A History of Schooling in Alleghany County,

Clifton Forge, and Covington, Virginia

by

Paul Douglas Linkenhoker

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

in

Educational Administration

APPROVED:

Wayne Worner, Co-Chair

Thomas C. Hunt, Co-Chair

Deanna Gordon

David J. Parks

Richard G. Salmon

April, 1993

Blacksburg, Virginia

ACKNOWLEDGEMENTS

The completion of this dissertation is due to the support and guidance provided by my doctoral committee: Co-Chairmen, Dr. Wayne Worner and Dr. Thomas Hunt, and committee members, Dr. Deanna Gordon, Dr. David Parks, and Dr. Richard Salmon. Dr. Worner has been my principal advisor for this second trip through Virginia Tech and has been a faithful friend and mentor. Dr. Hunt has been my dissertation director and provided the expert advice and critical review necessary for its completion. Dr. Gordon, Dr. Parks, and Dr. Salmon, all brought their valuable and unique insight to this discourse on one aspect of education. I am deeply grateful and indebted for the confidence and support of each member.

The administrative staff of the Alleghany Highlands School Division also deserves special mention for their support. In particular, I would like to thank Dr. E. Mark Pace, former Superintendent, who gave me my first opportunity in administration and offered the encouragement I needed to pursue a Doctorate; Dr. Martin J. Loughlin, current Superintendent for his support and guidance; and to my special friends, Dr. Mary Litts Burton, Helen Jean Fitzgerald, and Sam Cook, Superintendent of Warren County Schools.

DEDICATION

To my wonderful wife and friend, Brenda, and my two special daughters, Becky and Sara. Their faith in my ability gave me the confidence and stamina necessary to meet the challenges of this program and to complete this dissertation. I am grateful for their love and support and thank God for the special blessing of my family.

To my parents and family who always viewed education as the key to life.

To all those teachers who ever taught in Alleghany County, Clifton Forge, or Covington, who unselfishly devoted their lives to the youth of those communities so that each could enjoy the fullness of life.

TABLE OF CONTENTS

LIST OF TABLES

Tables were used to present data prior to 1930 because of the time span involved. For the period after 1930, the data are included in the text of the dissertation.

INTRODUCTION

Education is associated with terms such as knowledge, information, facts, skills, learning, development, and training. Education is accomplished in a variety of ways and may be formal, informal, public, private, free, or costly. While education can occur in several different settings, the mention of education generally causes one to think of schools. Bailyn (1960) suggests a "broader definition of education" than the limited notion of early twentieth century educators who believed that education was equivalent to public schooling. "It becomes apparent when one thinks of education not only as formal pedagogy but as the entire process by which a culture transmits itself across the generations; . . . " (p. 14).

Schools are buildings or locations where students are brought together and taught in a group setting. While private schools still exist in substantial numbers, state governments primarily deal with their educational responsibilities through a system of public schools. Because education is such an encompassing term and time doesn't permit a comprehensive analysis, this dissertation focuses only on the history of the development of schooling in Alleghany County, Virginia, and its independent cities, Clifton Forge and Covington.

Historical studies generally reflect the interests and sometimes the biases of the researcher. Such will likely be the case here, but the intent is to present a clear and accurate account of the development of schooling in the area of Virginia which is often referred to as the Alleghany Highlands. The author believes in the value of a strong system of public education and this study will primarily concentrate on the development of that system.

In relating the events affecting school development in this area, actions by local, state, and federal governments, as well as the influences of individuals and events will be discussed. The efforts of education associations, societies, and philanthropic institutions will be included, where they had a direct bearing on local education policies and practices. Secondary sources will provide most of the historical information about trends in education and schooling on a state and national level. Primary documents and sources will be relied upon for the specifics relating to this locality.

Facts and figures will be utilized to support statements about the schools, its students, teachers, and leaders. However, no attempt will be made to tell about every teacher, school, or school event. Instead, a representative sample of information will be presented which may be a reminder to many about their school experiences.

The first chapter will provide the reader with a description of Alleghany County which includes the cities of Clifton Forge and Covington. The chapter will briefly relate the early history of the area, its settlement, and the political, economic, and social factors contributing to its development.

Chapter 2 will trace the history of schooling in the area prior to 1870. The first mandated state-wide system of public schools was the result of the post-Civil War state constitution. The extent to which localities had schools in place prior to 1870 would have a bearing on their development from that point forward.

The period from 1870-1900 will be discussed in the third chapter. It was a period when the first state mandates challenged and required local officials to establish a system designed to educate all children from all families, though compulsory attendance was not initially required. The ideas of William H. Ruffner, Virginia's first State Superintendent of Public Instruction, were a primary influence. Since there had been little governmental influence in schools prior to that time, establishing standards for school governance, teacher training, and teacher certification were dominant issues.

The focus of Chapter 4 will be the period from 1900-1930. This was a period when industrial growth and

involvement in a world war dominated the country's history, and this was reflected in the communities in the Alleghany Highlands. There was a call for new and more comprehensive schools. While there would be one-room schoolhouses in the remote areas of the county until the 1950s, the first thirty years of the twentieth century were a time for school consolidation.

From 1930 through the 1960s, the American nation experienced a depression, a second world war, the ensuing cold war, the advent of space exploration, and two Asian military conflicts. The effects these may have had on the schools in Alleghany County will be discussed in Chapter 5.

The schooling of blacks was a separate proposition prior to integration in the mid-1960s. Since the struggles of black Americans have been unique, their story will be told in greater detail in Chapter 6.

Since 1960, the separation of school divisions, desegregation, consolidation of school divisions, and several attempts to alter the local system of government have made an impression on the area schools and their students. The summation will touch upon these issues, but a thorough examination of the period will be left to another study.

Throughout the document, one will find quotes from early newspapers, hand-written school board minutes and

records, and other original documents and letters. The style and use of grammar, spelling, and punctuation have been presented as they appeared in the originals. These actual quotes should provide the reader with a more accurate representation of the various periods. While most tables and appendices are referenced in the body of the text, others are included merely to provide additional information which one may review without explanation. Copies of photographs of various individuals and buildings which are discussed in the text are included at the end of the dissertation.

No history is ever complete and such will be true in this instance. The purpose of this narrative is to document one aspect of local heritage, the development of schooling, and preserve various facts of history in a readable form. There is also a desire to focus attention on education and the local public schools in the hopes that both awareness and support will increase, thus leading to a system of schools that are not only adequate but exemplary in all respects.

CHAPTER I

THE SETTLEMENT, GROWTH, AND DEVELOPMENT OF ALLEGHANY COUNTY

Alleghany County is located in the west-central highlands of Virginia and lies in the midst of the Allegheny Mountain Range of the Appalachian Mountains. It borders West Virginia and the Virginia counties of Bath, Botetourt, Craig, and Rockbridge. In his book about place names in Virginia, James Hagemann (1988) has this to say about Alleghany County: "Formed in 1822 from parts of Bath, Botetourt, and Monroe, this county was named for the Allegheny Mountains that rise to the west. For some reason, the mountains are spelled with an 'e' and the county with an 'a.' The name is an Indian word meaning 'endless,' and so they must have seemed to the early pioneers" (pp. 2-3).

Two independent cities, Clifton Forge and Covington, are located within its boundaries and Covington serves as the county seat. "Clifton Forge [was] (e)stablished as the town of Williamson Station in 1861. It was incorporated as a town in 1884 and became a city in 1906" (Hart & Kolbe, 1987, p. 9). Hagemann (1988) reports the following:

> A local blacksmith, James Clifton, operated his forge here in the latter part of the eighteenth century. Gradually he expanded his modest shop into the Clifton's Iron Works. However, by then everyone was used to calling the settlement Clifton's Forge.

> Through the years the population increased until the town of Clifton Forge was large enough to become chartered as a city of the Commonwealth. (p. 55)

"Covington [was] (e)stablished in 1818 and incorporated as a town in 1833. It became a city in 1953" (Hart & Kolbe, 1987, p. 9). Hagemann (1988) has this information on Covington:

> The Midland Trail entered the Alleghenies through a pass cut by Dunlop Creek. In 1746 it was protected at the foot of the mountains by Fort Young on land owned by Peter Wright. A settlement later grew around a Mr. Merry's store. In 1819 lots were laid out and the new town was named for Peter Covington, then the oldest inhabitant. However, land sales lagged and it was not until the 1890s that a settlement grew to any size, although Covington had been the county seat since 1832. Today it is a thriving city. (p. 60)

There are a number of mountain streams which feed two main rivers, both of which flow into Alleghany from its northern neighbor, Bath County. These two rivers, the Jackson and Cowpasture, flow together just south of the Town of Iron Gate and form the James. Two other streams, Dunlap and Potts Creeks, are nearly large enough to be called rivers and flow into the Jackson at two locations near Covington. In short, a stranger to Alleghany County should envision a mountainous region with clear streams flowing into and through several river valleys.

The water of the Jackson River maintains a high quality until its contact with industrialization in the City of Covington. The Gathright Dam and Lake Moomaw in the

northwestern part of Alleghany offer both flood control and recreational benefits. The George Washington National Forest controls approximately 50% of the county's land, and the area offers numerous outdoor sporting opportunities.

In determining the exact time of settlement for the region, the account by Morton (1923) reveals the following:

> An order of council, dated October 29, 1743, placed 30,000 acres of public land in the control of James and Henry Robinson, James Wood, and Thomas and Andrew Lewis. . . . Thomas and Andrew Lewis, then twenty-five and twenty-three years old, respectively, were sons of Colonel John Lewis, the leader in the settlement of Augusta. They seem to have been the only active members of the syndicate, and they did the surveying.
>
> The order of council authorized the Lewis brothers and their partners to survey the 30,000 acres in an indefinite number of tracts, all lying in the basin of the James above the mouth of the Cowpasture. . . . Of the ninety-one separate tracts surveyed by the Lewises in 1745-46 only about fifteen lie in Alleghany. (pp. 10-11)

There had perhaps been other scouting and exploration parties in the region before that time or a few hunters or trappers, but no evidence exists to suggest any settlement at an earlier date. The land surveyed by the Lewis brothers only contained the choicest plots, mostly along the rivers, with a considerable amount of low land. "The men taking up these parcels were persons of enterprise and resource. They were capable of carrying on a plantation rather than a farm" (Morton, 1923, p. 11).

While some settlers came from eastern Virginia and represented the Anglican heritage, other immigrants found

their way into the Valley of Virginia and into the trans-Allegheny region by way of Pennsylvania. Bailyn (1986) documents the fact in his book, The Peopling of British North America.

> How many immigrants entered the port of Philadelphia we do not know: certainly far more than the seventy thousand Germans known to have arrived before Independence. . . . Philadelphia's population [reached] . . . approximately thirty thousand in 1774, the city did not absorb the majority of the immigrants, or even a very large part of that influx. . . . They spread out to the countryside, scattering west and south into southern Pennsylvania, western Maryland, and the backcountry of Virginia, settling where employment was available, or where kin or sect associations created natural communities for them . . . . (p. 55)

Bailyn (1986) goes on to tell of other patterns of immigration in America. "New York too, though to a lesser extent, had a warehousing function, not mainly for Germans but for Scots and Scotch-Irish. . . . (E)fforts had to be made to import people from abroad to settle the vast upcountry territory, and they arrived inevitably through New York City" (pp. 56-57). Some of these Scotch-Irish looked upon this portion of Virginia for settlement.

> Joseph Carpenter came with Peter Wright from New York in the spring of 1746. We have no knowledge of any permanent settlers on the lower course of Jackson's River. A number of homeseekers came in 1746, or very shortly afterward, and when the Indian War of 1754 broke out, there was quite a settlement [Covington] on Jackson's River within the Alleghany area and on the lower course of Dunlap Creek. (Morton, 1923, p. 12)

These first inhabitants were on the western edge of civilization in Virginia. They took steps to insure their

existence. "Near Covington, a fort, called Fort Young, was built in the early settlement of the country, as a protection against the Indians" (Howe, 1969, p. 172). There are other stories about an Indian fighter of the day, "Mad Ann" Bailey, and about Indian raiding parties (Howe, 1969, p.173). However, without going into detail, it can be assumed that the early settlers of this area suffered the same hardships and struggles documented about other pioneer settlements.

In 1770, Robert Gallaspy pioneered to the head of the James River and farmed land just below the present town of Iron Gate. "Two years later in 1772, another tract of land was granted to the same Robert Gallaspy. . . . consisting of something over 200 acres of flat-bottom land suitable for cultivation, lay on the north side of Jackson River and both sides of what is now Smith Creek" (Corron, 1971, p. 1). This was the beginning of settlement in Clifton Forge.

European immigrants would continue to find their way to this area. "In 1837 Andrew Williamson and his wife Jean . . . came from Scotland . . . " (Corron, 1971, p. 3). The Williamsons became such a prominent family that the original village which became Clifton Forge was originally called Williamson.

Another famous pioneer immigrant came to the western Alleghany region after Gallaspy and before Williamson:

> Dennis O'Callaghan was born in Ireland about the year 1750. He lived at Dublin and ran away from home at the age of 19, working his passage to America in a sailing ship.
>
> After coming to America, Dennis dropped the O and went by the name of Callaghan. He was an American Revolutionary soldier . . . .
>
> Dennis Callaghan married Margaret Atkinson at Fredericksburg, Virginia in the year 1786. (Haines, 1949, p. 11)

It was after Dennis's marriage to Margaret that he decided to travel westward. He became a merchant and operated a stagecoach inn and tavern.

> In the year 1790 Dennis and Margaret pioneered to Bath County, Virginia, leaving their oldest child, Julia a girl, with its grandparents at Fredericksburg.
>
> Dennis bought and entered over one thousand acres of wild virgin land and erected a tavern house of perhaps five or six rooms, made of hewed logs and stone, with a double fireplace made of stone or two fireplaces. There were slave quarters for his slaves and barns for his horses and cattle.
>
> The famous Tavern and Hotel which was also known as Callaghan's stage stand was built about the year 1792 and was located on the Callaghan tract of land in the foot hills of the Allegheny mountains about five miles west of the present town of Covington, Virginia. (Haines, 1949, p. 12)

As the settlements grew, citizens of the area wanted a more responsive local government. The formation of a new county was called for and Alleghany was created by an act of the General Assembly passed on January 5, 1822. It was formed primarily from Bath County while some portions had been in Monroe and Botetourt. Pocahontas County (West Virginia) was created by the same act and there was good reason to believe that the two names somehow got reversed by

a clerk of the Assembly. "It is affirmed, and probably on good authority, that the eastern county was to be named Pocahontas, and the western, Alleghany" (Morton, 1923, p. 43). At any rate, the County of Alleghany came into existence.

The early settlers in the region depended on agriculture for their economic existence. While there were vast amounts of timber, the means for harvesting and marketing it were minimal. The building of a canal to connect the James and Kanawha Rivers became an immediate goal of the state's leadership. In 1826, Governor Tyler underscored the necessity for such a project in his message to the joint assembly of the Senate and House of Delegates:

> The General Assembly, in the exercise of its legitimate authority in the year 1784, granted the exclusive right of improving the James River to a company composed of individuals, who, in pursuance of their charter, proceeded to the accomplishment of their work by cutting a canal of short extent, and by partially improving the bed of the river as far as Lynchburg. The improvement thus effected, was justly considered unequal to the wants of a large portion of the State; and the State itself, in the year 1820, purchased from the Company its chartered rights at a high premium, and resolved to prosecute the improvement on a scale at the same time magnificent and useful. By that purchase, it not only restored itself to its original authority over the subject, but confirmed its exclusive title by the annexation of individual and chartered rights.
>
> . . . -But the Legislature extended its views still further than to the improvement of James River. It proposed to form a bond of union between the eastern and western portions of our territory by a chain of improvement, connecting the waters of the Great Kanawha with the waters of the Jackson's River, and for this purpose directed the improvement of the Kanawha to the

> Great Falls, and the construction of a Turnpike road from thence to the town of Covington on Jackson's River. The improvement of the Kanawha is nearly consummated, and the Kanawha road is entirely completed, so far as was originally contemplated. The necessity and propriety, then, of completing the improvement by rendering navigable the Jackson's River from Covington, and improving the navigation of James River, and thereby furnishing the intermediate link between the two extremes, must be entirely obvious. (Journal of the House, 1826, Governor's Message, p. 5)

It was anticipated that this canal would have a dramatic effect on the growth of Covington. "Should the contemplated James and Kanawha improvements be carried into operation, Covington may become one of the most flourishing inland towns in Virginia, as it will probably be the place of depot between the land and water communication; . . . " (Martin, 1835, p. 309). The canal was never completed past Buchanan but there was more to the region to spark economic interest than the canal.

> [Covington] likewise will command the trade of a large and fertile region of country, which abounds in all the products of the earth; and the mountains, of which abound in iron, and present sufficient water power, to force any quantity of machinery. (Martin, 1835, p. 309)

The coming of the railroad made the loss of the canal irrelevant. The speed of the railroad far exceeded the slow system of transportation provided by canals and rivers.

> The predecessor of today's Chesapeake and Ohio Railway was the Louisa Railroad, chartered in February 1836. In 1850 the name of the company was changed to the Virginia Central Railroad, and by the Civil War it connected Richmond with Clifton Forge. In 1853 the Covington and Ohio Railroad was chartered, but work on this line was interrupted by the Civil War. Following

> the war the two railroads merged into one, the Chesapeake and Ohio Railroad. (It became the Chesapeake and Ohio Railway in 1878.) Construction took place at both ends of the route between Covington and the Ohio River. Train service to White Sulphur Springs began on July 1, 1869, and the line was completed in January 1873. (McNeel, 1985, p. 1)

It's important to understand the coming of the railroad to the area because it also made possible the development of other industries. Prior to the coming of the railroad, agriculture was the principal occupation of the inhabitants. The iron industry was the region's first major manufacturing endeavor. "The opening of the iron mines in Alleghany County in the late 1880s began an industrial development which lasted to relatively modern times. During this period the Alleghany Iron and Ore Company opened its blast furnace in . . . Iron Gate" (Adkins, Lucado, & Adkins, 1989, p. 3). Place names in the area remind one of the lasting influence of the iron industry: Iron Gate, Longdale Furnace, Clifton Forge, Hematite, and Jordan Mines.

Extensive rail shops and yards were located in Clifton Forge and it served as an important terminus of the C&O Railway and its successor, the Chessie System. When the CSX Corporation took over the rail operations in the early 1980s, most of this activity was transferred to other locations. This had a significant negative impact on the local economy because the railroad had been a leading employer for the area.

In the early 1900s, the dominance of the iron industry declined and a new manufacturing venture became the primary employer in Alleghany County. This was the paper mill located at Covington and owned and operated by the West Virginia Pulp and Paper Company. The company is known today as Westvaco and it continues to be the economic mainstay of the region. There are several smaller industrial plants and companies which provide employment for the local citizens. These include plants which manufacture plastic film, automotive accessories, and clothing. Many service jobs also exist as a result of the presence of these industries.

The settlement and economic growth in this area of Virginia, now known as the Alleghany Highlands, had a direct impact on the local development of schooling. The pages that follow will concentrate on documenting the history of that development.

CHAPTER II

THE ANTEBELLUM PERIOD

Early Schooling

As previously noted, settlement in the region which is now Alleghany County began in 1746. No information exists to support any claim about where the first school in that region was located or who taught or was in attendance at the establishment. Morton (1923) did have this to say about education in the early settlements:

> The ability to read and write was very general among the Scotch-Irish immigrants. Owing to frontier conditions this was not so much the case with the generation following. But although schools were fairly common in the settlements, they were not public schools. The ruling element in colonial Virginia held that education is a private and not a public interest, and schooling had to be purchased in the same manner as clothing or groceries. This is why a school-house is never mentioned in the public records, except in an incidental way. The nearest school we hear of in this manner was one on the Calfpasture in 1760. Charles Knight was to have $60 for teaching one year, every half-Saturday or every other Saturday to be free time. In case of a foray by the Indians, Knight was to be sheltered in the neighborhood stockade without charge. (p. 23)

The Calfpasture River is located in Augusta and Rockbridge Counties which are east of Alleghany.

Elizabeth Hicks Corron (1971) tells in her book about the history of Clifton Forge that "those who were wealthy . . . would hire a private tutor for the children in the

family. . . . The children of the plebeian families often received no education at all . . . " (p. 20). Heatwole (1916) described the early system of schools in Virginia:

> During the seventeenth and part of the eighteenth century there developed among the Virginia colonists various types of schools providing for the education of the children in the elementary school branches: (1) The grammar school, which, in addition to the higher branches taught, gave instruction in the elementary subjects of "reading, writing, and ciphering;" (2) an endowed free school, whose primary purpose was to give training in the elementary forms of learning; (3) a community school, later known as the private school, where the heads of various families living in the same neighborhood combined in the employing of a teacher for their children; (4) the tutorial system, a method the rich planter used in providing instruction for his children and sometimes, in addition, for the children of his neighbor. (p. 36)

As pointed out previously, no documentation identifying the first school in the area has been discovered. There is evidence of a school in the Callaghan area around 1800. The number of children born to Dennis and Margaret Callaghan made it a necessity. "[They] had eleven children. Their names were John, Charles, Dennis, Beston, Thomas, William and Oliver, Julia, Eleanor, Mary and Julia, there being two Julia's" (Haines, 1949, p. 12).

> William Callaghan, the son of Dennis and Margaret was born at Callaghan's tavern, Bath County, Virginia, July 4, 1797. His mother claimed to be a lineal descendent of the Indian princess, Pocahontas. William and a number of his brothers and sisters attended a subscription or pay school at Callaghans, Virginia conducted by the famous old pioneer Virginia schoolmaster, Francis Crutchfield, who was an old friend of the family. (Haines, 1949, p. 12)

When Harold Haines, a direct descendent of Callaghan, opened an old trunk in 1933, he uncovered about thirty-two old letters which helped put together the Callaghan story. It seemed that Francis Crutchfield, who had also been a soldier in the Revolution, exerted a great deal of influence on the Callaghan children. He was even the author of one of their school books. Haines (1949) writes:

> Before the writer is four old tavern books read by members of the Callaghan family. They are "Charlotte Temple" published in 1801. . . . "Principles of Politeness" by Lord Chesterfield. . . . "The Life of George Washington" by M. L. Weems, . . . and an English Grammar book published for his own school about 1800 by Francis Crutchfield. (pp. 12-13)

The influence of Crutchfield on one of the Callaghan children was especially noted. "William as a young man wrote poetry and studied law, learned the stone mason trade, taught school and was the favorite pupil of Francis Crutchfield" (Haines, 1949, p. 13). Of special note is the attitude of the children's parents. "The family was great on education and produced many school teachers" (Haines, 1949, p. 13).

There is other evidence of an interest in schooling in the west-central mountains of Virginia. On January 8, 1805, the General Assembly passed the following act:

> Charles Cameron, Benjamin Thompson, Elisha Williams, John Lewis, Jacob Warwick, Thomas Kinkead, Peter Hull, John Berry and John Brown, gentlemen, or a majority of them, to raise by lottery or lotteries, so much money, not exceeding five thousand dollars, as they shall

> think sufficient for erecting a seminary of learning at the Hot springs in Bath county, ... (Shepherd, 1970, p. 161)

To the village which is now Clifton Forge, a Van Stavern family came in 1810. They had an only child, Katherine, who took a particular interest in the neighborhood children. "There were no schools at that time but there was a little house used for preaching on Sunday near the village group. Katherine was granted permission to use this cabin as a school, to teach the children their three 'R's'" (Corron, 1971, p. 2).

In the early 1830s, Covington was growing as the county seat and was a center for government, trade, worship, and education:

> It contains besides the county buildings, 50 dwelling houses, and about the same number of mechanic shops. The buildings are principally of brick, and in some of them much taste is displayed; 2 handsome and spacious houses of public worship are about being erected, (1 Presbyterian and 1 Methodist,) 1 English and Classical school, and three mercantile stores. The mechanics are tanners, saddlers, boot and shoe makers, hatters, tailors, gunsmiths, house carpenters, cabinet makers, wagon makers, copper smiths, chair makers, blacksmiths and last makers. (Martin, 1835, pp. 308-309)

State Efforts to Establish Schools

In looking at the history of schooling in Virginia, several dates serve to put its development in perspective. Thomas Jefferson had a plan for public education and proposed it to the General Assembly in 1779. It called for

a three-tier system which would have not only provided for primary education but would continue for the brightest students into a secondary level and culminate at a state university (William & Mary) for the most deserving. "Jefferson's proposed plan of public education in 1779 was based upon his political philosophy of local self-government and provided for no higher authority for administration than the local district or county" (Heatwole, 1916, p. 101).

Perhaps Maddox (1918) best summarized Jefferson's views and ideas on education and the role of the state, church, and other influences:

> It may be noted that while Thomas Jefferson accepted education as a proper object of political activity, he threw the weight of his influence against the idea that education is a function of the state as a central entity. He aimed, as a consistent political individualist, to bring his school system nearer to the people in the several communities; to put the control and discipline of the proposed system beyond the interference of the state, and, in the case of the people's primary schools, beyond the reach of Church, State, William and Mary, or any type of centralized power. (p. 14)

Potential cost to the landed aristocracy was the principal reason for the defeat of Jefferson's idea.

A 1796 bill was favorably received in the General Assembly. It was permissive and enabling in that each county was to provide education in a manner suitable to the leadership. The act was passed on December 22, 1796, and counties were to elect aldermen who would see to the

administration of schools. "That in every county within this commonwealth, there shall be chosen annually, by the electors qualified to vote for delegates, three of the most honest and able men of the county . . . " (Shepherd, 1835, p. 3). An amendment effectively thwarted any chance that the provisions of the bill would be enacted. "The court of each county shall determine the year in which the aldermen shall be appointed and until they so determine no election shall be held" (Shepherd, 1970, p. 5). Few county courts ever called for the election since the large landowners didn't want to pay for the operation of public schools.

Literary Fund

In 1809, Governor Tyler convinced the General Assembly to look seriously at the plight of public education in the Commonwealth. A law was passed providing that "all escheats, confiscations, penalties, and forfeitures, and all rights in personal property found derelict, should be appropriated to the encouragement of learning" (Andrews, 1949, p. 357). The Literary Fund was established and in 1816, the state also contributed funds owed by the federal government for the financing of the War of 1812. Heatwole (1916) tells that, "The Literary Fund was established by act of February 2, 1810. . . . In 1816 the Legislature added to this accumulative fund the amount of $1,210,550, which

represented a loan to the federal government for the War of 1812 . . . " (p. 104).

Charles Fenton Mercer represented Loudoun County in the General Assembly. This eastern Virginian "was not content with such a limited effort at public schooling. He advocated universal popular education for white children" (Hunt, 1984, p. 10). He wanted the state to make a commitment to the establishment and funding of a public school system. He was almost successful.

> The session of 1817-18 had up for consideration a bill which . . . would have provided a good scheme of public education . . . . The Lower House passed the act by a large majority (66 to 49), but the Senate tied (7 to 7), and the speaker of that body cast the deciding vote against the bill. (Heatwole, 1916, p. 102)

The landed aristocracy was opposed to Mercer's plan for it would have surely meant that their properties would be taxed to implement the system. One may be surprised to find that Thomas Jefferson opposed Mr. Mercer's plan. Hunt (1984) notes that Jefferson's opposition to the plan was based on his concern over the centralization of a state plan for education and the relegation of the University of Virginia to a lower funding priority. Jefferson wrote his General Assembly advocate, Joseph C. Cabell, and made known his concern: "The primary schools alone on that plan would exhaust the whole funds, the colleges so much more, and an university would never come into question . . . " (p. 12).

On March 3, 1819, the General Assembly passed legislation which reduced to one act the laws pertaining to the Literary Fund. "(A)ll escheats, confiscations, forfeitures, and all personal property accruing to the Commonwealth as derelict and having no rightful owner, . . . are hereby appropriated to the encouragement of learning: . . . " (Revised code, 1819, p. 82). It reiterated the designation of the United States debt repayment for deposit in the account of the Literary Fund as well as other sources of revenue such as confiscated lands for nonpayment of taxes.

While the state was not interested in establishing a system of public education such as existed in New England and other northern states, by this act, Mr. Mercer was able to get money for the education of the poor children of the state and Mr. Jefferson was able to get his university. The act provided for a sum of $45,000 annually to be provided for the education of the poor.

The University of Virginia had been established by an act of the assembly passed on January 25, 1819 by "the conveyance of the lands and other property appertaining to the Central College in the county of Albemarle, . . . " (Revised code, 1819, p. 91). The March 3 act designated an appropriation for the establishment of this university and an annual grant for its operation. "When the Legislature

appropriated the United States debt to this fund, it at the same time gave $230,000 and an annuity of $15,000 from the fund, to the University of Virginia" (Martin, 1835, p. 77).

