, animals, birds, insects; specimens collected, mounted, and preserved. Common things, silk, rice, cotton, hemp, flax, jute, wool, coffee, cloves, spice, all-spice, nutmeg, ginger, cinnamon, sage, soap, candles, whale bone.

First Grammar Grade--Sixth Year

Reading--McGuffey's Fourth Reader, Kingsley's Water Babies. Carefully attention given to articulation, emphasis and expression.

Spelling--McGuffey's Eclectic Speller, lessons 27 to 77. Continue work of previous grade.

Arithmetic--Davies and Peck's Elementary to Addition of Common Fractions. The relations of fractions to wholes carefully illustrated by objects. Simple, practical examples, illustrating fractions. Mental drill, continued and extended.

Grammar--Harvey's Elementary (Revised) commenced and taught to page 88, omitting sections 14, 17, 19, 23-27, 31-33, 35, 38-40, 46 and 47, and pages 65 and 66. Analysis and construction of simple sentences. Parsing ? of the noun.

Geography--Maury's Manual, pages 6-8, and 17-74.

Writing--Copy Book No. 4.

Virginia History--McGill's Chapters XV to SSVII inclusive. Subjects to be taught topically and pupils encouraged to consult other books. As part of one lesson each week to be given to the study of current events.

Physiology and Hygiene--Johonnot and Bouton completed. Specimens examined.

Declarations--masterpieces memorized and recited.

Drawing--Krusi's.

Second Grammar Grade--Seventh Year

Reading--Fourth Reader, Ruskin's King of the Golden River. Farm animals and their wild kindred. Follow instructions for 6th grade.

Spelling--Same as in previous grade.

Arithmetic--Davies and peck's Complete beginning with addition of Common Fractions and completing Decimal Fractions. Teach corresponding work in supplement.

Grammar--Harvey's Elementary completed. Teach pages 156-159 inclusive. Teach sections, 25, 26, 32, 33, 38, 46 and 47 and page 65 on review. Analysis and construction of simple and easy complex and compound sentences. Particular attention given to the verb. Oneill's Dictation Blanks, No. ?

Geography--Maury's Manual pages 74 to 114.

Physiology and Hygiene--Tracey's, 1st half.

History--McGill's completed. Eclectic to page 91.

Writing--copy book No. 5--special attention to principles of style and correct formation of letters.

Drawing--Krusi's.

Compositions--Drawn largely from "Observation Lessons."

Third Grammar Grade--Eighth Year

Reading--Fifth Reader, Emerson's evolution of Expression: I and II. Voice culture. Initial interpretation of thought.

Spelling--Eclectic Speller lessons, 134 to end of book. Diacritical marking thoroughly taught.

Arithmetic--Davies and Peck's Complete, pages 134 to 230 including corresponding work in Supplement. Mental work continued.

Grammar--Harvey's Practical to Syntax. Special attention to O'Neill's Blanks, No. 2.

Writing--Copy Book, no. 5. Work as in previous grade.
Geography--Maury's Manual completed and rapidly reviewed. Maury's Physical Geography, first half.
Physiology and Hygiene--Tracey completed.
History--Eclectic, pages 91 to 243 inclusive. Taught topically. Independent research encouraged.
Drawing--Krusi's.
Recitations--Weekly. Debates occasionally, but carefully supervised.

Fourth Grammar Grade--Ninth Year

Reading--Fifth Reader. Emerson's Evolution of Expression: Vols. 3 and 4. Masterpieces of American Literature: Lanu ? Tales from Shakespeare, Scott's Lady of the Lake and Marm__ ? Selections from Ruskin. Tennyson's Enoch Arden and Other Poems. Byron's Childe Harold.
Spelling--The same as in previous grade.
Arithmetic--Davies and Peck's Complete completed.
Grammar--Harvey's Practical completed. O'Neill's Blanks.
Writing--Copy Book NO. 6.
Geography--Maury's Physical completed.
Botany--Apgar's Trees of the Northern United States.
History--Eclectic completed.
Drawing--Krusi's.
Orations and debates.

End

R. C. Stearnes,
County Superintendent of Schools

County
City

RECOMMENDATION
OF
COMMITTEE ON HIGH SCHOOL
TEXT-BOOKS,

1905.

..... *Salem, Va., Oct 1*, 1905.

To the State Board of Education :

The Committee for the School Division comprising the ^{County} ~~City~~ of *Roanoke*

recommends the following text-books for use in the high school grades of said division:

ENGLISH LANGUAGE AND LITERATURE:

- English Grammar..... ~~Webster's English Grammar~~
- Composition and Rhetoric..... *Carpenter's Elements of Rhetoric and English Composition*
- History of American Literature..... *Paine's Introduction to American Literature*
- History of English Literature..... " " " *English* " "
- Southern Literature..... *Manly's Southern Literature*
- Series of English Classics..... *Gateway Series of English Texts, Short Series of English Classics, Late English Classics*
- English Dictionary..... *Webster's*

HISTORY, CIVICS, AND ECONOMICS:

- General..... *Meyer's*
- Ancient..... "
- Greek.....
- Roman.....
- Medieval and Modern..... *Meyer's*
- English..... *Montgomery's*
- French..... "
- American.....
- Virginia.....
- Southern.....
- Civil Government..... *Fiske*
- Economics.....

LATIN:

First Book..... Collinson and Daniell's First Year Latin
 Grammar..... Allen and Greenough's Shorter Latin Grammar
 Composition..... Bennett's Latin Compositions
 Reader, or Viri Romae.....
 Cornelius Nepos.....
 Caesar..... Allen and Greenough's New Caesar
 Ovid.....
 Vergil..... Bennett's
 Sallust.....
 Cicero..... Allen and Greenough's New Cicero
 Horace..... Bennett's
 Dictionary..... Lewis's Elementary Latin Dictionary

GREEK:

Primer.....
 Grammar.....
 Composition.....
 Reader.....
 Xenophon's Cyropaedia.....
 Xenophon's Anabasis.....

FRENCH:

Beginner's Book..... Foucault's Beguer's French
 Grammar..... Whitney's Practical French Grammar
 Reader.....
 Texts..... Student's Series of French Texts, Heath's French Texts, School French Texts
 Dictionary..... Heath's

GERMAN:

Beginner's Book..... Stern's Studien und Plan d'ecriture
 Grammar..... Goyens' Meissen
 Reader.....
 Texts..... Heath's German Texts, Student's Series of German Texts, School German Texts
 Dictionary..... Heath's

SPANISH:

Beginner's Book
Grammar.....
Reader.....
Texts

MATHEMATICS:

Arithmetic..... *Colson & Ellwood's Advanced*
Algebra..... *Melvin High School*
Geometry..... *Phillips and Fisher*
Trigonometry..... *Wells Complete Trigonometry*

NATURAL SCIENCE:

Astronomy.....
Botany.....
Chemistry..... *Remsen's Elements of Chemistry*
Commercial Geography.....
Physical Geography..... *Murray's Physical Geography*
Geology.....
Physics..... *Sage's Introduction to Physical Science*
Physiology.....
Zoology.....

BOOK KEEPING:

Series.....
Commercial Arithmetic.....
Business Methods.....

MISCELLANEOUS:

Study of Words..... *French's*
Poetics

..... *R. C. Stearns*
Superintendent of Schools
of..... *Roanoke County*

PUBLIC SCHOOLS.

COURSE OF STUDY.

ROANOKE COUNTY.

PRINTED BY ORDER OF COUNTY BOARD

AT A MEETING HELD

SEPTEMBER 8, 1898.

LET THE WORK GLOW.

VINTON SCHOOL.

1898.

SALEM, VA.

THE TIMES-REGISTER JOB PRINT.

1898.

COURSE OF STUDY.

Roanoke County, Va.

1898.

FIRST PRIMARY GRADE.

READING.—Sentences and words from blackboard and chart. Begin with the sentence as the unit of thought, then pass to the words of which it is composed, and lastly to the phonetic elements of words. Require pupils to get the thought of the sentence. On many occasions let them first peruse the sentence silently, then either read it out or do what it requires; then read it. *Carnegie's Chart, Johnson's Primer*—first thirty lessons. Supplementary readers.

SPELLING.—Words from chart and other reading lessons and from daily experiences. First, exclusively by sound; afterwards, associating the letters with their sounds.

LANGUAGE.—Encourage the children to talk, using complete statements. Ask questions so that the answers shall be given in sentences. Talk with the children about familiar objects, things that interest them, as animals, plants, etc. Correct errors of speech. Have pupils tell what they read about as soon as they are able to read. Always all. Introduce variety and maintain interest. Teach capital letter to begin and period to close the sentence. Teach name and use of the question mark and of the wonder mark. Let language work employ history, science and literature as follows:

HISTORY: Mother Goose Stories, Myths, Fairy Tales, &c. Stories—Akwamek, the little Kewimauz girl ("Seven Little Sisters"); Kaidu, the Assyrian boy ("Seven Boys"). Stories to be told by teacher and reproduced orally by pupils. Two periods a week.

SCIENCE: Observations of weather, lessons on birds, common plants, domestic animals, &c. Two periods a week.

LITERATURE: Poems—"Three Bugs" (Allen Carey), "The Mother Fairy" (Allen Carey), "Little Hilda" (Tommyson),

"The Brown Thrush" (Lucy Larcom), "Obedience" (Phoebe Carey), &c. Poems to be committed to memory by the pupils. One period a week.

ARITHMETIC.—1. Ideas of numbers to ten—(a) their names, (b) the figures. 2. Addition and Subtraction, Multiplication and Division to ten—(a) without objects, (b) without figures, (c) with figures. 3. Signs of operation, +, -, X, ÷, and . Pupils to illustrate their work with drawings.

Use objects in teaching the ideas and names of numbers, and in obtaining the facts of numbers. Teach addition and subtraction together, multiplication and division together. Have no concert exercises. Have written exercises in addition and subtraction, introducing the symbols as needed. Exercises in multiplication and division to be largely oral. Plenty of mental work. Have pupils illustrate with simple pictures. Let them tell little "number stories" with processes of addition and subtraction. Vary the exercises often. With 2 teach $\frac{1}{2}$; with 3, 5, and 10, teach 1-10 and 10s. Use different symbols of same thing. Add and subtract blocks, dogs, pigs, halves, thirds, &c., as same operations in thought and with equal facility. Mental Arithmetic—Colburn, Section 1.

WRITING.—Words and letters copied from blackboard on slates. Ruled slates used. Letters and Arabic figures formed carefully and according to system.

COLOR.—Primary colors by means of cards, chart, bits of cloth, &c. Water colors used.

FOUNT.—Ordinary three and four sided plane figures; circle.

DRAWING.—In connection with other work, and Thompson's New Short Course, Book 1.

SECOND PRIMARY GRADE.

READING.—Johnson's Primer completed. First Reader, completed. Supplementary readers. Attention given to naturalness of expression and emphasis. See that the child reads without looking slavishly at book. Silent reading as before. New words must be explained and illustrated before they are given to pupils.

SPELLING.—Words from reading lessons and other selected words of same grade. By sound and by letter. Oral and written.

LANGUAGE.—Work of previous grade continued. Use of capital letter in writing names of persons and places, and of the period in abbreviations. Copy dictation exercises involving uses of capitals and punctuation marks learned.

Oral work from pictures. Use of the capital in writing the days of the week and names of the months, and of the apostrophe to denote possession. Employ history, science and literature as follows:

HISTORY: Myths, fables, &c. Stories—Cleon, the Greek boy; Horatius, the Roman boy; Columbus, the Italian boy; Hiawatha, the little Indian boy. Stories to be told by teacher and reproduced orally by pupils. Two periods a week.

SCIENCE: I. Plants—

- I. Find and name parts of plants—root, stem and leaves. Uses of parts.
- II. Seeds.—1. Plant many seeds of one kind for class work.
2. Show by experiment that moisture and heat are necessary for development.
- III. Leaves.—1. Study several common leaves and tell on what each grow.
2. Note whether margins are entire or cut.
3. Note what the vein contains and the use of it.
- IV. Flower.—1. Name and recognize several common flowers.
2. Observe the two cups of flowers.
- V. Fruits—Describe several different fruits, (1) where found, (2) shape, (3) parts, (4) uses.
2. Physiology—Regions of body, as head, trunk, limbs. Uses of external organs. II. glands of skin.
3. Animals—Paul Bert's Primer of Scientific Knowledge to page 112. Two periods a week.

LITERATURE: Poems—"Robert of Lincoln" (Bryant), "Calling the Violets" (Lucy Larwood), "First Snow Fall" (Lowell), "Little Dandelion" (Helen Boswick), "November" (Alice Carey), "Take Care" (Alice Carey), "Hiawatha" (Longfellow). Poems to be committed to memory by pupils. One period a week.

ARITHMETIC: Numbers to 60 and one-sixth—(a) their names, (b) expression in figures. 2. Addition and Subtraction, Multiplication and Division to 60. 3. Signs of operations, +, -, X, ÷. 4. Denominate Numbers: (a) Value—cent, dime, &c., (b) Length—inch, foot, &c., (c) Volume—pint, quart, &c. 5. Fractional parts as before. 6. Simple concrete problems. 7. Roman numerals to L. Follow same methods as in preceding grade. Review previous work. Group objects in tens and require pupils to combine this group with one, two, &c., as ten and one, ten and two, &c., to two tens. When familiar with these expressions, use the common words eleven, twelve, &c. Then have pupils to analyze numbers thus: 12 expresses 2 and ten, thirteen ex-

presses 3 and ten, &c. Bring out idea of groups of tens by use of objects. Have pupils to name numbers to 50 by groups, as two tens and one, two tens and two, &c., then use ordinary names, twenty-one, &c. Bring out place value thus: 25 is two tens and 5 units. In adding and subtracting numbers take examples where there is no "borrowing" or "carrying," then take examples where there is borrowing and carrying, doing this in whole numbers, common and decimal fractions and denominate numbers. Explain reasons for borrowing and carrying. Have pupils invent concrete examples from written work placed on the board, thus: $3+2$, problem; 4×3 , problem. Rapid combinations encouraged. Show pupils measures in denominate numbers. Use objects, circles, squares, pieces of paper and groups of objects in teaching fractional parts. In addition and subtraction of fractions use only fractions having a common denominator, and in multiplication and division multiply and divide only by integers. Show relation of fractions to units. No concrete exercises. Have pupils analyze numbers into their parts by the four processes. Mental Arithmetic—Colburn, Sections 2 and 3.

WRITING.—On slate and paper. Capital letters, pupil's name, post-office address, county and state, and Arabic figures, to receive special attention.

COLOR.—Same as first primary grade. Notice changes of color in grasses, leaves, fruits, &c.

FORM.—Ball, round, straight, crooked, curved, square corner, round corner, sharp corner, &c.

DRAWING.—As before. Thompson's New Short Course, Book 2.

THIRD PRIMARY GRADE.

READING.—Johnson's Second Reader, completed. Supplementary reading. Special care given to correct pronunciation and distinct articulation. Frequent drills on elementary sounds. Short selections from reader, or other source of same grade, committed to be recited before the class. Insist that pupils look on book as little as possible when reading. Reserve a few minutes at close of period in which pupils will tell what they have read.

SPELLING.—Words from reading lessons and other selected words of same grade. Oral and written. Long and short sounds distinguished by diacritical marks. Merrill's Speller, Part 1.

LANGUAGE.—Short sentences and little stories containing short sentences from dictation. Use of capital letters in writing I and O, names of the Deity, titles of honor

and distinction, and of the comma in direct address. Teach correct use of is and are, was and were, has and have, saw and seen, this and these, that and those, &c. Sentence building and common abbreviations and contractions. How to write dates. Oral work from pictures. Employ history, science and literature, as follows:

HISTORY: Myths, fables, &c. Stories—Miles Standish and the Mayflower, Capt. John Smith, Benjamin Franklin, Pocahontas. Stories given by the teacher and reproduced orally and in writing by pupils. Two periods a week.

SCIENCE: As before.

I. Plants—

1. Review work of previous grade.

II. Seeds.— 1. Review previous work.

2. Plant several kinds of seed to show that each plant contains a living germ.

3. Plant seed in cotton that different stages of germination may be observed.

4. Study parts:—Seed coat, seed leaves, germ.

III. Leaves.— 1. Review previous work and mid parts of leaves.

2. Note margin—plain, wavy or toothed.

3. Review work in veins.

4. Surface smooth or woolly.

IV. Flowers.— 1. Review and continue work of previous grade.

2. Study and name the two cups of the flower and name parts of which each is composed.

3. Locate stamen and pistil.

V. Fruits.— 1. Continue study of fruits.

2. Compare the fruits studied.

Physiology—Frame-work of the body, bones, joints, muscles. Teach importance of correct attitudes while bones are growing. Teeth—Forms, uses; care of teeth. 2. Paul Bert's Primer of Scientific Knowledge completed. Two periods a week.

LITERATURE: Poems—"The Barefoot Boy" (Whittier); "Thanksgiving Day" (L. Maria Child); "The Mountain and the Squirrel" (Emerson); "The Children's Hour" (Lang-fellow). Poems to be committed to memory by pupils. One period a week.

ARITHMETIC.—1. Numeration and Notation to 100 and one-hundredth (the latter in both common and decimal fractions), (a) naming numbers, (b) writing numbers, (c) Roman numerals to C.

2. Addition and Subtraction, Multiplication and Division

to 100. Commit elementary products to 100. Simple concrete exercises oral and written, no number or result to exceed 100. 3. Denominate Numbers of two or more denominations according to number of places used in abstract numbers; (a) Value—cent, dollar, etc.; (b) Length—inch, foot, yard, etc.; (c) Measure—pint, quart, gallon; pint, quart, peck, bushel, etc.; (d) Weight—ounce, pound; (e) Time—day, week, month, year, hour, minute, second (time to be taught from clock); (f) Counting—dozen, score. 4. Equal parts of a unit and of numbers. Illustrate with lines, circles, &c. Simple exercises in Denominate Numbers and Fractions, oral and written. 5. Be sure the pupils know the elementary sums to 9 and 9, and elementary products to 10 times 10. Have them make and commit the multiplication table. Rapid combinations encouraged. No concrete exercises or singling of numbers, "borrowing" and "carrying" taught pari passu in abstract numbers, fractions and denominate numbers. Mental Arithmetic—Collura, Sections 4, 5 and 6.

WRITING—Copy practice begun. Copy book No. 1. Position, holding of pen, movement and accuracy of form to receive careful attention.

GEOGRAPHY.—Distance, direction, interpreting maps. Structure—hills and valleys, mountains, slopes and brook basins.

COLOR.—Review previous work. Secondary colors, names of shades and tints given as needed. Match and compare colors.

FORM.—Round, straight, crooked, curved, square corner, round corner, sharp corner, &c. Cylinder, crescent, oval, hemisphere. Position of slanting, vertical and horizontal lines.

DRAWING.—As before. Thompson's New Short Course, Book 2.

FOURTH PRIMARY GRADE.

READING.—Third Reader. Supplementary reading. Attention given to pronunciation, accent, emphasis, inflection, and naturalness of expression. Definitions taught by use of words in sentences, oral and written. Oral reproduction of reading lessons. Drills in phonics. Recitation and declamation. See that pupil looks on book as little as possible while reading. Reserve a few minutes at close of period in which pupils may tell what they have read. Methods of expression as before.

SPELLING.—Merrill's Speller, Part 2. Lessons selected

from spelling book three times a week; twice a week from reading lessons and other sources. Spelling blanks used. Pen and ink. Special attention to be given to the correct spelling of geographical names.

LANGUAGE.—Review work of previous grades. Write substance of reading lessons, descriptions of pictures and sentences illustrating meaning of words in reading lessons. Exercises to be full of life, vigor and interest. Hyde's *Practical Lessons in the Use of English*, Part I. Employ history, science and literature, as follows:

HISTORY: Stories—George Washington, Chief Justice Marshall, Gen. Andrew Lewis, Robert Fulton, Samuel Morse. Stories told by teacher and reproduced orally and in writing by pupils. Two periods a week.

SCIENCE: I. Plants

1. Review the plant as a whole. Note whether wild or cultivated. If wild, how seeds are disseminated.

II. Leaves.—1. Review previous work and add shape and arrangement.

2. Note differences among leaves as to veining.

3. Continue the study of margin of leaf.

III. Flowers.—1. Review work previously done.

2. Study parts of stamens—stalk and pollen.

3. Study parts of pistil—stalk and vessel.

VI. Roots.—1. Study differences between fleshy and fibrous roots.

2. Describe and illustrate the roots already studied.

2. Physiology—Review previous grades. Bones and muscles, names and uses. 3. Animals—Paul Bert's *First Steps in Scientific Knowledge*, Part I. Two periods a week.

LITERATURE: Poems—"Don't Give Up" (Phoebe Cary), "Red Riding Hood" (Whittier), "In School Days" (Whittier), "The Fountain" (Lowell), "Duty" (Emerson), "The Old Man's Dream" (Holmes), "Sailing of the Mayflower" (Longfellow), "Village Blacksmith" (Longfellow). Poems committed to memory by pupils. One period a week.

ARITHMETIC.—1. Notation and Numeration to 1,000. 2. Addition and Subtraction—two or three terms or columns within the limit. 3. Multiplication, multiplier two and three terms, or two and three denominations, multiplier, one term; first when there is no "carrying," then when there is "carrying." 4. Division, dividend two and three terms, divisor one term; first when there are no partial remainders, and next when there are partial remainders. Mixed numbers multiplied and divided as in whole numbers, division

In fractional part being exact. 5. Whole numbers, common and decimal fractions and denominate numbers used in all stages of progress. Simple reduction of fractions and denominate numbers. Review previous work. Be sure pupil knows the multiplication table. Don't sing the tables or allow them repeated in concert. Explain reason for "borrowing" and "carrying." Don't teach rules, but drill upon methods of application until understood. Venable's New Elementary Arithmetic. Mental Arithmetic—Colburn, Sections 7 and 8. II. Roman notation to M. 2. Fundamental operations—[a] addition and subtraction within the limit; [b] multiplication with two and three terms and one or more ciphers in the multiplier; [c] short division reviewed, and long division with divisor not to exceed two figures. 3. United States money—[a] write and read, [b] addition and subtraction, [c] multiplication and division, [d] problems. 4. Denominate numbers—[a] review previous grades, [b] write and commit all tables [c] simple exercises in reduction. 5. Common and decimal fractions as before. Simple concrete problems. Easy reductions. Problems to be illustrated by drawings. 6. Elementary Arithmetic. Be sure every pupil knows the multiplication table. Don't allow pupils to divide by long division with a divisor of 12 or less. Use objects, circles, &c., to illustrate fractions. In exercises in fractions use only simple fractions, no term to exceed two figures; not more than two fractions to be used in adding, subtracting, &c. Multiplication of mixed numbers to be done as in integers, and reduction to improper fractions not to be taught in this grade. Use two or three decimal places in multiplicand and dividend. Venable's New Elementary Arithmetic. Mental Arithmetic.—Colburn, Section 6.

WRITING.—Copy Book Nos. 2 and 3. Pen and ink used. Insist upon neatness, proper holding of the pen and correct posture.

GEOGRAPHY.—Distance, direction, interpreting maps. Structure—Hills and valleys, mountains, slopes and brook basins. Map of town or vicinity, map of county. Have pupils write letters describing town and county. II. River basins, coast lines, islands, continents and oceans, earth as a whole. North America—location and boundaries, structure, drainage, coastlines, climate, distribution of animals, political divisions. Maury's Elementary Geography, pp. 2-67 inclusive. Supplementary books.

DRAWING.—As before. Thompson's New Short Course, Book 4.

FIRST GRAMMAR GRADE.

READING.—Stepping Stones to Literature—Fourth Grade. Supplementary reading. Explanation of meaning of what is read required of pupils. One lesson a week given to exercises in diction.

SPELLING.—Merrill's Speller, Part 2.