School Commissioners

To put the plan of pauper education into motion, school commissioners were appointed by the county courts and charged with the control of each county's share of the fund. Title 23, chapter 81 of the Code of Virginia (1860) listed the duties of the school commissioners of Virginia.

> Each school commissioner shall register and report to the superintendent the number, names, ages and sexes of the indigent children within his district between the ages of eight and eighteen years. He shall subscribe to schools in his district for such a number of days' tuition as he shall think proper, at the rate of compensation allowed, so that the aggregate of such compensation shall not exceed his district's portion of the school fund. And he shall select for and enter at such schools, with the consent of their fathers or other guardians, so many of the indigent children of his district as will not exceed in their probable attendance at such schools the number of days subscribed thereto. (p. 421)

School commissioners were required to report their actions annually to the Second Auditor of the Literary Fund, who in turn consolidated the reports for the Governor. These reports were included in the Journal of the House of Delegates as part of the Governor's Message and Documents. No money was allocated from the fund unless an annual report was filed. Alleghany's neighbor, Greenbrier County, served

as an example of this requirement. A meeting of the Literary Fund officers took place on December 30, 1825. Present was John Tyler, Esq., Governor; Peter V. Daniel, Esq., Lieutenant Governor; and William F. Pendleton, Esq., Senior Councillor. The following resolution was recorded:

> Resolved that the Report of the School Commissioners of the County of Greenbrier now laid before the Board, embracing a summary statement of their operations from July 1818 to June 1825, a period of seven years, is not in the opinion of this Board, conformable to the intention of the 19th Section of the act of the 3d of March 1819 concerning the Literary Fund, and of the subsequent acts, requiring that an annual report shall be rendered; and that therefore the Commissioners of the said County are not entitled to the school quotas due for past years and remaining undrawn. (Literary Fund, 1821-1837, p. 80)

In 1824, the School Commissioners of Alleghany County made their initial report to the Second Auditor. It is apparent that they harbored doubts about their ability to perform their duties.

> The Commissioners report, that each Commissioner is authorised [sic] to draw upon the treasurer for the sum of $16, to be used in the education of at least three children within his district, if practicable. They have not sufficient experience, as yet, to enable them to say, whether it will be in their power to accomplish the object of their appointment, it frequently being the case, in the mountainous country in which we live, and the consequent isolated situation of the people, that a school cannot be found convenient, and in those neighborhoods where there are schools, they have encountered difficulties in overcoming the prejudices of parents, whose children would be proper subjects for this institution. (Journal of the House, 1824, Report of the Second Auditor)

For the 1824-25 school year, the commissioners reported that there were six schools in the county and 30 poor children, six of whom were educated by the fund. Teachers were usually given four cents a day to let these poor children attend their schools. The 1841-42 school year was the commissioners' most successful. Of the 177 poor children in the county, 107 were educated in 16 different schools at a total cost of $286.67. The table on the following page provides a summary of the commissioners' efforts.

As one can see, there was a great deal of inconsistency in the success of the commissioners. The indifference of parents, the scarcity of qualified teachers, and the remote mountainous regions where families settled often made it difficult to locate schools and fill them with students.

James Brown, Jr., was the Second Auditor in charge of the Literary Fund. He received reports from the various counties and submitted them to the governor. The commissioners of Alleghany County conveyed their successes and frustrations in attempting to carry out the duties of their positions. Their second report was submitted for the year ending on September 30, 1825, stating that, "In order to effect the intention of the law, it will be necessary that something like $200 be appropriated to this county" (Journal of the House, 1825, Doc. 2, p. 23). Since they had

Table 2.1 - LITERARY FUND USE IN ALLEGHANY COUNTY, 1824-1845

Year	Number of Schools	No. of Poor Children	No. of Poor in School	Aggregate Days Attend	Total Expense
1824-25	6	30	6		$45.00
1825-26	11	42	7		89.62
1826-27	8	70	41		237.29
1827-28	4	70	20		70.47
1828-29	20	60	21		50.87
1829-30	10	70	35		194.87
1830-31	12	70	41	5038	186.61
1831-32	8	80	28	1601	39.77
1832-33	10	80	42	2016	87.29
1833-34	12	90	71	3833	166.47
1834-35	11	85	64	3551.5	162.32
1835-36	12	138	78	2963	133.07
1836-37	14	130	36	1699	81.70
1837-38	12	125	37	1653	84.72
1838-39	18	160	101	6503	290.39
1839-40	7	160	73	3873	191.39
1840-41	12	177	99	6524	285.03
1841-42	16	177	107	6512	286.67
1842-43	13	180	84	5514	243.29
1843-44	7	180	90	5604	248.70
1844-45	7	180	39	1863	91.05

Source - Journal of the House, 1824-45, Reports of the Second Auditor.

just completed their first year, the commissioners couldn't "form a proper estimate of the advantages resulting from the system: they have little doubt, however, that it will prove very beneficial to those who receive its aid, as well as to society at large" (p. 23).

Rural schools were not easily located in the western part of Virginia in the early nineteenth century. The

presence of the mountains also contributed to the lack of schools since families were spread apart and there was often not a sufficient number of children to justify a school in many areas. There was a great reluctance on the part of parents to admit their state of want and avail their children of the benefits of this free education. Pride was a valuable attribute of these pioneer families.

In 1826, more detail was given in the school commissioners' report to Mr. Brown:

> The operations of the Commissioners, with regard to the poor children, have not been attended with the success they could wish: they live in a mountainous part of the country, and very few settlements afford a sufficient number of children to occupy the attention of a teacher for any length of time. (Journal of the House, 1826, Doc. 2, p. 19)

Many of the parents whose children could take advantage of the system displayed "a spirit of pride, or arrogance, or false dignity, . . . so as to prevent the blessing, which heaven holds out for the instruction of their children" (Journal of the House, 1826, p. 19). The commissioners repeated their plea for sufficient funds. "In order to interest the attention of a teacher, the sum of $200 will be needed annually, . . . " (p. 19).

Whether the commissioners meant that the amount requested would be needed to interest a teacher in accepting the poor children or if they had in mind the establishment of a school can only be speculated. According to Buck's

account, one is inclined to believe it to be the former:

> An article, apparently anonymous, written in 1823 and entitled Defense of the Common Schools, is given by Morrison as follows;
> "I will now say something of the primary schools, and take my own county as an example. We have appointed a school commissioner for every company muster district, who attends to the poor children in said district, by the consent of their parents. We send said children to schools made up partly by them, and partly by those that are able to pay for tuition, and here comes in the benefit of that noble class of our citizens, the honest mechanics and the sober farmers. A teacher, for instance, comes into a neighborhood, goes round and makes up 14 or 15 scholars; but is unwilling to commence with less than twenty; the school commissioner comes and engages 4 or 5, and the school is made up. In this manner, these 4 or 5 poor children cause 15 others to be sent to school; the school being convenient to each man's house." (Buck, 1952, p. 34. The original quote is on p. 46 of A.J. Morrison's book, The Beginnings of Public Education in Virginia, 1776-1860.)

Again in 1829 the school commissioners of Alleghany County stated the need for $200 to accomplish their duties. They also reported, "The children sent to school have progressed well. The Commissioners have no suggestions to offer in relation to the existing laws and regulations" (Journal of the House, 1830, Doc. 4, p. 18).

When the state called for the establishment of free schools and a system of school districts in 1829, Alleghany was among the vast majority of localities who chose to ignore the act:

> The Commissioners have taken no measures, and regard it as impracticable to take any for laying off this county into districts and establishing free schools therein under the act of February 25th, 1829, because the funds

> allotted to this county are totally inadequate to such purpose. They therefore remain entirely under the old system. (Journal of the House, 1831, Doc. 4, p. 18)

In the same report to the Second Auditor, the Alleghany commissioners gave their definition of "indigent" children: "such whose parents, guardians or selves, are unable to pay for their schooling. No preference is given to either sex over the other" (Journal of the House, 1831, Doc. 4, p. 18). They went on to explain that the report was as complete as possible. Their frustration with the report was evident:

> They have found it impossible to comply literally with the Second Auditor's forms, which are insufferably too long and tedious to be literally complied with by men who receive no pay, and in some small particulars, totally inapplicable to the existing state of facts here. (Journal of the House, 1831, Doc. 4, p. 19)

Because of the confusing nature of the reports, "the 41 children actually taught, were sent to several schools or to the same school in different quarters, which makes the treasurer's account seem to exhibit 93, and the abstract 107 as having been taught" (Journal of the House, 1831, Doc. 4, p. 19).

After the efforts for the 1831 school year, the commissioners found their allotment to be lacking and upgraded their estimate for sufficient funding. "Two hundred and fifty dollars a year would be necessary to educate all the indigent children of the county" (Journal of the House, 1832, Doc. 4, p. 18). The children received

their education in established pay or subscription schools. The task of examining teachers belonged to the paying patrons of the schools. The commissioners reported: "The children sent have generally progressed well. Teachers have been examined by the other subscribers" (p. 18).

The scarcity of teachers in the area was noted in the report for 1833. "If teachers could be got in some neighborhoods more of the poor children would be taught" (Journal of the House, 1834, Doc. 4, p. 19).

The 1834 school year report gave information about school books and the length of the school term:

> The elementary books principally used in the schools are Webster's and Dilworth's Spelling Books, New York Reader, Nos. 1, 2 and 3, Testament, Pike's Arithmetic, Murray's Grammar, &c. 'A majority of the schools are in operation the quarter, some 4, 5 and 6 months.' (Journal of the House, 1835, Doc. 4, p. 19)

In the following year the commissioners were unable to expend all of their allotment. "It is difficult to get teachers for the price allowed by law" (Journal of the House, 1836, Doc. 4, p. 19).

For 1838, a more comprehensive and expanded list of school books was reported. The list for Alleghany included:

> American Primer, Webster's Comly's Spelling Book, New York Reader 1, 2 and 3, American Preceptor, Murray's Introduction, English Reader and Sequel, Bible Testaments, Peter Parley's, Woodbridge's and Adam's Geographies, Pike's Arithmetic, Walker's and Webster's Dictionaries, English Grammar, Exercise, and Key. (Journal of the House, 1839, Doc. 4, p. 41)

While the success of the school commissioners' efforts varied from year to year, they were especially pleased with their accomplishments for the 1840-41 school year when 99 poor children were sent to school. "There is a very considerable improvement made by the poor children now at school. It will be seen from the expenditures of this year, that there is a great relaxation in the false pride of the parents of the indigent children" (Journal of the House, 1841, Doc. 4, p. 22).

An even greater number of children were educated in the following school year as it appeared that the commissioners cast a wider net in finding eligible students:

> The commissioners have not . . . found it necessary, . . . to define strictly what description of children comes within the meaning of the term "indigent" used in the laws, or to confine the application to any particular age, or to make any distinction between the sexes, but have given the benefit to those whose attendance could best be procured. (Journal of the House, 1842, Doc. 4, p. 21)

Despite the fact that a system of free public schools was not established in Virginia prior to 1870, there was much sentiment to do so. Governor John Tyler was not satisfied with Virginia's efforts in education and made it known to the General Assembly in his 1826 address:

> The Literary Fund, devoted to the diffusion of primary instruction, has had its origin in the purest patriotism, and is founded in the wisest policy; but I venture to suggest the inquiry, whether it does not require a new organization, in order to fulfil [sic] the just expectations of the State. Under its present

> arrangements, it fails to produce any of those great results which ought to flow from it. It is devoted, exclusively, to mere elemosinary purposes, and the reports of the trustees throughout the State, present as the result of its charitable operation, the education of 9779 children. It is exclusively directed to the instruction of the children of penury and want, and looks no further. In this light, it undeniably possesses much beauty, and is productive of some benefit. But, should not the condition of all the youth of the country excite the efforts of a parental government? Does not the condition call for the establishment of a system of instruction embracing all, and alike available to all? (Journal of the House, 1826, Governor's Message, p. 2)

Governor David Campbell was also an advocate of state supported schooling and in 1839, he called on Benjamin Mosby Smith "to report on The Prussian Primary School System" (Hunt, 1984, p. 14). Smith compiled a thorough report on the German system and his recommendations to Campbell emphasized the dual responsibility of state and parent to educate all children. "He also argued that parents ought not to have to declare themselves indigent, as in Virginia, to have their children enter 'free' schools" (Hunt, 1984, p. 15). The cost of schooling would be more than repaid by money saved through less crime, fewer prisons, and the contribution to the national wealth which the schools would make.

Despite the efforts of Tyler and Campbell and the recommendations of Smith, the Literary Fund would serve as the state's only funding source for education purposes across Virginia until after the Civil War. In addition to

its appropriations to localities and support of the University of Virginia, the fund would sometimes honor requests from other colleges and also allow school commissioners to donate undrawn quotas to local academies. However, no documents have been found to suggest that the Alleghany County school commissioners used their amounts for any purpose other than the education of the poor children.

Teachers

The Callaghan letters discovered by Haines reveal some interesting information about the teaching profession in Alleghany County in the early part of the nineteenth century. William Callaghan had made known his wishes to become a schoolteacher to his longtime mentor and friend, Francis Crutchfield. On October 12, 1821, William carried a letter of introduction from Crutchfield to General William McCoy of Pendleton County, Virginia [now West Virginia].

> My Dear Sir:
>
> I Take the liberty to introduce to your acquaintance and particular friendship Mr. William Callaghan. His gentlemanly deportment, great integrity, and high sense of honor, entitles him to the esteem and regard of his fellow citizens. His wish at present, is to engage in the instruction of a school for sometime to come, say until sometime in the spring. Permit me therefore sir to ask your aid in directing counseling and advising this truly amiable young man with regard to the object which he has in view, for he is almost a total stranger in Pendleton and is altogether unhackneyed in the modes of bargain, excepting those modes which are clear, honest and fair. . . . (Haines, 1949, p. 14)

It isn't known if William found employment in Pendleton County. He did return to Alleghany County and enter into an agreement with several citizens in 1823.

> Made and entered into between William Callaghan of the state of Virginia and county of Alleghany of the one part, and the said employers, of the same county and state, of the other part, witnesseth, that the said Callaghan on his part does herein obligate himself, to teach a grammar school, for the said employers, for and during the term of one session which is five and a half months beginning on the first day of November next, in which school the said Callaghan is bound to teach the english grammar, logic, rhetorich [sic], moral, philosyphy [sic], reading, writing, spelling, and the plain rules of arithmetic, and he, the said Callaghan is further more bound to render, to his pupils every degree of mental instructions and attention, which lies within his power, during the said session, and the said employers, on their parts, do herein obligate themselves, to furnish a good schoolhouse, and a plenty of firewood, for the said Callaghan may require for the benefit of his pupils, and the said Callaghan does agree to board himself and they the said employers do furthermore bind them selves to pay the said Callaghan six dollars, for each schollar [sic], by the session, good and current money and furthermore, the said Callaghan is at liberty, to keep an open school for the due and just execution and performance of the above agreement, the parties bind themselves their heirs, executors, or administrators, in the penal sum of five hundred dollars, good and lawful money in witness whereof they have hereunto set their hands and seals, on this first day of November, one thousand, eight hundred and twenty three. . . . Note, this article of agreement it not to be considered, as binding on the part of the teacher, unless he get a school of twenty five, or thirty schollars, but if he get that number of schollars, it shall remain in full force and virtue. (Haines, 1949, pp. 19-20)

William Callaghan could hope to make from $150 to $180 for his efforts if all portions of the contract were upheld, Francis Crutchfield's reputation and experience commanded a

much higher compensation. He wrote to William, "On last Christmas day I received parson Hurts' long expected letter. It is more favorable than I could have expected, for my income will be $1500 p. year. That is to say, 50 scholars at $30 each" (Haines, 1949, p. 16). Such a salary for a schoolteacher in 1822 was indeed a quite healthy sum.

The influence of Christianity on teachers and schooling in America was quite evident. As much as anything, a schoolteacher was expected to have a strong faith and be an example for his students. Such was also true for members of the profession in the Alleghany region. This was written in Crutchfield's grammar book:

> I was esteemed as a good teacher. Men who are virtuous, whose benevolence relieves the poor, and from whom many public services arise ought to be highly esteemed and regarded. God is the Author of our existence and the preserver of our lifes [sic], therefore we ought to render him the tribute of our praise. Poverty, disgrace, and shame follow extravagancy, I have the highest regard for young persons who are virtuous and gentle in their manners, but I hold the characters of those in the highest contempt, who are vicious profligate, and impudent. (Haines, 1949, p. 19)

Very few documents or accurate records exist or have been discovered which would provide significant data about teachers in the Alleghany schools prior to the Civil War. Teaching school in America, and the antebellum South in particular, was not looked upon as a life-long endeavor for most who engaged in the vocation. Varying lengths of the

school term and the uncertainty of pay made for an unstable condition of employment. In many of the poorer and remote communities, it was difficult to get teachers who would accept Literary Fund students and they often could not attract a sufficient number of other children to operate a school without the pauper students.

There were also no set standards for certifying teachers. "Most teachers of the early nineteenth century did not stay with it very long. Little training was required, the wages were low, and the short sessions required teachers to combine jobs. Teachers doubled as farm laborers, tavernkeepers, prospectors, and craftsmen" (Kaestle, 1983, p. 20).

In their reform efforts, advocates of a system of state schools recognized that the provision of qualified teachers was a must. In his report to Governor Campbell, Smith noted that qualified teachers were primarily responsible for the success of the Prussian system. "Accordingly, he proposed steps which would increase their education, enhance their value, and elevate their status" (Hunt, 1984, p. 15).

In 1870, William Henry Ruffner was given the distinction of being the first State Superintendent of Public Instruction. His father was Henry Ruffner, the President of Washington College, and the elder Ruffner revealed his own plan for public schools in Virginia at an

educational convention at Clarksburg (now West Virginia) in 1841. "In Ruffner's words, the 'fundamental principles' were: 1) 'the organization of a system of district schools under proper superintendence'; and 2) 'the support of these schools, in a great part, out of the literary fund, increased to a sufficient amount by tax on property'" (Hunt, 1984, p. 19). Ruffner also "called for the establishment of normal schools to insure competent teachers, possessors of 'unblemished character,' with 'sound principles of piety,' who have 'competent scholarship,' and an 'aptness to teach'" (Hunt, 1984, pp. 20-21). After the Civil War, normal schools would be established in Virginia to meet the challenge of providing qualified teachers.

In most cases, the leaders of the local citizenry would interview a prospective schoolteacher and make the determination about suitability for the profession. The education of children was a concern for the parents and they took the necessary action for its provision. As Kaestle (1983) pointed out:

> Parents had considerable power in early rural education. They directly controlled what textbooks their children would use; through the district school committee or old-field subscription groups, they controlled what subjects would be taught, who the teacher would be, and how long school would be in session. (p. 22)

The school commissioners in Alleghany County recognized the problems of securing competent teachers. "In many

neighborhoods, they are unable to procure teachers, whose qualifications are such as to merit the patronage of the commissioners" (Journal of the House, 1845, Doc. 4, p. 24). They refused to lower standards to simply fill a position. "Where there is total want of qualification and moral character in the teacher, the commissioners have withheld the children, though he might get the favour [sic] of some . . . and occupy the place of a teacher and thereby defeat a better school" (p. 24).

School Reform

In his book, Pillars of the Republic, Carl Kaestle discussed several school reform ideas and movements which took place in antebellum America. However, the South was not as inclined towards school reform because schools had little connection to one another and there was no central governing body to standardize curriculum, methods, or instructional strategies. Teachers often produced their own texts and relied on rote memorization and drill:

> William [Callaghan] used, in his school, an old English grammar book written by Francis Crutchfield for his own school and published at Richmond about 1800. . . .
>
> Francis Crutchfield writes the following in his book: "This system is the same which I formed while I taught at the Warm Springs in 1796, with this difference only, that I have made some alterations in and some additions to the original plan." (Haines, 1949, pp. 18-19)

There were several movements in antebellum America to address and promote the cause of education:

> Established in 1805 at the initiative of a group of Quakers including Thomas Eddy, the New York Free School Society entered the field determined to provide education for the children of the churchless poor on a large scale. . . .
>
> Only a few years earlier, an ambitious young English teacher, Joseph Lancaster, had devised an elaborate plan of instruction according to which older students drilled smaller groups of younger students. Like traditional pedagogy, the monitorial (or Lancasterian) system emphasized recitation, but now, due to the use of student monitors, children could be almost continually engaged in active, competitive groups. . . . Constant testing would insure mastery, while prizes and competitive spirit would replace cruel corporal punishment as means of motivation. . . . [A] single master [could] operate a school with as many as 500 children in attendance. . . . In 1818, Lancaster himself sailed for the United States, where he promoted his system in New York, Philadelphia, and Baltimore.
>
> The Lancasterian system became the most widespread and successful educational reform in the Western world during the first thirty years of the nineteenth century. . . . Baltimore began its school system on the Lancasterian plan in 1829, and Virginians reported Lancasterian schools in Alexandria, Richmond, Norfolk, and five other cities. (Kaestle, 1983, pp. 40-42)

The remote nature of Alleghany County did not keep it ignorant of developments in the rest of the country. The postal system was fairly active and communication among scholars was evident. Again one can see the truth of this fact in a letter written by Professor Crutchfield to General McCoy and dated October 12, 1821. "I avail myself of the present opportunity to offer you my sincere and grateful acknowledgements for the copy of the Lancasterian System of Education which you were good enough to inclose to me"

(Haines, 1949, p. 14).

One can only speculate that Crutchfield was influenced by Lancaster's ideas of pedagogy. He definitely agreed with Lancaster on the way to treat children, particularly in regard to corporal punishment:

> The following letter was written by Francis Crutchfield in the year 1822 . . . The letter was addressed to Mr. William Callaghan, Wilsons' post office, Bath County, Va. . . .
> "My dear William,
> . . . let me tell you, that the good opinion of your employers ought to stimulate your mind. . . . [D]ouble your diligence and think nothing too hard to promote the benefit of your pupils, . . . , as to your school, suffer not the least violation of order. Be as kind as a brother to your pupils and whip not at all, if you can possibly avoid such a disgraceful mode of discipline." (Haines, 1949, pp. 15-16)

The ideas of Henry Ruffner, Benjamin Smith, and other Virginia leaders were met with much opposition. "Prejudice against the public 'pauper schools' had led the wealthier whites to support private institutions, and half of the white children of the state had never been inside a public school" (Hunt & Wagoner, 1988, p. 2). The idea that education was a private matter and the fear of property taxes were imbedded in the aristocratic mind.

Schoolhouses

Schoolhouses of the day were modestly equipped. They were not generally located on the best ground. The reason most of the early schools were referred to as "Old Field"

schools was because that's where they were located. Again, Haines (1949) tells about William Callaghan's days as a schoolteacher. His personal slave, Isaac Crawford, was his servant, teacher's aide, and constant companion.

> William often took Isaac with him by stage and horseback on school teaching trips in the mountains and valleys of Virginia. Isaac helped about the school which was many times a vacated log house with a stone fireplace. The pupils were taught reading, writing, arithmetic and spelling. Books were rare and were used over and over again until worn out, after being patched and sewed.
>
> There were rude benches for seats and a few desks. William cut and split the ends of quill pens the children brought to school so they could write with the home made ink made of a decoction of oak bark in which a piece of iron had been dropped. (p. 15)

Summary

Bernard Bailyn (1960) perhaps had the best account of the role of education in the early American society. "The forms of education assumed by the first generation of settlers in America were a direct inheritance from the medieval past. . . . The most important agency in the transfer of culture was . . . the family: . . . " (p. 15). When families settled in locations together, the influence of community and then church also came to be felt in the education of youth. Schools had a definite purpose in maintaining the English culture from one generation to the next. "Formal instruction in elementary and grammar schools, and in the university, was highly utilitarian. Its

avowed purpose was the training of the individual for specific social roles" (Bailyn, 1960, p. 19). In the South, and particularly in remote, rural, mountainous regions, efforts to establish schools were met with many problems. This did not prevent local leaders from pursuing every avenue to establish schools.

> The response on the part of the settlers, however much lower than their intellectual demands may have been than the Puritans', was equally intense. The seventeenth century records abound with efforts to rescue the children from an incipient savagery. They took many forms: the importation of servant-teachers, the attempt to establish parish or other local schools, repeated injunctions to parents and masters; but the most common were parental bequests in wills providing for the particular education of the surviving child or children. (Bailyn, 1960, p. 28)

Schooling in antebellum Virginia was a private matter and despite some sentiment in the rural western counties for state-supported public schools, the legislature never went beyond their commitment of providing pauper education and support for the University of Virginia and some private academies and colleges.

The census of 1840 had revealed that nine per cent of the adult white population was illiterate. The following appeared in the report of the U.S. Commissioner of Education in 1870. It recounted that woeful situation.

> We who had cherished our educational advantages as a precious inheritance from our fathers, and had been accustomed to regard this as a favored land of common schools, academies, and colleges -- a land of Bibles, tracts, and Sunday-schools -- a land of books and

> newspapers in the hands of an enlightened and free people, were startled by this unexpected announcement. More than half a million of our free citizens were utterly illiterate; in South Carolina, in Alabama, in Missouri, about 20,000 each; in Georgia, in Illinois, in Pennsylvania, 30,000; in Ohio, 35,000; in Indiana, in Kentucky, 40,000; in New York, 45,000; and nearly 60,000 in North Carolina, in Tennessee, and in Virginia; in all, more than a twelfth part of our adult white population, and then there were all the slaves. (U. S. Commissioner of Education, 1870, p. 469)

This situation existed despite the fact that several leaders in the state had been involved in reform movements and progressive ideas. Benjamin Mosby Smith had made his European trip to view the Prussian school system and called for general taxation which would support a public school system. In 1839, he emphasized to the delegates of the General Assembly, "The State of Virginia supported a university for the wealthy and charity schooling for the poor, 'while the middle classes, who mainly support the whole burden of government, are left to provide for themselves'" (Kaestle, 1983, p. 200). Governor David Campbell was a native of southwest Virginia where the idea of free schooling was popular.

> In the wake of Smith's report, Campbell called for a statewide system, and in 1841, reformers staged three education conventions around the state, which produced proposals for northern-style school systems. Henry Ruffner's plan was among the proposals. The legislature's committee on schools took a compromise position, recommending a state superintendent and county-level taxes, but not wholly free tuition. (Kaestle, 1983, p. 200)

An act of assembly passed during the 1845-46 session permitted localities an option of establishing free schools. "On petition of one-fourth of such of the white male citizens aged twenty-one years, resident in any county . . . , the court of the said county shall order a vote to be taken for or against the said free school system, . . . " (Code of Virginia, 1860, p. 424). No vote was taken in Alleghany County.

The Second Auditor, James Brown, opposed changing the system. The influence and power of the wealthy eastern landowners prevailed once again and Mr. Brown's advice was followed. Alleghany County and the rest of the state would have to wait to establish a system of free public schooling.

In conclusion, the records and documents available seem to support the fact that Alleghany County, Virginia, experienced the same difficulties and hardships in establishing schools as other western settlements of Virginia. "Neither the efforts nor the needs of a sparsely settled frontier country, no matter how well-to-do the aristocratic class, could be expected to result in an extensive system of schools" (Heatwole, 1916, p. x).

Still, groundwork for schools had been laid in the early part of the nineteenth century and public sentiment on the side of schooling in the Alleghany area was growing. When the Civil War came, the progress that had been made was

jeopardized. "Virginia was the social and educational leader in the eleven commonwealths which had seceded, and the close of the war found all of her social order and industrial institutions in the state of collapse" (Heatwole, 1916, p. 213). Strong leadership would be needed to take Virginia through the period of reconstruction.

CHAPTER III

CIVIL WAR, RECONSTRUCTION, AND A NEW STATE SCHOOL SYSTEM

The Civil War was the most devastating event in the history of the American nation. It cost America thousands of lives, caused the waste and destruction of vast amounts of property, and was especially brutal to the South. Except for Lee's two campaigns into northern territory, the war was fought in the South. "War took the lives of one-fourth of the young white men of the South, and of an indeterminable number of white women and of blacks, both men and women" (Roland, 1991, p. 215). Not only was the magnitude of the loss of human life great, property damage was also enormous. "War blasted and scorched many of the fields and woods and cities; it violated homes, churches, and schools, sometimes with destruction, often with vandalism and desecration" (p. 215).

Despite the remote location of Alleghany County, the relatively small slave population, and the lack of close common ties with the large landholders of eastern Virginia, the citizens of this west-central county were very much involved in the Civil War. Preserving the institution of slavery may not have been the foremost cause on the minds of these western Virginians. It has been suggested that they

were fighting for the rights of self-government and keeping the federal government from exercising too great an influence on their lives. "The United States at that time existed more in name than in fact. It was not that Virginians loved the nation less, but that they loved their native state more" (Robertson, 1991, p. 12). The majority of the counties in the trans-Allegheny region eventually broke from Virginia and formed the state of West Virginia. Alleghany County remained with Virginia and is now on its western border.

Several Alleghany units served in the armies of the Confederacy. Three units from the county served in the famous "Stonewall Brigade" first commanded by General Stonewall Jackson. These units were Companies A, B, and C, of the Twenty-seventh Regiment. They were better known respectively as: "Allegh[a]ny Light Infantry," Covington; "Virginia Riflemen," Allegh[a]ny County; and "Allegh[a]ny Rifles," Clifton Forge; and were originally commanded by Thompson McAllister, Henry H. Robertson, and Lewis P. Holloway (Robertson, 1963, p. 250). According to an article in the February 8, 1895, issue of the Clifton Forge Review (Moore), the "Alleghany Rifles" was organized in Covington and commanded by Thompson McAllister. While the identification of the units may be open to question, their existence is well documented.

Doctor William Lowry of neighboring Monroe County was the first to organize one of three artillery companies in support of the Confederate cause. "Lowry moved to [the town of] Union [in Monroe County] where companies from across Monroe, Mercer, Giles, Craig, Alleghany, and Pocahontas counties had been gathering for several weeks. Lowry's company, . . . , was mustered into Confederate service on July 2, 1861" (Scott, 1988, p. 3). The units served in the Kanawha Valley in western Virginia (now West Virginia), around Richmond, and in southwest Virginia.

Lowry lost one of his officers in the spring of 1862 but not as the result of combat. "Lieutenant George Chapman resigned on April 1, 1862, to form his own company" (Scott, 1988, p. 8). Chapman was a native of Monroe County and began recruiting his own company at Lewisburg. "On April 25, 1862, the company was mustered in at Lewisburg. There were approximately 150 men . . . . Most were from his native county, with approximately 35 men from Alleghany County and a lesser number from Greenbrier and Roanoke counties" (Scott, 1988, p. 71). In these volunteer companies, officers received their rank by the elective process. Fourth lieutenant of the newly formed company was "Professor William Joseph Smith of Alleghany County" (p. 71).

The war came to Alleghany County in December of 1863.

Union General William Averell had been in the vicinity of Salem, Virginia, destroying bridges and railroad tracks. A Union diversionary force was repelled at Lewisburg and "Averell was cut off as William Jackson moved to Covington and Echols moved through the Second Creek of Sweet Springs" (Scott, 1988, p. 79).

Chapman lay in wait for Averell at the top of Sweet Springs Mountain, but Averell forced a New Castle doctor to guide him through the trap. "Averell moved over back roads and crossed the Jackson River near Covington, burning the bridge behind him. The first hint Chapman's men had of what had happened was the smoke they saw from the burning bridge" (Scott, 1988, p. 80).

The battery moved to the Shenandoah Valley and served under the command of General Jubal Early. When the war was over, the soldiers went home. The following sums up their fate:

> In 1903, A. S. Johnson wrote in his newspaper, the Monroe Watchman, of the brave men who served to the end with Chapman's Battery. " . . . The women and little ones whose love had sustained them in every danger and adversity beckoned them again to the place they had once called home. And so the war-worn soldier returned to his war-wasted fields to take up the strange, sad burdens of life anew, under ominous and untried conditions." (Scott, 1988, p. 95)

The war created heroes but also brought death and tremendous hardship to many of the families of those who served. One finds that the Carpenter family of Alleghany

County was well represented and when one Alleghany infantry unit switched to artillery, it was renamed. "Four Carpenter boys served in the battery named after the oldest brother, Captain Joseph Carpenter. He was killed at Slaughter Mountain" (Robertson, 1963, p. 22). The three surviving brothers of "Carpenter's Battery" all suffered wounds during the war and two of them lost limbs.

During the Civil War, rural schools were either closed or left to the female teachers of the communities. Every able-bodied man, and a considerable number of young boys, were pressed into the cause of their state. "From farms and factories, schools and shops -- from every byway and highway in the land, they came by tens of thousands to answer the call to arms" (Robertson, 1988, p. 3).

Every Civil War scholar can tell of the battle fought by the Virginia Military Institute's cadets at New Market. However, other schools and colleges also sent their teachers and students into combat. There was the "'Liberty Hall Volunteers.' It initially consisted of seventy-three students from Washington College in Virginia. Their average age was twenty; a fourth of the youths were studying for the ministry" (Robertson, 1988, p. 12).

People from every walk of life became involved in the war. The 19th Virginia Regiment was a typical unit. "Of its 749 original members, 302 were farmers, 80 were

laborers, and 56 were machinists. Among the remainder were 10 lawyers, 14 teachers, 24 students, . . . " (Robertson, 1988, p. 25).

Schooling in the South, and in Alleghany County, would suffer and come to a virtual standstill. Roland (1991) offered this about the condition of education in the South:

> Most of the region's colleges closed their doors before the war ended. . . .
>
> Although most of the students in the primary and secondary schools were too young for military service, these institutions suffered all the other ill effects of the war. Many of the three thousand private academies . . . closed for want of money or teachers, as did many of the emerging public schools. Frequently untrained women or old men replaced teachers now in uniform; school terms were sharply abbreviated; enrollments thinned as the children's labor became increasingly needed in home, field, and shop. (p. 228)

Reconstruction

When the Civil War came to a close, the fate of the southern states would be left to the carpetbaggers and scalawags who have been often maligned in historical accounts, particularly when the historian was a southern sympathizer. The newly freed Negro also possessed considerable influence now that he had voting rights, even though the influence was often controlled by a white opportunist.

Despite this influence, blacks were aware that their freedom required new skills and abilities. While the idea

of free public schools had never been well received in the South, freedmen knew that their lot depended on the benefits of an education. In his book on black education in the South, James Anderson (1988) stated, "Former slaves were the first among native southerners to depart from the planters' ideology of education and society to campaign for universal, state-supported public education" (p. 4).

The aftermath of the Civil War left the South in political turmoil. Radical Republicans wanted to be sure that individuals who had not been loyal to the union were left out of the post-war governments. President Andrew Johnson took a softer view on the matter and it would not be long before many of the old-line leaders of the South were back in control.

The former slaves met their newly won freedom with varying attitudes and emotions including joy, confusion, anger, and bewilderment. In the case of both races, anxiety for the future was dominant. Black Codes were enacted in the southern states in an attempt to keep the social order in place and ensure that the black was relegated to the lowest labor class. Efforts by blacks to get out of this economic trap were met by legal roadblocks. "Virginia attempted to outlaw collective action for higher pay by including within the definition of vagrancy those who refused to work for 'the usual and common wages given to

other laborers'" (Foner, 1988, p. 200).

Initially, the elevation of the black race to a status equal to whites was not a priority of either Democrat or Republican. Still, the southern treatment of freedmen was distasteful in the eyes of many and any sentiment to support an easy return of the South to the Union was fading. "Northern Republicans demanded concrete evidence that the South genuinely accepted the consequences of the Civil War -- the defeat of secession, emancipation of the slaves, and ascendancy of the Republican party" (Foner, 1988, p. 224).

One can study other volumes for a thorough account and understanding of reconstruction, but the fact of the matter is that the old order of the South had been shaken and reforms were evident. Ideas of white supremacy and racial separation were not eliminated but there would be sweeping changes in the states of the former Confederacy. Foremost among these would be a new era for public schooling. The aristocratic element would no longer have the sole power to block the development of a state-supported school system.

A New School System

The war had stripped many citizens of everything. Those who had an education put it to good use. The return of private schools came on the heels of the war. "In the fall of 1865 the 'Alleghany High School,' which was an

English and classical school of high grade was established at Covington by Rev. William E. Hill, who taught one session" (Moore, December 18, 1896). Reverend Hill was succeeded at the school by Robert L. Parish. He had served in the Confederate Army and while teaching the school for a period of four years, he studied law, "and the active practice of his profession began in the year 1870" (Moore, December 18, 1896). He had the distinction of serving the first term of three years as the superintendent of schools in the counties of Alleghany and Craig, but his law practice remained active until the turn of the century.

Prior to their full acceptance back into the union of states, Virginia and the rest of the South would have to meet certain requirements. Among those would be the creation of public schools for all children. This was accomplished for Virginia by the constitution adopted in 1869:

> This Underwood Constitution, among other things, established (1) a chief state school officer known as State Superintendent of Public Instruction, elected by the General Assembly, and (2) a State Board of Education composed of the Governor, the State Superintendent of Public Instruction, and the Attorney General, with power to appoint and remove all county superintendents of schools, to manage the school fund and to supervise the higher grades as later determined by law. (Buck, 1952, p. 69)

There is evidence to suggest that the ideas of prominent educators were considered in writing this

constitution. One of these individuals was Dr. Barnas Sears. He had given up his position as president of Brown University to become the first general agent for the Peabody Fund in 1867. He moved to Virginia to help legitimize the fund in the South because there was still strong sentiment against northern interference. Dr. Sears's ideas on education were widely respected and he had an influence on the development of southern education which went beyond the administration of the Peabody Fund. The fund's Board of Trustees were meeting in Richmond, Virginia, on January 21, 1868, during the time when the Constitutional Convention of Virginia was in session. While the entire board was unable to accept an invitation to visit the convention, "Dr. Sears made an address to the Convention, arguing, with unanswerable logic and wealth of illustration, in favor of a thorough and well-sustained system of free schools" (Curry, 1969, p. 42). His address impressed the body and influenced the convention's actions in terms of state-supported schooling.

The mandate for public schools in Virginia and the rest of the South did not automatically mean acceptance. People were skeptical of anything that was pushed by northern influence. Public schools would meet resistance from a populace that distrusted both government and its institutions. "Rural Virginia society was based on the

locality, knitted together by the diverse strands of kinship, denomination, and race, with little place for formal education and the exercise of centralized governance" (Link, 1986, p. 16).

State Superintendent of Public Instruction

William Henry Ruffner was chosen to be the first State Superintendent of Public Instruction. Like his reform-minded father, Henry, Ruffner was a Presbyterian minister and not an educator. His experience was limited: "As a young man in the 1840s, . . . Ruffner had organized the first Sunday school for blacks in Lexington, . . . [where they] were taught reading and the fundamentals of religion by white teachers, including Presbyterian deacon Thomas 'Stonewall' Jackson" (Hunt & Wagoner, 1988, p. 2).

Ruffner became a surprising leader of the new state system of public schools. Many conservatives felt that he would not pose a threat to their opposition of common schools. However, he proved to be an educational stalwart and has been praised for the vision he had for the establishment of a public school system in Virginia. Surely he was influenced by the ideas of his father, but he received full credit for shaping and defending the first fully state-supported system of public schools. He made his argument for schools to the General Assembly in March, 1870,

and his words were recorded in the report of the U. S. Commissioner of Education (1870): "When . . . we turn to those European nations which have established public free schools, there is a far better state . . . . Such is the case in Norway, Sweden, Denmark, Holland, Belgium, and most of the German states" (p. 203). He supported his contention by pointing out that general welfare and society in those countries had been the benefactors of the public schools. "There, pauperism is almost unknown; . . . as the people are educated they are free from crime and improved in thrift and good morals" (p. 293).

Ruffner drafted the new school law for Virginia in 1870 and thus began the public school system of the state. "The statute, approved in July, resembled the school laws of New Jersey and Pennsylvania . . . " (Link, 1986, p. 17). It dealt with the question of the newly emancipated slaves. "The state assumed responsibility for black education, but segregated schools were specifically mandated" (p. 17). The question of control of schools and the role of the state and locality was addressed. "The law . . . established a statewide agency of public education -- the Department of Public Instruction -- composed of a state superintendent, a state board of education, and local officials" (p. 17). The other significant provision of the new law was that "state government as well as the cities and counties could now

contribute tax revenues" (p. 17).

Despite the fact that the new constitution called for a state-supported system of public schools and the enabling laws had been written, implementation would not be simple. "For most of the 1870s, it seemed unlikely that the same political and ideological forces that had prevented a serious attempt at mass education before the Civil War would reassert themselves in the post-Reconstruction era" (Link, 1986, pp. 17-18). However, powerful individuals were resistant to the change.

Ruffner encountered old aristocratic and conservative forces in his fight to establish and fund the new public school system. Several religious leaders and educators of the day also strongly opposed the idea. Among the most vocal were Bennett Puryear, "a Baptist educator at Richmond College" (Link, 1986, p. 18), and Robert Lewis Dabney, "formerly Stonewall Jackson's chaplain and professor at the (Presbyterian) Union Theological Seminary" (p. 18).

The two men's opposition came from slightly different viewpoints. Puryear objected to public schools because "they threatened parental authority. . . . [and] compulsory education would inevitably . . . mean that the child would become public property. . . . 'His manners, his health, his politics, his morals, even his religion' would be subject to state control" (Link, 1986, p. 19).

Dabney also feared the breakup of the family, but was equally concerned with the loss of influence from the church. "'True' education was necessarily moral, yet there was no morality without Christianity; and because public schools were secular, they were a 'degrading, brute' influence" (Link, 1986, p. 19).

The leaders of the state also generally held to the belief that the separation of the races was important in education. Governor Walker made the following statement:

> I am an earnest advocate of universal and free education. . . . The colored people of our State are equally, with the white, clothed with the elective franchise. In order that they may intelligently exercise that right, the opportunity for education should, and under our constitution must, be afforded them. This cannot, however, be accomplished by any system of mixed schools. Each must be provided for separately. (U. S. Commissioner of Education, 1870, p. 295)

The idea that education was a private matter and the fear of property taxes were imbedded in the aristocratic mind. Ruffner battled these attitudes as well as the attempts by others to pass legislation which would have integrated the early schools. The United States Congress was considering civil rights legislation in 1874 which would have required integrated schools. Despite his belief in the necessity for educating the freedman, Ruffner feared the effects of forced integration. "[He] believed . . . that if the civil rights bill passed with the mixed school clause

intact, the system of public education in Virginia and throughout the region would receive its death blow" (Hunt & Wagoner, 1988, p. 3).

Dr. Sears was also fearful that the federal government would try to force mixed schools on the South and defeat the work of the Peabody Fund. He had come to know the leaders of the South very well and knew that any attempts at integrating schools would result in a complete loss of support for public schools. He wrote the following in his Annual Report in 1874: "Any authoritative interference with the schools of these states would be disastrous to the dearest interests of education, and would be by far the most unfortunate for that class of citizens in whose behalf such measures have been proposed" (Curry, 1969, p. 62).

School officials throughout Virginia were concerned that if the federal government forced the issue of racial integration, southern whites would pull their children out of the schools and the public school system would be lost. "[From] the written reports of the county superintendents it will be seen how many of those officers voluntarily mention the 'Civil Rights Bill' as the instrument of inevitable destruction to our school system, if it should pass" (Superintendent of Public Instruction, 1874, p. 146). The civil rights bill was defeated and the South embarked on a system of separate schooling for the races that would last

almost a century.

William Henry Ruffner served the Virginia schools for a period of twelve years. According to Heatwole (1916), "He has already come to be looked upon as the 'Horace Mann of Virginia'" (p. 240). The efforts of each were remarkable. Ruffner had the problem of educating the freedmen, Mann dealt with the problem of assimilating the immigrants, and both faced various competing interests of religious groups. Rather than trying to compare Ruffner with other educators, he should be given the unique position to which he is entitled; the first State Superintendent of Public Instruction in Virginia.

Each successor to Superintendent Ruffner worked to strengthen the public school systems. R. R. Farr was the second State Superintendent of Public Instruction. "Taking up the struggle for normal schools where his capable predecessor left it, Farr championed the cause of training for Negro teachers as well as for white teachers" (Buck, 1952, p. 94). John L. Buchanan was next in line, and he sought legislation "to introduce physiology and hygiene as additional 'branches' to be taught in the restricted list then prescribed by law. One of the principal objects of this plea was to make the teaching of the effects of alcohol a requirement in all schools . . . " (p. 104). The question of textbooks was addressed during Buchanan's term. Ruffner

wanted the adoption of textbooks to be more a matter of local choice. During Buchanan's term, the State Board "adopted a much more rigid interpretation of the law than was made during the Ruffner and Farr administrations. . . . A multiple state adoption of four books in each principal subject was made in 1898" (Buck, 1952, pp. 107-108).

Next in line was John E. Massey. Buck (1952) didn't note any remarkable events during Massey's administration but indicated that "he maintained all the ground gained by his predecessors and built up added confidence in the public school system among both patrons and teachers" (p. 121). Joseph W. Southall was the last State Superintendent of Public Instruction during this time period and he would guide the system into the twentieth century.

County Superintendents

The new Board of Education was tasked with appointing the county superintendents and district school trustees, a total of about 1,400 men. The task then fell to the State Superintendent to instruct these men in their duties. "This he did by means of circulars, correspondence, and the columns of the Educational Journal" (Superintendent of Public Instruction, 1872a, p. 4). This monthly publication was established in 1869 by the Educational Association of Virginia.

Once the trustees of the district school boards were appointed, it was the duty of the county superintendents to "set them to work in taking the census of school population, determining the number and location of schools, and providing school accommodations. They then began to examine and commission teachers" (Superintendent of Public Instruction, 1872a, p. 5).

County superintendents often served two counties where the sparse population made it practical. Such was the case with Alleghany; it shared a superintendent with neighboring Craig County. As previously noted, Robert L. Parrish was the first superintendent, and he would serve in this capacity for a term of three years. As Table 3.1 on the following page reveals, county superintendents worked less than full time and most held other jobs. Their qualifications may have been based more on prominence than on any experience or training in the field of education. The records revealed that in many cases, these individuals were lawyers or ministers.

County superintendents were responsible for submitting a written report to the State Superintendent of Public Instruction detailing the work of establishing and promoting the public schools. Superintendent Parrish submitted the report for the first school year which ended August 31, 1871. He responded to a set of questions and supplied

Table 3.1 - ALLEGHANY COUNTY SUPERINTENDENTS, 1871-1900

NAME	YEAR	NO. DAYS	SALARY
Robert L. Parrish*	1871	40	
Robert L. Parrish*	1872	25	$187.00
Robert L. Parrish*	1873	10	179.50
Paris V. Jones*	1874	40	117.00**
Paris V. Jones*	1875	83	109.50**
Zadok F. Nutter*	1876		
Zadok F. Nutter*	1877		
Rev. James M. Rice	1878	21	81.66***
Rev. James M. Rice	1879		200.00
Rev. James M. Rice	1880		200.00
James Bowler	1881	21	200.00
A. A. MacDonald	1882	23	90.00
A. A. MacDonald	1883	39	200.00
A. A. MacDonald	1884	43	200.00
A. A. MacDonald	1885	53	200.00
George B. McCorkle	1886		200.00
George B. McCorkle	1887		200.00
George B. McCorkle	1888	56	200.00
Samuel F. Chapman	1889		200.00
Samuel F. Chapman	1890	50	200.00
Samuel F. Chapman	1891	60	270.00
Samuel F. Chapman	1892	70	270.00
Samuel F. Chapman	1893	65	270.00
Samuel F. Chapman	1894	70	270.00
Samuel F. Chapman	1895	100	270.00
Samuel F. Chapman	1896	75	270.00
Samuel F. Chapman	1897	80	270.00
W. W. Pendleton	1898	39	270.00
W. W. Pendleton	1899	45	270.00
W. W. Pendleton	1900	38	270.00

*Employed to serve both Alleghany and Craig. Information listed is for duties relative to Alleghany County.
**Total salary for Alleghany and Craig was $233.00, for 1874; $209.50, for 1875.
***Figures are for Rev. Rice only, who was employed on March 4, 1878, to serve exclusively as superintendent for Alleghany.

Source -- Virginia School Reports of the Superintendent of Public Instruction and Reports of the Division Superintendent of Schools for Alleghany County.

certain statistical data.

The initial questions dealt with the attitude of the people towards schools. The voters of Alleghany had already rejected a proposed school tax which probably led Mr. Parrish to report, "The current of public sentiment was hostile, but there has been a manifest improvement, and this would be facilitated if we could work the system without submitting any questions to popular vote" (Superintendent of Public Instruction, 1872a, p. 148). This hostile attitude toward the schools would subside. For the 1871-72 school year, Parrish reported that the attitude of the people was much improved: "At first the system was received with distrust, and the people were indisposed to yield a voluntary support; but now all are anxious to have a public school in the neighborhood . . . " (Superintendent of Public Instruction, 1872b, p. 20).

Among the responsibilities of the county superintendent was the examination of teachers. With no specific standards, there were perhaps as many ways to examine a teacher as there were superintendents. Perhaps those who went into teaching were of a rotund appearance since an article in the Alleghany Tribune seems to suggest that the size of a teacher might be related to his ability:

> An astute and distinguished servant of Alleghany county, clothed with the enviable robes of official power and political preferment, advances the brilliant

> idea that the county superintendent of public schools for this county, in order to economize time and lessen attendant labor incidental to the examination of teachers, has caused the town scales to be erected at a convenient spot upon the realty set aside for school purposes, where in future the intellectual capacity and mental preponderance of ambitious candidates can be quickly ascertained and correctly registered by their simply stepping upon the platform of the scale aforesaid! - An age of innovation - 'de sun do move! (Donaghe & Frenger, October 10,1879)

James M. Rice was the first superintendent appointed to serve exclusively in Alleghany County. He was employed on March 4, 1878, and set out to improve the condition of the schools and teachers. Rice also served as the minister of the Presbyterian church in Covington and his picture still hangs on the wall in the Covington First Presbyterian Church. He went about his duties in a diligent manner and was a forceful advocate in the cause of education.

Reverend Rice used the pages of the local paper, the Alleghany Tribune, for assistance in fulfilling his duties, particularly in communicating to the county's teachers. The following letter appeared in a November, 1879, edition of the paper. "The public school law of Virginia makes it my duty 'to promote the improvement and efficiency of teachers by all suitable and proper methods, under directions from the Superintendent of Public Instruction'" (Donaghe & Frenger, November 14, 1879). The letter went on to suggest that teachers needed to read to improve their methods and skills. "Procure and study one or more of the well-written

books . . . . I mention Page's Theory and Practice of Teaching, Holbrook's Normal Methods, and Northend's Teacher's Assistant" (Donaghe & Frenger, November 14, 1879).

The main purpose of Rice's letter was to encourage teachers to subscribe to the "Educational Journal of Virginia". "The immense value of the Journal to school officers and teachers, arises from the fact that it is the medium of official communication between them and the Superintendent of Public Instruction" (Donaghe & Frenger, November 14, 1879). The annual subscription price of the journal was $1.50, but Reverend Rice was willing to have the journal sent to any teacher who would send him a dollar. It is not clear whether the superintendent intended to make up the difference with county funds or out of his own pocket. It does reveal the sense of responsibility he felt in approaching his job.

One of the significant accomplishments of Reverend Rice was the holding of teachers' institutes. These were the beginnings of local staff development. Teachers of the county would meet together to discuss matters of instruction and curriculum and share ideas. Superintendent Rice posted a notice in a December, 1879, issue of the paper stating that teachers were "to meet me at Covington on Wednesday, January 22, 1880, at 10 o'clock A.M. to organize and take part in the exercises of a 'County Teachers' Institute'"

(Donaghe & Frenger, December 12, 1879). The institute was open to public and private teachers and the meeting took place as planned. "The following teachers were present at the opening session: -- Miss B. J. Walton, Allen Donnally, James A. Ford, Martin L. Harless, Wm. H. Mayhew, Geo. C. Osbourne, Jas. J. Burk, Jno. R. Biggs, Wm. J. Smith, Wm. G. Watson, (col'd), and R. B. Hardy, (col'd.) [sic]" (Donaghe & Frenger, January 23, 1880).

This institute also garnered the attention of several influential citizens of the area who had a keen interest in the public schools. The enrollment included the following; "J. A. McClung, John B. Pitzer, Jas. Bowler, C. M. Shanahan, Lewis Payne, Miss Mattie Baker, W. H. H. Frenger, Miss Georgia A. Robinson, Rev. Jno. C. Sedgwick, James M. Montague, Henry M. Dungan, J. J. Lear, S. S. Carpenter and C. W. Echard" (Donaghe & Frenger, January 23, 1880). After the initial session, the other meetings of the body were held in the Presbyterian church. There were morning, afternoon, and evening sessions which began daily at 9:00 a.m. and concluded at 9:00 p.m., with recesses for lunch and dinner. The complete program and details of this first Alleghany Teachers' Institute are printed as Appendix A.

Superintendent Rice was relieved as minister of the Presbyterian Church on March 21, 1880, after twenty-one years of service. The decision was not unanimous as the

vote was 18 to seven. "It would seem from the result that the meeting must have been packed, for I hesitate not to say had there been a full attendance of the members . . . the result it would have been vice versa . . . " (Frenger, March 29, 1880).

Reverend Rice still attended to his duties as school superintendent and made plans for another "Teachers' Institute." The institute was held on February 17, 1881, but James Bowler was then the County Superintendent. The death of Reverend Rice was noted at the institute. "Resolved, That in the death of Rev. Mr. Rice the cause of public education has lost a faithful and able friend, whose zeal and energy was far in excess of his physical strength . . . " (Frenger, February 25, 1881).

Alleghany County had five more superintendents before the turn of the century and each helped move the public schools forward, but the position never became a full-time job. Samuel F. Chapman worked 80 days in 1897, but his successor, W. W. Pendleton, spent only 39 days in 1898. Chapman was a Baptist minister who, during the Civil War, had been "a member of [Colonel John] Mosby's command and was celebrated as the 'fighting preacher'" (Moore, October 18, 1895). Regardless of the number of days worked, the pay remained the same.

District School Boards

The governance of schools was placed in the hands of a district school board or district school trustees as they were called. "In each magisterial district . . . , three trustees served as the local governing body -- the district board -- of the public school system. They were carefully chosen and wielded considerable power . . . " (Link, 1986, p. 26). These members also made up the county school board but met infrequently in that capacity. The bulk of school business was transacted by the district boards. More than anyone else, it was parents who had the most influence with the district boards, and trustees were anxious to keep them satisfied.

Alleghany County consisted of three school districts: Boiling Spring in the southern part of the county, Covington in the western part, and Clifton Forge to the east. Appointments to these boards were initially made by the State Board of Education, which included the Governor, Attorney General, and the State Superintendent of Public Instruction. Eventually, the selection of these individuals was placed in the hands of a School Trustee Electoral Board, whose members included the Commonwealth's Attorney, the County Superintendent of Schools, and a citizen who was a qualified voter. Modern superintendents might be envious of such an arrangement. By virtue of its charter, the Town of

Covington also had a district school board but it was appointed by the town council.

Individuals on these boards were prominent citizens of their district and they were intent on maintaining their popularity. Composed of volunteers and with few regulations placed upon them, the district boards approached their duties responsibly but not always with a sense of urgency. Public free schools were still new in Virginia and Alleghany County and many wondered if they would last. An article in a September, 1879, issue of the Alleghany Tribune revealed that it was not the habit of the district boards to make long-range plans. "We have been informed by a member of the free school board that a meeting will be held in a day or two for the purpose of arranging the necessary preliminaries for opening the Covington school" (Donaghe & Frenger, September 5, 1879).

Public Support

The success of the new school system would depend more on the support of the community than on the mandates from the state government. As mentioned in the various school reports of the county superintendents, public sentiment for schooling in Alleghany County was growing. A new local newspaper in Covington offered a forum for the benefits of an education in general and public schools in particular.

The name of the paper was the Alleghany Tribune and its editors promised to serve the area and their readers in a most responsible manner. "It will be our aim to help to a proper understanding of the great questions of the hour, that we trust will bring with their solution a grander epoch in civilization" (Donaghe & Frenger, July 11, 1879). No greater friend of education would be found than the primary editor of the paper, Mr. W. H. H. Frenger. He faithfully reported the news of the various schools and school matters. His newspaper was the source for much of the information found on the schools in the communities of Alleghany County during this period.

Funding for the public schools was a constant battle then as now. Superintendent Ruffner had to overcome the prejudices of many in state government whose idea was that the public schools were not a priority. Those entrusted with the disbursement of the public funds had no problem withholding or transferring funds when they felt the need to do so. The intent of the General Assembly was often ignored. In the early days of public schools, the success of the systems depended more on local funding than on state support.

The state, county, and district provided the funds for public schools. While there are those in modern times who seek a more equitable distribution of public school funds

throughout the state and increased support from state government, the bulk of funding for public schools in 1879 came from the localities:

> The following apportionment of public free school funds has been made and passed to the credit of the several school districts of Alleghany County.
>
> State Funds
>
> | | |
> |---|---|
> | Covington District . . . . . | $127.19 |
> | Clifton District . . . . . | 109.83 |
> | Boiling Spring . . . . . | 125.48 |
> | Total | 362.50 |
>
> County Funds
>
> | | |
> |---|---|
> | Covington District . . . . . | 323.21 |
> | Clifton District . . . . . | 279.09 |
> | Boiling Spring . . . . . | 318.86 |
> | Total | 921.16 |
>
> District Funds
>
> | | |
> |---|---|
> | Covington District . . . . . | 234.00 |
> | Clifton District . . . . . | 202.05 |
> | Boiling Spring . . . . . | 230.85 |
> | Total | 666.90 |
>
> Respectfully submitted; James B. Pitzer, County Treasurer. (Donaghe & Frenger, August 22, 1879)

In most cases, district school boards spent all of the state funds, most of the county funds, and any unexpended funds were left in the district balance. Table 3.2 on the following page shows the amount of money on hand for the operation of schools.