LANGUAGE.—Simple narrations and descriptions from outlines and pictures, furnished by the teacher. Writing of letters, formal notes, &c. Hyde's Practical Lessons completed. Employ history, science and literature, as follows:

HISTORY: Daniel Webster, Henry Clay, J. C. Calhoun, Eli Whitney, Andrew Jackson, Abraham Lincoln, Jefferson Davis, Robert R. Lee, "Stonewall" Jackson, U.S. Grant, J. R. B. Stuart. Stories given by teacher and reproduced orally and in writing by pupils. Two periods a week.

SCIENCE: I. Plants—

1. Continue the study of the plant as a whole, and continue the study of seeds from previous grade. Study vines and notice the different modes of climbing.
- II. Leaves.—1. Continue the study of veins; find illustrations of each.
 2. Study different margins—serrate, dentate, crenate, wavy, sinuate, etc.
 3. Study differences in simple and compound leaves. Find and mount illustrations of each, writing a full description of each.
- III. Flowers.—1. Study different parts of flowers and use of pollen. Mount and write descriptions of specimens studied.
- IV. Buds.—1. Study when and where plant buds appear.
 2. Give use for outer coats of buds studied. Study different ways in which leaves are folded in buds.
 4. Observe when buds swell and open.
 5. Observe likenesses and differences in buds studied.

2. Physiology—Elementary ideas of digestion. Importance of thorough mastication. Wholesome and unwholesome foods. Alcohol. 3. Paul Bert's First Steps in Scientific Knowledge. Parts 2 and 3. Two periods a week.

LITERATURE: Poems—"The Corn Song" [Whittier], "The Singer" [Whittier], "March" [Bryant], "Children" [Longfellow], "The Brook and the Wave" [Longfellow], "Graduation" [J. G. Holland]. Poems memorized. One period a week.

COMPOSITION AND GRAMMAR.—Work of previous grades reviewed and continued. Hede's Practical English Grammar to Lesson XXX. Compositions on assigned subjects begun. Stories from pictures. Dictation exercises. Letter-writing, children suggesting topics upon which they intend to write, that is, making a topical outline. Use skeleton letters. Teachers write letters on blackboard to the pupils and the pupils write answers to them. Have children analyze, i. e., make outlines or briefs of letters written on board. Compositions to be written in a book for the purpose, corrections indicated by the teacher, then corrected and rewritten by the pupil.

HISTORY.—Magill's History of Virginia to Chap. XXV. Subject taught topically. Memorizing of text-book not to be allowed. Pupils encouraged to consult other sources in search of information. A part of one period a week to be given to the study of current events.

ARITHMETIC.—1. Numeration and notation completed. [a] Addition and subtraction within the limit; [b] multiplication with 3 and 4 terms in multiplier and with ciphers at right of multiplier and multiplicand; [c] long division continued, ciphers at the right of divisor and dividend, remainders written in form of fractions at right of dividend, and in decimals, division continued as far as three decimal places; [d] practical problems. 2. Denominate numbers—[a] review previous grades; [b] dozen, score, gross; [c] square and cubic inch, foot and yard; [d] reduction, ascending and descending [both in same example frequently.] 3. Reduction of fractions; mixed numbers to improper fractions and vice versa, higher terms to lower terms. 4. Arithmetical analysis—[a] pass from the unit to a collection, [b] from a collection to a collection. Illustrate fractional processes with objects. Let problems be such as occur in the home, the shop, &c. Have pupils illustrate their problems by means of drawings. 5. Factors, divisors and multipliers—[a] prime and composite number, [b] resolving numbers into their factors, [c] U. C. D., by factoring, [d] L. C. M., by factoring. 6. U. S. money—[a] reviewed, [b] practical business transactions, [c] compute and make out bills. 7. Common fractions—[a] work of previous grade continued; [b] addition and subtraction—denominators alike, denominators unlike; [c] multiplication as before, also fraction by a fraction; [d] division, fraction by an integer, fraction by a fraction. Venable's New Practical Arithmetic. Mental Arithmetic.—Colburn, Sections 10, 11, 12 and 13.

GEOGRAPHY.—Elementary Geography completed.—Methods of previous grades followed.

WRITING.—Copy Book No. 4. Teach the analysis of letters. Correct position, manner of holding pen and movement to receive special and careful attention.

DRAWING.—As before. Thompson's New Short Course, Book 5 and 6.

SECOND GRAMMAR GRADE.

READING.—Stepping Stones to Literature—Fifth grade. Explanation of meaning of what is read required of pupils. One lesson a week given to exercises in elocution.

SPELLING.—Webster's Primary Dictionary and selected words. Meaning of words shown by their use in sentences, oral and written, of pupil's construction. Punctuation, articulation, and syllabification to receive especial care. Use of dictionary taught. Oral and written.

COMPOSITION AND GRAMMAR.—Practical English Grammar completed. Composition work as in previous grade. Have children write descriptions of journeys, pleasure excursions, local occurrences, places, scenery and objects, imaginative stories, biographical sketches of prominent men, geographical essays, etc. Teach pupils to make an outline or topic list of the subject before writing upon it. Continue letter-writing. Have pupils to make outline, or analysis, or briefs of letters already written. Make the work practical.

HISTORY.—Macmill completed.

SCIENCE.—1. Plants—Apgar's Trees. 2. Physiology.—Circulation, function of circulation, anatomy of circulatory apparatus. Respiration. Differences between inspired air by experiment. Anatomy of respiratory organs. Object of respiration, dress, ventilation. Respiration in aquatic animals. Paul Bert's First Steps—art 6 and 7.

ARITHMETIC.—1. Review fundamental operations; reasons for same required. 2. Factors, divisors and multiples: (a) U. C. D. by continued division; (b) L. C. M. by factoring, by numbers in a line; (c) cancellation. 3. Common fractions completed. Mixed numbers reduced to improper fractions before multiplying or dividing. Compound and complex fractions. 4. Arithmetical analysis. Relation of units. Drills for facility and accuracy. Mental arithmetic. Rapid combinations. Problems to be illustrated by drawings of pupils. 5. Decimal fractions completed. Examples involving common and decimal fractions together. 6. Denominate numbers: (a) review previous grades, (b)

English money and circular measure, [c] reductions and fundamental operations. Practical problems. 7. Business transactions, bills and accounts. Practical Arithmetic.

GEOGRAPHY.—North America. Special study of United States. South America—location and boundaries, structure, drainage, coast lines, climate, distribution of rainfall, distribution of animals, of minerals, people, political divisions. Murry's Manual.

WRITING.—Copy Book No. 5.

DRAWING.—As before. Thompson's New Short Course. Book 7.

THIRD GRAMMAR GRADE.

READING.—Julson's Young American. Burrough's Hirds, Dees and Sharp Eyes. Work as before.

SPELLING.—Use of dictionary continued.

GRAMMAR.—Whitney and Laskwood's English Grammar, to page 161. Letter writing, all forms of social and business letters, formal and informal notes. Business forms, notes, checks, bills, orders, receipts, drafts, &c. Composition work of previous grades to be continued.

HISTORY.—U. S. History. Fix most important facts in the mind by repeated reviews. Jones's History to part 5 and supplementary books.

SCIENCE.—Paul Bert's First Steps, part 2. Cutler's Intermediate Physiology, to page 81.

ARITHMETIC.—1. Review—[a] notation and numeration, [b] fundamental rules, divisors and multiples; [c] fractions and decimals. 2. Denominate numbers, [a] review previous grades, [b] metric system and measures. Exercises in denominate fractions and decimals. 3. Mensuration. Exercises in finding areas continued. Measurement of solids. Pupils to illustrate their problems by drawings and models. Drills for facility and accuracy. Mental exercises. 4. Longitude and Time. 5. Percentage and its applications without time, [a] Profit and Loss, [b] Commission and Brokerage, [c] Stocks and Dividends, [d] Insurances and Taxes. 6. Business Transactions. Make pupils familiar with checks, bonds, stocks, par value, premium, discount. 7. Arithmetical analysis, (a) of all classes of fractions, (b) in Denominate numbers, (c) Percentage and its applications. Drills for facility and accuracy. Mental exercises. Practical Arithmetic.

GEOGRAPHY.—1. Europe: location and boundaries, structure, drainage, coast lines, climate, distribution of

COURSE OF STUDY.

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vegetation, animals, minerals, political divisions. Asia:— Location and boundaries, structure, drainage, coast lines, climate, distribution of vegetation, animals, minerals, people, political divisions. Muir's Manual, pp. 81-114. II. Africa and Australia. Earth as a whole. Heating of the globe; winds; ocean currents; rainfall; climate; distribution of soil; distribution of vegetation, animals, minerals, people. Special study of Virginia. Entire subjects reviewed topically. Government. Religion. Occupation. Commerce. Special study of the great nations.

GRAMMAR.—Cutler's Physical.

DRAWING.—Thompson's New Short Course, Book 8.

Writing - Copy Book No. 6.

FOURTH GRAMMAR GRADE.

READING.—As in previous grade.

SPELLING.—As in previous grade.

GRAMMAR.—English Grammar completed. Analysis and parsing. Special attention to infinitive and participial constructions.

HISTORY.—Jones's completed and reviewed.

SCIENCE.—Cutler completed.

ARITHMETIC.—1. Review. 2. Percentages with time. (a) Simple Interest, (b) Present Worth, (c) Commercial Discount, (d) Partial Payments, (e) Compound Interest, (f) Annual and Compound Interest, (g) Banking, Stocks and Bonds, Exchange, (h) Equation of Payments, Average, Ratio and Proportion, Partnership. 3. Drill thoroughly on business papers and methods; on notes, their endorsement and maturity, days of grace, protests, &c. Drills for facility and accuracy. Mental exercises. All necessary terms in this and preceding grades to be learned as needed. Business accounts. 4. Square and cube root, powers and roots. 5. Practical problems. General work leading to Algebra. Geometrical exercises and measurements. Complete Arithmetic.

DRAWING.—As in previous grade.

Copy Book No. 6.

Algebra

Latin



Physical Geography

First Step in Seiner part 8.

GENERAL REMARKS AND REGULATIONS.

[Not applicable to Vinton school, except Sections 7 and 8.]

1. The foregoing course of study provides for nine grades, and if one teacher were to have all represented in his school there could, of course, be very little time, in fact too little, given to each; but as there are usually not more than six grades in a judiciously arranged school, it is found in practical experience that great gain of time and great saving of effort is accomplished by the graded system. Where more than six grades are found for one teacher, the superintendent should be consulted.

2. In making off schedules of recitations care should be taken that each grade has its proper allotment of time. In arranging this the relative numbers in the grades should be considered more than the advancement of the pupils. Let the primary grades have sufficient time, as they specially require the teacher's attention, and will well repay it by claiming less and less personal oversight as they advance.

3. Teachers should carefully explain to children and parents the scheme of the graded course. Let each pupil learn well where he stands, so that he may be stimulated to make special efforts to be punctual and diligent that he may reach the goal at the close of school.

4. Some parents may oppose a graded course, but it is found that an intelligent, wise and faithful teacher can easily win them over by a just presentation of its merits.

5. It is a serious matter either to advance a pupil who is not prepared to go on, or to keep a pupil back to go over the same ground again. Here the sound discretion of the teacher is the sole arbiter. All facts and circumstances should be carefully weighed.

6. The most serious trouble in grading a country school is the irregular advancement of the pupils. Some will have to be in different grades in different studies. While pupils ought not to be unjustly held back in studies in which they are advanced, yet the teacher should make special efforts to bring them up in the studies in which they are backward, and the graded course should cause the trouble of unequal advantage to diminish each year.

7. Where pupils who are backward in one or more stu-

dies make more progress than a grade in one session mention should be made of that fact in the "Special Term Report," so that the ground may not be lost next year.

8. In addition to the regular term reports teachers will be required to furnish a "Special Term Report" at close of session on a Monthly Report form or an equivalent. This report must give the name of each pupil, his age, the number of days he was present during session, and for EACH STUDENT must have a fraction, the numerator of which will show pupil's grade for current session and the denominator the grade in which he should be the succeeding year. The fractions may be abbreviated thus:

$$\frac{1}{1} P. \text{ or } \frac{1}{2} P. \text{ or } \frac{51}{10} \text{ or } \frac{2}{3} G.$$

which symbols, we think, explain themselves. A copy of this report must be spread on the Register.

It is recommended that pupils be graded principally by their reading up to the fourth primary grade, and afterwards that a combination of their advancement in arithmetic, history and grammar be rather the guide.



◇COUNTY SCHOOL BOARD.◇

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COURSE OF STUDY

OF THE

SALEM HIGH SCHOOL,

SALEM, VIRGINIA.

Approved by the Superintendent of Schools.

◀ 1901. ▶

Rules and Regulations.

ADMISSION.

Pupils under twenty-one years of age, who have completed the Grammar School and whose parents or guardians are residents of Salem School District, shall be entitled to free admission into the High School, subject to the rules and regulations of the school. Pupils from any High School, or graduates from any Grammar School of equal rank in studies pursued with the Salem Grammar School, shall be required to present satisfactory certificates or pass an entrance examination on English Grammar, Arithmetic and such other subjects as the Principal may require. Special arrangements have been made with the several School Boards of Roanoke county beyond the limits of Salem District by which pupils may enter the Salem High School. Full particulars will be given to parents or guardians on application. Parents or guardians who live beyond the limits of Roanoke county shall have the privilege of sending their children or wards to the High School, subject to the rules and regulations governing said school, upon the payment of two dollars (\$2.00) per month tuition, payable in advance.

PUPILS.

The Rules and Regulations now in force for the government of the Salem Graded School apply also to the pupils of the Salem High School.

ENGLISH.

A thorough knowledge of English is the basis of sound learning. Beginning with a good degree of proficiency in Grammar and Composition, the High School gives four years of steady work to the study of Rhetoric, Composition, Essays upon given subjects, the reading and the critical examination of Classic English and American authors, the points and qualities of style, and closes with a general review and study of the fundamental principles of Grammar.

HISTORY.

Beginning with a general knowledge of United States History, Ancient, Medieval and Modern History are taken up in consecutive order and studied, not so much for the acquisition of simple facts, as for the logical sequence of events, for tracing the relations between cause and effect, and learning to read the signs of the times. A broader study of the history of our own country closes the course.

MATHEMATICS.

With a good knowledge of Arithmetic, Algebra is taken up and carefully studied. This gives a basis for the inductive and deductive methods of reasoning developed by the study of Plane and Solid Geometry and Trigonometry. Then the pupil is prepared to return to Arithmetic and to fully comprehend and apply the reasoning of its higher processes.

LATIN.

The Latin course begins with a practical combina-

tion of grammar with composition and reading, traces the foundations of English in numerous Latin stems and thus clothes the language with new life. The force, beauty and rhythm of the language are gradually brought out by the logically progressive course from *Viri Romæ* to the musical Odes of Horace. Throughout the course not the beauty of Latin alone, but of English through Latin is inculcated. The constant drill in the forms and structure of the language develops the mind so as to give it strength in grasp and force and accuracy in vocabulary.

GERMAN.

Among the Modern Languages the German is of the most importance to the greatest number. The excellent grammar conversation Method of Joynes-Meissner is the basis of the elementary course; and this is followed by a continuation of the grammar and by the reading of such selections as are best fitted to give interest to study and to insure facility in the acquisition of the language.

SCIENCE.

Physical Geography is studied not simply as a descriptive book, but also as a scientific work; and is made the ground work for Nature study.

Chemistry is the basis of many of the useful Arts. The simple elements of matter are studied, singly and in classes. The experiments, directed by the teacher, but made, as far as possible, by the pupils, give a lasting practical knowledge that cannot fail to be useful in every sphere of active life.

Natural Philosophy lies at the bottom of the laws and principles that govern matter, whether in motion or at rest, and a knowledge of these things is the starting point of Mechanics, Dynamics and kindred sciences. The principles are carefully taught, and, under the guidance of the teacher, the experiments are made by the pupils themselves. In general, things to be done are best learned by doing them.

Botany. The beauties of nature are constant sources of wonder, delight and profitable study to the young. The plant kingdom is studied under the direction of the teacher in as practical a way as possible, the pupils being required to make their own analyses.

CRITICAL ENGLISH.

As spelling is the foundation of all epistolary correspondence, its importance cannot be overestimated. Therefore, there are daily exercises in Spelling and Dictation in each class throughout the four years' course. This indicates the importance attached to correct orthography and critical English in general.



OUTLINE OF HIGH SCHOOL STUDIES.

FIRST YEAR.

FIRST HALF SESSION.

Review of previous
 ENGLISH.—*Hart's* Composition and Rhetoric to page 64. *Masterpieces of American Literature.*

HISTORY.—Myers' General History to page 222.

MATHEMATICS.—Milne's High School Algebra to page 99.

LATIN.—Collar & Daniell's Beginner's Latin Book.

PHYSICAL GEOGRAPHY.—Maury's Revised Edition completed.

SPELLING.—Webster's High-School Dictionary. Dictation.

SECOND HALF SESSION.

Composition
 ENGLISH.—*Hart's* Composition and Rhetoric from page 64 to 167. *Masterpieces of American Literature.*

HISTORY.—Myers' General History from page 222 to 366.

MATHEMATICS.—Milne's High School Algebra from page 99 to page 191.

LATIN.—Collar & Daniell's Beginner's Latin Book completed.

BOTANY.—Gray's How Plants Grow. Apgar's Trees, Apgar's Plant Analysis. Field work. Plants collected, mounted and preserved.

SPELLING.—Webster's High-School Dictionary. Dictation.

SECOND YEAR.

Comp. 1/2 **FIRST HALF SESSION.**

ENGLISH.—*Comp. 1/2* Hart's Composition and Rhetoric completed. Evangeline. Irving's Sketch Book. Original compositions.

HISTORY.—Myers' General History from page 366 to 512.

MATHEMATICS.—Milne's High School Algebra from page 191 to page 256.

LATIN.—*Virg. Romæ* Allen & Greenough's Revised Latin Grammar. Composition.

PHYSICS.—Sharpless & Philip's Natural Philosophy.

SPELLING.—Webster's High School Dictionary. Dictation.

SECOND HALF SESSION.

ENGLISH.—Meiklejohn's History of the English Language and Literature completed. Lady of the Lake. Julius Caesar. *Comp. 1/2*

HISTORY.—Myers' General History completed.

MATHEMATICS.—Phillips & Fisher's Plane Geometry. *Comp. 1/2*

LATIN.—Caesar. Weekly exercises based on the text. Allen & Greenough's Grammar. *Comp. 1/2*

PHYSICS.—Sharpless & Philip's Natural Philosophy completed.

SPELLING.—Webster's High School Dictionary. Dictation.

THIRD YEAR.

FIRST HALF SESSION.

ENGLISH.—Painter's Introduction to English Literature. Two essays required each month. *Comp. 1/2*

Chas. Webster's
 MATHEMATICS.—~~Milne's High School Algebra~~—completed.

Cicero's Orations
 LATIN.—~~Vergil's Aeneid~~. Composition. Grammar.

Joynes-Meissner's
 GERMAN.—~~Joynes-Meissner's German Grammar~~.

CHEMISTRY.—Remsen's Shorter Course, with William's Laboratory Manual.

SPELLING.—Webster's High School Dictionary. Dictation.

SECOND HALF SESSION.

ENGLISH.—Painter's Introduction to English Literature. Essay work continued. *Le...*

MATHEMATICS.—Phillips & Fisher's Solid Geometry.

LATIN.—Vergil's Aeneid. Conington's Metrical Version is used, covering parts not used in class. Story of Vergil as parallel.

Joynes-Meissner's
 GERMAN.—~~Joynes-Meissner's Reader~~, Parts I, II, and III. Grammar continued. *Stories*.

CHEMISTRY.—Remsen's Shorter Course, with William's Laboratory Manual.

SPELLING.—Webster's High School Dictionary. Dictation.

FOURTH YEAR.

FIRST HALF SESSION.

ENGLISH.—Classic selections. Essays on assigned topics.

HISTORY.—Montgomery's English History.

MATHEMATICS.—Well's Plane Trigonometry. *...*

LATIN.—Cicero's Orations and Letters. Composition and Grammar continued.

Hauff's
 GERMAN.—~~Hauff's Das Kalte Hertz~~—Storm's Immansee—Hoher als die Kirche—Hillern.

Webster's
 SPELLING.—~~Webster's High School Dictionary~~.

OUTLINE OF STUDIES. - 11

Outline
SPELLING.—Webster's High-School Dictionary. Dictation.

SECOND HALF SESSION.

ENGLISH.—General Review of English Grammar. *Lesson*

HISTORY.—United States History.—Smithey's Civil Government. *Eng. History, Continued*

Arithmetic
MATHEMATICS.—Arithmetic reviewed. Robinson's Arithmetical Problems for practice.

LATIN.—Horace's Odes. Metre. Composition. Grammar reviewed.

German
GERMAN.—Heise's Das Madchen von Treppi.—Freytag's Die Journalisten.—Heine's Poems. *Heine's Poems*

SPELLING.—Webster's High-School Dictionary. Dictation. *Outline*



Schedule of Studies.

TIME.	1ST AND 2D YEARS.	3D & 4TH YEARS.
8:45— 9:00	Assembly and Prayer.	Assembly & Prayer.
9:00— 9:35	1st Rhetoric.	3rd Latin.
9:35—10:05	2nd Mathematics.	4th Latin.
10:05—10:35	1st Latin.	3rd Mathematics.
10:35—11:10	2nd Latin.	4th Mathematics.
11:15—11:25	RECESS.	RECESS.
11:25—12:00	1st History.	3rd English.
12:00—12:30	2nd History.	4th English.
12:30— 1:05	1st Ph. Geog. Botany.	3rd Chemistry.
1:05— 1:25	RECESS.	RECESS.
1:25— 2:00	2nd English.	4th German.
2:00— 2:30	1st Mathematics.	3rd German.
2:30— 3:00	2d Nat. Philosophy.	4th History.
3:00— 3:15	1st and 2d Spelling.	3d & 4th Spelling.

COURSE OF STUDY FOR THE PUBLIC SCHOOLS OF VIRGINIA

Prepared under the direction of the State Board of Education

Below is given in full the Outline Course of Study, prepared for use in the public schools of Virginia. As outlined, provision is made for eleven grades as follows:

- Four primary grades.
- Three grammar grades.
- Four high school grades.

First Primary Grade

(First Year of School)

READING

Blackboard, Chart, Primer and First Reader. (1) Learning to call at sight from blackboard, chart and books all words found in the Primer and First Reader. (2) Reading at sight sentences formed from the words learned. (3) Phonic drill or separation of spoken words into their elementary sounds and association of these sounds with the letters which stand for them. (4) Drill in articulation. (5) Intelligent, distinct and ready reading of lessons on the chart and in the Primer (if one be used) and First Reader. (6) Demand correct expression from the very first. Word-calling is not reading. (7) Develop the power in the child to grasp the group of words at sight.

SPELLING

If the word method in reading is used, spelling should not be taken up for the first three months; otherwise, begin this subject after the sounds of letters have been learned. Words selected from reader and word lists prepared by teacher. Copy words from blackboard.

WRITING

Have pupils draw vertical lines of varying length, horizontal lines, small and large circles. Pupils copy from the board small and capital letters, words and short sentences.

LANGUAGE

Bible stories, fairy tales and fables should be told by the teacher in a simple and attractive way. Have children reproduce them, and pay careful attention to correct speech. Conversational lessons in language may be based upon the nature study work. Tell such stories as the following: "The Lion and the Mouse." "The Three Bears." "Little Red Cap."

"The Old Woman and Her Pig." "The Story of Tom Thumb." "Jack and the Beanstalk." Choose certain selections to be memorized, such as "Little Red Peep," "Simple Simon," "There Was a Crooked Man." Teach use of capitals in proper names. Beginning of a sentence; period; question mark.