The school year ending in 1879 suffered a setback in progress, but Ruffner maintained his optimism for the following year. "There was a diminution of schools last year, but the prospect now is that there will be as many

Table 3.2 - SCHOOL FUNDING, 1871-1900

YEAR	STATE FUNDS	COUNTY	DISTRICT	OTHERS	TOTAL
1871	$1,207.85		387.15	314.25	$1,909.25
1872	1,617.23		331.71	526.50	2,475.44
1873	1,349.95	328.70	785.45	598.00*	3,062.10
1874	1,312.00	218.94	650.51	78.50	2,259.95
1875	1,500.00	674.94	556.79	30.00	2,761.73
1876	1,450.00	860.76	607.79	681.00	3,599.55
1877	942.50	816.33	611.81		2,370.64
1878	580.00	813.82	577.40	300.00	2,301.22
1879	362.50	921.18	1,126.66	836.29	3,246.63
1880	1,740.00	872.84	1,179.98	148.58	3,941.40
1881	1,888.22	1,161.57	1,298.97		4,348.76
1882	2,047.54	1,598.07	1,121.32		4,766.93
1883	2,413.71	2,662.75	3,028.28	240.13	8,345.07
1884	2,465.60	2,004.36	2,273.45	17.50	6,760.91
1885	No report.				
1886	2,921.49	3,011.09	2,675.76	3.00	8,611.34
1887	3,643.02	2,241.56	1,999.43		7,884.01
1888	3,640.29	2,727.68	3,293.18		9,661.15
1889	3,753.51	3,855.84	3,983.08		11,592.43
1890	3,815.32	4,181.34	4,404.82		12,401.48
1891	4,116.77	3,469.31	4,456.59	97.24	12,139.91
1892	4,292.32	3,565.60	5,521.54		13,279.46
1893	4,444.56	3,532.96	6,219.20		14,196.72
1894	4,476.55	3,780.79	5,816.75		14,074.09
1895	4,480.30	4,524.78	4,903.89	3,236.78	17,145.75
1896	4,701.11	4,080.52	6,091.17		14,872.80
1897	5,462.24	3,965.83	5,851.02	130.74	15,872.80
1898	5,618.50	4,155.28	5,770.17	189.71	15,733.66
1899	5,539.80	4,252.06	5,862.55	298.37	15,952.78
1900	5,616.93	4,454.18	5,845.09	30.67	15,946.87

*Dog Tax.

NOTE: These figures represent the total funds available with which to operate the public schools. In most every year, there were unexpended funds which were carried over to the following year, particularly in the case of county and district funds.

Source -- Virginia School Reports of the Superintendent of Public Instruction and Reports of the Division Superintendent of Alleghany County Schools.

this year as ever before" (Donaghe & Frenger, December 5, 1879). The sad results for Virginia's schools in 1879 were reported in the Alleghany Tribune. "Compared with the two years previous our schools and school attendance last year amounted to a little more than one half. On these two points the figures show as follows:

	Schools	Pupils Enrolled	Average Daily Attend
1877	4,672	204,794	117,843
1878	4,545	202,244	117,461
1879	2,491	108,054	66,771"

(Donaghe & Frenger, December 5, 1879).

School funding for 1881 had hit a crisis situation in Alleghany. "The public school fund in this county is in arrears in a considerable sum, there being about a thousand dollars due to teachers which cannot be paid" (Frenger, July 22, 1881). Drastic matters would have to be taken and schools and their students would be the victims. "In consequence of this deplorable state of affairs it is proposed to discontinue for the coming winter all the public free schools in Covington District, except perhaps one" (Frenger, July 22, 1881). Indeed, during the 1881-82 school year, only one school in that district was in operation. "The public school of Miss Mattie Leggett was closed a week or two ago. On account of the school funds being short this was the only school in operation in Covington district during the year" (Frenger, June 16, 1882). Several private

schools did flourish during that year and served to take up the void.

News of the day supported the fact that parents and citizens wanted neighborhood schools. The newspaper allowed them to take their case to the public. "A school is much needed and anxiously desired in the Humphries neighborhood in Rich Patch. Can't the school authorities establish one there, or at least help the people of the neighborhood help themselves?" (Donaghe & Frenger, November 21, 1879).

An editorial in the paper expressed strong views for compulsory education. "No one who has observed . . . the condition of our community can have failed to notice that there is in them all a considerable per centage of the children who grow up to maturity without taking pattern from any exemplary life . . . " (Donaghe & Frenger, December 19, 1879). The author was very sure of the fate of children who were not given the opportunity of an education. "What becomes of those suffered to grow up in ignorance and vice? Our poor houses and jails answer the question" (Donaghe & Frenger, December 19, 1789). Many parents favored the enactment of a law compelling the attendance of children at school. Others felt that such a law would be a tremendous burden on the parents who would have problems providing sufficient clothes and textbooks for their children, not to mention the loss of their children's labors at home. But it

was the responsibility of the state to care for any child suffering in dire poverty. Does not the state then have "a better right to take charge of the children and educate them when the parent neglects this important duty?" (Donaghe & Frenger, December 19, 1879). The complete text of this editorial is reprinted as Appendix B.

As will be noted later, Alleghany would be among the first counties to require compulsory school attendance. There is evidence that the subject was still a matter for discussion in 1883.

> A debating society has been organized at Shoaf chapel [in the Blue Spring Run section of Potts Creek], the first question to be discussed being: Resolved, That education should be made general by compulsory enactment; on the affirmative, Messrs. Robert B. Rose, J. D. Leighton and J. D. Plymale; negative, D. M. Davis, H. E. Rose, Mark Perkins and Moses Persinger. Discussion Friday night, February 2. (Frenger, February 2, 1883)

In March of 1883, Superintendent MacDonald reported that those in charge of school funds were holding up progress. "The only serious obstacle to the complete success of the schools in our county is the default of the commissioner of the revenue to make his assessments in proper time" (Frenger, March 2, 1883). While the letter mentioned the Commissioner of the Revenue, the real flap was with the treasurer who was late in paying several school warrants. This led to an exchange of several public letters between Mr. MacDonald, who was also an attorney, and Mr.

Pitzer, the County Treasurer. Mr. Pitzer was running for re-election at the time, and in the end Mr. MacDonald denied that any of his statements should be construed as accusing Mr. Pitzer of embezzlement. It seems that up until this time, Mr. MacDonald had been unable to get a clear report from the treasurer concerning the status of the school fund. While he assured the public that no statements by him were intended to accuse Mr. Pitzer of any dishonesty, Mr. Pitzer did make a full disclosure of the treasury in terms of the school funds and his manner of paying the school warrants.

Teachers

The teaching force in the new public school system initially consisted of those who had previously taught in subscription schools and most were men. As mentioned in Chapter 2, short terms often caused teachers to hold other jobs or teach only a term or two before moving on to another vocation or location. Mr. George C. Osbourne was one such teacher. He taught a public free school in Covington which closed in May of 1880. He was popular with the community and had been a competent teacher, but the job couldn't hold him. "He will in a few days leave for Kentucky, where he has obtained a good situation with Maj. Shanahan on the . . . railroad" (Frenger, May 14, 1880).

The certification of teachers was left in the hands of

the county superintendents. "During Ruffner's regime and until 1905 practically all certification of teachers was done by city and county superintendents" (Buck, 1952, p. 86).

Teachers were required to pass an annual examination, and their certificates were based on their scores on the examination. "Three grades of certificates were authorized, the First, Second, and Third Grades" (Buck, 1952, p. 86). First Grade Certificates were preferred since they indicated a teacher of the first degree, not a teacher of children in the first grade of school. It was the responsibility of county superintendents to administer these examinations. "The examinations were prepared by division superintendents and uniform examinations issued by the State Board of Education were not established until 1891" (Buck, 1952, p. 86). A copy of the 1895 examinations is reprinted in the Appendix C. The whole process was overseen by the district school board. "A colored teacher, by the name of Stewart A. Lewis, was examined by the Board and passed an excellent examination, and has now a colored school in successful operation in Falling Spring Valley" (Donaghe & Frenger, October 3, 1879).

The names of some of the early teachers in the Covington School District were listed in an 1879 edition of the local newspaper. "We have been informed . . . that the

following teachers will be in charge of the several schools of this county: -- Indian Draft, Wm. J. Smith; Falling Spring Valley, Charles W. Biggs; Callaghans, Allen Donnally" (Donaghe & Frenger, October 3, 1879). William J. Smith had been an officer in Chapman's Battery during the Civil War. Several articles of the day proclaimed admiration for Professor Smith and the manner in which he conducted his school.

As one will note, the public schools out in the county didn't start before October. "The school of Mr. Donnally will convene on Tuesday, October 7, with from 25 or 30 pupils" (Donaghe & Frenger, October 3, 1879). Schools were generally in session for about five months. Early closings in the spring were a tradition because the children were needed on the farm to prepare the fields for planting. When the public school sessions closed, teachers often continued to teach under private arrangements. "Miss Farmer's school [in Callaghan] had an average attendance in February of 31.95 and in March of 29.5, closing March 11th. She is now teaching a private school" (Frenger, March 18, 1881).

Not only did the Presbyterian Church supply Alleghany with its first full-time superintendent in the Reverend Mr. Rice, it also provided a teacher for the high school with his successor. "The trustees of Covington school district elected Rev. Mr. Hill teacher of the High school, Mrs. Clore

teacher of the primary department. John R. Rowan teacher of the Sinking Spring School" (Frenger, September 8, 1882).

Pay for teachers was extremely low, and patrons were encouraged to supplement the salary of their children's teacher. "The following amounts were allowed as pay per month of the teachers of the schools, ... Colored school in the Valley, $12.00; white school in the Valley, $15.00; Anthony's, $15.00; Perkins, $15.00, Indian Draft, $16.00; Callaghan, $16.00; Mt. Pleasant, $16.00; 'Bend,' $15.00" (Frenger, September 8, 1882). As one can see, pay for black teachers was the lowest. Table 3.3 on the following page gives statistics about teachers during this time period. A listing of teachers who taught in Alleghany County from 1892 until 1897 was discovered in the Virginia State Library and Archives in Richmond. It appears as Appendix D. The schools were not listed, but the teachers' post offices were and these give one an indication of where each taught. Canceled checks for the 1897-98 school term were located in the Alleghany County Courthouse and that listing appears as Appendix E. They reveal that teacher pay had not considerably improved over the first three decades of the public school system.

Table 3.3 - TEACHERS, 1871-1900

YEAR	WHITE MALE	WHITE FEMALE	COLORED MALE	COLORED FEMALE	AVG. MO. SALARY MALE	AVG. MO. SALARY FEMALE	AVERAGE SCHOOL TERM
1871	11	1	0	1	$31.50	$25.62	4.38 mo.
1872	8	3	0	1	34.19	28.33	4.46 mo.
1873	10	3	1	0	26.44	25.00	4.70 mo.
1874	10	3	1	1	30.14	22.94	4.80 mo.
1875	7	4	0	1	27.50	21.66	5.00 mo.
1876	12	4	0	1	51.04	25.76	4.58 mo.
1877	10	5	0	3	26.30	24.28	5.50 mo.
1878	11	4	0	2	34.27	23.55	5.94 mo.
1879	8	3	3	1	25.19	20.00	5.06 mo.
1880	16	3	3	0	23.87	17.81	5.01 mo.
1881	13	4	2	0	21.30	23.50	5.00 mo.
1882	15	4	2	1	24.06	22.00	4.80 mo.
1883	21	6	3	2	25.49	19.50	4.90 mo.
1884	22	10	4	2	24.14	19.51	4.50 mo.
1885	21	15	4	3	28.73	22.58	4.71 mo.
1886	22	14	4	1	27.37	26.07	4.97 mo.
1887	19	14	4	3	29.32	26.21	5.00 mo.
1888	18	13	6	1	28.38	25.00	4.90 mo.
1889	23	17	6	2	26.43	26.49	4.82 mo.
1890	21	19	3	3	30.59	28.01	4.80 mo.
1891	22	19	5	3	30.90	27.00	4.79 mo.
1892	25	20	5	3	30.08	27.01	4.77 mo.
1893	18	22	4	4	30.99	29.07	5.05 mo.
1894	19	26	5	4	30.81	29.43	5.15 mo.
1895	13	32	5	4	28.82	27.10	4.78 mo.
1896	11	38	5	5	28.29	26.23	4.90 mo.
1897	17	35	5	7	26.54	26.68	5.02 mo.
1898	15	35	6	6	27.27	25.78	5.53 mo.
1899	15	36	5	5	28.21	26.53	5.11 mo.
1900	16	31	6	3	31.25	26.97	5.30 mo.

Source -- Virginia School Reports of the Superintendent of Public Instruction and Reports of the Division Superintendent of Alleghany County Schools.

Teacher Training

Superintendent Ruffner strongly believed that the success of the new school system would depend on the improvement of the preparation and training of teachers. "[He] proposed to the Legislature the establishment of normal schools for the training of teachers, but the nearest thing to this desirable end was an outcropping of summer normal institutes . . . " (Buck, 1952, p. 84). Teachers would attend classes or meetings for about four to six weeks and then take an examination at the conclusion of the institute. Certificates were issued based on a teacher's score on the examination. "In 1880 such a session was held at the ancient and honorable University of Virginia for white teachers and at Lynchburg, Virginia, for Negro teachers" (p. 84).

The session at the University of Virginia was publicized in Alleghany County. "Dr. Wm. H. Ruffner . . . has completed assignments for the normal school session, which begins its work on the 17th of July, at the University of Virginia. About 450 teachers are already enrolled . . . . The tuition is free" (Frenger, May 14, 1880).

Philanthropic efforts would also support Ruffner in his emphasis for better teacher training, particularly that training gained in normal schools. Dr. Barnas Sears was the first general agent for the Peabody Fund, and he was a

strong advocate for the establishment of normal schools. In Dr. Sears's first report to the trustees of the Peabody Fund, he made several recommendations. In his recommendations, he expressed the opinion that teacher training in State Normal Schools was superior to that in Normal Departments of Colleges and Academies.

In the case of female teachers, he recommended the following: "That we give special attention to the training of female teachers for Primary Schools, rather than to the general culture of young men in Colleges, who will be likely to teach in the higher schools for the benefit of the few" (Curry, 1969, p. 39).

His next recommendation focused on black teachers. "That, in the preparation of colored teachers, we encourage their attendance at regular Normal Schools, and, only in exceptional cases, at other schools which attempt to give normal instruction" (Curry, 1969, p. 39).

The Virginia Normal and Collegiate Institute for Colored Persons at Petersburg was the first state-supported teacher training institution. Buck's (1952) footnote to this event claims:

> The fact that the first State institution founded in Virginia primarily for teacher training was established for Negroes rather than whites is explained in part by the fact that the Legislature which appropriated the $100,000.00 for this purpose felt an obligation to do something impressive for Negroes who had recently been enfranchised. (p. 94)

Little information has been uncovered to reveal the extent of training received by the teachers in Alleghany County. As previously mentioned, beginning with Reverend Rice, the local superintendents held teachers' institutes and encouraged teachers to subscribe to education journals and read methods and instructional texts of the day. The State Female Normal Institute at Farmville was opened in 1884, but there is no record of any of its graduates coming from Alleghany County or going there to teach prior to 1900.

There is also no evidence to indicate that any grants from the Peabody Fund were made directly to Alleghany County. However, some teachers did benefit from the fund's support of normal training. "Eight male and seven female teachers attended the Peabody Normal Institute at Staunton from July 14 to August 7, 1885" (Superintendent of Public Instruction, 1885, p. 76).

Pupils

One can examine Table 3.4 at the end of this chapter to get an idea of the school population, number of students enrolled, and figures for average attendance. Public schools generally offered a primary education, and the average age of students was between ten and twelve years old. While school age was considered five to 21 years, many children didn't start to school before seven or eight and

most had finished their schooling by 13 or 14. There is evidence that some continued their education in the one-room schools even into their late teens.

One of these students was Ulysses Grant Reyns. He was born in Monroe County, West Virginia, in 1864. In 1868, his mother left him with the Reverend John B. Davis who lived on a farm near Lone Star Church on Potts Creek. He "was 'indentured' by his mother . . . . I believe this was the legal method of adoption at the time" (Personal letter from Robert G. Reyns, grandson of Ulysses G. Reyns, December 28, 1992). "He was 18 to 20 yrs old when he received these report cards [on the following page]. One of the teachers, David M. Davis, was the son of Rev. Davis" (Personal letter from Robert G. Reyns, December 3, 1992). David was known as "Davey" and after his father died, he lifted the indenture on Ulysses on April 7, 1882. Two of the report cards listed are from different schools for the same term. "Perhaps Davey tutored Grandpa, or perhaps he gave him the report card knowing he was capable of all A's, or perhaps Grandpa attended both schools at different times during the day. We will never know" (Personal letter from Robert G. Reyns, December 28, 1992).

An individual known only as the "hero" of Blue Spring Run wrote to the paper to tell about the prosperity of the schools in that area of Potts Creek. "They are known as the

REPORT
—OF—
SCHOOL NUMBER FIFTEEN
Boiling Spring District, Va

Report of A. G. Reynes

Grade on branches studied during school term.

Spelling 8
Reading 8.5
Writing 9
Grammar 9
Geography 9.3
Arithmetic ..... 9.
No. of Head Marks first Class 3
Attendance 43
Deportment 10

School commencing ~~Oct~~ Nov 14th 1883, ending April 4 1884. Maximum 10.

5-88 C. C. CARTER, Teacher

REPORT
OF
SCHOOL NUMBER FIFTEEN
BOILING SPRING DISTRICT, VA

REPORT OF A. G. Reynes.

Grade on branches studied during school term.

Spelling 88
Reading 85
Writing 90
Grammar 94
Geography 88
Arithmetic 96
Roof Head Marks 2
Attendance 80
Deportment 100

School commencing NOV 3 1884 ending MARCH 85. Maximum 100

Avg. 91. S.L.CARTER, Teacher

REPORT
OF
SCHOOL NUMBER ~~SIX~~ 5
Boiling Spring District Va.

Report of A. G. Reynes

Grade on branches studied during school term.

Spelling ..... 10.
Reading ..... 10.
Writing ..... 10.
Grammar ..... 10.
Geography ..... 10.
Arithmetic ..... 10.
No. of Head Marks .....
Attendance .....
Deportment ..... 10.

School commencing ~~Oct 12~~ Nov. 10. 1884. Ending ~~April~~ 1885. Maximum 10.

Mar 31.

DAVID M. DAVIS, Teacher

Avg. 10. G B Bell Pr.

Bowyer school, the Rocky Ford school and the Smith school, taught, respectively, by Messrs. Mark Perkins, David M. Davis and Jeff. D. Leighton" (Frenger, February 2, 1883).

The Alleghany Tribune newspaper offers some revealing information about children of the area and the time period. The following appeared in an 1879 issue:

> The young rascals who were caught destroying and stealing watermelons, etc., from the farm of J.L. Myers, Esq., on Dunlap's creek, are warned that a repetition of such transactions will result in their not only getting hurt but in their being branded as thieves before the public. Better not try it on again, young men, as you have just escaped within an ace a load of buck shot. Jake will shoot, and by this warning the law will doubly sustain him. (Donaghe & Frenger, September 12, 1879)

Two months later, the same newspaper published another observation about the local school children and their noon recess:

> We would like to see man [sic] who will stand in the Covington post office when school is out at noon, amid the noisy, rollicking, pushing, squalling, stamping, laughing, scolding, crowding, rowdying, thumping, jumping crowd of children, who come tumbling in, and not feel his faith in the perfect bliss of the future state give way, when he remembers that it is written "of such is the kingdom of heaven." (Donaghe & Frenger, November 21, 1879)

Some of the local youth chose to pursue their education beyond the friendly confines of the mountains of Alleghany County. "Miss Florence Sedwick bade adieu to her friends and left for school in Baltimore Thursday morning" (Frenger, September 23, 1881). Attendance at college was also an

option for some. "Mr. D. A. Shanahan of this place, left for Georgetown College Monday last, where he expects to graduate this session with the degree of B. A. His next course will be at the University of Virginia . . . " (September 23, 1881).

While some were attracted by the educational advantages of schools in other locations, the Covington Seminary for females had a reputation which went beyond the area. "Miss Kate May Wiley, of Roanoke, is a pupil at Miss Montague's school" (Frenger, October 28, 1881).

Public Free Schools

The coming of public free schools would mean more to communities than the mere establishment of a house of learning. Many such buildings were already in place. Public free schools would be more stable and accessible by most children.

The early schoolhouses used by the public school system were the same ones that had been in use before as private subscription schools. Most were built of logs and those of new construction were generally of the frame type. In Superintendent Ruffner's annual school reports he often included suggested plans for new school buildings. Many new schools were not necessarily built as the result of funding and decisions by the district boards. As often as not, the

community would decide to build a school and petition the board for a teacher. It was not unusual for the same building to be used as a church. "County Superintendent Bowler informs us that preparations are being made to erect a well-arranged school building in the upper end of the Rich Patch . . . . It is proposed to use it also for religious worship" (Frenger, July 15, 1881). This was not a unique situation as one can see from other reports. "A proposition is on foot for the erection of a building near 'Bell spring,' in Indian Draft district, to be used for school purposes and a house of worship. A few of our citizens have liberally subscribed funds for its erection" (Frenger, September 2, 1881).

Coupled with the church, the school would be the center for the community's activities and social gatherings. In many cases, it was so closely tied to the church that the local preacher often performed double duty by also teaching in the school. At any rate, seldom did school gatherings take place without the involvement of the church. "The examination of Prof. Wm. Smith's school came off, as you previously announced on the 30th instant, and on the same occasion the Indian Draft Sunday School picnic was held. The weather being fine, a large concourse of people assembled" (Donaghe & Frenger, October 10, 1789). These were all-day affairs. "About 9 a.m. Pro. Smith called the

house to order, . . . [and continued] until shades of the evening dismissed the hilarious throng, all having spent a pleasant day" (Donaghe & Frenger, October 10, 1879).

The schools generally ended each session with a day or evening of recitations and examinations. The teacher would take time to show off his students and the students and parents would give thanks and praises to the teacher. "The final exhibition given by Mr. Vawter's school, on Dunlaps Creek . . . was in many respects highly creditable to Mr. V., and to his young pupils, who give evidence of good discipline, and careful training . . . " (Frenger, April 8, 1881). Mr. William H. Landers closed his school in Mountain Grove on March 25, 1882. "The exercises . . . consisted of a review of the branches studied, after which a sumptuous dinner, then music, spelling, declamations, etc., winding up with a handsome speech by the teacher" (Frenger, April 14, 1882).

The local school board was composed of members of the district school boards and they apparently realized the importance of their efforts. In rural mountain communities, it was often difficult to find enough students to maintain a school with at least twenty students. They sought funds to open schools with a smaller attendance figure. In November of 1879, the school board "petitioned the board of supervisors to lay an increased levy for the scholastic year

1880-81, that schools may be established and maintained for five months wherever an average of 15 scholars can be kept up . . . " (Donaghe & Frenger, November 21, 1879).

While the Covington school district had only been able to support one school during the 1881-82 school term, plans were being made to open a graded school in Covington. "Our County School Board was in session here on Monday last . . . . [A] good deal of business was transacted, including the examination of the accounts . . . , and making the necessary arrangements for establishing a good graded school in Covington" (Frenger, August 18, 1882).

There was obviously some confusion among the citizens concerning this graded school, and Superintendent A. A. MacDonald attempted to explain the concept in a letter to the editor of the Alleghany Tribune. It was published in the October 27, 1882, edition of the newspaper. To operate such a school, additional funding would be required and Superintendent MacDonald discussed three possible sources for this revenue; private subscriptions, a subsidy from the town council, or a tuition charge. He argued that the first method would not be fair since it would take money from the generous and benefit the stingy. The second method was dismissed because some of the school children would come from areas outside the town limits. The third method was the fair one since it would charge those for whom the school

would benefit. What would be the purpose of operating a school under such an arrangement?

> Why not have a common free school for those who choose to attend it, and private schools for those who choose to attend them and pay tuition? Because our plan will give us a school for ten months a year, while the common public schools are only kept open for five months. (Frenger, October 27, 1882)

The initial idea for a graded school did not follow the K-12 system of today. The first graded schools consisted of three grades. The first grade covered the primary years, the second grade the middle years, and the third grade the upper years. This eliminated situations where teenagers were in the same rooms with young children. MacDonald explained the benefit of such an arrangement. "The three grades being operated as parts of one and the same school, the course of instruction is much more uniform, systematic, and complete" (Frenger, October 27, 1882). The complete text of MacDonald's letter is reprinted in Appendix F.

The graded school got off the ground and enjoyed a successful year during the 1882-83 term. It closed on June 13, 1883. "The closing exercises of the Covington graded school under the charge of Rev. W. E. Hill as teacher, in its session of 180 days, took place on the 13th instant in the Covington Presbyterian church . . . " (Frenger, June 15, 1883). Each scholar was presented a testament for their accomplishments and Bibles were given to superior scholars.

The schools enjoyed much greater success in 1882-83 than they had the previous year. The county superintendent was pleased to report this improvement:

> Superintendent of schools, Mr. McDonald, who has been out looking after some of the schools in the county, reports himself as much pleased with the many marks of progress and improvement in the various schools visited.
>
> There are 32 schools in operation this year as against 22 schools last year. There are nearly 1,100 children enrolled this year as against 650 last year.
>
> The attendance of the scholars has been much more regular, many of the teachers reporting that more than half of the scholars in their schools have not lost a single day during the session.
>
> There are quite a number of schools in the county with a total enrollment of from 40 to 60 scholars, and with an average daily attendance of from 30 to 48. Some schools have nearly twice as many scholars in attendance this year as the same schools had last year. (Frenger, March 2, 1883)

Table 3.4 at the end of the chapter provides information detailing the growth of schools and Table 3.5 gives some information about graded schools in Alleghany County.

Private Schools

Prior to the Civil War, virtually all schooling in Virginia was accomplished by subscription or private schools. A new state-supported public school system would not immediately eliminate private schools. Many were skeptical of the new system and were reluctant to allow their children to attend school with the general public. Others weren't sure that the system would survive and didn't

trust the state or government to educate their children.

Private schools continued to thrive in Alleghany County, particularly in the towns of Clifton Forge and Covington. There were no licensing requirements or specific regulations for opening a school. A building, a teacher, and scholars willing to pay were all that were needed. As with the public schools, little time was spent in the planning of private schools. On September 5, 1879, the following appeared in the local paper: "A.A. McAllister is erecting a new frame school house upon one of his lots in the northern portion of Covington, near the Chesapeake and Ohio railroad. -- We learn that the building is for private school purposes . . . " (Donaghe & Frenger, September 5, 1879). The article concluded, "We have not ascertained when the school will be opened, but trust no time will be lost, as the subject of the education of our youth overshadows in importance all other questions" (Donaghe & Frenger, September 5, 1879). Indeed, little time was lost. The next issue of the paper had the following report: "The new school house erected in this place by A.A. McAllister, Esq, will be occupied Monday, September 15, by Mr. Steele and his pupils" (Donaghe & Frenger, September 12, 1879). The paper was quick to chide those responsible for the public schools. "Now, let the public school fall into line at once and march proudly on in the good work of education" (Donaghe &

Frenger, September 12, 1879).

There were several private schools for young ladies operated in Covington and Clifton Forge prior to the twentieth century. "In addition to the private school now being taught in this place by Mr. Steele, another . . . is in successful operation across the river at the residence of Mrs. Lydia McAllister, under the tutorship of Miss Bessie J. Montague . . . " (Donaghe & Frenger, October 10, 1879). These were boarding schools where girls came to learn not only basic academics but also the social graces necessary for the day. The pupils came from Alleghany and surrounding counties. "Among her pupils, . . . Miss Eddie Glendy and Miss Florence Bias, of Bath; Miss Clara and Mary McDonald, Mary Lydia McAllister and Kate Skeen, of Alleghany county. Miss Ella Bratton, of Highland, is expected . . . in a short time" (Donaghe & Frenger, October 10, 1879).

In 1881, Miss Montague decided to move her "Rosedale" seminary across the river to Covington. "Covington is all that can be desired in morals, social culture, health, accessibility and convenience, and the seminary pupils will have these advantages united with excellent mental culture and the comforts of home" (Frenger, June 24, 1881).

Several advertisements for private schools appeared in the 1881 summer editions of the Alleghany Tribune. Among which were those for Miss Montague's school and one from

James A. Fishburne for Waynesboro High School. William S. Hammond also placed an ad in the paper: "I will open a school in the town of Covington, on the 15th of September, 1881 -- will teach English branches and Mathematics, Latin, French, etc." (Frenger, August 12, 1881).

Miss Montague's school was also concerned with teaching the social graces, and the young ladies often provided musical performances for the community. "The soiree last Saturday night given by Miss Bessie Montague, principal of Covington Female Seminary, in compliment of her pupils was very successful and reflected great credit upon teacher and scholars alike" (Frenger, March 24, 1882).

The 1890s revealed a continued interest in private schools. Sometimes teachers continued to teach beyond the public school term by enrolling students under private arrangements. Since many of the school buildings were not owned by the county, the teacher often taught private school in the same building. "Miss Alice Butler opened a private school here [Low Moor] last Monday in the public school house" (Moore, March 30, 1894). Many were not satisfied with the level of education provided in the public schools, which usually taught only the elementary subjects. Public high schools were not yet plentiful in the county or the state. (See Table 3.6 for information on private schools.)

> **Schools Open Next Week.** The Clifton Forge Seminary, Miss Dora Bryant principal, will commence its fall session on Tuesday, September 5th, 1893. We learn the prospects for an increased attendance are quite flattering.
>
> The Alleghany Institute, with Miss Fannie Taylor as principal, will begin its work next week, commencing Wednesday, September 6th. The rolls of this school will also be full. (Moore, September 1, 1893)

The two schools above were in Clifton Forge. Covington also had such an institution. "The Covington female seminary was opened Monday last with a full corps of teachers" (Moore, September 8, 1893). This institution opened in 1892 and should not be confused with the school operated by Miss Montague in the 1880s. On June 5, 1894, it celebrated its third commencement. Entertainment was provided on Monday, June 4, with the production of the operetta, "Snow White." "Many kind wishes were expressed for the future of the Covington seminary, which was founded some three years ago by its talented principal, Mrs. Josephine Clark . . . " (Moore, June 8, 1894).

The Alleghany Institute had also opened in 1892. "The third annual Commencement of the Alleghany Institute, in our town, of which Miss Fannie K. Taylor is the principal, began last Friday afternoon at the Institute building with an exhibition of primary methods" (Moore, June 7, 1895). The Clifton Forge Seminary began its operations in 1890. "The fifth annual Commencement of the Clifton Forge Seminary, of which institution Miss Dora Bryant is principal, is a thing

of the past" (Moore, June 7, 1895). The recital and commencement were held at the Opera House, the local theater.

The Annual Reports of Division Superintendents provided information about the operation of the two schools in Clifton Forge, and of other private schools in the area, at least through 1899. Reports were not available for all of the years. The term "female" was often left out of the schools' names because they did have both male and female students as shown by Table 3.6 at the end of the chapter.

Summary

Schooling during the period between the end of the Civil War and the beginning of the twentieth century had undergone a significant transformation in Virginia and the rest of the South. No longer was it based solely on private endeavors or public support for paupers. While private schools flourished for a long time in Alleghany County, the early work of education pioneers solidified a public school system for all. Bailyn (1960) sums it up best:

> Public education as it was in the late nineteenth century, and is now, had not grown from known seventeenth century seeds; it was a new and unexpected genus whose ultimate character could not have been predicted and whose emergence had troubled well-disposed, high-minded people. The modern conception of public education, the very idea of a clean line of separation between 'private' and 'public,' was unknown before the end of the eighteenth century. (p. 11)

The establishment of a state-supported school system came at a fortunate time for Alleghany County. This area in the western mountains of Virginia was experiencing a period of significant growth. The completion of the railroad and the emergence of the iron industry saw the development of several towns and communities. The area was changing from an agricultural to an industrial economy. A larger number of families were now living in small industrial and manufacturing communities rather than on farms. While there were surely instances of child labor in the mines and around the foundries, the presence of youth in the workforce was not as dominant as the need for their labors on the farm. Schools were a social necessity to keep idle children off the streets and out of mischief.

A letter to the editor in the local paper reported the emergence of these new towns and communities. "Two promising towns have sprung up in our county within the last twelve months. One of them -- Williamson -- is a railroad town near Jackson River Depot" (Frenger, April 7, 1880). The name Williamson would eventually give way to Clifton Forge, which remains as one of two main population centers in the county. "Low-Moor is the other town referred to. Like its sister, Williamson, it has grown amazingly fast . . . . -- The iron furnace will be the most complete affair of the kind in Virginia -- . . . it will not have a superior in

the United States . . . " (Frenger, April 7, 1880). The author concluded his editorial with a positive view of the state of affairs in the county. "And now, Mr. Editor, does it not look like our grand old mountain county -- dear old Alleghany -- is entering upon an era of prosperity unprecedented in the history of any section?" (Frenger, April 7, 1880).

Not only did Williamson and Low Moor add significantly to the growth of the Clifton district, another community in the eastern part of the county was booming. "'Iron-Gate' will become a place of considerable local prominence as well as materially add to the wealth of Alleghany county" (Frenger, October 22, 1880).

Indeed, the census of 1880 supported the fact that this area was experiencing considerable growth, particularly in the Clifton and Covington districts:

> The returns of population for 1880, as well as those of 1870, are given below, thus showing the increase during the past ten years:
>
> | | 1870. | 1880. | Increase. |
> |---|---|---|---|
> | Boiling Sp'g Dis . . | 1388 | 1650 | 262 |
> | Clifton District . . | 1018 | 2001 | 983 |
> | Covington do [sic]. | 1268 | 1892 | 624 |
> | Total | 3674 | 5543 | 1869 |
>
> The above is an excellent showing. It is a gain of over fifty per cent over the returns of 1870. (Frenger, June 9, 1880)

The establishment and growth of the schools in Alleghany County and its communities prior to 1900 was a

direct result of the efforts of its citizens and the mandates of the post-war state government. While William Henry Ruffner was largely responsible for the development of public free schools in Virginia, the Reverend James A. Rice and other early pioneer local superintendents can be credited with the advancement of public schooling in Alleghany County. Beginning in 1890, the name James G. Jeter would become the most prominent in this area as he would serve as teacher and administrator in the Alleghany schools for over forty years. Only William G. Watson, the area's most revered black educator, would invest more years in a commitment to Alleghany County schools than would Mr. Jeter.

Table 3.4 - SCHOOLS AND PUPILS, 1871-1900

	SCHOOLS*		SCHOOL AGE**		PUPILS ENRLD		AVG. ATTEND	
YEAR	WHITE	COLORD	WHITE	COLORD	WHITE	COLORD	WHITE	COLORD
1871	12	1	1302	219	430	48	259	33
1872	11	1	1202	216	352	44	227	33
1873	13	1	1116	196	452	34	291	22
1874	13	2	952	164	464	79	325	51
1875	11	1	1276	174	406	36	231	30
1876	15	1			521	42	354	35
1877	15	3	1258	175	566	93	325	66
1878	17	2	1286	172	553	62	336	33
1879	11	4			362	129	226	92
1880	19	3	1545	295	656	108	398	74
1881	17	2	1545	295	562	69	322	47
1882	19	3	1545	295	619	83	368	50
1883	27	5	1545	295	924	161	577	98
1884	32	6	1545	295	1115	200	640	119
1885	36	7	1545	295	1268	298	780	170
1886	36	5	2133	602	1234	247	864	140
1887	33	7	2133	602	1226	297	767	191
1888	31	7	2133	602	1233	374	774	222
1889	40	8	2133	602	1402	405	960	243
1890	40	7	2133	602	1460	402	876	220
1891	41	8	2415	692	1525	345	868	168
1892	45	8	2415	692	1579	383	863	234
1893	40	8	2415	692	1503	422	809	255
1894	45	9	2415	692	1639	450	985	276
1895	45	9	3059	762	1621	452	961	274
1896	49	10	3057	762	1725	480	1010	279
1897	45	10	3059	762	1781	541	1107	326
1898	44	9	3059	762	1860	516	1159	356
1899	51	10	3059	764	1751	432	1086	259
1900	47	9	3059	764	1795	441	1057	250

*A school was considered one room with one teacher. This is not the actual number of schoolhouses though the two were often the same prior to the opening of graded schools.
**Census taken for children ages 5 to 21 years. Beginning in 1880, a census was taken every five years.

Source -- Virginia School Reports of the Superintendent of Public Instruction and Reports of the Division Superintendent of Alleghany County Schools.

Table 3.5 - GRADED SCHOOLS, 1879-1899

Year	Location-Principal	No. Grades/ Teachers	Enrld/ Avg. Att	Term
1879	Covington-George Mustoe	7/2	63/43	8 mo.
1880	None			
1882	Covington-William E. Hill	3/3	99/68	5 mo.
1883	Covington-	2/2	78/51	5 mo.
1884	Covington-H. W. Hoover	2/2	69/46	5 mo.
1885	Covington-Charles H. Birchland/S. F. Chapman			
1887	Clftn Frg-J. L. Hamilton	3/3	101/60	5 mo.
	Covington-R. L. Barnette	3/3	85/60	5 mo.
1888	Clftn Frg-J. E. Kittinger	2/2	101/66	5 mo.
	Covington-Wm. L. Andrews	2/2	84/61	5 mo.
1889	Clftn Frg-T. D. Walthall	3/3	115/90	5 mo.
	Covington-Wm. L. Andrews	3/3	90/68	5 mo.
1892	Clftn Frg-J. E. Kittinger	3/3	163/95	5 mo.
	Covington-James G. Jeter	3/3	93/61	5 mo.
	Cov. Colored-W. G. Watson	2/2	96/63	5 mo.
	Iron Gate-Henry S. Dakin	2/2	77/38	5 mo.
	Low Moor-Mrs. Teresa Rowan	2/2	76/50	5 mo.
1893	Clftn Frg-Gabriel Gray	3/3	190/95	5 mo.
	Covington-James G. Jeter	3/3	154/62	7 mo.
	Cov. Colored-W. G. Watson	2/2	104/55	5 mo.
	Iron Gate-Miss A. D. Johns	2/2	98/58	5 mo.
	Low Moor-Mrs. Teresa Rowan	2/2	73/52	5 mo.
1894	CF-Miss Ella Anderson	3/3	174/106	6.5 mo.
	Covington-J. G. Jeter	4/4	233/122	7 mo.
	Cov. Colored-W. G. Watson	2/2	98/46	5 mo.
	Iron Gate-Miss A. D. Johns	2/2	82/46	6 mo.
	Low Moor-Mrs. Teresa Rowan	2/2	72/50	5 mo.
1895	CF-Miss Ella Anderson	4/4	132/87	5 mo.
	CF Colrd-Camilla G. Sellers	2/2	100/59	5 mo.
	Covington-J. G. Jeter	4/4	231/156	4.75 mo.
	Cov. Colored-W. G. Watson	2/2	100/53	4.5 mo.
	Iron Gate-Miss E. B. Sale	2/2	95/48	5 mo.
	Low Moor-Miss Pidge Lackey	2/2	81/41	5 mo.

1896	CF-Miss Ella Anderson	4/4	167/110	5 mo.
	CF Colored-Rev. D. A. Reid	2/2	119/73	5 mo.
	Covington-James G. Jeter	5/5	193/111	5 mo.
	Cov. Colored-W. G. Watson	2/2	97/52	5 mo.
	Iron Gate-Miss A. M. Board	2/2	89/46	5 mo.
	Low Moor-Miss Mamie Farley	2/2	75/49	5 mo.
1897	CF-Miss Ella Anderson	6/6	306/207	6 mo.
	CF Colored-Rev. D. A. Reid	2/2	115/73	5 mo.
	Covington-James G. Jeter	5/5	197/150	5 mo.
	Cov. Colored-W. G. Watson	2/2	111/62	5 mo.
	Iron Gate-Miss Lucy Claytor	2/2	80/45	5 mo.
	Low Moor-Miss M. M. McElwee	2/2	74/51	5 mo.
1899	CF-Miss Mamie Bryant	7/7	371/224	7 mo.
	CF Colored-William S. Hix	2/2	108/50	5 mo.
	Covington-James G. Jeter	5/5	172/120	5 mo.
	Cov. Colored-W. G. Watson	2/2	109/62	5 mo.
	Low Moor-Miss Mary McElwee	2/2	55/37	5 mo.
	Low Mr Colored-H. P. Cobbs	2/2	89/56	5 mo.

Source -- Department of Education, Annual Reports of Division Superintendents, on file in the Archives of the Virginia State Library and Archives, Richmond, VA.

Table 3.6 - PRIVATE SCHOOLS, 1893-1899

Year	School-Principal	Pupils M/F	Teachers M/F	Term
1893	Alleghany Female Institute (AFI)-Miss Fannie Taylor	89	0/4	9 mo.
	CF Seminary-Miss Dora Bryant	71	0/6	9 mo.
	Cov Female Sem-Mrs. Charles Clark	50	0/4	9 mo.
1896	AFI-Miss Fannie Taylor	25/75	0/5	9 mo.
	CF Seminary-Miss D. L. Bryant	35/60	0/7	9 mo.
	Cov FM Sem-Mrs. Josephine Clark	12/18	1/2	9 mo.
1897	AFI-Miss Fannie K. Taylor	35/61	0/6	9 mo.
	CF Seminary-Miss Dora L. Bryant	36/66	0/6	9 mo.
	Cov FM Sem-Mrs. Josephine Clark	10/30	0/3	9 mo.
1898	AFI-Fannie K. Taylor	34/58	0/4	8.5 mo.
	CF Seminary-Miss Dora L. Bryant	30/75	0/4	8.5 mo.
	Covington High Sch-Jas. G. Jeter	16/15	1/0	4.5 mo.
1899	AFI-Miss Fannie K. Taylor	10/41	0/4	9 mo.
	CF Seminary-Miss Dora L. Bryant	25/83	0/7	9 mo.

Source -- Department of Education, Annual Reports of Division Superintendents, on file in the Archives section of the Virginia State Library and Archives in Richmond, VA.

CHAPTER IV

THE STEADY GROWTH OF SCHOOLS, 1900-1930

Introduction

State-supported education through a system of public schools had been established in the last thirty years of the nineteenth century. It had overcome the objections of those opposed to public free schools and their attempts to return to the antebellum practice of private schooling with state aid for pauper education. However, the benefits of a comprehensive education were still not available to all and such was the case in Alleghany County.

Those citizens who lived in the rural sections of the county could expect their children to secure several years of schooling in the local one-room schoolhouses. The more promising might even go to Covington or Clifton Forge and graduate from high school. Of that number, several more would go on to a normal school or college and take up a profession. However, most could expect to learn the basics of reading, writing, and arithmetic, and then begin their life's work on the farm, in the mines, at the local foundry, in the paper mill, or in some other industry or trade.

While the legislation passed in the postbellum period of the nineteenth century established the school system and

provided for both state and local funding, several aspects of the system remained unchanged between 1870 and 1900. Outside the town limits, school terms were still about five months in length and average attendance was little improved. The pay of teachers saw relative improvement, but district boards often had to staff rural schools with individuals who had little training for the profession.

In his book on rural Virginia schools, A Hard Country and a Lonely Place, William A. Link tells of the efforts of early twentieth century reformers to modernize country schools. These reformers were intent on providing students with more than the rudiments of education. Overcoming the strong spirit of localism would be their greatest challenge. If left to a vote by the people, reform might not succeed. Strong state leadership would have to usher in the changes, and it was from within the Democratic party that these leaders emerged:

> In 1899, insurgent Democrats such as Andrew Jackson Montague, J. Hoge Tyler, and William A. Jones attacked the organization and its allies by calling for a system of nomination by primaries, restriction of the suffrage, and modernization of public services in roads, public health, and schools. (Link, 1986, p. 95)

Montague was elected governor in 1901 and a constitutional convention was held in 1901-2. A poll tax and difficult set of new voter registration procedures severely limited the political power of the populace. The

constitution "also provided for the modernization of the school system through the expansion of powers of the State Board of Education and the establishment of legal compulsory education" (Link, 1986, p. 95).

Claude Augustus Swanson succeeded Montague as governor, and in his term, the Department of Public Instruction was expanded. "The greatest beneficiaries of the Swanson administration were the public schools" (Link, 1986, p.96). Joseph W. Southall was the State Superintendent of Public Instruction from March, 1898, until February, 1906. Buck (1952) relates that Southall's tenure "was characterized by a number of significant changes including a period of vigorous popular education and agitation for a new State constitution . . . " (p. 121). With Montague and Swanson in office, the stability of the schools was not threatened, but Southall "had a full share of problems both old and new which called for positive leadership and in this he was apparently not found lacking" (p. 121).

In addition to the new constitution, legislation was passed during this early period of the twentieth century which would require compulsory school attendance, the creation of libraries, and the provision for increased support of free public schools. On March 7, 1906, Section 152, Code, 1904, was "amended increasing maximum levy from three to five mills for schools in cities and towns"

(Elliott, 1907, p. 61). On March 15, 1906, a bill was passed which "provided for district school board to erect and furnish schools by issuance of bonds approved by county board of supervisors and authorized by majority vote of electors" (p. 64).

From 1870 to 1900, the population in Virginia had grown from 1,225,163 to 1,854,184. By 1930, it had increased to 2,421,851 (Figures taken from Lane, 1981, pp. 198-199). This significant growth would call for increased attention to the schooling of Virginia's youth. While the one room schoolhouse had become a fixture in every rural community, the need for providing a more comprehensive education was addressed during this period.

The Country Schoolhouse

In a review of records of the School Board of Alleghany County, one finds that practically every community had its own schoolhouse during the period covering 1900-1930. The most thorough information was revealed by the 1920-21 School Term Reports. The records from about forty schools were available for inspection. The information below is taken from those 1920-21 reports.

The community of Selma in the Clifton District had a school with four teachers who taught grades 1-9. Grades 1-2 had 35 boys and 37 girls. There were 28 boys and 17 girls

in grades 3-4. The 5-6 room had 11 boys and 17 girls while grades 7-9 had six boys and 13 girls. This pattern of enrollment was evident throughout the Alleghany County School Division. Grades 1-2 had a heavy enrollment because it was not unusual for beginners to repeat one or two years. While the enrollment in the first two grades seemed extremely large for one teacher, it must be noted that average attendance was usually poor and these youngsters often attended half-day sessions. Enrollment decreased in the upper grades because many children dropped out with only a fifth- or sixth-grade education. Of course, it would take many eight or more years to complete their sixth-grade education.

For the most part, the 1920-21 reports indicated that each community had only a one-room school which generally housed grades 1-7. There was a school on Big Ridge with an enrollment of nine boys and 19 girls. The Rich Patch Mines School had 23 boys and 11 girls. There was a school for blacks at Longdale for six boys and eight girls. The school at Callaghan had two rooms, accommodated grades 1-9, and served 96 pupils. Table 4.1 provides a complete list of schools found in those records.

Table 4.1 - TERM REPORTS, 1920-21

SCHOOL	DISTRICT	GRADES	# ROOMS	RACE
Alleghany	Boiling Springs	1-7	1	Wht
Barber	Covington	1-7	1	Wht
Barber High	Covington	9-10	1	Wht
Bennett	Boiling Springs	1-7	1	Wht
Bess	Boiling Springs	1-7	2	Wht
Big Ridge	Boiling Springs	1-7	1	Wht
Blue Spring Run	Boiling Springs	1-7	2	Wht
Byer	Boiling Springs	2-5	1	Wht
Callaghan	Covington	1-9	2	Wht
Dark Hollow	Boiling Springs	1-4	1	Wht
Dry Run	Covington	1-6	1	Wht
Grace Mission	Covington	1-7	3	Wht
Griffith	Clifton	1-6	1	Wht
Indian Draft	Covington	1-7	1	Wht
Iron Hill	Boiling Springs	1-8	1	Wht
Jordan Mines	Boiling Springs	5-9	1	Wht
Longdale	Clifton	1-6	1	Neg
Longdale Furnace	Clifton	1-7	1	Wht
Longdale Quarry	Clifton	1-8	1	Wht
Low Moor	Clifton	1-9	4	Wht
Low Moor	Clifton	1-7	2	Neg
Mallow	Covington	1-4	1	Wht
Mallow	Covington	1-5	1	Neg
Mill Branch	Boiling Springs	1-8	1	Wht
Morris Hill	Covington	1-6	1	Wht
Moss Run	Boiling Springs	1-5	1	Wht
Mt. Pleasant	Covington	1-7	2	Wht
Nicely	Clifton	4-7	1	Wht
Palestine	Boiling Springs	1-7	1	Wht
Potts Creek	Boiling Springs	2-7	1	Wht
Rich Patch	Clifton	1-7	1	Wht
Rich Patch Mines	Clifton	1-7	1	Wht
Selma	Clifton	1-9	4	Wht
Snake Run	Boiling Springs	1-7	1	Wht
Sweet Chalybeate	Boiling Springs	1-8	1	Wht
The Valley	Covington	1-5	1	Wht
Wet Ground	Boiling Springs	1-7	1	Wht
Wickline	Boiling Springs	1-6	1	Wht
Wilson Creek	Clifton	1-7	1	Wht
Winn	Covington	1-7	1	Wht

Source -- Compiled from the actual term reports located in the Alleghany Highlands School Board Office in Covington. Does not include all schools. For example, the reports from the Covington Graded School were not available for inspection.

In the last part of the 1920s, Alleghany County built several schools capable of handling more students and offering more comprehensive high school programs. Many one room schools were closed during this period but a few continued to be operated into the 1950s. Some of the schools built during this period were strictly for elementary students while others housed grades 1-11. High school courses began with the eighth grade and an eleven year school system would remain in use in Alleghany until the early 1960s.

In 1926, frame schoolhouses were built at Sharon in the eastern end of the county and near Sweet Chalybeate in the southwestern corner, not far from the West Virginia border. The buildings were for elementary students, and the latter was known as the Hunter School.

Several substantial brick structures were built in 1928 and 1929, and all of them housed both elementary and high school students. Boiling Springs in the southern section of the county, Dunlap in the southwest, Falling Spring in the northwest, and Central School in Low Moor were built at this time. Central was appropriately named because of its location in the county. The aftermath of World War I and the prosperity of the time led county residents to support this building program. After the stock market crash of 1929, no new school buildings were erected until 1936 and

those were a result of President Franklin Roosevelt's New Deal (Dates and school information obtained from a 1959 pamphlet developed by the Alleghany County School Board and Alleghany County Board of Supervisors entitled "Alleghany County's Forward-Looking 'School Building Program'").

Town and City Schools

The most impressive school during this period was the Covington Graded School located in the Town of Covington. The school had 24 classrooms, no combination rooms, and housed over 1,000 students. A check on teacher credentials revealed that this school received the most qualified teachers. The town also had a high school. This brick building consisted of three floors and not only served students living in Covington, but also those from families living in the county who were able to secure transportation to and from school or find boarding arrangements in town.

Two of the students who came to Covington High School for their last two years of school between 1923-25 were the Carter twins from Potts Creek, Marjorie Ellen and Margaret Helen. Their father was Dr. Benjamin L. Carter who had earned enough money to attend medical school by a short teaching career at the Wet Ground school after the turn of the century. Their two older sisters, Raeburn and Mary Lee, both became teachers. The education of the twins would

follow a similar path for they too would become teachers after their graduation in 1929 from the State Female Normal School at Farmville.

Marjorie recalled some of the circumstances surrounding their transfer to the city high school. "We stayed down at Mr. and Mrs. Emmett Stull's for two years, ... Francis was with us. . . . Three of us slept in one bed." The students from the county were not immediately integrated into classes with the city students. The first year they were at Covington, the county students were in an upstairs room. "When we went to town to school, they put the country jakes upstairs in a room over the city slickers. . . . They had shields [of achievement] that they put on your door, . . . deportment, and scholarship, athletics. . . . I know the country jakes mopped up [on all the honors]" (Personal interview with Marjorie Ellen Carter McCarthy, January 16, 1993). She related that the classes were mixed for their senior year as the county students had proved themselves capable.

The presence of a public school in Clifton Forge can be traced back to 1876 when David Williamson gave the district school board land for a school building. In 1896, the need for a larger school facility was created by an increased school population. "It was largely through the efforts of Captain W. C. Moody, then chairman of the District School

Board, and W. W. Pendleton, then Superintendent of Schools in Alleghany County, that an eight room brick building was erected" (Corron, 1971, p. 21). Actually, Reverend Samuel F. Chapman was superintendent and W. W. Pendleton was a member of the school trustees (Information supplied from an article in Moore, Clifton Forge Review, December 18, 1896). The school was initially named for Captain Moody and the Clifton Forge West Elementary School currently occupies the site of the original building.

As discussed in Chapter III, private schools were prevalent in Clifton Forge. "The first private school in this city was founded in 1887 by two sisters and a cousin from Tennessee[:] Misses Dora, Bessie, and Mamie Bryant" (Corron, 1971, p. 21). It was originally known as the Clifton Forge Institute but later became the Clifton Forge Seminary. It was a boarding school for girls but with coeducational day classes, and according to Corron, it operated until 1914. Another school, the Alleghany Female Institute, was in operation at the turn of the century. There were also other private schools including one operated for "Negro boys and girls" (p. 21).

With the population increasing in Clifton Forge, more schools were built. In 1907, a $20,000 addition doubled the capacity of the Moody School. Robert E. Lee High School, an eight room building, was erected in the west end of Clifton

Forge in 1912 and remained in operation until 1940. "In 1928 a modern high school was erected on the lots adjoining the city playgrounds" (Corron, 1971, p. 23). It had twenty-four classrooms, offices, a cafeteria, a gymnasium, and a large auditorium. It remains in use today, and as Clifton Middle School, it currently houses all of the eighth-grade students in the Alleghany Highlands School System.

Teachers

The preferred method of teacher preparation during this time was still the normal school. Normal schools were devoted strictly to teacher preparation, and students usually attended classes for one to three years, with two being the norm. Some teachers received a Collegiate Professional Certificate by attending four years of college or normal school. Those teachers generally taught the high school courses. For many, high school graduation and teacher training were both accomplished at the normal school. The program pamphlet from the 1899 commencement at the State Female Normal School in Farmville reveals some interesting facts:

> It was not until about thirty years ago that the public mind in Virginia came to connect the stableness of free institutions with the intelligence of the people, and to see that general education is the basis of general thrift. The first Legislature to assemble after the adoption of the post-bellum Constitution established (July 11, 1870) a system of public free schools. For a

> dozen years or more the conduct of these schools was entrusted to such teaching force as was found ready at hand. In this experimental period nothing was more fully demonstrated than that if the returns were to be in any wise [sic] commensurate with the cost and high mission of the system, some provision must be made for a reliable source of supply for teachers fitted by education and training for their work. To meet this demand the Legislature, in March, 1884, passed an act establishing the State Female Normal School. In October of the same year the work of the school was begun, buildings long in use for school purposes having been procured in the town of Farmville. (State Female Normal Institute, 1899, p. 5)

The program lists some interesting facts about the school. "During the fourteen years of its existence the school has sent out 359 graduates, nearly all of whom are, or have been, teachers in the public schools of the state" (State Female Normal Institute, 1899, p. 5). The graduates of the school were teaching in most of the counties and cities of the state. "From all quarters come the most gratifying assurances of the excellence of their work, and of the high esteem in which it is held" (p. 5).

Interestingly enough, the program lists not one graduate who was teaching in Alleghany County at the time. However, a graduate of the class of 1899 found her way to Alleghany in 1902. Her name was Virginia Maude Baltimore, a native of Cumberland County. Thanks to her daughter, Mrs. Odell Dressler Groves, many of her mementos were kept intact.

Miss Baltimore signed a contract with Cumberland County on September 1, 1899, to teach in school number 17 for five months at a compensation of $20 per month. She was to be paid "when funds are available" and "the fire shall be made, or caused to be made, and the floor regularly swept or caused to be swept by the said Miss Baltimore" (Wording from original contract). Three years later she began teaching in Alleghany County at the Dunlap Graded School, the school having just been enlarged to two rooms. By 1910, the name of the school was changed to Callaghan. It was at this time that she penned what she considered sound advice for all teachers.

> Do not wait until the day your school is to begin before visiting the school-house. Be the first at your school on Monday morning.
>
> If the society is not what you have been accustomed to, do not shut yourself off from it, but influence the people by your actions.
>
> Go to all the churches, and gain the good will of all around you. Make the children understand that they must be obedient. Meet them pleasantly, treat them kindly, explain the lesson in such a way that each scholar may become interested in it. Do not confine yourself to a text book. Do not have a set of rules pinned to the wall. Give moderate lessons but have them learned perfectly. Make the school house attractive. Do not spend too much time on two or three larger scholars and neglect the smaller ones. (Personal correspondence of Miss Baltimore provided by her daughter, Odell Dressler Groves, November, 1990.)