NUMBER WORK

Very simple and concrete work. Use objects to teach the meaning of numbers and how to count. Be careful to limit the use of objects in teaching addition, but as early as possible attempt to cultivate the memory process. Practice rapid addition and subtraction. Count by ones, twos, fives, to one hundred. Read and write numbers to one hundred. Teach combinations of numbers from one to ten. Draw by measure, square, oblong and triangle. Easy oral problems not involving more than one step. Teach gills, pints, quarts and gallons; also inches, feet and yards, days, weeks and months.

NATURE STUDY

Aims: 1. An intelligent interpretation and appreciation of the beauty by which we are surrounded. 2. A happiness in out-of-door life that should tend to develop "a sound mind in a sound body."

3. The power to see, think, feel, tell and do.

(a) Seeing: Habit of accurate, systematic observation.

(b) Thinking: Knowledge. What to look for and how to look for it. The uses of "common things." Laws governing certain phenomena. This knowledge gained by the child's own observation and independent thinking, supplemented by reading and by the teacher's knowledge.

(c) Feeling: The wonderful beauty and plan, the perfection of each thing in nature, and its close relation to the rest of God's creation, as revealed to the children in the study of nature, will inspire in them a feeling of abiding interest in, and love and reverence for, their Creator.

(d) Telling and doing: Expression. Power to express in words and act what is seen, thought and felt.

(Throughout all the work in Nature Study the children should have the opportunity of studying the actual, living specimen. In many cases they can be studied in their natural environment, and in others they can be brought into the schoolroom.)

ATTORNS. Talks about the signs of approaching rest. Plants, study of the golden-rod, sunflower.

and nasturtium; color and shape of flowers; development of seeds—how protected and scattered; shape of leaves. Teach arrangement of flowers in bowl, with regard to beauty and harmony. Fruits: apple, pear, plum and peach—color and shape; how seeds are protected and scattered. Animals: talks on the cat and dog from observation in schoolroom. Disappearance of birds and insects. Natural Phenomena: clouds, rain, winds, sun—time of rising and setting, rainbow (as opportunity offers).

WINTER. Plants: talks about the appearance of trees; winter buds, leaf scars on twigs of maple and poplar; life sleeping in roots, in stems, in buds, and in seeds. Animals: those that have disappeared, those that remain; their food and shelter. Minerals: rocks, etc.; when possible, specimens should be brought to the school to handle and talk about. Natural Phenomena: ice and snow (as opportunity offers).

SPRING. Talks about the signs of awakening life. Plants: germination of nasturtium and sunflower seeds (saved by children during autumn); beans and peas in damp cotton or sawdust; unfolding of buds—the lilac and pussy willow; talks about early spring flowers, the tulip, violet, and jonquil—their color, shape, roots, etc. Teach arrangement in vases. Animals: horse, cow, sheep, food, covering, etc. Return of the birds. A study of the robin. Natural Phenomena: rain, wind, etc.; sun—time and place of rising and setting compared with observation made in autumn.

DRAWING

At least two periods of twenty to thirty minutes each should be allowed for this subject every week. It is necessary for schools to be provided with a few simple models, as the cube, square, sphere, etc. Observation, description, and rough drawing of the simplest of these models will constitute the work for the first two years. Take up sphere, cube, cylinder. Paper folding and cutting. Drawing from natural objects, if desired.

MORALS AND MANNERS

Domestic Work.—Teachers are urged to give careful attention to this subject. Heretofore the little effort devoted to it has been too scattering and indefinite. In order to make instruction in this department more thorough and systematic, the following outline is given. For convenience it is divided, as other subjects, into seven grades; but this division need not be strictly adhered to except in cases where a separate room is provided for each grade. If the outline is not followed in order, however, teachers should use due caution to see that pupils are carefully instructed in all of the topics.

Polliteness.—In home, in school, in every-day life; special lessons on polliteness to strangers, to guests, at the table, in company.

Orderly Behavior.—Teach pupils to enter school-room and leave at recesses without noise or confusion. Some time should be given to practicing marching at dismissal. Caution against heavy walking about the room, undue whispering, talking, and so forth. Try to instill the idea that this work is an essential part of school training.

Gentleness.—Show difference between this and rowdiness; how commendable it is in speech and manner; favorable impression made by gentleness; its approval by all good people.

Second Primary Grade

(Second Year of School).

READING

First Reader, Second Reader; the blackboard and charts prepared by the teacher, giving list of new words taught for drill in pronunciation. (1) Continue phonic drill begun in First Grade. (2) Continue drill in articulation. (3) Accustom pupils to take in a sentence at a glance, and guard against hesitation and poor enunciation. (4) Drill in reading to secure an agreeable tone of voice, ready control of vocal organs, correct emphasis and inflection. (5) Short pieces memorized and recited.

SPELLING

Words from Second Reader. Word list prepared by teacher. (Elementary spelling book may be used, if desired.)

WRITING

Copy words and sentences from board. The teacher should select sentences from the language work. Use care as to form, accuracy and neatness of writing. Use Copy-Book No. 1.

LANGUAGE

Bible stories, fables and stories learned the first year should be reproduced orally. The following may be given: "The Ant and the Cricket," "The Foolish Tortoise," "The Old Lion," "The Battle of the Beasts," "The Camel and His Master." No formal grammar should be attempted at this time, though the various kinds of sentences and their appropriate punctuation should be learned. Simple lessons should be given on nouns, a few verbs and sentences. Encourage pupils to correct speech in relating the stories given. Give also "Robinson Crusoe" orally. Copying and dictation. Prose and poetic selections should be memorized regularly.

NUMBER WORK

Combination of all numbers to one hundred. Roman numerals to one hundred. Parts of numbers to nine-tenths. Teach by use of actual measures liquid measure, dry measure, long measure; our coin. Rapid addition and subtraction, oral and written. Easy problems involving not more than two steps. Read and write numbers of ten thousand. Addition and subtraction of numbers of two figures. Multiplication by one figure; multiplication table, twos and threes. Review and drill.

NATURE STUDY

Aims: 1. An intelligent interpretation and appreciation of the beauty by which we are surrounded.

2. A happiness in out-of-door life that should tend to develop "a sound mind in a sound body."

3. The power to see, think, feel, tell and do.

(a) Seeing: Habit of accurate, systematic observation.

(b) Thinking: Knowledge. What to look for and how to look for it. The uses of "common things." Laws governing certain phenomena. This knowledge gained by the child's own observation and independent thinking, supplemented by reading and by the teacher's knowledge.

(c) Feeling: The wonderful beauty and plan, the perfection of each thing in nature, and its close relation to the rest of God's creation, as revealed to the children in the study of nature, will inspire in them a feeling of abiding interest in, and love and reverence for, their Creator.

(d) Telling and doing: Expression. Power to express in words and act what is seen, thought and felt.

(Throughout all the work in Nature Study the children should have the opportunity of studying the actual, living specimen. In many cases they can be studied in their natural environment, and in others they can be brought into the schoolroom.)

AUTUMN. Talks about the signs of the season. Plants: study the aster, thistle, and morning glory, or other native flowers, the shape and color of the flowers, the shape of the leaves. Watch the development of seeds, and notice how they are scattered. Study the pumpkin, squash, tomato—shape, color, flesh, seeds. Study the leaves of the oak, maple, and poplar—shape, change in color, draw and color with crayons. Animals: squirrel, rabbit, birds, frogs, fishes, etc. Natural Phenomena: As in First Grade: fog (as opportunity offers) north star, big dipper. Have a daily calendar of the weather.

WINTER. Plants: appearance of trees, the pine and cedar; winter buds and leaf scars; compare the oak, maple, and poplar. Animals: hen, fish; shape and coverings, home, habits, etc.; the snow bird; dormant animals, and those that keep awake. Min-

erals: lead, iron, salt—talks about the sea. Natural Phenomena: snow, ice, hail and vapor (as opportunity offers); position of the sun in the heavens as compared with position during autumn.

SPRING. Plants: crocus, narcissus, hyacinth—life in bulbs; pumpkin, squash, tomato seeds soaked and sprouted to study seedling in different stages of growth; unfolding of buds—oak, maple, and poplar. Animals: return of birds; review study of the robin and study the blue bird; tadpoles—teach transformation by observation; cocoons. Natural Phenomena: as before, daily calendar; talks about "full" and "new" moon.

DRAWING

Drawing from type model and from blocks, hemisphere, square, prism. Continue paper folding and cutting.

MOBILES AND MANNERS.

Definite Work.—Repeat instruction of former year, with special attention to points needing emphasis.

Kindness.—Kindness to parents, to brothers and sisters, to aged and infirm, to daily companions; kindness to animals.

Truthfulness.—Show how this virtue is the basis of faith that makes possible the work of the world; how work is impeded and sometimes rendered impossible by falsehood; necessity of keeping one's word; harm of prevarication and exaggeration, of making false impressions.

Duty.—Teach fidelity to duty, duty to parents, to teachers, to those about us; duty to God.

Obedience.—Teach submission to proper authority; show its bearing on well ordered society: obedience to parents, to teachers, to law, to conscience; obedience to God.

Third Primary Grade

(Third Year of School)

READING

Third Reader. Supplementary reading from other Third Readers, fairy tales, stories of mythology, deeds of heroism, biography. (1) Encourage pupils in appreciation of literature (child literature). (2) Continue drills in pronunciation, enunciation and correct expression. (3) See that the pupil understands the thought presented in the reading.

SPELLING

A spelling-book may be taken up in this grade. A list of words from the Reader should also be assigned. Short sentences for dictation and exercises, such as having pupils write all words they remember with the same ending, formation of plural forms, etc.

WRITING

The copy-book should be continued in this grade, and in addition exercises given from the board. Teachers are urged to see that all of the written work of pupils is carefully and neatly done. They can be encouraged to write clearly and legibly in their composition and dictation work as well as in the copy-book.

LANGUAGE

Elementary Language Book. Oral and written reproduction of stories already learned. The stories of this grade should embrace early Greek myths, the story of Tell, of Siegfred, Alfred, Ulysses, Robin Hood. Bible stories and stories of personal experience should be told by pupils; also observation stories. Attention should be given to the noun, verb, pronoun, descriptive adjective and adverb. Mistakes in the child's speech should be carefully corrected. Reading, address and signature of letter should be taught.

NUMBER WORK

Multiplication by three figures. Review short division. Problems comprising work in fundamental rules. Multiplication table through six. Oral and written problems of two steps. Roman numbers to one thousand. An elementary text should be introduced in this grade.

GEOGRAPHY

Home geography lessons mostly observational. Study rain; weather; make weather chart; the sun, time and place of rising, etc.; directions; work of water; visit brook of running streams; the moon; study of man—Indians, Arab, Eskimo, Japanese; read *Hiawatha* or other stories; use pictures; the soil; frost and its work; snow and ice; spring. In studying man note appearance, dress, homes, food, disposition; map lessons, draw plan of schoolroom, house, grounds, etc. Teach distance, color, form; study native hills, valleys, streams, rocks, soils and the habits and the customs of the people. Sand modelling, when practicable. Read "Seven Little Sisters," "Little Folks of Many Lands," etc.

NATURE STUDY

Aims: 1. An intelligent interpretation and appreciation of the beauty by which we are surrounded.

2. A happiness in out-of-door life that should tend to develop "a sound mind in a sound body."

3. The power to see, think, feel, tell and do.

(a) Seeing: Habit of accurate, systematic observation.

(b) Thinking: Knowledge. (What to look for and how to look for it. The uses of "common things.")

Laws governing certain phenomena. This knowledge gained by the child's own observation and independent thinking, supplemented by reading and by the teacher's knowledge.

(c) Feeling: The wonderful beauty and plan, the perfection of each thing in nature, and its close relation to the rest of God's creation, as revealed to the children in the study of nature, will inspire in them a feeling of abiding interest in, and love and reverence for, their Creator.

(d) Telling and doing: Expression. Power to express in words and act what is seen, thought and felt.

(Throughout all the work in Nature Study the children should have the opportunity of studying the actual, living specimen. In many cases they can be studied in their natural environment, and in others they can be brought into the schoolroom.)

AUTUMN. Plants: sweet-pea, pansy, milkweed—shape and color of flowers; development of fruit; how seeds are protected and scattered; arrangement of flowers in vase; study of fleshy fruits. Animals: watch metamorphosis of the cabbage worm; study general preparation of animals for winter. Daily Phenomena: as in lower grades with dew and frost; daily calendar; weekly markings of limit of sunlight on schoolroom floor or walls; records carefully kept.

WINTER. Plants: Study of the holly tree. Animals: the sparrow; talks about dormant animals. Natural Phenomena: review lessons taught previously; continue weekly records, adding temperature; simple explanation of the thermometer. Minerals: marble, copper, sulphur, chalk—see and handle; use of each.

SPRING. Plants: bean, pea, morning glory, corn, and pumpkin; comparison; soaked and sprouted; seedling studied in various stages; the sugar maple and walnut; awakening life in roots and bulbs; Animals: return of the birds; the meadow larks; special study of the butterfly. Natural Phenomena: how clouds are formed; their color and movement; weekly records; limit of sunlight; compare autumn and winter records.

DRAWING

Observation and study of the prism, square, pyramid, and vase form. The teacher should remember that faulty drawing is commonly due to poor observation. Use free hand drawing.

MORALS AND MANNERS

Gratitude.—Show some things for which to be thankful; teach thankfulness to God, the giver of all good; teach expression of gratitude to parents, teachers and friends.

Forgiveness.—Show how closely the interests of pupils are intertwined, how natural for mistakes to

occur, and how necessary to overlook these for the common good; try to instill a liberal and forgiving disposition.

Confession.—Teach how many a thing it is to confess a wrong, how cowardly to conceal; encourage the pupil to confess his own misdeeds, rather than those of others.

Honesty.—Show that honesty is better than wealth; great need of it in every-day life; teach how ignoble is cheating, lying, etc.

Fourth Primary Grade

(Fourth Year of School)

READING

Fourth Reader, supplementary books to be read at home and discussed in class. (1) Emphasize proper expression of the thought. Mastery of the thought and of the pronunciation of the words insisted upon as a preparation for the oral reading of the lesson. (2) Pupils trained in stating orally the substance of the reading lesson, sometimes before and sometimes after the reading, aiming to secure good expression. (3) Analysis of lesson in respect to character, place of occurrence, time, incidents, comparison with other lessons—1st, resemblance; 2d, difference; 3d, choice of lessons; 4th, reason for choice.

SPELLING

Continue use of spelling-book. Give word lists illustrating various changes when certain suffixes are added. Study title, common abbreviations, forms for address, letter heads, etc. Spelling and meaning of words often confused with illustrative sentences.

WRITING

Copy-book. Dictation and selective sentences.

LANGUAGE

Continue elementary language book. Review work already done on noun, pronoun, verb, adjective and adverb. Continue letter writing, giving attention to paragraphing, correct syllabication at the end of the line, punctuation, capitalization and penmanship. Dictation exercises should be given. Have pupils write short compositions from brief outlines.

NUMBER WORK

Oral problems in percentage; fractions 1-2, 1-4, 1-5, 1-5 taught as .50, .25, .33 1-3, .20, and as 50 per cent., 25 per cent., 33 1-3 per cent. and 20 per cent. Rapid addition and subtraction. Multiplication and

division thoroughly taught. Constant review, especially on tables. Give quick, short drills on many problems involving small numbers and a few problems with large numbers. Forms of bills and receipts.

HISTORY

The history work in this grade should be oral. While it is designed primarily to lay a foundation for the course in Virginia and American History, yet careful attention should be paid to stories and short biographies of other countries as well as of our own. The following comprises the work of this grade: Stories of King Arthur, Romulus, Roland, Hiawatha. Review of pertinent stories already given in Language and Reading. Short biographies of (Greek) Socrates and Alexander; (Roman) Hannibal, Caesar; (German) Luther, Bismarck; (French) Joan of Arc, Napoleon (English) Alfred, Cromwell, Pitt, Nelson, Gladstone; (Dutch) William, of Orange; (Russian) Peter the Great; (American) John Smith, Miles Standish, William Penn, Patrick Henry, Franklin, Washington, Boone, Jefferson, Lee, Jackson. It is suggested that one of these stories or biographies be taken each week.

In addition to the above, considerable time should be devoted to local history, as settlement of county or town, early history, growth, occupations of people, leading industries, etc.

GEOGRAPHY.

Home geography, continent; make map of town, county and State. Study town and county houses used for homes; material, where from; food; vegetable, where obtained; fruits, meats, milk; fuel and light; wood, some facts in forestry; kerosene, oil, gas; clothing; woolen, cotton, silk, linen, leather, rubber; industries; surface and other physical features; State; ways of traveling; describe journey through different parts of the State; use pictures, note cities, mountains, rivers, industries, boundaries. In connection with this work teach meaning of map symbols; the earth as a whole—form, size, motion, globe, Eastern and Western Hemispheres; the grand divisions, location, comparative size, permanent characteristics; develop idea of continent, island, peninsula, etc.; distribution of coasts. Review elementary text.

NATURE STUDY

- Aims: 1. An intelligent interpretation and appreciation of the beauty by which we are surrounded.
2. A happiness in out-of-door life that should tend to develop "a sound mind in a sound body."
3. The power to see, think, feel, tell and do.

(a) Seeing: Habit of accurate, systematic observation.

(b) Thinking: Knowledge. What to look for and how to look for it. The uses of "common things." Laws governing certain phenomena. This knowledge gained by the child's own observation and independent thinking, supplemented by reading and by the teacher's knowledge.

(c) Feeling: The wonderful beauty and plan, the perfection of each thing in nature, and its close relation to the rest of God's creation, as revealed to the children in the study of nature, will inspire in them a feeling of abiding interest in, and love and reverence for, their Creator.

(d) Telling and doing: Expression. Power to express in words and act what is seen, thought and felt.

Throughout all the work in Nature Study the children should have the opportunity of studying the actual, living specimen. In many cases they can be studied in their natural environment, and in others they can be brought into the schoolroom.)

AUTUMN. Plants: a special study of leaves—parts, shape, veins, kind, use, etc.; study the marigold, zinnia and chrysanthemum—color, shape, seed vessels—how to arrange tastefully in vases; nuts found in neighborhood—shape, how protected. Animals: a study of the ant—parts, habits, etc. Natural Phenomena: review talks on thunder and lightning.

WINTER. Metals: mined, manufactured, shipped. Natural products used in building a house. Water animals: fish, oyster and clam.

SPRING. Plants: teach terms—herb, shrub, tree; study the growing plant; the position, arrangement, and unfolding of leaf buds; the position and arrangement of leaves; the parts, shape, etc., of leaves review; study the flower and its development; flowers and their parts, including pollen; the uses of the parts of a plant—to the plant, to man. Teach that the chief work of the plant is to produce seeds; show that the growth of a plant depends on heat, light, and moisture. Birds: woodpecker and oriole. Natural Phenomena: teach day and night.

DRAWING

Representation: Careful study of the forms of the object and pictorial representation. Objects taken from nature study lessons, as fruits, leaves, etc. Use also the objects from the schoolroom.

MORALS AND MANNERS

Courage.—Give many examples of courage in such a way as to command the pupils' admiration; teach how pupils will have ample opportunity to practice courage in the little things of every-day life.

Self-Respect.—Show difference between this and self-conceit; show how this quality rests on consciousness of moral worth; illustrate and explain.

Self-Control.—Control of temper; point out the sad results from loss of temper; avoidance of hasty words.

Bad Language.—Language expression of ideas or thoughts, and show what the real man is; discuss the bad impression made by profanity; show how foolish and wicked is profanity; give particular attention to the demoralizing influence of evil books and literature.

First Grammar Grade

(Fifth Year of School)

READING

Fourth Reader completed. Continuation of work as indicated in 1, 2, 3, 4 of fourth primary. Supplementary reading taken from history used in grade, stories from history, biography.

SPELLING

Words from spelling-book selected to illustrate certain changes, such as y to i; to add ly and eth; plurals in s or es; doubling a final letter to add ing, etc. Further study of punctuation and dictation. Continue spelling of lists of words from other school subjects.

WRITING

Copy-book. Continue practice in dictation and in writing selected sentences.

LANGUAGE

Language book completed. Continue work on nouns, teaching plural forms, possessive forms, work on verbs, teaching verb forms; pronouns, kinds of pronouns. Teach use of sentences, phrases, clauses. Analysis of simple sentences. Combine short, simple sentences into easy, connected discourse. Continue work of writing compositions from outlines. Have pupils write compositions based on their own experience.

NUMBER WORK

Compute the capacity of bins, boxes and rooms; problems in excavating at ordinary prices. Make out bills for hay, coal, grain, etc., at prevailing prices. Lay off a rod on schoolroom floor; teach its relation to foot, yard, mile. Problem in plastering and painting at prevailing rates.

HISTORY

Continue the study of local history. Pay special attention to the government of district and county or town, showing manner of election and general duties of the following officers: District—Justice of

peace, constable, school board. County—Board of supervisors, sheriff, clerk, Commonwealth's attorney, treasurer, school board, school superintendent, courts. Town or City—Council, mayor, treasurer, assessor, board of education, school superintendent, courts. Study with text-book history of Virginia, giving attention to following: Early settlement, John Smith, Indians, charters, Lord Delaware, Governor Dale, House of Burgesses, growth of colony, Governor Berkeley, under the Commonwealth, Bacon's Rebellion, negro slavery, Virginia in the Revolution. William and Mary College, Governor Spotswood, Dinwiddie, George Washington, Virginia Presidents, social and industrial conditions to 1860, part in War Between the States, recent development and improvement.

GEOGRAPHY

Use sample products and pictures freely. Have map-drawing and modeling. Complete elementary text. Study grand divisions—North America, South America, Europe, Asia, Africa, noting only location, outline features, rivers, climate, productions, race of people, political divisions and principal cities. United States, study by group, or productions (regions), following the plan of text-book. Study cotton, wheat, cattle, lumber, coal, iron, fisheries. Correlate work with history.

NATURE STUDY

Aims: 1. An intelligent interpretation and appreciation of the beauty by which we are surrounded.

2. A happiness in out-of-door life that should tend to develop "a sound mind in a sound body."

3. The power to see, think, feel, tell, and do.

(a) Seeing: Habit of accurate, systematic observation.

(b) Thinking: Knowledge. What to look for and how to look for it. The uses of "common things." Laws governing certain phenomena. This knowledge gained by the child's own observation and independent thinking, supplemented by reading and by the teacher's knowledge.

(c) Feeling: The wonderful beauty and plan, the perfection of each thing in nature, and its close relation to the rest of God's creation, as revealed to the children in the study of nature, will inspire in them a feeling of abiding interest in, and love and reverence for, their Creator.

(d) Telling and doing: Expression. Power to express in words and act what is seen, thought and felt.

(Throughout all the work in Nature Study the children should have the opportunity of studying the actual, living specimen. In many cases they can be studied in their natural environment, and in others they can be brought into the schoolroom.)

AUTUMN. Plants: fruits and their classification:

a special study of grains. Insects: a study of the spider and the house fly—parts, habits, and uses. Natural Phenomena: the action of wind, rain, rivers, heat and cold, plants and animals, in changing and forming soil.

WINTER. Carefully examine and compare in color, fineness and composition: loam, clay, sand, gravel, and pebbles. Study the formation of granite, limestone and sandstone.

SPRING. Plants: study and analyze the flowers of the buttercup, apple, peach, violet, and pansy; petals, sepals, stamens, pollen, etc.; study carefully several native trees, their parts, relations and uses; fertilization and reproduction. Birds: humming bird, wren. Water animals: lobster, crab. Natural Phenomena: simple experiments to teach matter and force.

DRAWING

Study and representation of objects similar to the cylinder and square prism and of simple specimens of nature. Construction: View drawing from type models and objects like them. Draw cups, saucers, etc.