By 1915, the salary of at least one teacher in Alleghany had increased to $40 per month (Contract of Celia Persinger, 1915-16). In looking at the contract of Miss

Persinger, this amount was to be paid to her for teaching at the Longdale Furnace schoolhouse for six months or 120 days. The school shall open "at 9 in the morning, give ten minutes at 10.30 o'clock, 60 minutes at 12 o'clock, and 10 minutes at 2.30 o'clock, and close the school at 4 o'clock in the afternoon (a school day shall consist of 5 hours and 40 minutes . . .)" (Wording from original contract of Celia Persinger, 1915-16). She too was expected to make the fire and sweep the floor. Since she was not a graduate of a normal school, Miss Persinger maintained a teaching certificate by attending summer normal school sessions of twenty-days length in the Town of Covington.

Teacher performance was becoming a matter of concern during the early years of the twentieth century. Salaries were improving slightly as well as the expectations of the district school boards. Not only was it preferable for a teacher to hold a first-grade certificate, but the teaching methods were expected to reflect good results. On June 11, 1917, the District Board of the Town of Covington decided that two teachers were to be "re-elected for the term of 1917 & 1918 -- on condition that they must improve in their work next year and to be looked after by Mr. Jeter" (Alleghany County, 1913-1922, p. 38). There were no specific details in the minutes of the board concerning the weaknesses of these teachers or how they were to be

corrected. Apparently one problem involved classroom management. On November 14, 1917, the Board met and decided that since one teacher "had failed to control her room . . . [it] is best to try and get another teacher" (Alleghany County, 1913-1922, p. 39).

During the 1920s, the school year was usually preceded by a meeting of the teachers called the Alleghany County Teachers' Institute, much the same as was done in the nineteenth century but which included all teachers in the county. Superintendent Jeter used the occasion as a faculty meeting of the rural teachers since this would be the only opportunity to gather all of the teachers of one- and two-room schools together. "It has always been the custom of Supt. Jeter to drill into the teachers each session what is expected of them in the school-room and allow no teacher the opportunity to say they did not know what they had to do" (Quote taken directly from typewritten report of meeting held on September 14 and 15, 1923). The rest of the account of his instructions are printed below because it offers insight into what he considered important in teaching:

> Supt. Jeter stated that the teacher would be expected to stay in the neighborhood and not teach at one place and board at another as has been the case in many instances heretofore. He further instructed the teachers in regard to taking care of school property and especially the stoves which in many instances have been allowed to burn out, although practically new. Fires should be built early and the room nice and warm when the pupils arrive in the morning he stated.

> Keeping the room clean was another point he was very specific about. Nothing is so detrimental to health as a dirty and ill kept school-room he said. Getting to school on time was another point the Supt. brought out in his discourse. This is very important as the children are likely to get into all sorts of mischief, unless the teacher is there to keep order. (Quote taken directly from the typewritten report of meeting held on September 14 and 15, 1923.)

A younger sister of Celia Persinger, Clara, went to Radford Normal School before starting to teach at the Mallow School in Alleghany County in 1920. While she did not graduate from Radford, she did finish high school and received credentials sufficient for teaching in the primary grades. What she remembers most vividly is that it took two days to get from her Potts Creek home to Radford by train. She came home at Christmas and again at the end of the spring term (Personal interview with Clara Persinger Wright, November, 1990). At the age of eighteen and with no experience, she was paid "$90 per month." She had "38 pupils" in "grades 1-4" during her first year of teaching (Information taken from the School Term Reports for Alleghany County, 1920-21).

The distinction between white and black teachers was more obvious in the 1920s as evidenced by a review of School Term Reports of 1920-21. Besides the school taught by Clara Persinger, there was another school in Mallow which housed "43 Negro" students in "grades 1-5." Their teacher, Mrs. Lucy Pannell, was "36 years old," had been teaching "12

years," and had received some normal school training. She was paid "$60 per month" (Information taken from School Term Reports for Alleghany County, 1920-21).

Odell Dressler Groves followed in the footsteps of her mother and became a teacher. In 1928, she began teaching at the Iron Gate School for $90 per month. After the Great Depression hit in the 1930s, her salary was reduced to $72.50 per month. She reported cleaning houses with some fellow teachers to help meet expenses. They lived in Clifton Forge and caught an 8:00 a.m. town bus to Iron Gate. At 5:00 p.m., they caught the bus back to Clifton Forge. "After I was able to afford a car, I think my mother had me transferred to Edgemont School in Covington so I could take her to work at the Dry Run School [in Covington]" (Personal interview with Odell Groves, November, 1990).

Mrs. Groves and her mother, Mrs. Dressler, each taught over forty years in the Alleghany County schools. Marriage temporarily halted the career of each as was often the case with female teachers. The Persinger sisters only taught a few years each as marriage permanently halted their teaching careers. Celia married Mr. Tom Helms and Clara became the wife of Mr. Jesse Wright.

In a review of the School Term Reports for Alleghany County for the 1920-21 school year, it can be determined that the average teacher was around 25 years old, had taught

six years, and was being paid from $90 to $100 per month. Most of the teachers were unmarried, and out of 80 teachers filing those reports, only five were men. In terms of pay, those teachers who had not graduated from high school received about $65 per month. Most with a high school education were paid $80 per month.

Five teachers were paid the low salary of $50 per month. Three were white, had completed elementary schooling, and were first-year teachers. The other two were black; Ms. Marie Presley, who was a high school graduate and taught fourteen children in grades 1-6 at Longdale, and Ms. Macy A. Watson, who had normal school training and taught 82 students in grades 1-3 at Low Moor. Two other black teachers in the county were receiving $60 per month: Ms. Martha Watson, who had normal school training and 31 years experience, and Mrs. Pannell, who had been teaching twelve years (Information taken from School Term Reports for Alleghany County, 1920-21). Table 4.2 at the end of the chapter is a list of those teachers for whom reports could be found for the 1920-21 school year.

James G. Jeter

The earliest school board minutes on file for Alleghany County are contained in Minute Book A for the period 1901-1913. These minutes are actually for the district board of

the Town of Covington school district and not the whole county. One quickly discovers that James G. Jeter was the most dominant school official in the town and became Superintendent of Alleghany County schools in 1909. He began his career in Alleghany as an educator in 1890. On August 9, 1901, the school trustees for the Town of Covington met. "On motion of Mr G A Revercomb it was unanimously agreed that Mr. J. G. Jeter be continued as Principal of the Covington Graded School, at a salary of $75.00 per month . . . " (Alleghany County, 1901-1913, p. 1). On August 12, 1901, the trustees met to appoint the teachers. "Teacher[s] elected for the ensuing term beginning Sept 16 1901. Misses S W. Duncan, S P Slaughter, Mary Skeen, Dora M Anderson, S E Coulling, M W Hyde, Leona S Lloyd. Salary of said teachers to be Forty Dollars per mo." (p. 3) During this same meeting, Mr. Jeter was relieved of his teaching duties but given greater responsibility. "It was further agreed by the Board that the Principal of the White School should not . . . teach in any particular room, but should have general supervision over all rooms and would be held responsible . . . for the proper conduct of the school" (p. 3).

Not only was "Professor" Jeter the dominant figure in education in Alleghany County during this period of time, no other can claim a longer tenure or stronger influence in the

area's schools than Mr. Jeter. "He was a tall man and we [students] were all afraid of him when he would come to visit the schools" (Personal recollection of Daisy Ethel Hepler Armentrout who had been a student at Snake Run School, December 23, 1992). "He had an angelic face. He had the best smile, blue eyes, and a round, almost square face, and white hair" (Personal interview with Marjorie Ellen McCarthy, January 16, 1993).

Early in his career there was some dissent on the board. When he was re-elected to be the principal of the Covington Graded School on June 20, 1902, at a monthly salary of $75, the following was recorded: "Ordered that it be entered of record that G. A. Revercomb and Thos. Luke voted for, and R. J. Dickey against, Jas. G. Jeter for principal of said school No. 1" (Alleghany County, 1901-1913, p. 16). Perhaps there had been some question of Mr. Jeter's credentials because he appeared before the board on July 12, 1902:

> Mr. J. G. Jeter -- having produced before the Board a certificate authorizing him to teach in the public schools of Alleghany County, Virginia, it is ordered that the Board contract with him as principal and teacher of Public School No. 1 in the Town of Covington School District for a term of nine months commencing Sept 8th, 1902, and the contract heretofore entered into between the Board and the said J. G. Jeter dated June 20, 1902 is considered by the Board and approved. (Alleghany County, 1901-1913, p. 17)

Nothing else in the records indicates any lack of support or faith in Mr. Jeter's ability. An order enacted on June 18, 1907, by the District Board of the Town of Covington recognized his contributions to the schools during the preceding year. "It was also ordered that J. G. Jeter be allowed $25.00 per month for the three months between the closing and opening of the school for this year in recognition of his faithful and untiring services in the interests of the school" (Alleghany County, 1901-1913, p. 98).

The records are full of cases where the board left matters in the hands of Superintendent Jeter, sometimes solely and sometimes with the assistance of another board member. "On motion, the School Board authorized Supt. Jeter and Mr. Persinger to personally look after the building of the new room [in the Dark Hollow School to allow children to take up high school work] so as to eliminate as much extra cost as possible" (Alleghany County, 1922-1925, p. 30). This was decided at the meeting of the board on Wednesday, September 26, 1923. Superintendent Jeter and Mr. Allen Persinger did indeed handle the matter and in a very short time. On October 6, 1923, they reported to the board, "Mr. Martin Fridley had agreed to erect the new room at a cost of $800.00 and that work was started, Monday, Oct. 1, they having decided that the bid was a reasonable one and having

accepted Mr. Fridley's bid" (Alleghany County, 1922-1925, p. 31). The laws were obviously not very specific about bids and procurements. There's no indication that the actions of the board or superintendent were ever questioned.

Mr. Jeter may have been the first superintendent in Alleghany County who took on the job as his sole profession. County superintendents became "division" superintendents with the constitution of 1902. "About half of the superintendents appointed in 1909 considered the office their only vocation and had no other occupation, and three-fourths viewed education as their primary occupation" (Link, 1986, p. 128).

In his new position as superintendent, Mr. Jeter started keeping a record of his activities. The first entry in his journal was for January 1, 1910. "Superintending the completion of the new rooms in the Covington Graded and High School -- making out receipts for December reports and making out Supt's monthly report for City of Clifton Forge, etc." (Jeter, 1910, p. 1).

On January 3, he noted a visit to the four-room school for blacks. "Made a talk on the regular attendance of the pupils. This school is doing good work" (Jeter, 1910, p. 1). The next day he went to Natural Well where there was a two-room school which he reported as having a large enrollment. "The school is making good progress. I made a

talk on the importance of care and protection of school property, also on general conduct of pupils of school" (Jeter, 1910, p. 1). He left Natural Well and went to Falling Springs, hoping to see Charles Byers about a bridge right-of-way. He was unable to make contact and went on to visit the Falling Springs school.

Mr. Jeter spent time at the Covington schools on January 5, but his plans for the 6th were changed. "Intended to go to Clifton Forge and Iron Gate today. Too bad. Helped Mr. W. S. Wills take inventory in drug store" (Jeter, 1910, p. 2). Perhaps acts such as that made him a popular figure in Covington and Alleghany County and solidified his position in the school system.

Jeter made it to Iron Gate on the following day. "These schools are doing about as well as could be expected under the circumstances. It needs a little more snap" (Jeter, 1910, p. 2). From Iron Gate, he went to Clifton Forge where he dealt with the problems of the city and county schools. "I met the Clifton School Board in Mr. F. W. King's office to make final settlement of the differences between the City of Clifton Forge and Clifton School District. I then spent sometime arranging the second term's work of the city schools with Mr. W. E. Gilbert" (Jeter, 1910, p. 3).

Mr. Jeter didn't make any other entries in his journal

until August 1, 1910. He was busy working on getting schools for all the pupils of the districts. On that day, he made the following notes:

> At 10 o'clock I went to Wet Ground on Pott's Creek train, to see how the new school house was progressing. I found the foundation well put in and the frame up the corners storm sheathed. I was well pleased with the progress of the building. On my way to Wet Ground, I met Dr. H. B. Justice who was anxious to arrange for a new house on the Rich Patch road near Mr. Sam'l Hooks. I made an engagement to meet him over there . . . . On my way back to Covington I met on the train Mr. J. P. Gillespie with whom I discussed the school situation in the Boiling Spring District. Cost of trip R. R. fare .50 [cents]. (Jeter, 1910, p. 5)

He went back to the Boiling Spring District on August 2 and met Dr. Justice to consider school sites. His trip on this day was more expensive; he paid $2.50 to rent a horse and buggy. The final entry in Mr. Jeter's journal was for August 4, 1910. He indicated that the day had been spent in routine office work, including the completion of state reports, getting materials to finish the Wet Ground School, and making arrangements to meet Rev. N. A. Parker in Iron Gate to discuss building a four-room school. The rest of the journal contained various entries on certificates endorsed and district census and apportionment figures.

Mr. Jeter had been especially successful in the establishment and construction of school buildings. Covington had a large frame building which housed the graded school prior to the turn of the century. First as

principal, and then superintendent, Mr. Jeter was the overseer of several school construction projects. On July 6, 1908, the Town of Covington board met to consider the plans and specifications of a new building. "It was ordered that Mr. J. G. Jeter be paid One Hundred dollars the time between the sessions of the school this year with the understanding that he should superintend the construction of the new Colored School building" (pp. 111-112).

In 1910, Covington took steps to erect a high school building and remove the older students from the graded school. The district board met on April 13, 1910. "The Board agreed to purchase at once the McCurdy lot on corner Locust & Court Street with a view of building a high school as early as possible" (Alleghany County, 1901-1913, p. 138). Mr. Jeter was given the task of visiting other high schools in Virginia and coming up with a plan. On June 18, 1910, the board met at which time the high school lot was bought from Mrs. Mary E. Vowles, Eugene B. Woodward, Mrs. Amanda M. Evans, and Miss Margaret McCurdy for "$3,500.00 to be paid over a period of three years" (p. 149). Work began on the new building and by September 12, 1911, furniture and equipment for the first floor of the high school was being ordered. "The Board also figured on amount of cash on hand and what had been spent on high school building and found that we could finish basement and first floor with what

funds we had" (Alleghany County, 1901-1913, p. 163).

It appears that the new building was occupied in 1912 and efforts were being made to expand the offerings. On February 3, 1913, "The Board agreed to pay Walter D. Moses & Co. one hundred and twenty-five dollars for the piano now in High School building . . . . It was suggested by Mr. McAllister to employ a music teacher & introduce singing in school" (Alleghany County, 1901-1913, p.189). On March 13, 1913, improvements to the graded school were planned. "Board agreed to have Electric lights put in two rooms of graded building" (Alleghany County, 1901-1913, p. 192).

In the spring of 1914 the Board was faced with the need for additional space in the graded school, but Mr. Jeter found that they could only borrow half of the money needed; the Board decided it would be unable to build at that time. Two years later, the situation had changed. On March 4, 1916, it was noted that "the plans for new school building were before us and all arrangements to stake of[f] grounds and commence work at once. Mr. Jeter reported that he had secured prices of lumber and brick and we were to appear before the council on Monday night and request them to remove old fire house building" (Alleghany County, 1913-1922, p. 24). On January 25, 1917, the Board "went over the financial conditions of school fund and found it possible to go ahead with new graded building and complete all rooms on

second floor. The School was reported getting along nicely by Supt. Jeter" (p. 32). On May 15, 1917, "(t)he question of finishing up six more rooms of New Building was taken up but found the funds were not available unless we could sell the old frame building at a good price . . . " (Alleghany County, 1913-1922, p. 35). This building occupied the lot on Locust Street between Court and Maple Avenues known today as the Mid-City Mall. The old high school building is now the Covington City Hall.

The new graded school building was nearly complete and was occupied when school started on September 16, 1918. The October and December meetings of the District School Board of the Town of Covington were devoted to making the necessary arrangements and resolutions for the sale of $30,000 of bonds to pay for the graded school building.

> Whereas, by an Act duly passed by the General Assembly of Virginia, approved March 16, 1918, known as Chapter 294, Acts of Assembly, 1918, this Board is authorized to borrow a sum of money not exceeding Thirty Thousand ($30,000.00) Dollars, to meet notes for money borrowed by this Board for the purpose of erecting a graded school building in said town . . . . (Alleghany County, 1913-1922, p. 56)

The size of the new graded school soon proved inadequate as school attendance increased, probably due to a larger population and compulsory attendance. Mr. Jeter again took steps to make provisions for the situation by leading the county school board in the construction of a new

addition to the building. The board met in the office of the superintendent on Saturday, May 16, 1925. It was agreed that school terms in the Boiling Spring District would be seven months, eight months in the Clifton District, and nine months in the Covington District and Town of Covington. Another important resolution was adopted:

> Moved by C. S. Shepherd and seconded by A. R. Persinger that what has heretofore been called and known as the Covington Graded School, including the New Addition, now being erected, be and is hereby named "The Jeter School" in recognition of and as a tribute to the lifelong work and devoted services of our honored Superintendent of Schools for Covington and Alleghany County, Mr. J. G. Jeter, and further resolved that this resolution be spread upon the minutes of this Board. (Alleghany County, 1922-1925, p. 150)

Mr. Jeter was indeed a powerful and influential figure in the development of schools in Alleghany County. He also served in that capacity for the City of Clifton Forge until 1917. At that time, the work of the superintendent in Clifton Forge was placed in the hands of the graded-school principal. Mr. Jeter would continue as Alleghany Superintendent and lead the county schools into the 1930s. Only one other individual could count a longer term of service than Mr. Jeter. That person was Mr. William G. Watson, the most dominant figure in the education of blacks in Alleghany County.

Mr. Watson's story will be told in greater detail in Chapter VI. He also had the distinction of having the

school for blacks named in his honor. The integration of schools in Covington in 1966 permitted the closing and demolition of Jeter Junior High School. Watson School, which prior to integration had housed all black students in grades 1-12, was renamed Jeter-Watson Elementary School and housed grades K-7. It is currently an intermediate school for grades 3-7.

Additional information on school superintendents can be found in Table 4.3 at the end of the chapter.

Students

A review of school board minutes and the personal letters of some teachers of the day leads one to conclude that students in the early 1900s were similar to those of any other period. They were susceptible to communicable diseases and prone to lapses in behavior. On November 3, 1903, the three members of the Covington School Board met to deal with an outbreak of a disease. A. C. Jones was the chairman, R. J. Dickey the Clerk, and Thomas Luke was a member. The following order of business was decided; "Owing to the prevalence of diphtheria in the town it is ordered that the Covington Graded [white] school No. 1 be closed until Nov. 16th or longer, if necessary" (Alleghany County, 1901-1913, p. 33).

Ten years later the board took up the topic of student behavior. The board was composed of George A. Revercomb, A. A. McAllister, president, C. R. Karnes, clerk. On December 13, 1913, the following was decided:

> It is ordered by the Board that the rule heretofore made by which any pupil in the public school who shall be sent to the office of the principal as much as three times a week for disobedience or misconduct shall be required to attend the following Saturday . . . and the principal is authorized to punish said pupil [who failed to attend] by whipping or by keeping them in after school hours . . . . (Alleghany County, 1913-22, p. 2)

The matter of behavior continued to be a topic of concern for the board. The principal of the graded school requested assistance from the board on December 29, 1913. "A communication from Mr. Shires was read before the Board requesting us to employ an additional teacher for children that were hard to manage" (Alleghany County, 1913-22, p. 4). The board responded favorably to his request. "The Board decided to appoint Miss Callie Steele to fill this position at $55.00 per month and to be employed by the month as we may not need her the entire session" (p. 4). One can only speculate that either the character of Miss Steele would reverse the behavior of such students or else they would cease to attend the public schools.

In the fall of 1915, Celia Persinger was teaching at the Longdale School. Her parents lived on a farm on Potts Creek and she wrote them a letter which revealed some

interesting facts and observations about students and their behavior:

> I am getting along O.K. Some [of] the children did fine on examinations while others failed. I whipped a girl 7 yr. old yesterday for cursing. And gave several licks for misbehavior today, kept some girls in for not coming when I rang bell. Will have about 5 boys to whip in the morning as they had a big scrap coming from school this evening. One parent called this evening and told me about it. I was at schoolhouse sweeping. I never heard of people cursing so until I came here. Babies when they first start to school curse like old men. I have never heard them curse but the children tell me they curse. Oh! They are tough. I am learning that there is worse people in the world than I thought. Although they all like me if I do beat them. I gave them a talk on cursing and using tobacco the other day. One little boy eleven said I am not going to smoke any more Miss Persinger. I said alright if you won't I will get you an Xmas present. I said give me your tobacco. He said no he would carry it home to his brother. I said alright. After a while he brought his tobacco up and put it in fire. And I am going to get him Xmas present. They have just had no one to train them. (Personal letter of Celia Persinger, November 11, 1915)

On the back of the envelope containing her letter, Miss Persinger wrote, "Mr. Jeter visited us today." In completing the term reports, teachers had to list the number of times they were visited by the superintendent.

Despite the time period, where there are children there will be misbehavior and the need for discipline. Corporal punishment was an accepted form of discipline in Virginia schools until 1990. For the young female teacher charged with conducting lessons for a multi-age group of girls and boys in an isolated, one-room school, such harsh methods may

have been necessary for survival and the maintenance of order.

Athletics would become a major part of the school program. Baseball and football were played as club sports prior to 1900. During this period, the high schools in Clifton Forge and Covington sponsored teams for boys in those two sports as well as basketball. Basketball was originally played on an outdoor court before the construction of gymnasiums. Girls were cheerleaders and eventually played basketball. The games were rough. "Lawrence [McCarthy] played football [in 1923] until he hurt his shoulder. . . . It bothered him all his life" (Personal interview with Marjorie Ellen Carter McCarthy). With the building of high schools out in the county districts in 1929, sports programs would begin to evolve at those schools in the 1930s.

As one can determine from Table 4.4 at the end of the chapter, the enrollment and average daily attendance in the schools increased significantly during the period. The number of schoolrooms opened increased proportionally.

Parents

The involvement of parents was encouraged in the early 1900s as can be shown from a letter posted on February 7, 1906. It was from the Clifton Forge office of F. W. King,

Alleghany Division Superintendent of Schools:

> TO THE PATRONS OF THE PUBLIC SCHOOLS OF ALLEGHANY COUNTY - If you had a thoroughbred horse in training for a race you would go almost daily to see what progress he was making and to lend the trainer all the assistance you could to put him in the finest condition possible. How many times have you visited the schools you patronize to watch the faithful work of those who are training your own children for the great race of life, and to lend your assistance and cooperation in the education of your own and your neighbor's children? . . .
>
> A day has been set aside in the school sessions of Virginia, to be known as 'Patrons' Day,' . . . .
>
> Patrons' Day for your school will be observed Apr. 12, 1906. . . . (Copied from actual letter found in the records kept in the Alleghany Highlands School Board Office.)

There was as much chance that a teacher would visit a child's home as there was a parent visiting the school. In fact, the number of home visits was an item on the Teacher's Term Report. While at Longdale School, Celia Persinger made such visits as evidenced by a letter she wrote her parents in 1915:

> The other day a little girl 10 yr [old] came to me and said Miss Persinger I am going home, my papa said if you did not excuse me when I ask, for me to come home. This was at recess so I said you come in and stay until 4 o'clock and I will go [home] with you. So I went -- the mother said the father said it. I told her that I would greatly appreciate them coming to me and telling me if this child was afflicted and could not stay in 1 1/2 hr and I would excuse her and [that I did] not want to take [the] child out of school. I told them that it would be the child's disadvantage and not mine. Mr. and Mrs. H[arvel, her landlords] said they gloried in my spunk as they [the child's parents] always did something like that [telling the child to come home]. I ask if she [the child] was afflicted and the lady [mother] said not very bad but they wanted her to go out when she wanted to. So I said I cannot allow my

> children her size to go out for I think it is useless unless they are afflicted and I will excuse her when I think it is necessary. Oh! I have some ups and downs. (Personal letter of Celia Persinger, October 14, 1915)

It was rare when a parent would question the discipline or authority of the school, but situations did sometimes arise. In 1918, R. C. Bowton served not only as superintendent but also as the principal of the graded school in Clifton Forge. He encountered a problem on September 27, 1918, and the Clifton Forge City School Board met to consider the matter:

> The Supt. was first requested to make a statement of the facts in the case which was as follows:
> Two boys, Roy J_____, Garwood J___, who had on other occasions played truant, were on Sept. 27th called to his office and whipped for refusing to allow boys [to] cross Smiths Creek bridge at Pine St., and forcing them to wade creek, which resulted in their falling into the water.
> Later in the day Mr. J_____, father of one of the boys charged with causing the trouble, accosted him, (Mr. Bowton) on the street near the P. O., and with the question "What did you whip my boy for," struck him repeated blows.
> Three of the teachers (Misses Simpson, Brugh, & Tribbett) being present to testify in connection with the case, corroborated the statement made by the Supt. and emphasized the fact that the boy was not severely, or unreasonably whipped, as not over six strokes were laid upon him. (Clifton Forge, 1917-1936, p. 21)

In such matters, the board generally came to the support of school personnel and such was the case in this incident. The board decided to suspend the boy from school and, "The attack made by Mr. J_____ upon Supt. Bowton was referred to the Police authorities for investigation, . . ."

(Clifton Forge, 1917-1936, p. 21). On November 14, 1918, the young man's father appeared before the board, apologized for his actions, and requested that his son be readmitted to school by "pledging himself to use every means to cooperate with the Supt. & teachers in ref. to his son . . . " (p. 22). The board granted the request.

State Support and Influence

Funding for schools increased gradually over the period from 1900 until 1930. While state support continued to grow, the effort of the locality still overshadowed that of the state. Table 4.5 at the end of the chapter details that support. In many respects, Alleghany County had not only made significant strides in its school system, it had often been a leader. In the report of the State Superintendent in 1911-12, one finds the following;

> There are only two methods of bringing children into the school, attraction and compulsion. I doubt whether the time is yet ripe in Virginia for compulsory education. Only two counties and three cities have taken advantage of our local option compulsory education law and all of these divisions except one too recently to test the effects. In Alleghany County, which has the distinction of being the pioneer in taking advantage of compulsory education, there have been increases affecting white children during the past eight years as follows: Enrollment 33 per cent, average daily attendance 42 per cent. Alleghany now enrolls 77% of its white population and is regarded as a model county by many of the citizens of neighboring counties. (Annual Report, State Superintendent of Public Instruction, 1911-12, p. 22, quoted in Buck, 1952, p. 185)

Schools in Alleghany County and Virginia benefitted not only from the support provided by the state government, but also from state-wide initiatives from activist groups. "The period from January, 1913, to February, 1918, during which [R. C. Stearnes] served as superintendent, was characterized by an interest in schools on the part of the public in Virginia, which had probably never been more widespread" (Buck, 1952, p. 163). One of the activist groups was The Cooperative Education Association. It had "attained a high level of effective activity in organizing active school leagues, in focusing public attention on the value of public schools, and in persuading the Legislature to deal more generously with the schools." (p. 163)

The organization of a State Teachers Association also helped the effectiveness of teaching and schools. A typewritten account of the proceedings of an Alleghany County teachers' institute was found folded and loose in the minutes of the Alleghany County School Board for the period 1922-25. A local newspaper verified the date of the meeting which was in 1923 because the report indicated that the meeting "was held in the Covington High School Auditorium Friday and Saturday, the 14th. and 15th. of September respectively" (Wording from actual account).

This institute welcomed leaders from the state level organizations mentioned above as well as others. "Dr. C. J.

Heatwole, of Richmond, Secy. of the Virginia State Teachers' Association was introduced by Supt Jeter." Dr. Heatwole was the author of one of the works cited in this dissertation. He addressed the group and lauded the one-room school as being "the foundation for an education." George W. Guy was the executive secretary of the Cooperative Education Association of Virginia, and he also spoke to the Institute. "[He] stated that the organization was working to organize and foster community leagues, junior leagues, and to make schools a community center, to encourage more intelligent citizenship and to develop a co-operative effort for community growth." Another speaker was a Miss Lemon from Roanoke, Virginia. "[She] gave a short and interesting talk on the National Parents' Teachers' Association and the great work being accomplished in bringing together the parents and teachers." The State Department of Education was also represented at the meeting. "The session Saturday morning was opened with a prayer by Rev. J. Harry Whitmore, of the Covington Presbyterian Church after which Miss Rachel E. Gregg, Supervisor Teacher-Training, Richmond, was introduced by the Supt" (Quotes taken directly from the type-written account of the meeting. The account was found folded in the Alleghany County School Board Minutes, 1922-1925).

It was recorded that Miss Gregg felt it was important to make all subjects interesting. Most important was

reading, though she pointed out that if a child didn't read by the third grade, there was little hope. Superintendent Jeter finished the Saturday afternoon session with a continuation of the faculty meeting. Miss Gregg was there and reinforced him on all of his instructions.

Summary

During the period from 1900 until 1930, education in Alleghany County, Virginia, seemed typical for a rural school division. The numerous one- and two-room schoolhouses were the primary providers of education to the county youth. It was natural that town and city children would receive more benefits than those living in the country because most children there attended classes which were taught on one grade level. The terms were longer due to the fact that fewer children living in the town had responsibilities for working on the family farm. City and town children also received instruction from more qualified teachers, who were given a preference in choosing their teaching assignment. It was apparent that they preferred teaching in a large graded school with only one level of students instead of the rural schools which had grades 1-7 in one room.

The pay for teachers during this period had made considerable gain since the creation of public free schools

in 1870, as most teachers could now expect around $100 per month. The majority of teachers were now women, and much of this can probably be attributed to pay lower than in other professions and the fact that teaching did not provide a full year's employment. In examining teachers' pay, there was apparently some effort to base it on the training and preparation of the teacher. The preferred teacher was one who had been educated in a normal school. The high school teachers were paid the highest salaries. Men generally received a higher salary than women, but this was not always the case. As one would expect, the salary for black teachers was the lowest of any in the system.

Schools in the early part of the twentieth century were dealing with problems similar to those of today or any other period of time: student health, student behavior, and parental involvement and cooperation. The Term Reports also listed such problems as unsanitary toilet facilities and buildings in poor shape.

The power of the superintendents and school boards was absolute, particularly with Mr. Jeter. The method of school governance changed during this period from one of district boards to a single county board. Prior to 1922, the county board generally met only once annually to approve the report of the superintendent. Even after the dissolution of district boards, the matters concerning one district were

usually left to be decided by the superintendent and that district's representative.

There is evidence that leaders in this county were making efforts to improve education for its youth. As Kaestle (1983) noted, "The cosmopolitan cause has enlisted Ellwood Cubberley to urge rural district consolidation in the 1920s, . . . " (p. 222). Indeed, in Alleghany County, the school building programs of the 1920s were aimed at consolidating many of the one room schoolhouses throughout the districts. Whether or not this led to improving education may be argued but it did make it easier for the administration of schools and the standardization of practices.

The benefits of Virginia's public school system were becoming apparent. Tremendous educational strides had been made since the days prior to the Civil War and particularly since the state school system was planted on firm ground in the late 1800s. The literacy rate figures attest to that statement. "The literacy rate in Virginia rose from 69.8% in 1890 to 91.3% in 1930. Among Negroes, the rate went from 42.8% to 80.8%" (Bullock, 1967, p. 172). One would be challenged to explain such an improvement by any reason other than the rapid growth and development public schools.

Table 4.2 - TEACHERS, 1920-21

Teacher	Age	Exp	Educa	Pay	School
Alphin, Ora	27	7	Norml	$125	Jordan Mines
Anderson, Martha		4	HS	100	Low Moor
Andrews, Francis	22	2	Acad	85	Winn
Artz, Esther		6	SmrS	125	Low Moor
Brugh, Mary	24	4	Norml	100	Low Moor
Buford, Patty	22	2	Norml	100	Cov Graded
Byer, Emma	25	4	Norml	90	Moss Run
Carpenter, Mary	22	1	Sem	90	Cov Graded
Carter, A. P.	56	30	Col	90	Sweet Chalybte
Carter, Bonnie	27	6	Elem	65	Iron Hill
Carter, Hazle	19	1	Elem	50	Big Ridge
Carter, Josephine	20	2	Elem	65	Alleghany
Carter, Lottie	35	7	Elem	65	Snake Run
Carter, Nora	23	3	Elem	65	Palestine
Carter, Raeburne	21	4	Norml	90	Wet Ground
Coleman, Hattie	20	1	Sem	84	Grace Mission
Collins, Marie		1	Prim	90	Cov Graded
Daughtrey, Blanche	27	9	Norml	100	Cov Graded
Day, Louise	20		Norml	90	Dark Hollow
Dressler, Mrs. Lee	32	6	Norml	100	Cov Graded
Dressler, Virgie		14	Norml	100	Callaghan
Duval, Mary	50	25	HS	100	Callaghan
Edmunds, Margaret	21		Col	125	Cov High
F____, Mr. S. A.	23	2	Col	125	Selma
Harris, Sophie	22	3	Norml	110	Cov Graded
Hawkins, J. S.	21	1	Col	100	Selma
Haynes, Daisy	21	2	HS	65	Griffith
Hendrickson, W. S.	68	14	Col		Morris Hill
Hensley, Ella	23	5	Norml	87	Mt. Pleasant
Humphries, Mr. R.	25	4		65	Byer
Irvine, Mary		9	Sem	100	Selma
Karnes, Lucille	21	1	Col	90	Cov Graded
King, Mrs. Atchie	29	6	Norml	90	Rich Patch
Lam, Francis	20		HS	80	Dry Run
Lovelace, Evelyn	23	4	Norml	100	Cov Graded
Lucas, Susie	27	7		100	Barber
Lusk, Ida E.	41	11	Sem	100	Longdale Furn
Marshall, Nita		3	Norml	100	Cov Graded
Martin, Nina	20	1		50	Bennett
Martin, Nettie	23	4	Elem	65	Mill Branch
Martin, Ruby	17		Elem	50	Wickline
McClintic, Blanch	33	5.5	Norml	100	Cov Graded
Moomaw, Margaret	28	8	Sem	90	The Valley
Musgrove, Marye	44	19	Norml		Cov High
Mustoe, Bessie L.	21	1	Norml	100	Cov Graded
Noel, Gwinne		2	Col	90	Cov Graded

Table 4.2 - TEACHERS, 1920-21 continued

Teacher	Age	Exp	Educa	Pay	School
Nuckols, Audrey	24	2	Norml	$ 90	Blue Spring Rn
Omohundro, Mamie	22	2	Norml	100	Selma
Owen, Jennie					Grace Mission
Pannell, Mrs. Lucy	36	12	Norml	60	Mallow Colored
Payne, Josephine		2	Col	90	Cov Graded
Persinger, Clara	18		Norml	90	Mallow
Powell, Louise					Grace Mission
Presley, Marie	19	1	HS	50	Longdale Colrd
Pribble, Kathleen	19	1	Norml	100	Cov Graded
Prude, Eugenia O.		4		100	Cov Graded
Putney, Edna E.	25	2	Norml	100	Cov Graded
Rice, Carolyn	22	1	Norml	90	Cov Graded
Rice, Irene	24	3	Norml	100	Cov Graded
Ritsch, Nancy	24	6	Norml	100	Cov Graded
Robinson, Eliza	18	1	HS	85	Bess Graded
Rowan, Andrew	51	17	Norml	90	Bess
Sadler, Francis	29	11	Norml	100	Cov Graded
Sandidge, Mary	24	4	Norml	100	Cov Graded
Scott, Katherine	27	7	Col	125	Barber High
Simpson, Blanche	26	8	Col	100	Low Moor
Smith, Sadie	23	4	Col	90	Mt. Pleasant
Stevens, Mrs. Maude	33	10	Col	90	Potts Creek
Tinsley, Mrs. Lula	40	9	Inst	80	Rich Patch
Turpin, Annie Ford	24	4	Norml	100	Cov Graded
Tyree, Beulah	25	3	Norml	75	Indian Draft
Wagner, Annie	18	1	Norml	65	Wilson Creek
Wallace, Ruth B.	23	2	Norml	100	Cov Graded
Watson, Macy A.	23	5	Norml	50	Low Moor Colrd
Watson, Martha	49	31	Norml	60	Low Moor Colrd
Webb, Mrs. George	25	6	Norml	100	Cov Graded
Williams, Adella	23	5	Norml	90	Blue Spring Rn
Williams, Lucy	25	6	Norml	90	
Woods, Gertrude	22	4	Col	100	Nicely
Wright, Abbie	50	25	Acad	100	Longdale Quar

Key: Acad - Academy; Col - College; Elem - Elementary; HS - High School; Inst - Institute; Norml - Normal School; Prim - Primary; Sem - Seminary; SmrS - Summer Normal School. Chalybte - Chalybeate; Colrd - Colored; Cov - Covington; Furn - Furnace; Quar - Quarry; Rn - Run.

Source -- Compiled from the school term reports for the 1920-21 school year located in the Alleghany Highlands School Board Office in Covington. This is not a complete listing of all teachers.

Table 4.3 - ALLEGHANY COUNTY SUPERINTENDENTS, 1901-1930

NAME	YEAR	NO. DAYS	SALARY
W. W. Pendleton	1901	42	$ 345.00
W. W. Pendleton	1902	131	420.00
W. W. Pendleton	1903	125	420.00
W. W. Pendleton	1904	150	420.00
Floyd W. King	1905	150	420.00
Floyd W. King	1906	100	437.33
Floyd W. King	1907	115	549.96
Floyd W. King	1908*	120/2	650.06
James G. Jeter	1909**	59/32	549.96
James G. Jeter	1910	190/68	895.38
James G. Jeter	1911	275/68	1,933.73
James G. Jeter	1912	135/26	1,335.87
James G. Jeter	1913	158/25	1,290.04
James G. Jeter	1914	187/21	1,580.04
James G. Jeter	1915	183/25	1,580.04
James G. Jeter	1916	188/27	1,340.04
James G. Jeter	1917***	190/8	1,518.33
James G. Jeter	1918-1930		

After 1917, James G. Jeter seldom reported information about salary and days worked after 1917. He did report working 313 days in 1924 and the office was his only occupation.

*Clifton Forge became a city in 1906 and thus began to operate schools under its own school board. Until 1916-1917, the same individual served as Superintendent for both Alleghany County and Clifton Forge. The figure to the right of the slashed line under number of days shows the amount of time spent administering Clifton Forge Schools. The first three superintendents of Clifton Forge were: R. C. Bowton, 1917-1923; L. F. Shelburne, 1923-1925; and Herman Blankinship, 1925-19.

**G. O. Green served for a portion of time prior to the term of Mr. Jeter because Mr. Jeter recorded in the minute book of the Alleghany County School Trustee Electoral Board that the names of the school trustees had been given to him by ex-Superintendent G. O. Green on August 20, 1909.

***James G. Jeter also served as Superintendent of Craig County until replaced by F. H. Huffman on June 10, 1918.

Source -- Annual Reports of the State Superintendent of Public Instruction and the Bulletins of the State Department of Education.

Table 4.4 - SCHOOLS AND PUPILS, 1901-1930

ALLEGHANY COUNTY

YEAR	*SCHOOLS WHITE	*SCHOOLS COLORED	SCHOOL AGE WHITE	SCHOOL AGE COLORED	PUPILS ENRL'D WHITE	PUPILS ENRL'D COLORED	AVG DAILY ATD WHITE	AVG DAILY ATD COLORED
1901	50	9	3,647	849	1,902	436	1,148	261
1902	56	9	3,647	849	2,277	504	1,408	305
1903	54	9	3,647	849	2,114	518	1,332	334
1904	56	8	3,647	849	2,157	496	1,443	277
1905	51	9	3,344	890	2,114	533	1,362	327
1906	57	10	3,344	890	2,503	592	1,724	353
1907	67	12	3,344	890	2,503	608	1,741	359
1908	55	10	2,569	690	2,144	427	1,653	261
1909	56	11	2,617	690	2,169	553	1,292	314
1910	58	11	2,569	690	2,205	556	1,734	234
1911	63	10	3,208	884	2,412	469	1,986	343
1912	64	9	3,208	884	2,439	438	2,013	324
1913	69	9	3,208	884	2,493	489	1,726	314
1914	69	8	3,208	884	2,332	376	1,712	273
1915	75	9	3,208	884	2,623	412	1,708	320
1916	80	8	3,668	777	3,039	419	2,086	301
1917	81	10	3,668	777	3,148	504	2,514	326
1918	78	9	3,668	777	2,766	478	2,143	301
1919	74	8	3,195		2,632		2,086	379
1920			3,668	777	3,026	406	2,235	369
1921	89	9	3,969	802	3,133	421	2,350	304
1921	89	9	3,969	802	3,133	421	2,350	304
1922	91	8	3,963	808	3,241	494	2,341	370
1923	100	9	3,963	808	3,594	496	2,679	377
1924	104	9	3,963	808	3,514	486	2,582	350
1925	114	9	4,251	662	3,691	473	2,813	377
1926	99	9	4,251	662	3,627	465	2,687	362
1927	99	10	4,251	662	3,545	476	2,796	396
1928	104	10	4,251	662	3,653	463	2,932	413
1929	109	12	4,251	662	3,606	492	2,596	378
1930	120	12	5,003	595	4,213	514	3,389	413

*Schools refer to one room with one teacher. This figure more accurately reflects the number of teachers and not schoolhouses. The report for 1918 started referring to this as the number of school rooms opened.

Continued

CITY OF CLIFTON FORGE

YEAR	*SCHOOLS WHITE	*SCHOOLS COLORED	SCHOOL AGE WHITE	SCHOOL AGE COLORED	PUPILS ENRL'D WHITE	PUPILS ENRL'D COLORED	AVG DAILY ATD WHITE	AVG DAILY ATD COLORED
1908	14	2	727	200	700	106	576	70
1909	16	2	727	200	800	206**	733	106
1910	17	2	795	200	848	125	684	79
1911	22	3	1,249	189	828	143	716	104
1912	22	4	1,249	189	835	183	730	145
1913	23	4	1,249	189	851	177	734	149
1914	24	5	1,249	189	914	195	838	138
1915	27	5	1,249	189	1,011	202	906	181
1916	27	5	1,230	275	1,024	146	863	133
1917	32	5	1,230	275	1,125	168	969	157
1918	29	5	1,230	275	983	179	835	134
1919	36	5	1,230	275	1,091	175	912	146
1920			1,230	275	1,222	201	1,031	159
1921	38	5	1,398	259	1,278	231	1,037	182
1922	38	5	1,398	259	1,249	225	1,095	175
1923	37	5	1,398	259	1,198	246	1,064	187
1924	38	5	1,398	259	1,264	242	1,117	178
1925	38	5	1,387	300	1,223	238	1,091	181
1926	39	5	1,387	300	1,233	239	1,100	172
1927	40	6	1,387	300	1,275	252	1,097	213
1928	40	8	1,387	300	1,312	249	1,232	211
1929	41	8	1,387	300	942	205	854	153
1930	45	7	1,416	283	1,277	234	1,115	209

*Schools refer to one room with one teacher. This figure more accurately reflects the number of teachers and not schoolhouses. The report for 1918 started referring to this as the number of school rooms opened.

**During the initial years of separation of the city schools from the county schools, specific figures for number of school age children, enrollment, and attendance figures appear to be estimates and perhaps inaccurate.

Source -- Annual Reports of the State Superintendent of Public Instruction and the Bulletins of the State Department of Education.

Table 4.5 - SCHOOL FUNDING

ALLEGHANY COUNTY

YEAR	STATE	COUNTY	DISTRICT	OTHER	TOTAL
1901	$ 6,420.49	$ 5,184.23	$ 6,739.51	$ 38.80	$ 18,038.03
1902	6,637.77	5,523.19	8,484.50	227.97	20,873.43
1903	6,518.39	5,442.17	6,735.18	168.80	18,864.54
1904	6,761.02	5,755.36	7,877.60	93.62	20,487.60
1905	6,945.06	7,183.94	9,216.02	47.34	23,392.36
1906	7,979.43	8,493.81	9,235.45	2,738.96	28,447.65
1907	9,974.07	7,742.89	9,057.26	9,854.54	36,628.76
1908	7,680.80	7,883.27	12,835.53	3,166.46	31,566.06
1909	8,606.29	10,925.33	15,997.67	5,299.49	40,828.78
1910	9,664.58	11,934.96	16,545.30	2,839.94	40,984.78
1911	10,106.25	14,525.41	20,473.86	15,415.80	60,521.32
1912	10,354.93	15,338.38	27,468.31	18,404.84	71,566.46
1913	11,579.42	14,593.47	20,737.84	14,558.36	61,469.09
1914	11,578.14	17,328.24	24,123.50	9,779.47	62,809.35
1915	13,533.28	18,988.14	19,297.13	8,180.14	59,998.69
1916	14,293.10	21,835.10	20,620.39	17,036.14	73,784.73
1917	17,392.55	25,366.80	24,948.89	38,825.02	106,493.26
1918	Information not available.				
1919	24,793.13	22,847.84	19,614.64	40,514.88	107,770.49
1920	21,216.31	29,838.04	36,279.33	27,834.60	115,168.28
1921	30,413.08	34,785.29	30,506.04	37,232.88	132,937.29
1922	39,319.27	50,593.08	34,087.60	10,467.35	134,467.30
1923	37,459.14	48,294.14	22,288.25	33,673.32	141,714.85
1924	48,850.61	56,976.49	22,347.61	21,548.12	149,722.83
1925	42,772.61	57,481.25	29,818.34	33,405.87	163,478.07
1926	38,763.59	79,626.96	34,245.03	46,093.53	198,729.11
1927	40,145,79	61,153.71	51,819.12	78,944.36	232,062.98
1928	42,054.94	80,017.24	71,847.67	128,774.83	322,694.68
1929	43,427.16	91,474.31	75,988.98	111,670.45	322,560.90
1930	47,032.11	115,471.08	64,663.46	77,581.66	304,748.31

Continued

CITY OF CLIFTON FORGE

YEAR	STATE	LOCAL	OTHER	TOTAL
1908	$ 2,151.84	$ 2,930.26		$ 5,082.10
1909	2,686.28	7,537.14	229.75	10,453.17
1910	2,709.50	8,770.84	168.00	11,648.34
1911	3,729.12	9,765.88		13,495.00
1912	4,338.92	8,921.90	1,619.54	14,880.36
1913	3,918.68	9,331.44	1,174.36	14,424.48
1914	4,084.13	10,236.30	1,720.60	16,041.03
1915	3,778.58	15,914.41		19,692.99
1916	3,853.27	13,210.36		17,063.63
1917	4,957.63	10,734.73	8,204.85	23,897.21
1918	Information not available.			
1919	6,348.75	13,455.38	11,264.71	31,068.84
1920	6,331.65	13,917.23	13,214.59	33,463.47
1921	9,995.03	14,899.00	19,228.77	44,122.80
1922	12,245.88	30,800.00	2,808.34	45,854.28
1923	11,671.27	36,791.05	884.79	49,347.11
1924	10,870.95	35,469.12	1,155.83	47,495.90
1925	11,173.88	39,946.17	1,541.18	52,661.23
1926	11,375.82	39,560.23	1,600.00	52,536.05
1927	11,375.82	39,560.23	1,600.00	52,536.05
1928	11,709.25	43,489.37	16,500.00	71,698.62
1929	13,045.06	48,985.00	615.00	62,645.06
1930	13,319.59	52,183.83	775.00	66,278.42

Source -- Annual Reports of the State Superintendent of Public Instruction and the Bulletins of the State Department of Education.

CHAPTER V

FROM CONSOLIDATION TO DESEGREGATION

Introduction

This chapter will trace the development of schools from 1930 until desegregation in the mid-1960s. In 1930, the schools in the Alleghany Highlands were governed by two systems: one covering Alleghany County and the Town of Covington, and the other, the City of Clifton Forge. In 1952, the Town of Covington became an independent city and a joint system was operated with Alleghany County until 1958.

During this period of time, the consolidation of schools was the major accomplishment. Consolidation today refers to two or more systems combining to form one. In the 1930s, consolidation of schools meant closing smaller schools and opening larger, comprehensive graded schools. For the most part, this was accomplished in the decade of the 30s but some one-room schools remained in operation in remote sections of Alleghany County until 1949. Several other small schools were not closed until 1964. The complete separation of Alleghany County and Covington schools led to building programs which were designed to offer all students a complete and comprehensive public school education.

Consolidation

As previously noted in Chapter IV, the consolidation of country schools was first begun in the late 1920s. New schools at Barber (Falling Spring), Boiling Spring, Dunlap, and Low Moor (Central), led to the closing of several small schools. These were originally opened with the idea of providing a high school program for county students which had previously been available only at Covington and Clifton Forge. Many began advanced work in their country schools but could not complete high school. "The construction of these schools resulted in the closing of numerous small schools, the development of a pupil transportation system, and the making available of a high school program for all the children in the county" (Hodnett, 1964, p. A-2).

Each year the division superintendent was required to file with the State Department of Education the "Annual Report of Instructional Personnel." A review of those documents maintained at the Alleghany Highlands School Board office in Covington provided information about school closing based on the assignment of teachers. Beginning in 1929, the following schools were closed: Alleghany, Hematite, Moss Run, Rich Patch, and Wickline. As it became apparent that the new schools could handle an increased enrollment, the system used its improved transportation assets to begin closing other schools. The following were

closed in 1933: Hoke, Johnson's Creek, Peter's Mountain, and Snake Run. The Callaghan and Cliftondale Colored schools closed in 1936 as black youngsters in these communities were sent to Watson or Jefferson School.

School closing continued into the latter years of the 1930s. In 1937, the schools at Griffith and Longdale were closed. More schools were closed at the end of the 1937-38 school term: Dark Hollow, Dry Run, Morris Hill, and Simmons. In 1940, the Valley Colored School was closed and the school for blacks in Wrightsville was closed in 1942 as well as the school for whites at Nicely. In 1949, Big Ridge and Nettleton Addition schools closed and the last of the small rural schools for blacks at Low Moor was closed in 1951.

While Clifton Forge was a relatively compact community and had only four schools, that number was reduced by one in 1939. On June 23, it was decided that Clifton Forge could save money by closing one of its schools: "On motion by S. Y. Clark, seconded by E. E. Bradley and carried, that the said West Clifton [Lee] building not be used for the term 1939-40 . . . " (Clifton Forge, 1936-1948, p. 92). This action was protested at the August board meeting by citizens from West Clifton Forge but the decision was not reversed. A suit was brought against the school board to require them to offer at least four grades of primary classes at the Lee School but the suit was unsuccessful.

The Depression

The Stock Market Crash of 1929 created the period in this country known as the Great Depression. It lasted through the 1930s; a full economic recovery didn't come to America until after World War II. J. G. Jeter was still the Superintendent of Alleghany County Schools in 1930. The conditions of schools were becoming a matter of concern for a number of county residents. Newspaper articles detailed a controversy over sanitary conditions at several county schools. It was intimated that Mr. Jeter had not faithfully executed his duties in the matter and the controversy was a cause of much debate in the public press. The controversy was eventually settled but the minutes of the Alleghany County School Board failed to mention the problem.

On January 9, 1931, the board granted a leave of absence to its superintendent. "Owing to Mr. Jeter's health and long period of faithful service as Supt. of Alleghany County Schools, the board has granted him a leave of absence beginning Jan. 15, 1931 and ending July 15, 1931, with full pay" (Alleghany County, 1928-1932, p. 71).

With the absence of Mr. Jeter, the board appointed its chairman, J. B. Griffith, as acting superintendent. On January 21, 1931, the board considered the qualifications of W. R. Beazley, principal of Dunlap School, as Supervisor of Alleghany County Schools. "Mr. Beazley was elected to the

office by a unanimous vote of the Board" (Alleghany County, 1928-1932, p. 76). He would perform many of the duties normally assigned to the superintendent, particularly in the matter of supervising teachers and filling teaching positions.

The minutes of the Alleghany County School Board covering the period from 1930 to 1932 revealed numerous financial problems. The board was constantly borrowing money against the school levy and living on a month-to-month basis. The 1931-1932 school term was slated to be concluded in the eighth month. Several teachers appeared before the board on March 10, 1932. W. R. Curfman, C. H. Mitchell, and Miss Virginia Smith presented a resolution to the board stating that contracts had been signed which guaranteed at least an eight and one-half month term. The group indicated that they were sympathetic to the financial condition the board faced; because they also believed in the need for a full nine month term. The resolution concluded: "Therefore, if the authorities will make plans to fulfil the eight and one-half months' contracts, we will teach the other two weeks <u>without pay</u> thereby giving the children of the county the benefit of a nine months' term" (Alleghany County, 1928-1932, p. 118).

More drastic measures were taken by the board for the 1932-1933 school term. The board made salary decisions on

April 28, 1932. "From highest salaries paid in 1930-1931 & 1931-1932 teachers salaries were reduced 11% & high school principals 15%. This is effective for 1932 & 1933 session, . . . " (Alleghany County, 1928-1932, p. 134). All would be expected to bear the burden created by a reduction in funds. "In regard to bus drivers, their salaries were reduced to $3.00 per day" (p. 135).

In Clifton Forge, the effects of the depression and tight finances were also evident. Herman Blankinship was still the Superintendent of Schools in 1932. The school board and city council of Clifton Forge met in a joint conference on December 5 of that year for the purpose of discussing the probability of a "reduction of salaries of city & school employees if necessary" (Clifton Forge, 1917-1936, p. 158). No action was taken at that meeting but a week later, council sent a communication to the board informing them that salaries of city employees had been reduced by 10%. A suggestion was included in the communication that the school board might want to take similar steps for the 1933-1934 school year. The board considered this matter on January 10, 1933, and noted: "This communication was rec'd & ordered filed" (Clifton Forge, 1917-1936, p. 159). While no specific statements or explanations were made by the board, a check of teachers and salaries for the 1933-1934 school term reveals a deduction

of 10% as adopted on May 16, 1933.

School boards also felt obligated to give hiring preferences to single females over those who were married and had other means of support. On January 19, 1937, the board was concerned that one of the women teachers in the county might be married. "The superintendent was authorized to be prepared to replace Miss M_____ in case it can be shown that she is married" (Alleghany County, 1932-1937, p. 395).

As the county schools entered the 1932-33 school year, officials strived to bring about economy and efficiency. E. H. Barr was Chairman and H. S. Smyth and J. S. Bowman were members of the Alleghany County School Board. J. G. Jeter was back on the job as superintendent. On August 6, 1932, steps were taken to provide for a more thorough system of accounting. "Motion was made by H. S. Smyth and seconded by J. S. Bowman that R. L. Persinger, C. P. A., put in a system of records to supplement those already in use in order that the affairs of the School Board may be more efficient. Motion unanimously adopted" (Alleghany County, 1932-1938, p. 2).

One item which may have led the board to look for a more thorough accounting system was a matter over a textbook debt incurred by the superintendent. "Mr. J. G. Jeter, Supt. of Schools, owes the Scott, Foresman and Company

$90.68 for books in 1931, the money collected for these books is now in the defunct Peoples Bank . . . " (Alleghany County, 1932-1938, p. 45). The board agreed to pay the debt and Mr. Jeter was to assign the money in the bank to the board.

On February 15, 1933, the board met to hear comments on the upcoming selection of a new superintendent. Many of the patrons attending the meeting urged the board to hire a county man. At a called meeting in March (the exact date was not recorded), the board met to select a superintendent for the four-year term beginning on July 1, 1933. "When a vote was taken it resulted in the unanimous appointment of Mr. S. T. Godbey of Galax, Va. The total salary from all sources to aggregate $3,000.00 per year" (Alleghany County, 1932-1938, p. 60). An era came to an end as Mr. Jeter finished 42 years of service with the schools of Covington and Alleghany County.

The Depression was a difficult financial time and schools were forced to pare programs and costs. "The board agreed to use the diploma which is approved and furnished by the State Board of Education for just a fraction of the cost of the diploma that has previously been used" (Alleghany County, 1932-1938, p. 66).

Despite the hardships brought on by the depression, the schools were among the benefactors of President Franklin

Roosevelt's New Deal. "(T)he heating system in the Jeter Graded School is undergoing correction under the direction of the Civil Works Administration . . . " (Alleghany County, 1932-1938, p. 124). Clifton Forge also took advantage of federal assistance. On November 27, 1933, the board considered several painting and repair projects to be funded by applications to the "Federal Civil Works Administration" (Clifton Forge, 1917-1936, p. 168).

The Alleghany County School Board met on August 31, 1935, for the purpose of making an application to the Public Works Administration of Virginia to obtain financial aid in the construction of two graded schools. "Mr. Smithey of the firm of Smithey and Boynton, architects and Engineers of Roanoke, Virginia was present and showed plans he had prepared for graded schools to be located in Rivermont on McAllister Hill and East Covington" (Alleghany County, 1935-1938, p. 256). On February 18, 1936, the board approved preliminary figures of $30,000 for the East Covington School and $22,500 for the Selma school. Smithey & Boynton were the architects hired for these projects.

An example of the impact of federal programs on the schools can be seen in the Alleghany County School Board minutes of February 18, 1936. The board agreed to the financing of a project for repairing the schools in the county as follows: "WPA will furnish about $13,395.00 and

the school board will furnish approximately $3745.00" (Alleghany County, 1932-1938, p. 298). Another example shows the use of federal workers to assist in school operations. On October 11, 1938, it was noted in the minutes of the Clifton Forge City School Board that funds were not available to pay the W.P.A. workers in the Moody School. "Supt. Blankinship was requested to apply through proper channel[s] for four N.Y.A. workers--three white and one colored--for the additional help needed in the cafeteria" (Clifton Forge, 1936-1938, p. 66).