MORALS AND MANNERS

Health.—Show that proper development of health is important; how related to mental development; the responsibility upon us to give proper care to our bodies; teach that ill-health hinders usefulness and happiness, and is often brought about by evil habits which fix themselves on us in our youth.

Temperance.—Teach moderation in appetite for things not harmful; abstinence in things that are harmful; show serious effects of cigarette smoking, of alcoholic liquors.

Bad Habits.—More easily formed than broken, how to break a bad habit; habits that injure reputation, that give offense to others, etc.

Industry.—Explain how industrious habits should be formed in early years; the bright prospects before an industrious people; the happy influence of regular occupation; evils of laziness and vagrancy.

Second Grammar Grade

(Sixth Year of School)

READING

Literary reading. Supplementary work from history, biography, travels. Pupils should become familiar with much that has been written by American authors.

(1) Cultivate the taste of the pupil and give him a stock of the best literature.

(2) Intelligent reading insisted upon as a basis for expression reading.

(3) Selections should be memorized and recited.

SPELLING

Careful review of various classes of words already studied. General laws of spelling and exceptions. Words from speller and from lists prepared by teacher.

WRITING

Copy-book. Teacher should be very careful to see that all written work by pupils in composition and dictation is neatly and carefully done.

LANGUAGE

English Grammar. A more serious study of this branch should now be undertaken. Teach: The sentence, the parts of speech and their inflection, special attention to the verb, its conjugation, auxiliary verbs. Teachers are advised to teach the full conjunctive mood as a regular part of the verb conjugation. Frequent recitations of memorized selections.

NUMBER WORK

Review fundamental operations. Study carefully factoring, least common multiple, greatest common divisor, common and decimal fractions, denominate numbers. In addition to problems in the text give practical examples as indicated in the first grammar grade.

HISTORY

History of United States. Study carefully the following topics:

I. Discovery and Colonization. Conditions in Europe in fifteenth century; early explorers and their settlements; colonization of Virginia, of other Southern colonies; colonization of Massachusetts, of other New England colonies; colonization of New York, of other Middle colonies; colonial life, manners and customs; early struggles for America.

II. Revolution. General causes; struggle for rights of Englishmen; struggle for rights of man; efforts for permanent union; Constitutional Convention.

III. Civics. Study, with or without text-book, the following relative to our State Government: Origin of present Constitution; study as to composition and general powers of the Senate, House of Delegates, Corporation Commission, Board of Education; other State boards; manner of election, term and general duties of the executive and administrative officers; system of courts; some attention to citizenship, suffrage, election laws.

GEOGRAPHY

Advanced geography. Correlative with history. In country schools geography of second and third

grammar grades should alternate so as to reduce the number of recitations. During 1907-8, for example, study third grammar geography, and during 1908-9, study second grammar geography. Study mathematical geography. The earth studied as a whole. Use advanced text-book for outlines.

PHYSIOLOGY AND HYGIENE

Study the following topics: Skin, bones, muscles, the circulation of the blood, breathing, lungs, nerves, and the brain.

DRAWING

Continued sketching of simple plant forms. Study of groups of objects, of perspective.

MORALS AND MANNERS

Patriotism.—From lessons in civics. Teach respect for county and State government; necessity for law; how unjust to infringe upon the rights of others; that love and respect for State keeps all bound to common cause, begets sympathy and fraternal spirit; frequent reference to heroic Virginians, and to the great history of the State, in order to inspire patriotism.

Civic Duties.—Teach duties to State; arouse interest in government and in State affairs; responsibility of all to exercise right of suffrage, and so forth.

Training.—Show the necessity for proper training for life; the part the school plays in this preparation; the growing needs for educated men; great advantages they have over the uneducated; general effect on State and society.

Third Grammar, Grade

(Seventh Year of School)

READING

Continuation of work of second grammar grade. Reading of selected classics. Continued attention given to expression.

SPELLING

Spelling-book completed. List prepared by teacher from literary reading. Careful attention to meaning of words. Use of dictionary.

WRITING

Continue use of copy-book if necessary. See that all writing in subject forms and composition is neatly done.

LANGUAGE

Complete English grammar. Continue analysis of sentences and work of previous grades in composition. Have pupils prepare outlines of subjects and write from them. Interpret some good English selection, as "Evangeline," etc.

NUMBER WORK

Study percentage, not confining the work to money problems. Give pupils a good idea of the instruments used in the commercial world, such as forms used in banks, etc. Study interest, stocks and bonds. The teacher should take up some known corporation and from it give pupils the meaning of terms and of business instruments. Pay especial attention to insurance. Study longitude and time.

HISTORY

United States History. Study the following topics:

I. National growth. Rule of Federalists; administration of Washington; fall of Federalists; rule of Republicans; Jefferson's administration; struggle for commercial freedom; Second War for Independence; results.

II. New era. Growth of national ideas; industrial and social developments; foreign affairs; bank; tariff; unification; growth of sectional feeling; sections drifting apart; War Between the States.

III. Consolidation and expansion. Reconstruction in the South; new political problems; commercial and industrial development; expansion.

IV. Civics. Various kinds of government; divisions of our national government; study House of Representatives and Senate as to composition, eligibility, length of term; general powers; rights of in-

dividual States; personal rights; manner of election, term and powers of the Executive; Cabinet and administration of the various departments of the government; judicial system.

GEOGRAPHY

Study Europe and other continents in order of text. General review.

PHYSIOLOGY AND HYGIENE

Study the eye, the ear, the teeth; study germs, diseases, general laws of health.

DRAWING

Perspective: Study of grouping continued. Study of plant and animal forms. Drawing of combined models. Decorative drawing.

MORALS AND MANNERS

Patriotism.—National patriotism; respect for National Government; teach pupils to sing national airs; some idea of the real greatness of the American Government, and reasons for respecting same.

Civic Duties.—Obedience to national laws, necessity of having same; real meaning of freedom, difference between freedom and license; dignity and honor of American citizenship.

General Lessons.—Recall legends, stories and biographies already read; draw practical lessons from same, particularly from old Bible stories; read pupils frequent articles which may help character development; practical lessons from present day events.

STANDARD OF REQUIREMENTS FOR STATE HIGH SCHOOLS

It has been determined by the Department of Public Instruction that a school whose course of study shall conform to the following standard shall be called a high school, and shall be known as a high school of the first, second, or third grade, according to the number of sessions of at least eight (8) months devoted exclusively to high school work and to such review of grammar school branches as may be necessary. A school doing the four years' work as outlined below shall be called a first grade high school; a school doing the first, second and third years' work as outlined below shall be called a second grade high school; a school doing the first and second years' work as

outlined below shall be called a third grade high school.

First High-School Grade

(EIGHTH Year of School)

Mathematics—5 periods a week. Advanced Arithmetic, Elementary Algebra to Quadratics.

Science—3 periods a week. Physical Geography. Lessons in Botany.

History—3 periods a week. History of Greece, or History of Rome, or Ancient History.

English—5 periods a week. Composition and Grammar, Classics.

Languages—5 periods a week. Any one of the following:

- (a) Latin—Introductory Latin.
 (b) German—Grammar and Composition, Easy Reading.
 (c) French—Grammar and Composition, Easy Reading.
 (d) Spanish—Grammar and Composition, Easy Reading.

Second High School Grade

(Ninth Year of School)

Mathematics—5 periods a week. Elementary Algebra completed, and Plane Geometry.

Science—3 periods a week. Elementary Agriculture and Lessons in Botany and Zoology.

History—3 periods a week. Medieval and Modern History, with special emphasis on points bearing on American History.

English—5 period a week. Rhetoric and Composition; Classics.

Languages—5 periods a week. Any one of the following:

- (a) Latin—Three Books of Caesar, or Nepos and Two Books of Caesar, or Viri Romae; Grammar and Composition.
 (b) German—Grammar and Composition, Easy Reading.
 (c) French—Grammar and Composition, Easy Reading.
 (d) Spanish—Grammar and Composition, Easy Reading.

In a third grade high school, United States History may be substituted for Medieval and Modern History. Where time permits, drawing should be given two periods a week in each year.

Third High School Grade

(Tenth Year of School)

Mathematics—5 periods a week. Algebra and Geometry.

Science—3 periods a week. Elements of Physics and Elementary Agriculture, or Elementary Chemistry and Elementary Agriculture.

Drawing, or Manual Training—2 periods a week.

History—3 periods a week. English History. In a second grade high school, American History and Civil Government should be taught.

English—5 periods a week. Rhetoric, History of English Literature, Classics.

Languages—5 periods a week. Any one of the following:

- (a) Latin—Four Orations of Cicero, Grammar and Composition.
 (b) German—Grammar Review and Syntax, German Classics.
 (c) French—Grammar Review and Syntax, French Classics.

- (d) Spanish—Grammar Review and Syntax, Spanish Classics.

Bookkeeping and Business Forms—See requirement No. 8 of requirements for State aid below.

If time permits, more than one of the above elective studies may be taken.

In high schools of two or more teachers other subjects may be added if it can be done without infringing upon the time of required subjects.

Fourth High School Grade

(Eleventh Year of School)

Mathematics—3 periods a week. Algebra completed and solid Geometry.

Drawing, Elements of Chemistry, or Science of Agriculture—2 periods a week.

History—3 periods a week. United States History reviewed, and Civics.

English—5 periods a week. Composition, History of American Literature, Classics.

Languages—5 periods a week. Any one of the following:

- (a) Latin—Three Books of Virgil, Grammar and Composition.
 (b) German—Grammar Review and Syntax, German Classics.
 (c) French—Grammar Review and Syntax, French Classics.
 (d) Spanish—Grammar Review and Syntax, Spanish Classics.

Bookkeeping and Business Forms—See requirement No. 8, page 7.

If time permits, more than one of the above elective studies may be taken.

This course is limited to leading subjects. It is expected that the teacher will find time for vocal music and physical culture. In all cases of electives, the teacher will exercise the controlling influence. In addition to the regular course, provision must be made for normal instruction in each year of the high school.

DISTRIBUTION OF HIGH SCHOOL FUND

First and second grade high schools shall receive three hundred dollars from the State High School Fund, except that in the case of a joint county or district high school this allowance may be increased by any amount to four hundred dollars.

Third grade high schools shall receive two hundred and fifty dollars.

REGULATIONS AND
COURSES OF STUDY

Salem Graded Schools



Adopted by the School Board and
Approved by the Superintendent
of Schools

ARITHMETIC—Numbers to 50 and one-fiftieth—(a) their names, (b) expression in figures. 2. Addition and Subtraction, Multiplication and Division to 50. 3. Signs of operations, $+$, $-$, \times , \div , $=$. 4. Denominate Numbers: (a) Value—cent, dime, etc., (b) Length—inch, foot, etc., (c) Volume—pint, quart, etc. 5. Fractional parts as before. 6. Simple concrete problems. 7. Roman numerals to XX. Follow same methods as in preceding grade. Review previous work. Group objects in tens and require pupils to combine a group with one, two, etc., as ten and one, ten and two, etc., to two tens. When familiar with these expressions, use the common words eleven, twelve, etc. Then have pupils to analyze numbers thus: 12 expresses 2 and ten, thirteen expresses 3 and ten, etc. Bring out idea of groups of ten by use of objects. Have pupils to name numbers to 50 by groups, as two tens and one, two tens and two, etc., then use ordinary names, twenty-one, etc. Bring out place value thus: 25 is two tens and 5 units. On some occasions have pupils invent concrete examples from written work placed on the board, thus: $3-2$, problem; 4×3 , problem. Rapid combinations encouraged. Show pupils measures in denominate numbers. Use objects, circles, squares, pieces of paper and groups of objects in teaching fractional parts. In addition and subtraction of fractions use only fractions having a common denominator, and in multiplication and division multiply and divide only by integers. Show relation of fractions to units. No concert exercises. Have pupils analyze numbers into their parts by the four processes. Mental Arithmetic—Colburn, Sections 2 and 3. Grube's Arithmetic to page 80.

WRITING—On slate and paper. Capital letters, pupil's name, postoffice address, county

and state, and Arabic figures to receive special attention.

GEOGRAPHY—Form, color, distance, direction, weather and seasons, plants, animals, minerals, people, modes of life, using flags and various devices.

COLOR—Same as first primary grade. Notice changes of color in grasses, leaves, fruits, etc.

FORM—Spheres, cylinder, crescent, oval, cone, etc.

DRAWING—As before. Thompson's New Short Course, Book 2. *Webb T. W.*

Second Half Session.

READING—Graded Classics, Second Reader. Supplementary reading. New words developed according to Ward system. Pupils required to tell story of lesson in their own words.

SPELLING—As in first half session.

LANGUAGE—The outline for first half session is intended to cover the whole year's work. Birthdays of distinguished men observed.

ARITHMETIC—1. Numbers to 1000. Review previous grades. Methods as in first half session. 2. Denominate numbers taught by use of measures and oral and written work developed therefrom. Dry measure. Long measure. Time table from clock. 3. Equal part of a unit and of numbers. 4. In addition and subtraction take examples where there is no "borrowing" or "carrying," then take examples where there is borrowing and carrying. Explain reasons for borrowing and carrying. 5. Multiplication, multiplicand two and three terms, multiplier one term; first when

there is no carrying, then when there is carrying. 6. Division, dividend two and three terms, divisor one term; first when there are no partial remainders, and next when there are partial remainders. Mixed numbers multiplied and divided as in whole numbers, division in fractional part being exact. 7. Roman numerals to L.

Be sure the pupils know the elementary sums to "9 and 9" and elementary products to "10 times 10." Have them make and commit the multiplication table. Rapid combinations encouraged. No concert exercises or singing of numbers. "Borrowing" and "carrying" taught *pari passu* in abstract numbers, fractions and denominate numbers as far as practicable. 7. Colaw and Ellwood's Primary Arithmetic to page 123. Colburn's Arithmetic as in first half session.

WRITING—Copy Book No. 1. *Handwritten*

GEOGRAPHY—As in first half session.

FORM—Square, triangle, circle, ball, sphere, cone, etc.

DRAWING—As in first half session.

Third Primary Grade.

First Half Session.

READING—Stepping Stones to Literature, Third Reader. Supplementary reading. Special care given to correct pronunciation and distinct articulation. Oral reproduction of reading lessons. Frequent drills on elementary sounds. Short selections from reader, or other source of same grade, committed to be recited before the class. Reserve a few minutes at close of period in which pupils will tell what they have read.

SPELLING—Words from reading lessons and other selected words of same grade. Oral

and written. Long and short sounds distinguished by diacritical marks. ~~Glass's Spelling page 19.~~

LANGUAGE—Short sentences and little stories containing short sentences from dictation. Use of capital letters in writing I and O, names of the Deity, titles of honor and distinction, and of the comma in direct address. Teach correct use of is and are, was and were, has and have, saw and seen, this and these, that and those, etc. Sentence building and common abbreviations and contractions. How to write dates. Oral work from pictures. Employ history, science and literature, as follows:

HISTORY: Myths, fables, etc. Stories—Miles Standish and the Mayflower, Capt. John Smith, Benjamin Franklin, Pocahontas, etc. Stories given by the teacher and reproduced orally and in writing by pupils. Two periods a week.

SCIENCE: 1. Plants—

- I. Review the plant as a whole. Note whether wild or cultivated. If wild, how seeds are disseminated.
- II. Leaves—
 - 1. Review previous work and add shape and arrangement.
 - 2. Note difference among leaves as to veining.
 - 3. Continue the study of margin of leaves.
- III. Flowers—
 - 1. Review work previously done.
 - 2. Study parts of stamens—stalk and pollen.
 - 3. Study parts of pistil—stalk and vessel.

- VI. Roots—1. Study difference between fleshy and fibrous roots.
2. Describe and illustrate the roots already studied.

2. Physiology—Regions of body, as head, trunk, limbs. Uses of external organs. Hygiene of skin. Frame-work of the body, bones joints, muscles. Teach importance of correct attitudes while bones are growing. Teeth—Forms, uses; care of teeth. 3. Animals. See Hodge's Nature Study and Life pp. 480 and 481. ~~Two~~ ^{Two} periods a week.

LITERATURE: Poems—Such as "The Bare-foot Boy" (Whittier); "Don't Give Up" (Phoebe Cary); "Red Riding Hood" (Whittier), "In School Days" (Whittier); "The Fountain" (Lowell); "Jack Frost's Little Sister," "Golden Rod," etc. Poems to be committed to memory by pupils. One period a week.

ARITHMETIC—1. Numeration and Notation to 100 and one-hundredth (the latter in both common and decimal fractions), (a) naming numbers, (b) writing numbers, (c) Roman numerals to C. 2. Numeration and Notation to six places. Addition and Subtraction, Multiplication and Short Division within the limit. Concrete exercises, oral and written. 3. Denominate Numbers of two or more denominations added and subtracted; (a) Value—cent, dollar, etc.; (b) Length—inch, foot, yard, etc.; (c) Measure—pint, quart, gallon; pint, quart, peck, bushel, etc.; (d) Weight, ounce, pound; (e) Time—day, week, month, year, hour, minute, second (time to be taught from clock); (f) Counting—dozen, score. 4. Equal parts of a unit and of numbers. Illustrate with lines, circles, etc. 5. Simple exercises in Denominate Numbers and Fractions, oral and written. Be sure the pupils know the elementary sums to 9 and 9, and elementary products to 10 times 10. Have them make

and commit the multiplication table. Rapid combinations encouraged. No concert exercises or singing of numbers. "Borrowing" and "carrying" taught *pari passu* in abstract numbers. ~~Fractions, and denominate numbers.~~ Teach carefully all terms employed as sum, remainder, minuend, subtrahend, factors, product, etc. In multiplication have as many as two terms in multiplier. Mental Arithmetic—~~Colburn Sections 4, 5 and 6.~~ Colaw & Ellwood's Primary Arithmetic pp. 123-164

WRITING—Copy practice begun. ^{Review} Copy Book No. 2. Position, holding of pen, movement, and accuracy of form to receive careful attention. ^{Pencil}

GEOGRAPHY—Distance, direction, interpreting maps. Structure—hills and valleys, mountains, slopes and brook basins. ^{Topics to study 23.}

DRAWING—As before—Thompson's New Short Course, Book 3. ^{U. W. No. 2.}

Second Half Session.

READING—Graded Classics, Third Reader. Supplementary reading.

SPELLING—As in first half session. ^{Phy's words Part II}

LANGUAGE—As in first half session. Work therein indicated to be properly apportioned between the two half sessions. Also Stories—George Washington, Chief Justice Marshall, Gen. Andrew Lewis, Robert Fulton, Samuel Morse, etc. Stories told by teacher and reproduced orally and in writing by pupils. Poems "Duty" (Emerson) "The Old Man's Dreams" (Holmes). "Sailing of the Mayflower" (Longfellow). "Village Blacksmith" (Longfellow). "Little Boy Blue" (Eugene Field) Poems for the months (Journals). Poems committed to memory by pupils. Hyde's Book 1, Part 1.

ARITHMETIC—Numeration and Notation; (a) Writing and reading numbers to six places; (b) Roman notation to D. 2. Fundamental operations; (a) addition and subtraction within the limit; (b) multiplication with two and three terms and one or more ciphers in the multiplier; (c) short division reviewed, and long division with divisor not to exceed two figures. 3. United States money; (a) write and read; (b) addition and subtraction; (c) multiplication and division; (d) problems. 4. Denominate numbers; (a) review previous grades; (b) write and commit tables of length, time, weight, measures, etc.; (c) simple exercises in reduction. 5. Common and Decimal Fractions as before. Simple Concrete problems. Colburn's Arithmetic. Colaw and Ellwood's Primary Arithmetic, pages 164-179.

WRITING—As in first half session. Pen and ink.

GEOGRAPHY—As before. ^{7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100} ~~Maury's Elementary~~ ^{Maury's} ~~Elementary to Central States, lessons 1-27.~~

DRAWING—As in first half session.

Fourth Primary Grade.

First Half Session.

READING—Graded Classics, Fourth Reader, completed. Supplementary reading. Strict attention given to correct pronunciation, accent, emphasis, inflection, and naturalness of expression. Definitions taught by use of words in sentences, oral and written. Oral reproduction of reading lessons. Drills in phonics. Recitation and declamation. See that pupils read without looking slavishly at book. Reserve a few minutes at close of period in which pupils may tell what they have read. Methods of expression as before.

SPELLING—Merrill's Speller, Lessons 1 to 60. Spelling-blanks used. Pen and ink.

Shepherd's Part III

Special attention to be given to the correct spelling of geographical names.

LANGUAGE—Review work of previous grades. Write substance of reading lessons, descriptions of pictures and sentences illustrating meaning of words in reading lessons. Exercise to be full of life, vigor and interest. Hyde's Book 1—Part 2, Lessons 63-84. Employ history, science and literature, as follows:

HISTORY: Daniel Webster, Henry Clay, J. C. Calhoun, Eli Whitney, Andrew Jackson, Abraham Lincoln, Jefferson Davis, Robert E. Lee, "Stonewall" Jackson, U. S. Grant, J. E. B. Stuart. Stories given by teacher and reproduced orally and in writing by pupils.

SCIENCE: 1. Plants—

- I. Continue the study of the plant as a whole, and continue the study of seeds from previous grade. Study vines and notice the different modes of climbing.
- II. Leaves—
 1. Continue the study of veins; find illustrations of each.
 2. Study different margins—serrate, dentate, crenate, wavy, sinuate, etc.
 3. Study differences in simple and compound leaves. Find and mount illustrations writing a full description of each.
- III. Flowers—
 1. Study different parts of flowers and use of pollen. Mount and write descriptions of specimens studied.
- IV. Buds—
 1. Study when and where plant buds appear.
 2. Give use for outer coats of buds studied. Study different ways in which leaves

are folded in buds.

4. Observe when buds swell and open.
5. Observe likenesses and differences in buds studied.

2. Physiology—Elementary ideas of digestion. Importance of thorough mastication. Wholesome and unwholesome foods. 3. Animals. See Hodge's Nature Study and Life pp. 482 and 483.

LITERATURE: Poems—"The Corn Song" [Whittier], "The Singer" [Whittier], "March" [Bryant], "Children" [Longfellow], "The Brook and the Wave" [Longfellow], "Graduation" [J. G. Holland], etc. Poems memorized. Language through Nature, Literature and Art lessons 1, 2, 4, 6, 7-10, 14, 17, 18, 20, 21, 28, 29, 34, 45-52, 54, 55, 57, 59-66, 76-82, 86-91, 101-107, 110, 112, 113, 115, 123, 126-131, 136, 142, 151-153. See Second half session.

ARITHMETIC—1. Notation and numeration—[a] writing and reading numbers to nine places; [b] Roman notation to M. 2. Fundamental operations—[a] addition and subtraction within the limit; [b] multiplication with two and three terms and one or more ciphers in the multiplier; [c] short division reviewed, and long division taught fully and thoroughly. 3. United States money—[a] write and read, [b] addition and subtraction, [c] multiplication and division, [d] problems. 4. Denominate numbers—[a] review previous grades, [b] write and commit all tables provisionally learned and also square measure, [c] simple exercises in reduction. 5. Common and decimal fractions as before. Simple concrete problems. Easy reductions. Problems to be illustrated by drawings. 6. Be sure every pupil knows the multiplication table.

Don't allow pupils to divide by long division with a divisor of 12 or less. Use objects, circles, etc., to illustrate fractions. In exercises in fractions use only simple fractions, no term to exceed two figures; not more than two fractions to be used in adding, subtracting, etc. Multiplication of mixed numbers to be done as in integers. ~~and other work in fractions to be taught in this grade only in an elementary way.~~ Use two or three decimal places in multiplicand and dividend. Colaw & Ellwood's Primary Arithmetic, completed. Mental Arithmetic—Colburn, Sections 9, 10 and 11.

WRITING—Copy Book No. 3. ^{Pen and} ink used. Insist upon neatness, proper holding of the pen, and correct posture.

GEOGRAPHY—^{Tracy's} Elementary, Lessons 38-51.

DRAWING—As before. Thompson's New Short Course, Book 3

Second Half Session.

READING—Chandler's Makers of Virginia History.

SPELLING—^{Allen's} Merrill's Speller, lessons 61-119 inclusive.

LANGUAGE—Hyde's Book 1, lessons 86-102 inclusive. Writing of letters, composition work from pictures, reproduction, etc.

The work of previous half session is intended to be properly apportioned so as to cover the whole year.

ARITHMETIC—1. Numeration and notation completed. [a] Addition and subtraction within the limit; [b] multiplication with 3 and 4 terms in multiplier and multiplicand; [c] long division continued, ciphers at the right of divisor and dividend, remainders written in form of fractions at right of dividend, and in

decimals, division continued as far as three decimal places; [d] practical problems.

2. Denominate numbers—[a] review previous grades; [b] multiplication and division with two and three terms in multiplicand or dividend; [c] show that borrowing and carrying in denominate numbers and fractions is the same as in whole numbers; [d] reduction, ascending and descending—frequently both in same example.

3. Reduction of fractions; mixed numbers to improper fractions and vice versa, higher terms to lower terms.

4. Arithmetical analysis—[a] pass from the unit to a collection, [b] from a collection to a collection. Illustrate fractional processes with objects. Let problems be such as occur in the home, the shop, etc. Have pupils illustrate their problems by means of drawings.

5. Factors, divisors and multipliers—[a] prime and composite numbers, [b] resolving numbers into their factors, [c] L. C. M., by factoring.

6. U. S. money—[a] reviewed, [b] practical business transactions, [c] making bills.

7. Common fractions—[a] work of previous grade continued; [b] addition and subtraction—denominators alike, denominators unlike; [c] division, fraction by an integer. Colaw & Ellwood's Advanced Arithmetic to page 99. Mental Arithmetic—Colburn, Sections 12 and 13. *Completed*

GEOGRAPHY—~~Mason's~~ *Mason's* Elementary Geography. ~~Mason's~~ *Mason's* Manual, lessons 1, 2, 3, 5, 10, 11, 14, 15, 16, 17, 18, 19, 20, including ~~map~~ *map* studies.

WRITING—As in first half session.

DRAWING—As in first half session.

First Grammar Grade.

First Half Session.

READING—Stepping Stones to Literature. Fourth Reader, completed. Supplementary

reading. Explanation of meaning of what is read required of pupils. One lesson a week given to exercises in elocution.

Spelling Book Part I
SPELLING—~~Merrill's~~ Speller, ~~Part 2,~~ to page 30.

COMPOSITION AND GRAMMAR—

Work of previous grades reviewed and continued. Hyde's Book 1 completed. Language through Nature, Literature and Art, review lessons 1, 2, 4, 53, 76-80, and take lessons omitted in outline for preceding grade. Compositions on assigned subjects begun. Stories from pictures Dictation exercises. Letter-writing, children suggesting topics upon which they intend to write, that is, making topical outlines. Use skeleton letters. Teachers may write letters on blackboard to the pupils and have them write answers. Compositions to be written in a book provided for the purpose, corrections indicated by the teacher, then corrections made and composition rewritten by the pupil.

HISTORY—Magill's History of Virginia to Chap. XX. Subject taught topically. Memorizing of text book not to be allowed. Pupils encouraged to consult other sources in search of information. A part of one period a week to be given to the study of current events.

ARITHMETIC—1. Review fundamental operations; reasons for same required. 2. Factors, divisors and multiples; [a] L. C. M. by numbers in a line; [b] cancellation. 3. Common fractions, addition and subtraction. 4. Arithmetical analysis. Relation of units. Drills for facility and accuracy. Mental arithmetic. Rapid combinations. Problems to be illustrated by drawings. 5. Decimal fractions completed. Examples, involving common and decimal fractions together. 6. Denominate

numbers; [a] review previous grade, [b] English money, [c] reductions and fundamental operations. Practical problems. 7. Business transactions, bills, and accounts. Advanced Arithmetic, pages 94-138.

Copy to C. C. & M. C. Eng
GEOGRAPHY—Study of United States. Methods of previous grades followed. Location and boundaries, structure, drainage, coast lines, climate, distribution of vegetation, animals, minerals, political divisions, etc. Maury's Manual, pp. 22-64.

SCIENCE—Hodge's Nature Study and Life: pp. 484 and 485.

WRITING—Copy Book No. 4. Teach the analyses of letters. Correct position, manner of holding pen, and movement to receive special and careful attention.

DRAWING—As before. Thompson's New Short Course, Book 6. *107-111 112*

Second Half Session.

READING—Chandler and Chitwood's Makers of American History. *112*

SPELLING—Merrill's Speller. *112 up to 115* Page 80 to Part-III. Words selected. Work as in previous grades.

GRAMMAR—Work of first half session continued. Hyde's Book Two to *112* *Verb*

HISTORY—Work same as in first term. Magill's History completed.

ARITHMETIC—1. Fractions completed. 2. Ratio and proportion. 3. The equation. 4. Drill in reduction ascending and descending of Denominate Numbers. Advanced Arithmetic, pp. 139-188.

GEOGRAPHY—Canada, Mexico, Central America, West Indies, South America, and Europe—location and boundaries, structure,

Copy pages 87 to 144
9th Edition

drainage, coast lines, climate, distribution of rainfall, distribution of animals, of minerals, people, political divisions, etc. Maury's Manual.

SCIENCE—Work of first half session continued.

WRITING—Same as first half session.

DRAWING—Work of first half year continued.

Second Grammar Grade.

First Half Session.

READING—Graded Classics, Fifth Reader. Explanation of meaning of what is read required of pupils. One lesson a week given to exercises in elocution.

SPELLING—^{Phillips} ~~Webster's~~ Speller, from Part III to page 123. Meaning of words shown by their use in sentences, oral and written. Oral and written.

COMPOSITION AND GRAMMAR—Hyde's Book 2 ~~pages 2~~ ^{Part III} to Part III. Composition work as in previous grade. Have children write descriptions of journeys, pleasure excursions, local occurrences, places, scenery and objects, also imaginative stories, biographical sketches of prominent men, geographical essays etc. Teach pupils to make an outline or topic list of the subject before writing upon it. Continue letter-writing. Have pupils make outlines, or analyses, or briefs of letters already written. Make the work practical.

HISTORY—^{Allen's} Jones's United States History, to ~~cover~~ the Revolutionary War.

ARITHMETIC—1. Review fundamental operations; reasons for same required. 2. Arithmetical analysis. Relation of units. Drills for facility and accuracy. Mental arith-

metic. Rapid combinations. Problems to be illustrated by drawings of pupils. 3. Denominate numbers; (a) review previous grades; (b) reductions and fundamental operations; (c) whole subject taught completely and thoroughly. Practical problems. 4. Business transactions, bills, and accounts. 5. Practical measurements. Advanced Arithmetic, pages 179-236 and 244-251.

7. maps, Europe, Asia, etc.
GEOGRAPHY—Asia, Africa, and Australia—location and boundaries, structure, drainage, coast lines, climate, distribution of animals, political divisions, etc. Maury's Manual of Geography, pp. 104-138. Supplementary books.

WRITING—See previous grade. Copy Book No. 5.

SCIENCE—Hodge's Natural Study and Life pp. 486-489.

DRAWING—As before. Thompson's New-Short-Course, Book 5. *W.T.W.*

Second Half Session.

READING—Mowry's First Steps in History of England. *History of the United States*

SPELLING—Merrill's Speller, lessons 325-396 inclusive. *Spelling Book p. 82-102*

GRAMMAR AND COMPOSITION—Hyde's Two Book Course in English. Book Two, Part III, completed. Composition work continued as in first half session.

See Rev. to Civil War
HISTORY—Jones's History. 1. Formative period completed. 2. First and Second years of the Civil War. *1861-62*

ARITHMETIC—Review previous grades: 2. Percentage and its application without time; (a) Profit and Loss; (b) Commission and Brokerage, Commercial Discount; (c) Taxes.

3. Business Transactions. Make pupils familiar with checks, bonds, stocks, par value, premium, discount, etc. 4. Arithmetical analysis, (a) of all classes of fractions, (b) in Denominate numbers, (c) Percentage and its applications. Drills for facility and accuracy. Mental exercises - 5. Interest. Advanced Arithmetic, pages 259-312.

Review from previous
GEOGRAPHY—Maury's Manual 1. *1877*
Geography of Virginia. 2. Motions of earth; latitude and longitude; climate, winds. 3. Review map studies of entire book.

WRITING—Same as first half session.

SCIENCE—As in first half session.

DRAWING—Work of first half session continued.

Third Grammar Grade.

First Half Session. Greek Stories
READING—Guesber's Greek Stories.

SPELLING—Webster's Primary Dictionary. *Alphabet, etc.*

GRAMMAR AND COMPOSITION—Buehler's Modern English Grammar, Part 1. Letter writing; all forms of social and business letters; formal and informal notes. Business forms, notes, checks, bills, orders, receipts, drafts, etc. Analysis and parsing. Special attention to infinitive and participle constructions. Composition work of previous grades to be continued. *Composition of previous grades to page 184.*

HISTORY—Jones's History of the United States completed. Subject studied topically. Pupils consult other text-books and works of reference. Important facts fixed by repeated reviews. Pupils required to give the thought in their own language. When a period or

epoch has been studied the pupils should make a diagram or outline of important events. Current events once a week.

ARITHMETIC—1. Review. 2. Percentage with time, (a) Simple Interest, (b) Present Worth, (c) True Discount, (d) Partial Payments, (e) Compound Interest, (f) Annual and Compound Interest, (g) Banking, Stocks and Bonds. 3. Drill thoroughly on business papers and methods; on notes, their endorsement and maturity, protests, etc. Drills for facility and accuracy. Mental exercises. All necessary terms in this and preceding grades to be learned as needed. Business accounts. 4. Longitude and Time. Advanced Arithmetic, pp. 298-336 and 236-243.

GEOGRAPHY—Special study of Virginia. Entire subject reviewed topically. Government. Religion. Occupation. Commerce. Special study of the great nations. Manual completed.

WRITING—Copy book No. 6.

DRAWING—Thompson's New Short Course, Book 7.

Second Half Session.

READING—Guerber's Roman Stories. Literary Masterpieces

SPELLING—As in first half session.

GRAMMAR—Bachler completed. As in first half session.

ARITHMETIC—1. Review. 2. Proportional Part. 3. Partnership. 4. Powers and Roots. 5. Mensuration. 6. G. C. D. 7. Compound Proportion. 8. Insurance. 9. Exchange. 10. Average of Payments. 11. Metric System. 12. General work leading to Algebra. Advanced Arithmetic completed and reviewed. See also pages 251-253.

Physiology completed
SCIENCE—~~Krohn's~~ Graded Lessons in Hygiene completed.

LATIN—~~Collar and Daniell's~~ Beginner's Latin Book to p. 74. *Curtis McSain*

WRITING—As in first half session.

DRAWING—As in first half session.

General Requirements.

1. To promote health and give ease and graceful carriage to the body, calisthenic and gymnastic exercises shall be had in all the grades of the school as often as practicable. Gracefulness of manner and posture and becoming attitudes shall be required of pupils in all school exercises.

2. One hour, Friday afternoon, every two weeks shall be set apart in all grades for declamation, recitation, debating, and other literary exercises.

3. Each recitation should be preceded by a brief review of the salient points of the previous lesson or lessons. Oral and written tests of the pupil's proficiency also, shall be made as often as is deemed necessary, usually on the completion of a subject or part of a subject. But written reviews in the several subjects presented shall be given monthly, and at the close of the term a final written test on the work of the term shall be held and a record of the results thus obtained kept for future reference.

4. Teachers shall avail themselves of every opportunity in the exercises of all the grades to inculcate principles of right action and to train in habits of correct conduct.

Medals.

Through the liberality of generous friends of Public School No. 1, the following medals were offered for session 1903-1904:

THE TIMES-REGISTER AND SENTINEL MEDAL for the pupil of the Grammar Grades who made the highest average in deportment and scholarship.

THE J. A. THOMASON MEDAL for the pupil of the Primary Grades who stood first in deportment and scholarship.

THE SMITH & FERGUSON MEDAL for the pupil of the Second Primary Grade who stood first in deportment and scholarship.

These prizes were offered for this year only, but, from the well known liberality of the donors, it is fair to presume that they will be continued as permanent features of the school.

Colored Graded School No. "A."

In the colored school the course of study is identical with that of the white school, except as follows: Fourth Primary Grade—First Half Session—shall be the entire Fourth Primary Grade of said school, and the Fourth Primary Grade—Second Half Session—shall be known as the Fifth Primary Grade and each of said Half Sessions shall be a year's work in this school. In Language and Grammar in the said Fifth Primary Grade, Hyde's Book 1, will be completed; in the First Grammar Grade, Hyde's Book 2, will be taken to page 147, and in the Second Grammar Grade the verb will be reviewed and Hyde's Book 2, completed, provided that Buchler's Modern English Grammar may be omitted and Hyde's Book 2, completed or reviewed in the Third Grammar Grade. Latin will not be taught in the Third Grammar Grade, and, in the discretion of the principal, Greek and Roman stories may be omitted. Special attention to a review of the previous arithmetical work will be a distinguishing feature of the work of the Fifth Primary Grade.

Several medals are provided for in this school.

Price List

Of Text Books adopted for Roanoke county,
for 1904:

	Retail.	Ex.
The Carnefix Primer.....	.05	
The Holton Primer.....	.25	.15
Glass's Speller, Part I.....	.15	.08
Merrill's Speller.....	.16	.08
Thomas's Spelling Blanks.....	.08	
Webster's Primary Dictionary.....	.48	
Webster's Common School Dictionary.....	.72	
GRADED CLASSICS:		
First Reader.....	.24	.12
Second Reader.....	.30	.15
Third Reader.....	.40	.20
Fourth Reader.....	.45	.23
Fifth Reader.....	.50	.25
STEPPING STONES TO LITERATURE:		
First Reader.....	.25	.12
Second Reader.....	.35	.18
Third Reader.....	.40	.20
Fourth Reader.....	.50	.23
Fifth Reader.....	.50	.25
WARD'S RATIONAL METHOD OF TEACHING READING:		
Primer.....	.35	.18
First Reader.....	.35	.18
Second Reader.....	.44	.22
HYDE'S TWO BOOK COURSE IN ENGLISH:		
Book 1.....	.30	.14
Book 2.....	.48	.20
Language Through Nature, Literature and Art.....	.45	.25
Buehler's Modern English Grammar..	.50	.27
Chandler's Makers of Virginia History	.65	.37
Magill's History of Virginia.....	.75	.60
Chandler & Chitwood's Makers of American History.....	.60	.30

Jones's School History of the United States .....	.75	.38
Mowry's First Steps in History of England .....	.70	
Smithey's Civil Government of Virginia .....	.60	.30
Maury's New Elementary Geography ..	.50	.25
Maury's New Manual of Geography..	1.15	.58
COLAW AND ELLWOOD'S ARITHMETICS:		
Primary Arithmetic.....	.35	.18
Advanced Arithmetic.....	.54	.27
Krohn's First Book in Hygiene.....	.30	.18
Krohn's Graded Lessons in Hygiene..	.50	.30
SMITH'S INTERMEDIAL PENMANSHIP:		
Primer .....	.05	
Eight Copy Books, each.....	.05	
THOMPSON'S NEW SHORT COURSE IN DRAWING:		
Books 1, 2, 3, 4, each .....	.10	
Books 5, 6, 7, 8, each .....	.15	
Primary Manual .....	.40	
Advanced Manual .....	.40	
Burkett, Stevens and Hill's Agriculture for Beginners.....	.60	

NOTE: The teachers should see that their pupils get the full benefit of the above exchange prices. The exchange *value* of a book is found by subtracting the exchange *price* from the retail price, and the merchants should take the book used last year, whether the pupil desires a book of the same or of the next higher grade. The books, "Makers of Virginia History" and "Makers of American History" being reading books, should be sold in exchange for readers, and the rearrangement of books puts some of the "Stepping Stones" among books to be exchanged. See that the pupils have full information as to exchange prices of books.

Rules and Regulations.

Requisites for Admission.

1. The Salem Graded Schools shall be free to all persons between the ages of seven and twenty, whose parents or guardians are residents of the district.

2. Non-residents of the district may be admitted into the schools upon presentation of a written permit from the Chairman or Clerk of the School Board, and the payment of a tuition fee of \$1.50 per month, provided that in the judgment of the Principal their admission will not interfere with a proper organization of the school, or necessitate the exclusion of any resident pupils.

3. The boundaries of the district shall be as follows: Commencing at Roanoke River, where the outer or western boundary of the lands of Mrs. Lucy Johnston, her children, or their vendees, intersects the same, and running with said boundary to the macadamized road; thence up Sulphur Spring Road to the northern boundary of the lands of J. J. Hopper; thence along the northern boundaries of the lands of said Hopper, George H. Landon, Mrs. C. P. Chapman and Alexander Wilson; thence easterly in a straight line (including the whole of the lands cut by said line) to Lick Branch, at Richmond Freeman's, on the Cove Road; in a southerly course to the southern boundary of said Freeman's land; thence with said boundary to the Lick Branch, and with said branch to the lands of John Gish; thence along the northern boundaries of said Gish and Joseph Stontamire to Mason's Creek; thence down Masou's Creek to Roanoke River; thence up Roanoke River to the beginning, and including the outer boundaries of any lands omitted to be mentioned, that may be necessary to consti.

tute a continuous outer boundary of said school district.

Pupils.

1. Pupils shall not assemble in the vicinity of the school building earlier than 8:30 o'clock a. m.

2. Children applying for admission into the public schools are required to furnish all necessary text-books and stationery used in the classes to which they may be assigned, and in default of this they shall not be received, unless satisfactory evidence is furnished to the School Board of their inability to procure said books, etc., in which case the books shall be supplied by the Board.

3. No pupil affected with any contagious disease shall be allowed to remain in school. No pupil shall be admitted who has not been successfully vaccinated, as required by law. Cases of *doubtful protection* shall be determined by certificate of a physician.

4. Pupils are required to leave the premises in the afternoon, without noise, immediately upon dismissal of the school, and shall not loiter or play, or congregate on the streets, but go directly to their homes.

5. The names of pupils who make an average standing of 95 per cent. in scholarship, deportment, and attendance for four consecutive weeks shall be placed upon the monthly *roll of honor*, which shall be filed by the Clerk among the permanent records of the Board. No pupil shall be placed upon the *roll of honor* who has been tardy for any cause, or who has been absent more than three days, provided said absence has not been occasioned by sickness or affliction in the family.

6. Any pupil receiving 10 demerits in a half session for sufficient cause shall be suspended from school not less than one week and

shall not be allowed to return except upon the written approval of the Chairman of the Board, with the guaranty of parent or guardian that the offense or offences will not be repeated. Demerits shall be given only upon the advice and consent of the Principal, and as a last resort.

7. Upon the return of a pupil, after any absence or tardiness, the parent or guardian shall give in person or in writing an excuse stating the cause. If it shall have been the sickness of the pupil, or necessary attendance upon a sick member of the family, or death in the family of the pupil, the absence shall be excused. In every case of absence of a pupil for three days in four consecutive weeks for any other cause than those permitted above, without a satisfactory explanation from parent or guardian, the absence *shall be dropped from the roll*, and shall not be allowed to return, unless upon the written approval of the Chairman of the Board.

8. Not only during sessions but *in going to and from school* pupils shall be subject to the discipline of the school, and accountable to its authorities, as prescribed by Act of the General Assembly.

9. Cases of first suspension for misconduct, except the special case provided for in Rule 11, may be restored as provided for in Rule 6. Cases of second suspension shall be restored only by the action of the Board at a regular meeting, or a called-meeting for the purpose, upon the personal application of the parent or guardian accompanied by the suspended pupil. A third suspension of a pupil during one year for disorderly or improper conduct shall be equivalent to expulsion, and written notice stating the cause, shall be immediately sent to the parent or guardian and to the Chairman of the Board.

10. Pupils who shall in or about the school premises *use or write* any profane or obscene language, or offer violence or insult to a teacher or school officer shall be forthwith suspended.

11. Any pupil in possession of any *direct information* relating to any offense against person or property of which the Principal should have knowledge, in order that the offender may be detected and punished, who for any cause, on demand of the Principal, or of the School Board, refuses to give such information, shall be forthwith suspended until the same has been made known. But under no circumstances shall tattling be encouraged or tolerated.

12. Pupils are required to keep their books clean and contents of their desks neatly arranged, and must enter and leave the school room in a respectful manner, and without noise.

13. Any pupil who shall injure or destroy any property pertaining to the Public Schools, shall be required to pay the amount of damage done, and upon failure to do so, such pupil may be suspended until payment is made. Intentional injury may be punished also at the discretion of the Principal.

14. Any pupil found guilty of playing truant shall be immediately suspended.

15. Any pupil in whose possession may be found a pistol or any other dangerous weapon or toy, as firecrackers, toy pistols, torpedoes, gravel-shooters, etc., shall be suspended by the Principal, and the Board notified of the fact.

16. Pupils who have often been reprovved for non-attendance, carelessness, obstinacy, quarreling, disorderly conduct in the streets or elsewhere, without amendment, shall be suspended.

17. No pupil shall be allowed to use tobacco in any form on the school premises.

18. Pupils are required to prepare such lessons as may be assigned by the teacher, to be studied out of school hours.

Sessions.

1. The annual sessions shall commence on the first or second Monday in September, and continue nine months—exclusive of Christmas week—at the discretion of the School Board.

2. The daily session shall begin at 8:45 o'clock a. m., and with a recess of twenty minutes between 12 and 1 o'clock, close at 3:00 p. m. Intermission of from five to ten minutes may be given at such times as may meet the approval of the Superintendent.

3. The following days shall be observed as holidays: Thanksgiving, and December 25th to the 31st, of which Thanksgiving only shall be regarded as taught.

Promotions, etc.

1. Promotions from one grade to another shall be made annually upon examination. Special promotions can be made at any time when the interests of the pupil and the school require it. But promotions shall only be made upon evidence of proficiency.

2. No pupil shall be promoted who does not attain an average standing of 75 per cent., or who falls below 65 per cent. on any one study.

3. Pupils who are absent, purposely or otherwise, from any examination, review or other school exercise, or who shall fail or refuse to perform any work assigned them, shall be required to pass the examination or review, give the exercise, or perform the work,

before being allowed to go on with their respective classes.

4. All pupils shall adhere strictly to the course of study prescribed for the grade to which they belong, and shall provide themselves with the necessary text-books. But no studies or books other than those prescribed by law shall be introduced without the approval of the Superintendent.

5. Pupils who complete the Course of Study prescribed and give satisfactory evidence of proficiency in the same shall be awarded diplomas or certificates of graduation. *First Honors* will be granted those making an average standing of 95 per cent. or over, in scholarship and deportment for the session; *Second Honors*, those making an average standing of 90 to 95 per cent.

Teachers.

1. Teachers shall be in their rooms at least fifteen minutes before the beginning of the daily session.

2. It shall be the duty of teachers

(a) To make themselves acquainted with the rules and regulations prescribed by the Board and to observe and enforce the same.

(b) To carry out the wishes of the Principal in all matters relating to classification, discipline and instruction.

(c) To report to the Principal all cases of gross misconduct for his counsel and direction.

(d) To look to the safety of the furniture and other school property, and to report all damage promptly to the Principal.

3. They shall be held responsible for the cleanliness, order, discipline, and improvement of their respective schools, exercising at all times mildness with firmness, vigilance and prudence, and restraining promptly all improper speech and conduct.

4. They shall give special attention to the ventilation and temperature of the school rooms, taking care that the temperature of the rooms be not higher than 68 degrees.

5. All teachers shall keep the Virginia School Register, and a daily record of the attendance, scholarship and deportment of the pupils under their instruction, and shall furnish reports of the same regularly to parents and guardians.

6. Teachers shall have full authority over pupils other than their own in marching, on the play ground, and whenever the immediate teacher of such pupils is not present.

7. Teachers shall make out and post in the school room, within two weeks after the beginning of the session, a program of study and recitation of their several classes, and furnish a copy of the same to the Principal, and notify him of any alteration before the close of the term.

8. Teachers shall investigate all cases of absence and tardiness, and require from the parent or guardian of the pupil an excuse in writing or in person, giving the reason for the absence or tardiness. No pupil shall be allowed to depart before the appointed hour of closing the school, except in case of sickness, or for some pressing emergency. All notes of excuse or requests to leave shall be referred to the Principal, and shall state the reason for such excuse or request, and shall be preserved until the close of the school year.

9. No person shall be permitted to interrupt the teachers without permission from the Principal.

10. Teachers desiring to be absent from school must obtain permission from the Superintendent, and must convey prompt notice to him whenever unable to attend from sickness or any other cause.

11. They shall not transact any private business, or engage in the perusal of books or papers, or occupy themselves with any subject of private study, or permit the social visits of friends during school hours.

12. Teachers shall attend promptly all meetings ordered by the Superintendent, and shall at all times be under his authority, direction and supervision; and both teachers and pupils are required to respect and observe all orders, general and special, of said officer.

13. All monthly reports shall be made out and forwarded to the Superintendent not later than three days after the expiration of the month, and shall be made out in full and due form upon blanks furnished by the Superintendent.

14. Teachers will be held responsible for the safe keeping and good condition of the books loaned to the indigent pupils of their schools. They shall keep in the Register a correct account of, and from time to time (at least once a quarter) inspect the same, and rigidly require their return to the Principal at the close of the session, or when said pupils leave the school.

15. Teachers must require a strict compliance with all the school regulations and maintain strict discipline.

16. Teachers shall return the Register to the Clerk of the Board at the close of the session, and before this has been done warrants for last month's pay shall not be issued.

Principals.

1. It shall be the duty of the Principals to organize the schools and to assign pupils to their respective grades.

2. They shall see that pupils are properly classified and graded, and endeavor to equalize

the enrollment in the several schools, as far as practicable, looking to a proper division of labor among the teachers, and having proper regard also, for the good of the pupils.

3. They shall keep a register in which they shall record the name, age, residence, and date of admission of each pupil entered during the session.

4. Principals shall be held responsible for the general management and discipline of the schools, and the teachers shall co-operate with them, not only when the children are on the school premises, but before and after school, during recess, and when pupils are going to and from school.

5. They shall establish special rules for securing good order in the rooms, halls, and school yards; and any rule or regulation established by them, if approved by the Superintendent, and not in conflict with those of the School Board, shall have equal authority with those of the School Board.

6. It shall be the duty of the Principals to see that separate seats and play grounds are provided for girls and boys. And they shall in the absence of male assistants exercise a vigilant oversight of the boys, when on the play grounds or other school premises.

7. They shall, as soon as practicable after the close of the session, present to the Superintendent and School Board a written report, giving full account of the progress and condition of the schools, and recommending such measures for their improvement as they may deem advisable.

8. In the event of illness or other cause preventing a Principal from attending to the duties of his school, he shall make temporary arrangements for the continuance of the school and immediately notify the Superintendent.

9. Each Principal is required to make a complete inventory of all the school property

contained in his building within five days after the close of the session of each year, and to furnish said inventory to the Clerk of the Board.

10. Principals shall from time to time, at least once a quarter, read and expound to the school so much of these rules and regulations as has reference to pupils.

11. They shall return as tardy in their monthly report, all teachers not present at school fifteen minutes before the hour for opening.

12. They shall not permit any agent, or other person interested in the sale of books or other supplies, to visit the schools for the purpose of interesting teachers or pupils in the sale of such articles.

13. They shall not allow any notice or publication respecting any lecture, exhibition or other matter, to be made to the school, or any address to be made to the pupils, or any paper or publication to be introduced in or about the schools, or allow subscriptions to be raised in the schools for any purpose, without permission of the Superintendent.

14. They shall be held responsible for the unpaid tuition of non-resident pupils.

15. Principals shall report to the Superintendent promptly any and all infractions of these regulations, or any other irregularity which may come within their knowledge, and shall suggest such changes in discipline, etc., as may seem advisable. They shall at all times rigidly enforce all rules and regulations promulgated by the Board and Superintendent and shall themselves observe the same.

Janitors.

All rooms and halls shall be swept daily, after school is dismissed, and dusted evenings and mornings.

Floors of rooms and halls, wainscoting, and other wood work shall be washed once every six weeks. All window and transom lights shall be cleaned on the inside once a month and outside once every two months, and oftener if deemed necessary by the Superintendent or Principal.

Walks shall be opened and kept clean.

Yards shall be kept neat and in good order.

Privies shall be washed out, seat and floor, and limed at least once a week, and at all times kept clean and in good condition, and the scavenger shall be notified by the Janitor whenever his services are needed.

Janitors will be held responsible for utensils and supplies furnished them, and for keys and all movable property committed to their charge after school hours.

They shall kindle fires sufficiently early to insure comfortable rooms by the opening hours of the school—not later than 6 a. m.

Failure on the part of a Janitor to comply with any of the above rules shall be sufficient cause for removal.

Public Schools of Roanoke County

Cave Spring District. School No. 18

Monthly and Term Report of Emilie Bohm
9 Grades Grade

for the School year 1910 - 1911

Studies, Etc.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	TERM AVERAGE
Spelling	75	87	100	88							
Reading	90	85	81	78							
Writing	77	71	72	71							
Drawing	73	71	72	72							
Arithmetic	68	80	83	70							
Geography	75	70	85	88							
Grammar	82	76	91	83							
History	75	80	89	78							
Physiology	80	81	90	95							
Advs. St.	81	75	99	89							
Attendance	81	73	24	94	10						
Punctuality	75	100	100	100	95						
Department	73	96	99	77	79						
Tests or Extras						2					
Books											
Books of Study	4	6	6	6	6						
Books Grade	3	1	2	1							
Books Average	77		85	95							

CERTIFICATE OF PROMOTION
 The undersigned, having completed satisfactorily the course of study prescribed in this grade, is hereby entitled to PROMOTION to the next grade.

Date: _____
 Signature: _____
 School Principal

To Parent or Guardian

This report is designed (1) to be a medium of communication between parents and teachers; (2) to be a complete summary of all that pertains to the pupil's school life this year. It is earnestly hoped, therefore, that you will regard it with more than a mere passing notice and that you will co-operate with the teacher in securing the interested effort and correct deportment of your child at school. For unless there is harmony of endeavor and purpose between home and school the best results cannot be realized. Should you at any time discover anything of an unsatisfactory nature, by means of this report or otherwise, please call it to the attention of the teacher and commit the teacher as a favor to the parent or guardian. Thus all causes of misunderstanding will be removed and mutual interest promoted.

This card gives an impartial exhibit of the Attendance, Deportment and Progress of the pupil whose name it bears. After inspecting the items reported, please sign your name in the proper space below and return promptly to the teacher, each month until the close of the term.

A. A. Akers Teacher.

EXPLANATIONS

1. 100 denotes Maximum (M); 90 to 100, Excellent (E); 80 to 90, Good (G); 70 to 80, Fair (F); 60 to 70, Poor (P); below 60, Very Unsatisfactory (V. U.). The figures are used to denote the exact standing; the letters in parenthesis, approximate standing.
2. Those attaining an average standing of 90 to 100 are 1st Rank in the Grade; 80 to 90, 2nd Rank; 70 to 80, 3rd Rank, etc.
3. The rank in the Grade is determined by the General Average; fitness for Promotion, chiefly by the Term Standing, as shown in last column of Report.
4. No pupil should grade less than 9.0 in Department, nor should the grade in any study fall as low as 7.0 for two consecutive months.
5. ~~The results of examinations are recorded in grade book. If no examinations have been held, the average of the recitations is given.~~
6. Every absence or tardiness deducts 4 per cent. from the grades in Attendance and Punctuality consecutive, besides reducing the amount of scholarship. Excuses should be in writing, stating the cause of the absence or tardiness.
7. A "merit" or "extra" is the recognition of some act or course of conduct deserving special commendation. Demerits are given only for violation of the rules.
8. Show this card to your teacher at the beginning of the next term.

SIGNATURES

I have examined the report for

- | | |
|-----------|--------------------|
| September | |
| October | <i>J. T. Bohan</i> |
| November | <i>J. T. Bohan</i> |
| December | <i>J. T. Bohan</i> |
| January | <i>J. T. Bohan</i> |
| February | <i>J. T. Bohan</i> |
| March | |
| April | |
| May | |

DAILY PROGRAMME OF STUDY AND RECITATIONS FOR A DISTRICT SCHOOL.

Hour	Time	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Summary of Recitations
9:00	10						
<i>Devotional or Literary Opening Exercises.</i>							
9:10	20	Reading.	Reading.	Reading.	Arithmetic.	Reading.	Reading, Fifth Grade.
9:30	10	Reading.	Reading.	Reading.	Arithmetic.	Arithmetic.	Reading, First Grade.
9:40	10	Blackboard Work.	Reading.	Reading.	Reading.	Arithmetic.	Reading, Second Grade.
9:50	10	Prof.	Blackboard Work.	Reading.	Reading.	Arithmetic.	Reading, Third Grade.
10:00	15	Blackboard Work.	Blackboard Work.	Numbers on Slate.	Reading.	Arithmetic.	Reading, Fourth Grade.
10:15	10	General Lessons.	Slate Work.	Numbers on Slate.	Arithmetic.	Arithmetic.	General Lessons, First Grade.
10:25	20	Book Work.	Slate Work.	Numbers on Slate.	Arithmetic.	Arithmetic.	Arithmetic, Fifth Grade.
10:35	10	Recit.	Recit.	Recit.	Recit.	Recit.	Recit.
10:53	15	Numbers.	Numbers on Slate.	Numbers on Slate.	Arithmetic.	Physiology.	Numbers, First Grade.
11:10	15	Numbers on Slate.	Numbers.	Numbers.	Arithmetic.	Physiology.	Numbers, Second and Third Grades.
11:25	20	Book Work.	Language.	Language.	Arithmetic.	History.	Arithmetic, Fourth Grade.
11:45	15	Dismissal.	Dismissed.	Language.	Language.	Physiology.	Physiology, Fifth Grade.
12:00	20	Recit.	Recit.	Recit.	Recit.	Recit.	Recit.
1:00	20	Book Work.	Book Work.	Language.	Language.	History.	Language, Third and Fourth Grades.
1:20	10	Reading.	Book Work.	Geography.	Geography.	Grammar.	Reading, First Grade.
1:30	10	Blackboard Work.	Reading.	Geography.	Geography.	Grammar.	Reading, Second Grade.
1:40	10	Slate Work.	Blackboard Work.	Geography or History	Geography or History	Grammar.	Geography or History, Third and Fourth Grades.
1:50	10	Writing.	General Lessons.	Writing.	Writing.	Writing.	General Lessons, Second Grade.
2:05	20	Recit.	Writing.	Writing.	Writing.	Writing.	Writing, All Grades.
2:25	10	Recit.	Recit.	Recit.	Recit.	Recit.	Recit.
2:35	20	Slate Work.	Slate Work.	Language.	Language.	History.	History, Fifth Grade.
2:55	10	Reading.	Reading.	Language.	Language.	Reading.	Reading, First Grade.
3:05	15	Book Work.	Reading.	Spelling.	Spelling.	Reading.	Reading, Second Grade.
3:20	15	Dismissal.	Dismissed.	Written Spelling.	Written Spelling.	Written Spelling.	Spelling, Third, Fourth, and Fifth Grades.
3:35	25		Reading.	Reading.	Reading.	Grammar.	Grammar, Fifth Grade.
4:00			Dismissed.	Dismissed.	Dismissed.	Dismissed.	Dismissed.

Black type denotes recitations.

Plain type denotes study.

"Additional branches" before 9 A. M., or after 4 P. M.

APPENDIX C

Co. Superintendent of Schools.

SALEM, VA., January, 1889.

To the Public School Teachers of Roanoke County:

You will please give strict attention to the following directions:

1. Within three days after the close of school, send in your Term Report together with your report for the last month of the term.
2. Deliver to the district clerk the School Register. Be sure that all entries are made, not only in the form for the daily record, but also in that for the term. See that the names of indigent pupils and the books loaned them, as well as the date of their return to district clerk, are entered in the Register under head of *Memoranda*. Do not omit to give list of school furniture at the end of record for the term, and enter there the name of the person in whose care any school property may be left.
3. Deliver to the district clerk the school-house key, labeled with the number of the school. Return to him also the books loaned indigent pupils, and bear in mind that the regulations make you responsible for the safe return of these books.
4. Unless otherwise directed by the district clerk, leave in the care of some responsible person such school property as chair, axe, bell, bucket, globe, charts, &c., and enter name of the person in the Register at the end of the record for the term.

L. R. HOLLAND,
County Superintendent.

RULES AND REGULATIONS

— FOR THE —

Government of the Public Schools IN ROANOKE COUNTY.

ADOPTED BY THE COUNTY SCHOOL BOARD, AUGUST, 1889.

1. Teachers shall require of pupils cleanliness of person, and good behavior during attendance at school, and on their way thither and back to their homes.
2. Teachers desiring to be absent from school shall notify the County Superintendent, stating length of time he desires to be absent, and cause of such absence. No one will be allowed to teach the school during such absence without the permission of County Superintendent.
3. Teachers shall not enroll pupils who are not residents of the district, nor any one over 21 years of age, without a written permit from the district clerk; nor shall any one under 5 years of age be enrolled.
4. Teachers shall see that the property of the school is not defaced by the pupils, and that the adjacent grounds are not trespassed upon.
5. Teachers will be held responsible for all books loaned indigent pupils.
6. All pupils shall be provided with the books prescribed by the Board of Education, and none shall be continued in school who are not so provided.
7. Teachers shall organize into classes all the pupils, and shall make out and keep posted in the school-room a schedule of the daily exercises, a copy of which shall be sent to the County Superintendent as soon after the opening of the school as practicable.
8. Teachers shall make monthly reports to County Superintendent, according to forms furnished. Said reports shall be due at his office within three days after the close of the month; and they shall be subject to a fine of one dollar per day for each day's delay thereafter.
9. Teachers shall not admit a greater number of pupils than can be conveniently seated, nor shall they in any case admit more than fifty without the consent of the County Superintendent. When more apply for admission than can be seated the fact shall be immediately reported to the district clerk, together with the names of the pupils rejected. A list of those rejected shall be kept in the school Register under head of "Memoranda", and all vacancies occurring in the school shall be filled in the order of applications for admission.
10. When a pupil is frequently absent for unsatisfactory reasons his name shall be dropped from the roll, and the fact reported to the County Superintendent.
11. Every teacher shall keep the Virginia School Register, and return it in good order to the district clerk at the close of the school. The school-house key, labelled with the number of the school, and books loaned indigent pupils shall also be delivered to the district clerk at the end of the term. Before these things have been done the teacher shall not receive warrant for last month's pay.
12. Teachers shall keep in the Register, under the head of "Memoranda", the names of indigent pupils and the books loaned them, and date of return of the books to district clerk. They shall also enter a list of the property of the school at the end of the record for the Term.
13. The school month shall consist of 20 school days. The schools shall be suspended on Thanksgiving day, and during Christmas week; but a sufficient number of days shall be taught afterwards to make up the required twenty days to the month. But no school shall be taught on Saturdays.
14. The daily exercises of the school shall begin promptly at 9 a. m., and, with a recess of 60 minutes at noon, close at 4 p. m. The teacher shall be in the school-room at least 20 minutes before the opening hour, and no school shall be taught less than six hours a day.
15. Without the written consent of County Superintendent, no other branches of study shall be taught than those prescribed by law, namely, Reading, Spelling, Writing, Arithmetic, Geography, Grammar, History of Virginia and History of United States.
16. Pupils shall be required to attend the daily sessions of the school punctually and regularly, and shall not be permitted to loiter about the school premises after the dismissal of school in the afternoon, but shall be required to leave immediately for their homes.
17. A pupil using or writing obscene language about the school premises, or offering personal violence or insult to the teacher, or carrying deadly weapons, shall be suspended from school, and the fact reported to County Superintendent. And no pupil who cannot be brought under reasonable discipline shall be permitted to continue in the school.
18. Separate seats and play grounds shall be provided for girls and boys, and they shall not be allowed to commingle in play except under the supervision of the teacher.
19. Pupils suffering from contagious diseases shall not be allowed in the school.
20. Pupils shall not be allowed to smoke cigarettes whilst at school, and any one violating this regulation shall be reported to his parents and also to the County Superintendent.
21. Teachers are authorized to make such other rules as may seem necessary to the proper conduct of the school,—subject to the approval of County Superintendent.
22. A copy of these regulations shall be kept posted in the school-room, and a copy posted in the Register.

Teachers shall suffer no loss of pay in consequence of loss in average attendance resulting from the enforcement of these regulations.

Division Superintendent of Schools of Roanoke County

SALEM, VA.

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To

In order to conform to sections 27, 29 and 34 of the Revenue Laws of Virginia, approved April 16, 1903, and amended by an act approved March 17, 1906, the boundaries of the different school districts of Roanoke County are hereby furnished which are as follows:

Catawba District:—Beginning on the top of North Mountain at the corner of Craig, Montgomery and Roanoke Counties; thence with the lines of Montgomery and Roanoke to the top of Fort Lewis Mountain; thence along the top of Fort Lewis Mountain to a point where a toll gate was formerly located at Garat's old saw mill, leaving the toll gate in Central District; thence crossing Mason's Creek to the top of Brushy Mountain and with the same to the line of Botetourt County; thence with the line of Botetourt and Roanoke Counties to the corner of Craig County; thence with the line between Roanoke and Craig Counties to the beginning.

Central District:—Beginning at the top of Fort Lewis Mountain at the southwest corner of Catawba District; thence with the lines of Montgomery and Roanoke Counties, crossing Roanoke River to the top of Poor Mountain, north of the old Chan. Thomas place; thence with the top of Poor Mountain to the head waters of Craven's Creek, near the old David Burkett place, leaving the said place in Cave Spring District; thence with Craven's Creek to the land of P. W. Brown; thence southward to the southern boundary of the Chan. C. Tompkins land (now owned by J. B. Munger, Saml. Hubbard, J. B. Garat, J. W. Jenkins and Z. P. Eliason); thence with the southern boundary of said Tompkins' land, leaving all of same in Central District to Mud Run Creek (or Garat's Creek) near John A. Porsinger's; thence down said creek, crossing the Tidewater Railway to Roanoke River; thence crossing the river and down and with the same to where the eastern boundary of the old George Trout farm touches the river; thence northerly, leaving the river and with the eastern boundary of the said farm, crossing the main line of the Norfolk and Western Railroad, 30 miles east of bridge No. 181 over Peter's Creek to the eastern boundary of the old Mchall Miller farm; thence with the same to the Salem and Lynchburg Turnpike in front of the house of Abner Petty; thence westerly with the turnpike to the western boundary of the Catholic cemetery; thence northerly with same to the land formerly owned by the Washington Heights Land Company; thence with the eastern boundary of said land crossing the Roanoke Railway and Electric Company's line to the Jacob Frantz farm (now owned by Geo. Moomaw); thence to the McAdamized road, including said Frantz farm in Central District; thence with the McAdamized road to the Botetourt County line; including the Noah P. Garat farm and the Wm. P. Roberts place in Central District; thence with the line of Botetourt and Roanoke Counties to the corner of Catawba District and with the line of Catawba District to the beginning; excepting Salem District which is surrounded by Central District.

Salem District:—Commencing at Roanoke River, where the outer or western boundary of the lands of Mrs.

Louy Johnston, her children, or their vendees, intersects the same, and running with said boundary to the McAdamized road; thence up Sulphur Spring Road to the northern boundary of the lands of J. J. Hopper; thence along the northern boundaries of the lands of said Hopper, George H. Landon, Mrs. C. P. Chapman and Alexander Wilson; thence easterly in a straight line (including the whole of the lands out by said line) to Lick Branch, at Richmond Freeman's on the Cove Road; in a southerly course to the southern boundary of said Freeman's land; thence with said boundary to the Lick Branch, and with said branch to the lands of John Gish; thence along the northern boundaries of said Gish and Joseph Stoutamire to Mason's Creek; thence down Mason's Creek to Roanoke River; thence up Roanoke River to the beginning, and including the outer boundaries of any lands omitted to be mentioned, that may be necessary to constitute a continuous outer boundary of said school district.

Cave Spring District:—Beginning at the mouth of Mud Run Creek (or Garat's Creek) and down and with Roanoke River to the site of the old Company Mill, opposite the West End Furnace; thence crossing the Norfolk & Western Belt Line, a straight line in a southeasterly direction to the old Jno. Howbert place, including the farm of James S. Porsinger, his heirs or vendees in Cave Spring District, and leaving the farms of Jno. Howbert and Patterson Hannah, their heirs or vendees in Big Lick District; thence in a southeasterly direction from the Howbert place, a straight line crossing the Winston-Salem Division of the Norfolk & Western Railroad at the northern boundary of the Roanoke City Alum House property and crossing Back Creek to the Franklin County line to a point on the top of the mountain a little south of the old William Richardson place, leaving said place in Big Lick District; thence with the Franklin and Roanoke County line to the house of Joseph R. King on the line of Floyd County; thence with the line of Montgomery and Roanoke Counties to the corner of Central District on the top of Poor Mountain; thence with the lines of Central District to the beginning.

Big Lick District:—Beginning at Roanoke River where the eastern boundary of the old George Trout farm intersects the same; thence northward, crossing the main line of the Norfolk and Western Railroad 20 miles east of bridge No. 151 over Peter's Creek, and with the lines of Central District to the Botetourt County line; thence with the Botetourt and Roanoke County line to the line of Bedford County; thence with the line of Bedford and Roanoke Counties to the Franklin County line and with the same to the corner of Cave Spring District; thence with the lines of Cave Spring District, crossing Roanoke River to the beginning; excepting the City of Roanoke, which is surrounded by Big Lick District.



Teucker's Certificate

I Hereby Certify, That *Thomas L. Arstner* is a person of good character, has passed a lawful examination before me, this 11 day of *September* 188*5*, and is hereby LICENSED to teach in the Public Schools of *Roanoke* County during the year ending *July 31 1886* unless this License be sooner revoked.

EXAMINATION MARKS—NO Maximum Grade.

READING.	95	UNITED STATES HISTORY.	92
SPELLING.	95	THEORY AND PRACTICE OF TEACHING.	90
WRITING.	90		
ARITHMETIC.	85		
GEOGRAPHY.	85		
MAP-DRAWING.			
GRAMMAR.	78		

Given under my hand, this 14 day of *September* A. D. 188*5*.

J. P. Tuckey, Sup't
Roanoke County, Va. Twenty.

This certificate is only good in the county or city for which it is given, and any superintendent who attempts to make it valid for any other county or city by endorsing it, or any teacher who attempts to conduct a public free school under such endorsement, violates the law and is subject to the penalty provided for said violation.

EXTRACTS FROM THE LAW.

of teachers, their duties, conditions of employment, contracts with them, any engaged people, their occupations, contracts of teachers

Sec. 10. The teacher of a public free school shall be appointed or shall receive his pay from the board of the county or city which he shall be a resident of at the time of his appointment, and he shall be employed by the county or city which he shall be a resident of. The board of the county or city shall make a contract with the teacher for the term of his employment, which shall be in writing and shall be subject to a penalty of not less than fifty dollars.

Sec. 11. Every teacher in a public free school shall keep a daily register of his attendance in his school, to which shall be attached the names of the pupils who shall be present, and shall be subject to the penalty of not less than fifty dollars if he fails to do so.

Sec. 12. Every teacher in a public free school shall keep a daily register of his attendance in his school, to which shall be attached the names of the pupils who shall be present, and shall be subject to the penalty of not less than fifty dollars if he fails to do so.

Sec. 13. A teacher of a public free school shall, for sufficient cause, be removed from his position on the school until the term is decided by the board of the county or city, which shall be in writing and shall be subject to a penalty of not less than fifty dollars.

Sec. 14. A teacher of a public free school, while acting as such, during vacation as well as during the school term, shall enjoy the same compensation which are granted to school teachers.

The provisions of teachers is also called in sections 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141. There is reference also to the several editions of the law of 1885.

R. B. FARR, Sup't Public Instruction.

This certificate is only good in the county or city for which it is given, and any superintendent who attempts to make it valid for any other county or city by endorsing it, or any teachers who attempts to conduct a public free school under such endorsement, violates the law and is subject to the penalty prescribed for said violation.

EXTRACTS FROM THE LAW.

Of teachers; their duties; certificate of competency; contracts with them; may suspend pupils; their exemptions; meetings of teachers.

Sec. 91. No teacher of a public free school SHALL BE EMPLOYED or shall receive any pay from the public funds, unless he or she SHALL HOLD A Certificate OF QUALIFICATION IN FULL FORCE, GIVEN TO HIM OR HER BY THE COUNTY SUPERINTENDENT for the county within which he or she is employed. No such payment shall be allowed if made, and any officer who shall make or sanction it shall also be subject to a penalty of not less than five nor more than fifty dollars.

Sec. 92. Every teacher in a public free school shall keep a daily register of facts pertaining to his school, in such form as the school regulations shall require, and shall be responsible for the safe-keeping and delivery of the same to the clerk of the school district at the close of the school term, or of the period of his service, whichever shall first happen.

Sec. 93. WRITTEN CONTRACTS SHALL BE MADE WITH ALL PUBLIC FREE SCHOOL TEACHERS, in a form to be prescribed by the school regulations, before they enter upon their duties. SUCH CONTRACTS SHALL BE SIGNED IN DUPLICATE, EACH PARTY HOLDING A COPY.

Sec. 94. A teacher of a public free school may, for sufficient cause, suspend pupils from attendance on the school until the case is decided by the Board of Trustees, which shall be with as little delay as possible.

Sec. 95. A teacher of a public free school, whilst acting as such, during vacation as well as during the school term, shall enjoy the same exemptions which are granted to School Trustees.

The attention of teachers is also called to Sections 109, 110, 111, 112, 113, 145, 157, 159, 345, 349, 351, 371, 372, 378, 382, 383, 387, 390, 391, 392, 397, 399, 407, 408, 411. These references are to be revised edition of School law, 1883.

RECORD OF PROMOTIONS—Continued.

NAMES OF PUPILS	RECORD OF PROMOTIONS (10)										GENERAL INFORMATION	
	From School	To School	From School	To School	From School	To School	From School	To School	From School	To School		
Cabanis Lee	12	13	13	14	14	15	15	16	16	17	17	No. books in hands of indigent children... 4 Where left, Mr. Layman will return them Is School-house securely fastened... Yes If not, why not?..... Is Library securely fastened... Yes Where were Library books left?..... Library Where were keys left?..... With Mr. Blake & Hil. No. of broken window panes... None Are doors and blinds in good condition... Yes Has the building a solid foundation of stone or brick?..... Condition of Stone... Fair Pipe... Fair App... S.P.C. Hooked... S.P.C. Name any other repairs needed: ....The door and windows do not fit well; the stone needs lining and also a new pipe is needed. The brooms are with Mrs. Julius Cabanis. All other things are in the school house....
Cabanis Cora	13	14	14	15	15	16	16	17	17	18	18	

I am not satisfied with the promotion of the two pupils in the 13th grade. The pupils in the 13th grade were in the 4th Grammar Grade in Oklahoma and passed a year's examination on it. The 2nd from Grade 4 pupil was in the 4th Grammar Grade in Oklahoma and passed a year's examination on it. To take the 4th grade course next year and thus bring a sense of normalcy to the 4th grade work.

ROANOKE COUNTY.

Central District
Special Term Report

Belle G. Folkes

Teacher of Public White School No. 12

for Term ending

March 8th, 1916

PUPILS.

Number on Roll - 16
 At Daily Attendance 17
 No. over 1/2 day - 0

TEACHER.

No. Days Taught during the Term... 17
 No. Days Absent during the Term... 0
 Why Absent?.....

The foregoing report of assigned teacher, prepared in conformity with the regular term report, will be given to the trustees of the school to be signed by them, together with the list of names of the assigned teachers. Such are to be returned to the County Superintendent with the list of names of the latter when the next report has been submitted and the required fee received.

I hereby certify that this report is correct.

Given under my hand this 11th day of March, 1916
 Belle G. Folkes, Teacher, Salem, Va.

Certificate of Successor of Foregoing Teacher.

I have carefully examined the within report of last term and find that the present condition of said school-house and its equipment is as above represented, except as follows:

There promoted one little girl whom at the end of the session "I think could be promoted.

November 2 1911

Belle G. Folkes, Teacher

SPECIAL TERM REPORT

Of Public School No. 11 in Central School District of
 County of Roanoke for Session ending the 8th day of March 1911

NAME OF PUPIL	AGE	Date of Entry from School Record	Date of Exit	No. of Days Present	RECORD OF PROMOTIONS (a)													
					Spelling	Reading	Writing	Arithmetic	Grammar	Geography	History	Psychology & Hygiene	Drawing					
Cabaniss Walter	5	10/10	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Garst Luther	6	10/8	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Hinchee Raymond	6	10/8	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Myers Edwin	7	10/7	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Carroll May	6	10/5	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Huffman Nancy	6	10/2	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Garst Harold	5	10/3	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Hinchee Mark	7	10/7	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Ronk John	6	10/6	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Ronk Ervin	6	10/7	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Showalter Albert	8	10/9	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Cabaniss Solome	6	10/4	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Covey Mearley	7	10/7	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Huffman Carrie	7	10/8	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Huffman Susie	7	10/8	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Ronk Annie	6	10/9	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Ronk Pearl	8	10/8	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Ronk George	9	10/6	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Covey Julia	10	10/5	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Garst Keith	8	10/4	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Hinchee Blanch	9	10/9	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Garst Victor	8	10/10	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Keith Laban	10	11/29	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Cabaniss Laura	9	10/10	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Carroll Alice	12	10/5	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Covey Edith	13	10/7	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Garst Lena	10	10/9	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Jones Florence	13	10/9	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Ronk Viola	11	10/7	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Cabaniss Oscar	11	10/9	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1
Cabaniss Ernest	13	10/8	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1	1/1

TOTALS

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(a) Report for each pupil under each study, using fractions as shown above in "Course of Study."

(b) In first column report number of copies using it where loss is wanting; in second column report condition of loss, if desirable print P. for P. copy, M. for M. copy.

APPENDIX D

EXAMINATION QUESTIONS FOR STATE CERTIFICATES,
1897.

SPELLING.

1. Form a noun from *intend* and give rule.
2. To what rule is *awful* an exception, and why?
3. Test words to be dictated by the examiner:

1. Contentious.	12. Insipidity.
2. Mimicked.	13. Supersede.
3. Ignition.	14. Litigious.
4. Liquidated.	15. Placability.
5. Chalice.	16. Loquaciously.
6. Empyreal.	17. Gaseous.
7. Vicissitude.	18. Novitiate.
8. Cicatrice.	19. Promissory.
9. Scintillant.	20. Scrutinize.
10. Inutility.	21. Effervesce.
11. Cerulean.	22. Cylinder.

23. Anathematize.

4. Selection to be dictated by the examiner:

Having ascended the stairs, he was ushered into the Duke's bedchamber.

"Is he dead?" exclaimed his grace, rubbing his eyes, and scarcely awakened from dreaming of the King of Spain, "Is he dead?"

"Yes, my lord," replied the eager expectant, delighted to find the election routine, with all its circumstances, so fresh in the nobleman's memory.

"When did he die?"

"The day before yesterday, exactly at half past one o'clock, after being confined two weeks to his bed, and taking a power of doctor's stuff; and I hope your ace will be as good as your word, and let my son-in-law succeed him."

READING.

1. What are some of the chief characteristics of good reading?
2. Define articulation.
3. Define (a) pitch; (b) rate; (c) quality.
4. State what pitch and quality of voice are appropriate in reading (a) unimpeded narrative and description; (b) passages expressing tender emotion; (c) concept.
5. What are rhetorical pauses?

ARITHMETIC.

1. (a) The product of $\frac{2}{3}$ of $2\frac{1}{2}$, by $\frac{3}{4}$ of $\frac{1}{2}$ of 9, is how much greater than the quotient of $7\frac{1}{2}$ divided by $\frac{1}{2}$ of $6\frac{1}{2}$?

(b) Reduce $\frac{4.375}{\frac{1}{2} \text{ of } 4\frac{1}{2}}$ to a decimal fraction.

2. (a) Reduce $\frac{1}{2}$ of $\frac{1}{4}$ of a foot to the fraction of a mile.

(b) Reduce to whole numbers of lower denominations (wk., da., hr., and min.) $\frac{1}{4}$ of a month.

3. Three merchants own a ship in the following proportions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{6}$. The ship required repairs to the amount of \$1350: what was each one's share of the expense?

4. A merchant in New Orleans received from New York \$21630, with orders to invest in cotton, allowing a commission of $2\frac{1}{2}$ per cent.; marine insurance, $1\frac{1}{2}$ per cent.; cartage and freight, $1\frac{1}{2}$ per cent.: what amount was laid out in buying cotton, and how much was bought at 15 cents per lb.?

5. A company of speculators bought a tract of land for \$6721, each agreeing to pay as many dollars as there were partners: how many partners were there?

6. Bought a cow for \$30 cash and sold her for \$35 at a credit of 8 months: reckoning the interest at 6 per cent., how much did I gain?

7. A man bought $\frac{2}{5}$ of the capital of a cotton factory at par; he retained $\frac{1}{5}$ of his purchase, and sold the balance for \$5000, which was 15 per cent. advance on the cost: what was the whole capital of the factory?

8. If 336 men, in 5 days of 10 hours each, can dig a trench of 5 degrees of hardness, 70 yards long, 3 wide, and 2 deep: what length of trench of 6 degrees of hardness, 5 yards wide and 3 yards deep, may be dug by 210 men in 9 days of 12 hours each?

9. A gentleman in dividing his estate among his sons gave A \$9 as often as B \$5, and C \$3 as often as B \$7. C's share was \$3862.50: what was the value of the whole estate?

10. If stock bought at 5% premium will pay 6% on the investment, what % will it pay if bought at 15% discount?

GRAMMAR.

1. (a) Give a sentence with a compound predicate. (b) Give one with a compound subject.

2. What offices does the infinitive phrase perform? Illustrate.

3. Name the parts of speech which "as" may be, and give an example of each?

4. (a) What is the copula? Give an example. (b) What is a strengthened copula? Give an example.

5. (a) Define mode, and name the modes. (b) Tense, and name the tenses. (c) Voice, and name the voices.

6. (a) Give an example of "that" used as a relative pronoun. (b) As a pronominal adjective. (c) As a conjunction. (d) Of "what" used as a double relative. (e) How is it parsed?

7. Name the adjectives which have an inflection, or variation of form, to express difference of number.

8. (a) Give plural of cherub, genus, nebula, Norman. (b) Give the principal parts of win, strive, quit, ought, lade. (c) Give synopsis of "write," in the indicative and subjunctive modes, active voice, third person, singular number.

9. (a) Explain "as it were" in the sentence, "The ship leaps, as it were, from billow to billow." Correct: (b) This was the most satisfactory of any preceding effort. (c) She was neither better bred nor wiser than you and me. (d) The derivation of these words are uncertain.

10. Analyze, and parse the underscored words: Consider the lilies of the field, how they grow; they toil not, neither do they spin.

GEOGRAPHY.

1. (a) In what direction is one traveling when he does not change his latitude? (b) When he does not change his longitude?

2. (a) What is the solar system? (b) Why so called? (c) How does the sun differ from the planets? (d) On what does the length of a degree of the circumference depend?

3. How are the "weather probabilities" arrived at, and of what practical value in their daily announcement?

4. Compare the New England and Middle Atlantic States as regards size, climate, soil, and agricultural productions.

5. Describe the situation of (a) Petersburg, (b) Alexandria, (c) Lynchburg. Locate (d) Balsam Mountain, (e) Lake Drummond.

6. (a) What are the advantages and disadvantages of South America as regards commerce? (b) What part of South America is coldest, and why?

7. (a) On what waters does a vessel laden with grain sail from Odessa in Russia, to London in England? (b) What fish are taken off the coast of Norway?

8. (a) What city is the great art-center of Europe? Name the chief seaport of (b) Austria, (c) France, (d) Holland.

9. (a) Name the principal rivers of Asia belonging to the Pacific System. (b) Describe the situation of the Sea of Kara.

10. (a) In what part of Africa are most of the European colonies? (b) Why is this part most favorable to colonization?

HISTORY OF UNITED STATES.

1. (a) What was the main object of Columbus in making his voyages of discovery? (b) How many voyages did he make? (c) Give the circumstances of the last years of his life.

2. (a) Give an account of the mission on which George Washington was sent at the beginning of the French and Indian war. (b) In Braddock's expedition against Fort Duquesne, what position did Washington hold?

3. (a) What was the "Boston Tea Party"? (b) Who was made military governor of Massachusetts when its charter was revoked on account of this tea party?

4. (a) Give place and date of the last important battle of the Revolutionary War, and name the commander on each side. (b) How long was it before a final treaty was signed, and where was it signed?

5. Give in full the plan of education by the state devised by Thomas Jefferson.

6. (a) During whose administration were the naturalization laws passed? (b) What do they require?

7. (a) Give a short account of the taking of Washington and burning of the Capitol by the enemy, and tell during what war it occurred. (b) What noted song was written, and by whom, during the attempt to take Baltimore, which followed immediately after the taking of Washington?

8. (a) Give a short account of the financial crisis of 1837, with some of the

probable causes. (b) What law was enacted as a precaution against similar disasters?

9. (a) Give an account of the Petersburg Mine. (b) After Lincoln's assassination how did General Grant prevent the arrest of General Lee?

10. (a) When was the Department of Agriculture formed? (b) What is meant by "Reciprocity"?

GENERAL HISTORY.

1. (a) What people have contributed most to the art of the world? (b) What did the Romans contribute to the civilization of the world? (c) What people have given to the English speaking nations their religion?

2. (a) Describe briefly the feudal system, and tell where it prevailed. (b) Who first introduced it into England?

3. (a) What were the crusades? (b) Mention the chief results.

4. Mention in order the invasions of England by other nations with the resulting changes in language.

5. (a) What is "Magna Charter"? (b) When and how was it obtained?

6. Give a short account of Peter the Great.

7. What was the general influence of the French Revolution on civilization?

8. (a) Under what ruler was the unity of Germany accomplished? (b) The unity of Italy?

9. What are the "Great Powers" of Europe?

10. (a) Name the president of the French Republic. (b) Three of the great statesmen of Europe at the present time.

ALGEBRA.

1. (a) Prove that any quantity having a cipher for an exponent is equal to unity.

(b) Factor $y^6 - 2y^3 z^3 + z^6$.

2. (a) Find the greatest common divisor of $16a^2 - c^2$, and $16a^2 - 8ac + c^2$.

(b) Find the least common multiple of $(a^2 - x^2)$, $4(a - x)$, and $(a + x)$.

$$5c + \frac{a-b}{2x}$$

3. Simplify the fraction

$$\frac{a-b}{5c - \frac{a-b}{2x}}$$

4. Given $\frac{3x}{5} + 2\frac{1}{2} + 11 = \frac{x}{4} + 17$, to find x .

5. A can do a piece of work in 12 days, and B can do the same in 24 days: how many days will be required if they work together?

6. Given $\begin{cases} x+y+z=26 \\ x-y=4 \\ x-z=6 \end{cases}$ to find x , y , and z .

7. (a). Multiply $\sqrt{a} + \sqrt{c}$ by $\sqrt{a} + \sqrt{c}$.

(b). Divide $\sqrt{\frac{x}{y}}$ by $\sqrt{\frac{a}{b}}$

8. Given $x + 2 = \sqrt{4 + x + 64 + x^2}$ to find x .

9. Given $3x^2 + 5x = 42$, to find the values of x .

10. Find two numbers, such that the less may be to the greater as the greater is to 12, and that the sum of their squares may be 45.

PHYSIOLOGY.

1. [a] What is the skeleton? [b] Name the principal cavities of the skeleton and tell what they contain.
2. [a] What is the office of the muscles? [b] About how many muscles are there? [c] How does exercise affect the current of the body's circulation? [d] What is the largest tendon in the body?
3. Describe the structure of the skin.
4. [a] What is the value of milk as an article of food? [b] Coffee and tea? [c] Describe the consequences of rapid eating.
5. [a] Describe the movements of the stomach and tell their uses. [b] What portions of the food are digested in the stomach?
6. [a] What are the veins? [b] Describe the valves of the veins and their uses.
7. [a] What are the special organs of respiration? [b] How can we increase their capacity and power? [c] What are nature's provisions for purifying the air?
8. [a] What are the vegetative functions, and why are they so-called? [b] What is their object? [c] What are the animal functions?
9. Describe the sympathetic system of nerves.
10. [a] What is the sensation of pain? [b] The use of it? [c] Strictly speaking, where do we feel pain?

CIVIL GOVERNMENT.

1. Name the departments of government and the functions of each.
2. [a] Describe a pure democracy. [b] What is a republic?
3. [a] What kind of government is ours? [b] Explain how the National Government and the State Governments work in harmony.
4. [a] How are state constitutions framed? [b] How are they adopted?
5. Give the process of voting?
6. What is the difference between a majority and plurality of votes?
7. [a] Why is a State Legislature composed of two houses? [b] For what length of time are the members of each house elected in this state?
8. [a] What are the qualifications of United States Senators? [b] Who is President of the United States Senate?
9. [a] What are the duties of the auditor of a state? [b] The duties of the attorney-general.
10. [a] What are direct taxes? [b] Indirect taxes?

SCHOOL LAW.

1. [a] Who compose the Board of Education of Virginia? [b] Who is President of the Board?
2. How is the Superintendent of Public Instruction elected?
3. Who compose the School Trustee Electoral Board?
4. Who compose the County School Board?
5. How are County Superintendents appointed?
6. [a] What is the law providing for the keeping of a school register by the teacher? [b] For its return at the end of the term or before?
7. When shall teachers make reports to the Superintendent?
8. If any person disturb a public free school, what is the legal remedy?
9. How are school taxes assessed?
10. [a] What do the state school funds embrace? [b] What do county school funds embrace?

THEORY AND PRACTICE OF TEACHING.

1. The history of education shows that in the beginning scholarship only was considered essential in the teacher. At the present day, what other qualifications must a teacher possess?
2. [a] What fault is more common with teachers, giving too much or too little assistance to their pupils? [b] What is the effect of giving too much help? [c] Of giving too little?
3. [a] Tell the disadvantages of using the lecture system with children when their minds are not prepared for the subject. [b] Why is it a poor method under any circumstances?
4. [a] What is the effect on the pupils of an effort on the part of the teacher to arouse thought and wake up their minds? [b] What effect does this effort have on the teacher? [c] What on the parents of the children?
5. Can aptness to teach be acquired, and, if so, how?
6. [a] What two qualities of mind, especially active in the young, can, and should be utilized in exciting interest in study? [b] What sort of emulation may properly be used to inspire an interest in study?
7. What benefits, moral and intellectual, are derived from accuracy in school work?
8. [a] State your manner of *teaching a lesson* in history? [b] Your manner of *conducting a recitation* in history?
9. Give reasons why you consider it proper to appeal to the principles of fear and shame by punishment in the government of your school.
10. Mention the pedagogical literature you have read in the past year.

GEOMETRY.

1. Define [a] geometry [b] straight line, [c] axiom, [d] triangle, [e] trapezium.
2. The diagonal of a parallelogram divides the figure into two equal triangles.
3. The diagonals of a parallelogram bisect each other.
4. The exterior angles of a polygon, made by producing each of its sides in succession, are together equal to four right angles.
5. If two circumferences intersect each other, the line of centres is perpendicular to their common chord at its middle point.
6. In every proportion the product of the extremes is equal to the product of the means.
7. The area of a rectangle is equal to the product of its base and altitude.
8. To construct a square equivalent to the sum of two given squares.
9. The area of a circle is equal to one-half the product of its radius by its circumference.
10. To inscribe a regular hexagon in a given circle.

ZOOLOGY.

1. Describe briefly the characteristics of the four grand divisions of the animal kingdom: the Vertebrates, the Articulates, the Mollusks, and the Radiates.
2. Describe the difference in the teeth and digestive organs of carnivorous and herbivorous animals, and give reasons for the difference.
3. [a] From what is the order of Marsupials named? [b] Where are they found?
4. How do the organs of respiration differ in the whale and the fish?

5. [a] How is the structural arrangement of birds especially adapted to flight? [b] What essentially contributes to the lightness of birds?
6. [a] Describe the digestive apparatus of birds. [b] What singular change takes place in the pigeon while incubating to enable it to feed its young?
7. [a] What is the peculiarity of the circulation of the blood in reptiles? [b] What relation has this peculiarity to their motion?
8. [a] How do the skeletons of fishes compare with those of other vertebrates? [b] What is the reason of this difference?
9. [a] Show the appropriateness of the name *insect*. [b] What are the three changes through which most insects pass in their metamorphosis? [c] In which of these states does the insect require most food?
10. What is the so-called "foot" in mollusks, and for what is it used?

BOTANY.

1. [a] Name the organs of vegetation in plants. [b] The organs of reproduction.
2. Explain germination and the beginnings of growth.
3. [a] In what two distinct ways do plants multiply? [b] How are strawberry vines propagated?
4. [a] Explain the branching of trees. [b] Why does the arrangement of the branches of trees differ in different kinds?
5. [a] What are herbs? [b] Shrubs? [c] Trees?
6. [a] Describe an endogen and its method of growth. Give an example. [b] Describe an exogen and its method of growth. Give an example.
7. Describe the structure and veining of leaves.
8. Name and describe all the parts of a flower.
9. [a] What is a complete flower? [b] What is the difference between the thorns of the hawthorn and those of the rose?
10. A walnut tree is an *exogenous perennial* plant, bearing both *staminate* and *pisillate* flowers. Explain the meaning of the italicized words.

ENGLISH LITERATURE.

1. [a] Name the first great English poet. [b] His most noted work. [c] Give a description of it.
2. [a] In whose reign did dramatic poetry attain its greatest splendor? [b] Name the greatest dramatist of this time. [c] Two other dramatic poets. [d] The greatest non-dramatic poet. [e] The greatest name among prose writers.
3. [a] Who was the most prominent man of letters in Cromwell's time? [b] Mention his most important work.
4. [a] Who wrote the most famous English allegory? [b] Name it, and give a short description of it.
5. Give a brief sketch of Dr. Johnson, and mention three of his works.
6. Name three English and three American historians with the century in which each lived, and the most important work of each.
7. Describe as briefly as possible the style of Addison, Carlyle, Tennyson, Longfellow, and Emerson.
8. [a] Name two historic plays of Shakespeare and two tragedies. [b] Name two of Dickens's works. [c] Two of Scott's. [d] Two of George Eliot's. [e] Two of Thackeray's. [f] Two of Tennyson's. [g] Two of Robert Browning's.
9. Name the author of each of the following: Tam O'Shanter, Childe Harold, Vicar of Wakefield, Aurora Leigh, Clarissa Harlowe, John Gilpin, Evelina, The

Excursion, The Vision of Sir Launfal, The Newcomes, The Complete Angler, Snow Bound, Marse Chan, Scarlet Letter, The Alhambra.

10. [a] Give the names of two Virginia authors, and mention two works of each. [b] Name three other Southern writers.

COMPOSITION AND RHETORIC.

1. [a] Define Composition. [b] Rhetoric.
2. [a] What is style? [b] Upon what two things does excellence of style depend?
3. [a] Give two rules for avoiding barbarisms. [b] Define clearness. [c] What faults are opposed to clearness?
4. What are synonyms? Give examples.
5. [a] Define redundancy. [b] Tautology. [c] Circumlocution.
6. Define and give an example of each of the following figures of speech: [a] metaphor, [b] synecdoche, [c] climax, [d] antithesis.
7. [a] Contrast wit and humor. [b] Why are humor and pathos frequently found together?
8. [a] What is a paragraph? [b] What three qualities should a paragraph possess?
9. Distinguish between verse and poetry.
10. Write a composition of not less than one hundred and fifty words on a subject of your own selection.

PSYCHOLOGY.

1. [a] What is Psychology?
[b] Give the grand divisions of Mental Power.
2. [a] What is a faculty of the mind? [b] What faculty of the mind is the foundation of all our knowledge?
3. [a] What is consciousness? [b] Can there be mental activity without consciousness? [c] What is self-consciousness?
4. Define attention. [a] What is conception? [b] Why is it not considered a faculty of the mind?
5. Give briefly the theories of the Realists and the Idealists as regards our knowledge of the outside world gained through the senses.
6. [a] What is the Intuitive Power of the mind? [b] What are its two products?
7. What is Imagination? [a] Give some of the uses and some of the abuses of it. [b] Give some means of cultivating it.
8. From what power of the mind do the motives for willing and acting proceed?
9. Define Emotions, Affections and Desires.
10. What is Conscience?

Salem, Va., Sept. 12, 1913

Notice to Teachers:

The annual Institute for Roanoke County teachers will be held in the High School building at Salem, October 9, 10, and 11, beginning at 10 a.m. of the first day.

The following subjects will be discussed:

1. The Physical Welfare and Moral Training of Children in the School.
Ref. Strayer, A brief Course in the Teaching Process--the Macmillan Company, \$1.12.
2. How to Interest Children in History.
Ref. Hinsdale, How to Study and Teach History.
McMurray, Special Method in History--The Macmillan Co., \$.75.
3. Educative Seat Work.
Ref. Educative Seat Work, State Female Normal School, Farmville, Va.
4. Teaching Poetry to Children.
Ref. Tompkins, Literary Interpretation and Halliburton and Smith, Teaching Poetry, \$.90.
5. How to Secure Good Composition Work.
6. Manual Training.
7. Teaching Arithmetic - (1) in the primary grades, (2) in the grammar grades.
Ref. McMurray, Special Method in Arithmetic, \$.70.
8. Means of Interesting Patrons in the School.
9. School Fairs.
Write the Department of Public Instruction, Richmond, Va., or Miss Anna L. Jones, Lynchburg, Va., for bulletins and information in regard to School Fairs.
10. Round Table Discussions.

All teachers who are present regularly and promptly for the three days will be allowed their regular salaries for the two school days which they attend. Teachers of Schools which have not yet opened who will attend regularly will be allowed pay for two days in addition to the term for which they contract. Every teacher in the county is expected to attend. On Saturday, Oct. 11th, the various district clerks will be present to contract with their respective schools, which will open on Monday, Oct. 13th.

Teachers holding certificates that have not been indorsed (sic) by me should forward them at once for my indorsement (sic). These certificates, as well as those that have already been sent me, will be returned at the Institute.

You are invited to take part in the general discussions and are expected to occupy ten minutes in a discussion of subject No. 6.

Very truly yours,

ROLAND E. COOK, Div. Supt.

(The Institute for colored teachers will be held at the colored school building at Salem, Oct. 6 and 7, beginning at 10 a.m. on Octob. 6th.)

SESSION 1920-21
ROANOKE COUNTY TEACHERS'
INSTITUTE
SEPT. 30 AND OCT. 1, 1920,
HIGH SCHOOL BUILDING,
SALEM, VA.

THURSDAY, SEPT. 30, MORNING SESSION, 10 A.M.

1. Opening exercises.
2. Roll call.
3. General discussion of following topics led by Supt:
 - (a) Plans for the coming session.
 - (b) Explanation of state school laws and local regulations which relate to the teachers.
 - (c) Compulsory attendance: how to derive the most benefit from the present law.
 - (d) Explanation of three amendments to the constitution to be voted on in November. How teachers can co-operate to secure a favorable vote.
 - (e) Teachers' reports.
 - (f) The care of school property.
4. Business meeting of County Teachers' Association.

AFTERNOON SESSION, 2:00 P.M.

1. Music in the school,
Miss Florence Baird, State Normal School at Radford.
2. Round table discussion led by Miss Baird.
3. School and Civic Leagues,
Prof. EStes Cocke, County Chairman.

FRIDAY, OCT. 1, MORNING SESSION 10:00 A.M.

1. Reading in the Public Schools,
Miss Rachel Gregg, Supervisor of Teacher Training.
2. Report of committees of the Teachers' Association.
3. Departmental meetings.

AFTERNOON SESSION, 2:00 P.M.

1. Physical inspection of school children; how the teacher may co-operate; necessary follow up work.
2. School sanitation,
Mr. E. C. Stoy, U. S. Public Health Service.
3. Physical exercise and games in the school, Miss Irma Price.

Boonville County

REPORT ON SCHOOL LEVIES

RATE OF DISTRICT SCHOOL TAX—CENTS ON THE \$100.00

NAME OF DISTRICT	1905 (Persons 1904-5)	1906 (Persons 1905-6)	1907 (Persons 1906-7)
<i>Big Lick</i>	<i>15¢</i>	<i>20¢</i>	<i>20¢</i>
<i>Catawba</i>	<i>15¢</i>	<i>20¢</i>	<i>20¢</i>
<i>Carl Spring</i>	<i>15¢</i>	<i>20¢</i>	<i>20¢</i>
<i>Central</i>	<i>15¢</i>	<i>20¢</i>	<i>20¢</i>
<i>Salinas</i>	<i>30¢</i>	<i>10¢</i>	<i>15¢</i>

RATE OF COUNTY SCHOOL TAX

	1905	1906	1907
	<i>10¢</i>	<i>20¢</i>	<i>20¢</i>

When will the Board of Supervisors make the next levy Sept. 16, 1907 and for what year? 1908

The superintendents will please forward this report so that it will reach this office not later than March 15. Be sure to include the name of every district.

Commonwealth of Virginia

DEPARTMENT OF PUBLIC INSTRUCTION

RICHMOND, VA., October, 1910.

HIGH SCHOOL TEXT BOOKS

Selected by the State Board of Education, 1910

ALL BOUND IN CLOTH UNLESS OTHERWISE STATED

REGULATIONS

OF THE

STATE BOARD OF EDUCATION OF VIRGINIA

CONCERNING THE USE, UNIFORMITY AND INTRODUCTION OF
TEXT-BOOKS IN PUBLIC HIGH SCHOOLS.

Adopted July, 1910.

1. The text-books to be used in the public high schools of Virginia shall be those selected by the State Board of Education in 1910, and all books heretofore authorized for use in said schools and not found upon that list are not to be used except as provided in Section 2.

2. In school divisions where books that are on the said selected list are not now in use, they shall be introduced in the formation of all new classes, but not more than one book of the same grade on any of the branches required to be taught shall be adopted or used except for supplementary purposes. Books shall be used only in the order in which they are adopted, basal first, first supplementary second, second supplementary third, and so on, provided:

a. That all books on History, Grammar, Arithmetic and Physiology used in the last year of the grammar grades may be continued in the first year of the high schools, so far as the study of those subjects may be necessary.

b. That all books now in use in the respective cities and counties in First-Year Latin, Algebra and Geometry shall continue in use until further order of the State Board of Education, no new adoption having been made in those subjects except as indicated in this pamphlet.

3. Retail and exchange prices shall be plainly stamped on the outside of the cover of all books sold to the pupils and patrons of the public high schools under this adoption.

4. The period for the exchange of text-books shall extend from the date of the contracts provided for under this adoption up to and including September 15, 1911.

5. Regulations 3 to 12, inclusive, of the State Board of Education, adopted May 19, 1908, and published in Form X., No. 46, are continued in force and made to apply to the books selected under this adoption, with the appropriate changes of dates—namely, 1910 and 1914, in Section 3, instead of 1908 and 1912, respectively, and 1910, in Section 4, instead of 1908.

A copy from the records of the State Board of Education.

R. C. STEARNES,
Secretary to the Board.

ENGLISH GRAMMAR

	Retail	Exchange
B. F. Johnson Publishing Co.,		
Smith's Our Language-Grammar, for first and second years .....	.40	.20
The Macmillan Co.,		
Carpenter's English Grammar, for third and fourth years .....	.60	.30

Adopted December 22, 1910, for remainder of four-year period ending July 1, 1914.

COMPOSITION AND RHETORIC

The Macmillan Co.,		
Huntington's Elements of English Composition, for first and second years.....	.54	.32
American Book Co.,		
Brooks & Hubbard's Composition-Rhetoric, for third and fourth years in cities.....	.90	.50
Ginn & Co.,		
Lockwood and Emerson's Composition and Rhetoric, for third and fourth years in counties.....	.94	.60
J. P. Bell Co.,		
Bell's Rhetoric Tablet.....	.15	..

HISTORY OF ENGLISH AND AMERICAN LITERATURE

Houghton, Mifflin Co.,		
Tappan's Short History of England's and America's Literature, for counties.....	1.00	.72
Ginn & Co.,		
Long's English Literature, for cities.....	1.27	.81
Sibley & Co.,		
Painter's Introduction to American Literature, for cities	1.25	.63

SOUTHERN LITERATURE

B. F. Johnson Publishing Co.,	
Manly's Southern Literature.....	.80

SELECTIONS FROM SOUTHERN LITERATURE.

American Book Co.,	
Painter's Poets of the South.....	.54
Chas. Scribner's Sons,	
Mims & Payne's Southern Prose and Poetry.....	.65
The Macmillan Co.,	
Weber's Selections From Southern Poets.....	.25

ENGLISH CLASSICS

B. F. Johnson Publishing Co.,	
Series of English Classics: Burke's Speech on Conciliation; Macaulay's Essays on Milton and Addison; Goldsmith, The Vicar of Wakefield; Tennyson, The Princess; Pope, Homer's Iliad; Coleridge, The Ancient Mariner; Shakespeare, The Merchant of Venice; Addison & Steele, Sir Roger de Coverley Papers; each.....	.23
Other English Classics. No change from books now in use.	

ENGLISH DICTIONARIES

The American Book Co.,	
Webster's High School Dictionary.....	.88
Webster's Academic Dictionary.....	1.35

SPELLER

B. F. Johnson Publishing Co.,	
Payne's Common Words Commonly Misspelled.....	.22

GENERAL, ANCIENT, MEDIAEVAL AND MODERN HISTORY

Ginn & Co.,	
Myer's General History, Revised.....	1.41
Myer's Ancient History, Revised.....	1.41
Myer's Mediaeval and Modern History, Revised.....	1.41

HISTORY OF FRANCE

Ginn & Co.,	
Montgomery's Leading Facts of French History.....	1.06

HISTORY OF ENGLAND

Houghton, Mifflin Co.,	
Tappan's England's Story, for first and second years...	.81
Ginn & Co.,	
Cheynoy's Short History of England, for third and fourth years.....	1.32

AMERICAN HISTORY

Silver, Burdett & Co.,		
White's School History of the United States, for first and second years.....	.80	.48

THIRD AND FOURTH YEAR AMERICAN HISTORY

Books now in use continued until the next regular adoption of elementary text-books.

Longmans, Green & Co.,		
Munford's Virginia Attitude Towards Slavery and Secession (School Edition).....	1.00	..

This book has been adopted for a period of three years ending July 1, 1914, to be used in connection with American History in the third and fourth-year classes of first grade high schools.

VIRGINIA AND SOUTHERN HISTORY

B. F. Johnson Publishing Co.,		
Curry's Southern States of the American Union.....	.75	..
Hall's Half Hours in Southern History.....	.75	..

CIVIL GOVERNMENT

American Book Co.,		
Forman's Essentials in Civil Government, for first and second years.....	.54	.30
The Century Co.,		
Forman's Advanced Civics, for third and fourth years .....	.95	.48

ECONOMICS

The Macmillan Co.,		
Ely & Wicker's Elementary Principles of Economics...	.90	.54

FIRST YEAR LATIN

Books now in use continued until the next regular adoption of elementary text-books.

LATIN GRAMMAR

Allyn & Bacon,		
Bennett's Latin Grammar.....	.75	.40

LATIN COMPOSITION

Silver, Burdett & Co.,		
Gunnison & Harley, for first and second years in cities .....	..	..
This is bound and published as part of the Gunnison & Harley Caesar.		
Scott, Foresman & Co.,		
Scott & Van Tuyl's Caesar Composition, for first and second years in counties, paper binding.....	.30	.15

Ginn & Co.,		
D'Ooge's Latin Composition for Secondary Schools, Part II and III, for third and fourth years in both cities and counties.....	.57	.36

CAESAR

Sliver, Burdett & Co.,		
Gunnison & Harley's Caesar's Gallic War, with composition, for cities.....	1.00	.60
Copies of text edition for class use to be supplied schools free of charge.		
Scott, Foresman & Co.,		
Walker's Caesar's Gallic War, for counties.....	.37	.43
Copies of text edition for class use to be supplied schools free of charge.		

VIRGIL

Allyn & Bacon,		
Bennett's Virgil.....	1.10	.60

CICERO

B. H. Sanborn & Co.,		
D'Ooge's Cicero's Orations.....	.33	.42

FRENCH

Allyn & Bacon,		
Chardenal's Complete French Course.....	1.20	.75
To be used by all schools using the conversational method.		

NOTE—Use of this book continued until the next regular adoption of elementary text-books.

D. C. Heath & Co.,		
Fraser & Squair's French Grammar.....	1.01	.50
To be used by all schools not using the conversational method.		
French Texts—Optional.		

GERMAN

D. C. Heath & Co.,		
Joyne & Wesselhoeft's German Lesson Grammar....	1.01	.50
To be used by all schools using the conversational method.		
Joyne-Meissner's German Grammar.....	1.01	.50
To be used by all schools not using the conversational method.		
Hunter & Co.,		
Bloomberg's German Grammar, for use in the city of Richmond	1.00	.75
German Texts—Optional.		

ARITHMETIC

B. F. Johnson Publishing Co.,		
Colaw & Ellwood's Advanced Arithmetic.....	.44	.22
In counties and optional in cities.		

Chas. Scribner's Sons.		
Stevens & Butler's Practical Arithmetic.....	.54	.33
For optional use in country schools.		
Ginn & Co.,		
Moore & Miner's Practical Business Arithmetic.....	.94	.60

ALGEBRA

Allyn & Bacon,		
Slaught & Lennes's High School Algebra.....	1.20	.70
For optional use in first grade high schools.		
Other Text-Books now in use continued until the next regular adoption of elementary text-books.		

GEOMETRY

Books now in use continued until the next regular adoption of elementary text-books.

TRIGONOMETRY

American Book Co.,		
Robbins's Plane Trigonometry, with tables.....	.81	.46

PHYSIOLOGY

World Book Co.,		
Ritchie's Human Physiology.....	.60	.30

BOTANY

The Macmillan Co.,		
Bailey's Beginner's Botany, when no laboratory is used .....	.54	.32
Ginn & Co.,		
Bergon's Elements of Botany, Revised, with Key and Flora, when laboratory is used.....	1.23	.78

PHYSICS

Ginn & Co.,		
Milikan & Gale's First Course in Physics.....	1.18	.75
Milikan & Gale's Laboratory Course in Physics for secondary schools.....	.38	.24

CHEMISTRY

Eenj. H. Sanborn & Co.,		
Hessler & Smith's Chemistry, with laboratory manual .....	.83	.42

PHYSICAL GEOGRAPHY

The Macmillan Co.,		
Tarr's New Physical Geography.....	.88	.52

COMMERCIAL GEOGRAPHY

Chas. Scribner's Sons.		
Redway's Commercial Geography.....	1.03	.63

ZOOLOGY

D. C. Heath & Co.,		
Colton's Zoology, Parts I and II, complete.....	1.35	.67
Colton's Descriptive Zoology, Part I.....	.90	.45
Colton's Practical Zoology, Part II.....	.54	.27

BOOKKEEPING AND BUSINESS METHODS

American Book Co.,		
Williams & Rogers's Modern Illustrative Bookkeeping:		
Introductory Course Text.....	.90	.50
Vouchers for same.....	.42	..
Forms for same.....	.45	..
Blanks for same.....	.36	..
Williams & Rogers's Modern Illustrative Bookkeeping:		
Advanced Course Text.....	.77	.43
Commission Business Outfit.....	.63	..
Dry Goods Business Outfit.....	.70	..
Grocery Business Outfit.....	.34	..
Manufacturing Business Outfit.....	.36	..
Williams & Rogers's Illustrative Bookkeeping:		
Complete Course Text:		
Introductory and Advanced Courses, one vol.....	1.35	.75
Rand, McNally & Co.,		
A First Book in Business Methods.....	.70	..

DOMESTIC SCIENCE

Little, Brown & Co.,		
The Boston School Kitchen Text-Book.....	.60	.30

AGRICULTURE

The Macmillan Co.,		
Warren's Elements of Agriculture.....	.95	.59

DRAWING

Prang Educational Publishing Co.,		
Art Education for High Schools.....	1.00	..

MISCELLANEOUS

Parker P. Simmons,		
American History Leaflets, paper binding, each.....	.10	..
Scott, Foresman & Co.,		
Roberts's Rules of Order.....	.75	..
World Book Co.,		
Carson's Handbook of English Composition (optional) ..	.60	..
D. C. Heath & Co.,		
Woolley's Handbook of English Composition (optional) ..	.70	..
Mrs. J. Griff Edwards, Portsmouth, Va.,		
Echoes From Dixie, board binding.....	.50	..

The Neale Publishing Co.,		
Stewart's Spirit of the South.....	1.10	..
Use of this book continued until the next regular adoption of elementary text-books.		
The Macmillan Co.,		
Altmaier's Commercial Correspondence.....	.54	.32
Henry Holt & Co.,		
Nettleton's Old Testament Narrative.....	.50	..
Use of this book continued until the next regular adoption of elementary text-books.		

NORMAL TRAINING DEPARTMENTS

Psychology

D. Appleton and Co., New York,		
Bett's The Mind and Its Education.....	1.10	.75

School Management

The Macmillan Co.,		
Bagley's Classroom Management.....	1.00	.75

History of Education

The Macmillan Co.,		
Monroe's Brief Course in the History of Education....	1.10	.75

NOTE.—The exchange prices on books in the normal training departments will continue until July 1, 1913.

Preferred List of Text Books

COMMONWEALTH OF VIRGINIA,
STATE BOARD OF EDUCATION,
RICHMOND, VA., May 6, 1914.

At a meeting of the State Board of Education, held on April 23, 1914,
the following resolution was adopted:

BE IT RESOLVED:

1. That this Board, without at this time, adopting any books or obligating itself to adopt any books for use in the public schools of this State, declares its preference for the following books:

ELEMENTARY SCHOOLS

METHODS OF PRIMARY READING.

	Retail Price	Exchange Price
<i>B. F. Johnson Publishing Co.—</i>		
Halliburton's Phonics in Reading.....	\$.18	....
Halliburton's Drill Book.....	.15	....

PRIMERS.

Basal.

<i>B. F. Johnson Publishing Co.—</i>		
Playmates Primer.....	.18	\$.09
<i>First Supplementary.</i>		

Macmillan Co.—

Baker-Carpenter-Dunn Primer.....	.25	.15
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General Supplementary.

<i>Little, Brown & Co.—</i> The Wide-Awake Primer.....	.20	.10
<i>Chas. Scribner's Sons—</i> The Howe Primer.....	.16	.08
<i>Atkinson & Mentzer—</i> The Art Literature Primer.....	.25	.18
<i>Houghton Mifflin Co.—</i> The Hiawatha Primer.....	.40	....
<i>Rand, McNally & Co.—</i> The Sunbonnet Babies.....	.32	.16

SPELLERS.

(Postponed.)

DICTIONARIES.

American Book Co.—

Webster's Primary Dictionary.....	.44	....
Webster's Common School Dictionary.....	.65	....

READERS.

Basal.

B. F. Johnson Publishing Co.—

Graded Classics—

First Reader.....	.20	.10
Second Reader.....	.27	.13

	Retail Price	Exchange Price
Third Reader.....	.32	.16
Fourth Reader.....	.35	.17
<i>The Macmillan Co.—</i>		
Baker & Carpenter Language Reader, Fifth.....	.36	.24
Baker & Carpenter Language Reader, Sixth.....	.40	.30
<i>Rand, McNally & Co.—</i>		
Phyne's Southern Literary Readings.....	.60	.30
<i>First Supplementary.</i>		
<i>Scott, Foresman & Co.—</i>		
Elson's Primary School Readers—		
Books I.....	.23	.14
II.....	.35	.17
III.....	.40	.20
IV.....	.40	.20
Elson's Grammar School Readers—		
Books I.....	.44	.22
II.....	.44	.22
III.....	.52	.26
IV.....	.52	.26
<i>General Supplementary.</i>		
<i>Little, Brown & Co.—</i>		
The Wide-Awake Readers—		
Books I.....	.25	....
II.....	.30	....
III.....	.35	....
IV.....	.45	....
<i>Benj. H. Sanborn & Co.—</i>		
The Circus Reader.....	.36	....
<i>The Houghton Mifflin Co.</i>		
Selections From Riverside Literature Series—		
Books V.....	.38	....
VI.....	.38	....
VII.....	.38	....
VIII.....	.38	....
<i>Chas. Scribner's Sons—</i>		
The Howe Readers—		
Grade I.....	.16	.08
Grade II.....	.22	.11
Grade III.....	.28	.14
Grade IV.....	.34	.17
Grade V.....	.44	.22
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VITA

Myra-Delia (Deedie) Dent Kagey was born in Miami, Florida on July 30, 1945. She attended the public elementary and secondary schools of that locality in Dade County. After graduating from Miami Senior High School, she attended Miami-Dade Junior College for one year and the University of Florida for three years, graduating from that institution in 1967 with a Bachelor of Arts degree in Elementary Education. In 1978 she enrolled in the graduate program at Hollins College and was awarded a Master of Arts in liberal studies degree in 1981. In 1985 she was admitted to the advanced graduate program at Virginia Polytechnic Institute and State University, where she received a Certificate of Advanced Graduate Study in Educational Administration in 1990. Her professional experience has been with Bradford County Public Schools (1967-1968), Starke, Florida; Duval County Public Schools (1969-1970), Jacksonville, Florida; and Roanoke County Public Schools (1970-), Salem, Virginia. While in Roanoke County, she has served in the positions of elementary teacher at Green Valley and Hardy Road elementary schools, coordinator of fourth grade at Hardy Road Elementary, and assistant principal at Penn Forest Elementary School since 1988.

Her membership in professional organizations include the National Education Association, Virginia Education Association, Roanoke County Education Association, Virginia Association of Teachers of English, Roanoke Valley Reading Council, Delta Kappa Gamma—past president, and Phi Delta Kappa. She has written two books on local history: Community at the Crossroads: A Study of the Village of Bonsack of the Roanoke Valley (1983) and When Past is Prologue: A History of Roanoke County (1989). The latter publication was a commissioned project by the Roanoke County Board of Supervisors written in 1988 in celebration of Roanoke County's sesquicentennial.

Historical articles have been published in issues of the Journal of the Roanoke Valley Historical Society.

Signed: _____

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