A near-tragedy occurred at the Selma School on November 13, 1935. A fire burned the building down but everyone escaped alive, though several suffered injuries. Elsie Hanna was a teacher of first and second grade pupils in the school and she reported that "children jumped out of the upper floors. It was a miracle that we all got out alive" (Elsie Hanna, personal interview, July, 1991).

The news of the fire was reported in the Covington Virginian newspaper: "While flames destroyed the Selma school building late this morning the 168 pupils leaped to safety, escaping by the narrowest of margins the death which awaited them in the fiercely blazing schoolhouse" ("Children Leap," 1935, p. 1) One small child was overcome by smoke and left in the building. "Carter Entsminger mounted [the ladder] hastily, reached into the inferno and brought out

the unconscious lad" (p. 8). The fire created a great deal of interest in upgrading the safety of school buildings, particularly in the adequate provision of fire escapes.

The fire only served to heighten the concerns of parents over the conditions of the schools, and after the incident the board seemed more open to hear their concerns. On November 19, 1935, a group from the Sharon PTA presented the board with a list of six hazardous conditions: "No fire fighting apparatus. No way for an alarm to be given. Stoves in rooms are on side nearest door. Lock on front door is faulty. Doors open inwardly. Building has only one door leading outside" (Alleghany County, 1935-1938, p. 275). The board agreed to take action on several of the items and at the same meeting, took steps to secure fire alarm systems for several other schools.

The board agreed at a meeting on March 17, 1936, to proceed with the building of a six room school at Selma, replacing the school lost to fire. The new Selma school was completed and payment was made by order of January 5, 1937. "The board decided that the final payment on the Selma School building to J. C. Senter should be paid immediately" (Alleghany County, 1932-1938, p. 393).

Covington became interested in improved school facilities as the availability of federal funds increased. Officials from the Town of Covington appeared before the

board on February 23, 1937. Mayor Harry Robertson, councilmen James Steger and Emmet Stull, and Town Manager J. S. Mathers approached the body. The Mayor "said that the Town of Covington would support a program for the betterment of the overcrowded schools for both white and colored pupils" (Alleghany County, 1932-1938, p. 405). Chamber of Commerce Secretary B. C. Moomaw echoed the sentiments of the Mayor, particularly noting "that something be done for the colored people . . . , since conditions were worse in the Watson Training School than any other school in the county" (p. 405). The board's grant application to the Federal Public Works Administration to build schools on McAllister Hill and in East Covington was amended to include a school to replace Watson, a new high school in Covington, and a school at Cliftondale.

On March 2, Superintendent Godbey and Mr. Moomaw reported on their meeting with P.W.A. official Sheridan P. Gorman in Richmond who gave them encouragement over the prospects of getting the school projects for McAllister Hill and East Covington approved. He also urged them to make the school projects for the Covington and Clifton districts separate applications. With that in mind, the board passed a resolution asking the Judge of the Circuit Court to call for an election in those districts.

After several months, the day came to begin work on two

new graded schools in Covington. "The board [on December 21, 1937] requested that W.P.A. projects be prepared for the grading of school sites in East Covington and Reservoir Hill" (Alleghany County, 1932-1938, p. 470). The board also agreed to name the school on McAllister Hill, "Rivermont School" (p. 472). On March 22, 1938, the bids for construction of the two Covington graded schools were considered.

> The bids of C. W. Barger of $58,209.00 on the Rivermont School and J. F. Barbour & Sons of $33,509.00 on the East Covington School are considered to be the best bids received and the board accepts these bids and directs that suitable contracts be drawn up and entered into. (Alleghany County, 1932-1938, p. 491)

On July 8, 1938, the Alleghany County School Board met in the auditorium of Jeter School to conduct a public hearing on new school construction. Specifically, the discussion concerned: "(T)he offer of the United States Government to grant the Alleghany County School Board $122,576.00 which is 45% of the estimated cost of $272,390.00 for the construction of a New High School Building and a New Colored Consolidated Building" (Alleghany County, 1938-1947, p. 12). There were approximately 175 people present with a majority coming from the black community. "There was not one opposed to the acceptance of the grant or the building of the two proposed new buildings" (p. 13). The board proceeded to pass a resolution notifying

the Public Works Administration of the board's acceptance of the grant.

The buildings were started and construction on the school for blacks progressed rapidly. In the following year, the board was ready to accept that building. "O. G. Carmen, P. W. A. Assistant REI reported to the board that the new consolidated colored school constructed under Docket Va. 1244-F had been accepted by the Public Works Administration and that the building met the specifications and plans . . . " (Alleghany County, 1938-1947, p. 93). The board passed a resolution accepting the school on July 5, 1939.

The completion and acceptance of the new high school building for whites was a different matter. An initial controversy over the school site delayed the start of the building. On August 30, 1939, the board decided to ask the Public Works Administration "to extend the time for completion of Docket No. Va. 1244-F to March 15, 1940" (Alleghany County, 1938-1947, p. 99). The school for blacks was referred to as Unit A and the high school as Unit B. On March 12, 1940, all was in order in the new high school and the "board here and now accepts this building" (p. 125).

The Great Depression did bring about hardships and a period of economic uncertainty, but the federal assistance programs were of tremendous benefit to the communities of

the Alleghany Highlands. New school buildings and school improvement projects were accomplished at a tremendous savings to the local taxpayers. These projects also helped to put many citizens to work and bring about an economic recovery.

World War II

The United States was emerging from the Great Depression when World War II erupted. While the country had been a silent participant and a source of supplies to the Allies in the early years of the war, the bombing of Pearl Harbor by the Japanese on December 7, 1941, made active American involvement imperative. The country would have to pull together and face this new challenge. The schools would be an important ingredient in the effort.

All men between the ages of 20 and 45 were required to register for the draft. February 16, 1942, was designated for this purpose in Alleghany County and the School Board "resolved that all schools in this county be closed on this day and that school buildings be put at the disposal of the draft board for the purpose of registering said persons . . . " (Alleghany County, 1938-1947, p. 205). It was suggested that the teachers assist the draft board in this matter.

At a meeting on February 6, 1942: "The American Red Cross asks that the school board grant them the use of most

of the old high school building due to the large volume of work now falling upon this organization because of the war. The request was granted" (Alleghany County, 1938-1947, p. 206).

School employees were encouraged to contribute to the war effort. On February 6, 1942, "The board agreed to set up for the employees of the Alleghany County School System the pay-roll allotment plan for purchasing defense bonds as proposed by Federal Treasury Department" (Alleghany County, 1938-1947, p. 206).

The board recognized the hardships caused by the war on individuals and their relationships. The following resolution was passed on February 13, 1942:

> BE IT RESOLVED that during this national emergency whenever the circumstances of the individual case shall warrant, the superintendent shall have authority to grant a leave of absence to a teacher in this school system in order that he or she may be married. (Alleghany County, 1938-1947, p. 208)

This was quite a change from former board policies which discouraged employment of married women and released those who got married. The scarcity of teachers caused the board to relax its attitude.

The commitment of the board in support of the war was declared on March 6, 1942: "During this war emergency the chairman of this board and or the division superintendent is hereby empowered to grant the use of the school property for

activities essential to or aiding in the national defense or war effort" (Alleghany County, 1938-1947, p. 211).

During the war, schools made sacrifices and changes along with the rest of the nation. In Alleghany County, adjustments in school hours were necessary during the spring and fall when the nation was on "war" time. This was the forerunner of daylight savings time. There was also evidence of a partnership between the local paper mill and the school system:

> The board authorized its chairman to enter into an agreement [on April 1, 1942] with the West Virginia Pulp & Paper Co. for the use of approximately one acre of land near the Rivermont School as a garden to be operated or worked under the W.P.A. program in this county for school cafeterias. (Alleghany County, 1938-1947, p. 214)

School children often worked these "Victory Gardens" in support of the war effort.

As the need for individuals for military service increased, the pool of available men had to be enlarged. On April 6, 1942, the Alleghany County School Board decided, "The schools, both personnel and other facilities, are expected to assist in Registration Day (April 27) for men from 45 to 65 years of age, also the registering of individuals for the sugar rationing program" (Alleghany County, 1938-1947, p. 215).

At their meeting on May 8, 1942, the board made a commitment to teachers called into military service: "BE IT

RESOLVED that it is the opinion of the members of this board that employees who serve in the armed forces should be returned, upon their discharge, to their present positions as rapidly as is possible and practical" (Alleghany County, 1938-1947, p. 218).

Not only did the schools lose several teachers to military service during World War II, the Chairman of the Alleghany County School Board was also called: "Lt.-Col. [sic] H. Work has been called to active duty in the Army of the United States of America, and has therefore, submitted his resignation as a member of the School Board" (Alleghany County, 1938-1947, p. 225).

On November 10, 1942, Superintendent Paul G. Hook brought a concern before the Clifton Forge City School Board: "The likelihood that Mr. Mesher, Industrial Arts Teacher, and G. L. Davis of the Colored School would be called into Military Service - and requested the Board's views as to request being made of the Local Draft Board for deferment . . . " (Clifton Forge, 1936-1948, p. 215). The board decided that it would be hard to replace Mr. Mesher and decided to seek a deferment but no action was taken in the case of Mr. Davis.

More cuts and sacrifices for the schools were necessary. On December 8, 1942, "The superintendent was instructed to make any possible reductions in the school

buss [sic] routes that he can in order to comply with regulations of the Office of Defense Transportation" (Alleghany County, 1938-1947, p. 240).

Schools were also involved in vocational training for adults. On October 13, 1942, the matter of defense classes was brought before the Clifton Forge School Board: "The Supt. . . . was authorized to negotiate for a suitable building for conducting the proposed Defense course" (Clifton Forge, 1936-1948, p. 213). At the December 10, 1942, meeting of the Clifton Forge City School Board, "Supt. Hook stated that the Defense School started operation on Dec. 1st, with two shifts - one each, machine and welding" (Clifton Forge, 1936-1948, p. 217).

Many young men left for the military service prior to the completion of a public school education. On March 9, 1943, "Mr. Hook outlined the plan of the State Supt. regarding the graduation of High School Boys who have reached the age of 18 and been inducted into Army or Navy Service before graduating in the current term" (Clifton Forge, 1936-1948, p. 223). Specifics for the plan were not recorded in the minutes but the superintendent was authorized to take any action necessary to assist these individuals in the completion of their schooling.

The plan for the education of returning veterans was presented to the Alleghany County School Board in 1946:

> Supt. Carper informed the board of the plan for veterans' education by correspondence. He has received a list of the approved correspondence schools. If a veteran desires to continue his education by correspondence he contacts the superintendent. All arrangements for the course are made by the superintendent and the correspondence school. The veterans come to class to study under the supervision of a teacher. The United States Government pays for the cost of these classes. The board authorized Mr. Carper to carry on this program to the extent he thinks best. (Alleghany County, 1938-1947, pp. 415-416)

The war, as did the depression before it, caused people and organizations to make adjustments and sacrifices for the common good. As will be verified in subsequent sections, these two national emergencies called for unusual measures and individual needs often gave way to public necessities.

Teachers

The matter of a reduction in teacher salaries was noted in the section on the Depression. A salary scale for teachers was adopted on May 30, 1933, for the 1933-34 school year. As one would expect, teachers with the most experience and highest credentials received the highest salaries. There was also a distinction between elementary and high school teachers. The low salary of $60 per month went to a first year teacher holding an Elementary Certificate and teaching in the elementary grades. A high school teacher with a Collegiate Professional Certificate and seven years of experience received $115 per month.

There were exceptions to this salary scale. "Married women teachers' salary based on schedule less 20%. Principals of schools of three rooms or more, Assistant Principals, and Athletic Coach may be excepted at the discretion of School Board and Superintendent" (Alleghany County, 1932-1938, p. 79). It was also noted that a shortage of funds could prevent an annual increase and any teacher not deserving would also be denied a raise.

On July 14, 1933, the board amended an earlier decision about the salary of married female teachers. "When a married female teacher is the sole support of her family her salary is not to be subject to the usual 20% reduction affecting married women teachers salaries" (Alleghany County, 1932-1938, p. 92).

The collective action of teachers and administrators was evident during this period. On April 3, 1934, W. R. Curfman of Covington High School approached the board on behalf of the Alleghany County Teachers Association and requested that teachers be given partial payment for days lost due to sickness. The matter was tabled and on May 1, 1934, the association again approached the board with a petition endorsing the request. However, the board was not receptive. "This petition was denied" (Alleghany County, 1932-1938, p. 156).

On May 7, 1934, Elsie Hanna was appointed to teach at

the Griffith School and Lillian Alexander was assigned to Mallow. These two individuals provided some insight on teaching during this time period which is related later in this section. The board made it known at this meeting that it was committed to the improvement of teacher training and qualifications. A resolution was passed to prepare teachers for the new state curriculum. "All teachers who have not attended summer school or have not taken extension courses carrying College Credit in the last five (5) years, shall attend such institutions this summer . . . and their election for 1934-35 school term is subject to compliance . . . " (Alleghany County, 1932-1938, p. 162). The board also made plans to hire new teachers instead of married teachers. "Considerable public opinion demands that these teachers be given consideration for teaching positions over married female teachers who have other means of support" (p. 162). Only those married teachers who were near pension or had no other means of support would be retained. On March 5, 1935, "The married teachers presented a petition asking that the board rescind their resolution prohibiting married teachers from teaching next session. The board did not see fit to grant this petition" (Alleghany County, 1932-1938, p. 217).

Elsie Hanna was born in Lebanon and came to America when she was two years old. She was a U. S. citizen by

virtue of the fact that her father was a citizen. She attended the public schools in Covington and received a two year normal certificate to teach from the Fredericksburg State Teachers College in 1933. She started teaching in Alleghany County at the Griffith School in 1934. The school was located across the Cowpasture River in the eastern section of the county and served students from both Alleghany and Bath County. When the river got high or there was the likelihood of a flood, Miss Hanna avoided the swinging bridges and rode the train home.

On May 30, 1933, the board ruled that a school must maintain an average daily attendance of 20 to be termed legal. "When the average daily attendance falls below the legal limits, it is within the jurisdiction of the school board and superintendent to close such school without notice" (Alleghany County, 1932-1938, p. 80). Elsie Hanna's Griffith School was in danger of falling below the legal limits. Since she needed the job, it was her responsibility to go out and recruit the students to come to school. It was a tough assignment as she recalled:

> The parents didn't have a high regard for education. They planted, killed hogs, and harvested. One father told me that farming was good enough for his grandfather, his father, himself, and that it would be good enough for his son. (Elsie Hanna, personal interview, July, 1991)

Miss Hanna spoke highly of her students, even those who

attended the little one-room school at Griffith. Pupils ranged in ages from six to 17 years old. "Those children were not retarded children, they were shortchanged. They couldn't come to school regular . . . . They were the nicest children. It was a real pleasure to teach them" (Elsie Hanna, personal interview, July, 1991).

Miss Hanna was transferred to the Selma School the following year. The board was going to close the Griffith School but turned its operation over to Bath County. In 1942, Miss Hanna went to Central School and taught there for three years prior to her assignment to Jeter School in 1945. She felt the pressure to earn her degree and attended summer sessions at Radford and Madison Colleges before graduating in 1961 from Madison. She finished her career at Jeter-Watson and retired in 1972.

Lillian Alexander began her teaching career at the Mallow School in 1934. It was during the Depression and times were hard. Some of the children didn't have a lot of advantages. "My mother fixed a big pot of vegetable soup. We had a big bully stove, that's the way [the school] was heated, and I put the soup on top of the stove. I had it for some of those children" (Lillian Alexander McClung, personal interview, February 13, 1993). She also indicated that the toilet facilities were outside which was common for the school buildings of that era.

Miss Alexander spent three years at the Mallow School and then moved to Jeter School. "The last teacher [assigned to Jeter] always got the worst children. After you were there a year, you found out because they had a meeting at the end of each year and they culled the failures" (Lillian Alexander McClung, personal interview, February 13, 1993). The new teacher always got the failures.

When the new East Covington School was opened in 1938, Miss Alexander was transferred to that building. Her room was on the front and she had an important responsibility:

> It was my job to let the others know when the supervisor was coming. We sent a book around [when the supervisor was coming] and I had to send that book around. [On one occasion, the supervisor] said to the child, "Well I have met you in every room I'm going in. What are you doing, are you lost? How does it happen I'm running into you every time I go into a room?" The child replied, "I'm sorry, Mister, I can't talk to you. I've got to get this book around. That damn supervisor's in the building." You can bet I heard about that at the next faculty meeting. (Lillian Alexander McClung, personal interview, February 13, 1993)

Miss Alexander was later chosen to be the principal of East Covington. She received her Masters in 1960 from the University of Virginia and became the General Supervisor in the Covington City Schools. Elsie Hanna was going to retire in 1971 but it was Lillian Alexander McClung who helped convince her to stay an additional year.

Benefits for teachers began to appear in the 1930s. Teachers had been paid for days taught and any absence

resulted in a loss of pay. The evidence of the first sick leave policy was found in the Clifton Forge City School board minutes for May 13, 1930: "Beginning with the session of 1930-1, each teacher shall be allowed credit for three days sick leave, or absence privilege because of sickness during each session of nine months, 'cumulative' for five yrs, no deduction from salary . . . " (Clifton Forge, 1917-1936, p. 134).

A mid-term benefit came to the Clifton Forge teachers on December 9, 1941. The teachers approached the board and asked for a ten per cent raise for the remainder of the term. On January 13,, 1942, "The Finance Committee reported that it had given a study to the matter of increase in the pay of teachers and that the committee recommended an increase of five (5) per cent in the salaries . . . " (Clifton Forge, 1936-1948, pp. 183-184). The matter was approved beginning with the month of February and for the rest of the school year.

The Alleghany County School Board met on April 14, 1944, and passed "a new and more liberal 'sick leave' for its 'professional employees'" (Alleghany County, 1938-1947, p. 306). Ten days were granted to employees in their first year of employment and five days for each succeeding year. "'Sick leave' shall be for the 'professional employee's' own illness or the death in his/her immediate family which is

defined as father, mother, brother, sister, husband, wife, son or daughter" (p. 306). The board iterated its right to require a doctor's certificate and to discontinue the policy at any time. "The maximum number of days of 'sick leave' one can accumulate shall be 90 teaching days" (p. 306).

Superintendent Hook reported to the Clifton Forge School Board on May 14, 1945, concerning the appointment of teachers for the 1945-46 school term. He was having some difficulty in filling all of the positions as there remained five vacancies in the high school, three in the Moody School, and three in the Jefferson School. "The most frequent reason for [teachers] declining was 'more money elsewhere'" (Clifton Forge, 1936-1948, p. 294). On June 12, the superintendent reported vacancies for three high school teachers, one teacher for the Moody School, and one for the Jefferson School.

On October 12, 1948, "Mr. Hook, Supt. submitted detail as to teachers' salaries now under contract and a comparison with salaries paid by Alleghany County, which showed in most cases our contracts with teachers was below that paid by the County" (Clifton Forge, 1936-1948, p. 431). Mr. Hook stated that a review of the finances of the system indicated that the School Board could increase all teachers' salaries by $100.00. "It was ordered that all teacher personnel be increased in the sum of $10.00 per month or $100.00 for the

term - retroactive to Sept. 1st, 1948" (p. 431).

The Clifton Forge School Board discussed the effect of state regulations concerning salaries for the 1952-53 school year. "The state will require a salary scale of $2,000.00 to $3,200.00 with $100.00 increments over a twelve-year period. It will pay $1375 per teaching unit" (Clifton Forge, 1948-1956, p. 111). A teaching unit was based on 30 pupils per teacher in the elementary school and 23 pupils per teacher in the high school based on average daily attendance.

Clifton Forge employed 43 teachers in its three schools but the state guidelines would only support funding for 35.8 teachers. To make ends meet, the system was faced with the possibility of combined classes or reduction in force. "The Superintendent was authorized to work with the faculties toward the number of [teachers] indicated in order that we can provide the best possible education for the pupils at a reasonable cost" (Clifton Forge, 1948-1956, p. 113).

The Alleghany County School Board addressed the matter of teacher qualifications and certification on April 7, 1947. During the war, the board was faced with a teacher shortage and forced to use less qualified teachers. While it recognized a debt of gratitude to these individuals, the board indicated that the time had come to meet strict certification standards. "It will, therefore, be the policy

of this Board to postpone the issuance of contracts to uncertified teachers until such time as it becomes apparent that for a specific position there is no qualified teacher available" (Alleghany County, 1947-1959, p. 6).

Administrators and teachers attended conferences and professional meetings, particularly those of the Virginia Education Association. Two school holidays in October usually were given during the annual meeting of the association. Other conferences were also attended. "The board voted unanimously [on January 7, 1948] to pay the expenses of Catherine Howell, Elementary Supervisor, to the meeting of the Association of Supervis[ion] and Curriculum Development at Cincinnati in February" (Alleghany County, 1947-1959, p. 39).

During the 1950s, an inspection of school board minutes reveals that the school boards based salaries on the type of teaching certificate and experience. The lowest paid teachers had only a local permit (L. P.). An Emergency License (E. L.) from the state was the next level of teacher expertise. There were two grades of certificates issued to teachers who possessed Normal School training, those with two years and those with three. College graduates received a Collegiate Certificate and those with specific educational training received the Collegiate Professional. However, the same salary scale applied to all with college degrees.

Those with Masters did receive a higher salary than those with a Bachelors. Certain special teachers were not paid according to the salary scale but received additional compensation because of their positions. Among these were the head football coach at Covington High School, other coaches, assistant principals, and the music teacher at Covington High School.

Teachers were becoming bolder in their requests to school boards. On February 7, 1955, "A delegation of teachers (the number exceeding 100) were [sic] present. . . . Emphasis was placed on the need for increasing teachers' salaries . . . " (Alleghany County, 1947-1959, p. 306). A salary scale was proposed and the board appointed a committee to work with a committee from the Alleghany Education Association for the purpose of considering the proposal.

On February 7, 1961, the Alleghany County School Board adopted the forerunner of personal leave. The motion passed, "That the Board try, as an experiment next year, granting three days emergency leave to professional employees" (Alleghany County, 1959-1971, p. 59). This leave was to be deducted from sick leave and would not be cumulative.

While teachers were still subject to the authority of boards and administrators, tremendous strides had been made

for the profession. Staff development, improved salaries and benefits, and more liberal policies were the result of this era. Women and blacks were paid the same as white males and salaries were based primarily on certification and experience. By the mid-1960s, teachers had become more organized and involved in bringing about change in education.

Students

The principal topic in most reports about students and schools centers on discipline. Such is often true when one reviews the minutes of the Alleghany County and Clifton Forge School Boards during this period of time. The Alleghany County School Board met on January 3, 1933. "Dr. Smyth reported that several youths . . . entered the Selma School building during the holidays doing some damage and messing up certain parts of the building. It was decided that these boys should be summoned before a justice" (Alleghany County, 1932-1938, p. 40).

The question of theft and dishonesty was the matter for discussion by the Clifton Forge Board on January 25, 1932. Examinations had been stolen from the high school and distributed among the pupils prior to their administration. "The Supt. & Prin. of the High School [were to] continue search for the guilty parties & punish them severely for

their dishonest & disgraceful acts" (Clifton Forge, 1917-1936, p. 150).

On May 2, 1933, the Alleghany County School Board was apprised of a discipline problem. "The conduct of Henry H_, a student in the Barber School was brought to the attention of the board, this student it appears came to school while intoxicated and also while on the bus was abusive toward another student and the bus driver" (Alleghany County, 1932-1938, p. 75). The school board upheld the principal's suspension of the student.

Truancy was a problem and bus drivers were often given an additional assignment to act as truant officers. On at least one occasion, there was expressed dissatisfaction with the judgment of the authorities. E. C. Arrington was the truant officer for the Covington area and he complained to the board that the trial justice was not cooperating with his efforts. On November 6, 1934, "It was decided that Supt. S. T. Godbey and Chairman E. H. Barr would attend the hearing of the next truancy case brought before the trial justice" (Alleghany County, 1932-1938, p. 184).

In an effort to get students to attend more regularly, the local justice and truant officer devised a plan for those youngsters who lost time from regular school hours. "The plan proposed by Justice Dyche and E. C. Arrington to open a Saturday Detention School was approved by the board

and the Superintendent was instructed to employ a teacher for this school at a salary of $3.50 per day" (Alleghany County, 1932-1938, p. 203). This plan was approved on January 8, 1935.

Justice R. E. Dyche appeared before the board on February 16, 1937. He complained that in many cases of truancy, he lacked sufficient information about a child's background to render a judgment. "He recommends that the Board of Supervisors and the School Board employ a person, preferably a woman, to act as a visiting teacher . . . . This person will also act as a probation officer for the county" (Alleghany County, 1932-1938, p. 403). The board agreed to consider the idea.

School authorities weren't always interested in keeping students in a stringent atmosphere of tight discipline. The Alleghany County School Board realized that children needed outlets for youthful enjoyment. On August 24, 1936, "It was decided to close schools on the afternoon of September 8th to permit school children to attend the Alleghany County Fair" (Alleghany County, 1932-1938, p. 350).

Of course, the action concerning the fair could have been based on economics as the board was known to make decisions for students with a sound business attitude. On December 7, 1945, the following was considered: "The Retail Merchants' Association requested the board to close the

Covington High School on December 14th, so that the high school boys and girls can be employed by the stores in Covington during the following week" (Alleghany County, 1938-1947, p. 401). The board agreed to the request.

It appears as though the actions of the school in disciplining students was not always accepted without question. On October 9, 1945, the Clifton Forge Board discussed an attack on the Superintendent. Whether this "attack" was physical or not is unclear from the minutes. The incident apparently occurred as the result of an expulsion. The board supported the superintendent in the matter and recorded: "This Board unanimously approves of the action of Supt. Hook and any teachers involved in the matter" (Clifton Forge, 1936-1948, p. 312).

On October 25, 1946, the board met to hear of the high school's action in a recent student "strike." The reason for the student action was not clear but the suspensions and punishments for those involved were severe and the board approved of the discipline. On November 12, two citizens "appeared before the Board as a Committee 'purporting' to represent certain citizens who disapproved or were dissatisfied with the actions of the Principal of the High School, Mr. Trent" (Clifton Forge, 1936-1948, p. 351). Despite the citizens' lengthy written plea, which characterized the punishments in the case as too severe, the

Board voted to stand by its earlier decision.

The citizens then asked for a complete listing of the students and their punishments in the incident. The Board decided to seek legal advice concerning the request. A letter, signed by the Secretary of the School Board and dated November 13, 1946, informed the citizens that information about individual students could not be released to their committee. The matter most likely ended on that note because there was no further mention of the case in the minutes.

There was a request from a student involved in the incident which came before the board on September 13, 1948. "A request by J____ _____ _____, former student who was expelled in connection with the student strike in the Fall of 1946, that he be permitted to re-enter High School" (Clifton Forge, 1936-1948, p. 427). After considering the matter, the Board declined to honor the request.

Despite the fact that some youngsters found their way into mischief, many attained high standards and represented the locality well. On January 8, 1951, the Alleghany County Superintendent related the following information to the board: "Mr. Beazley reported that a recent report from V.P.I. showed that for the past four sessions the average grades of Alleghany County Freshmen were such as to rank Alleghany in the top tenth among the counties of Virginia"

(Alleghany County, 1947-1959, p. 170).

Curriculum and Instruction

Prior to 1930, curriculum and instruction primarily dealt with providing students a basic education. It was difficult to provide more than that in the one- and two-room rural schools. Those fortunate enough to continue their formal schooling in a high school could expect advanced classes in mathematics, science, and even foreign languages. In the early 1900s, vocational or agricultural classes were often available, particularly in schools for blacks.

The period from 1930 to 1965 brought about new courses and calls for curriculum adjustments and improvements. Some changes occurred because of local initiatives and others were influenced by outside groups or events. Local school boards and school officials knew it was their responsibility to stay apprised of curricular developments. On October 3, 1932, "The Board agreed to reimburse R. J. Costen, W. R. Curfman and one other principal from this county, who are to attend the Curriculum Making Meeting in Charlottesville, Va" (Alleghany County, 1932-1938, p. 12).

On January 9, 1934, "The Business & Professional Women's Club [proposed that the Clifton Forge School Board] establish a business department in our City High School" (Clifton Forge, 1917-1936, p. 169). The club agreed to

furnish the room and the board approved the matter.

On April 2, 1935, the Alleghany County School Board made plans to provide manual training at the high school. "Mr. Neal A. Adkins is to be offered a contract to take charge of the Industrial Department which is being installed in the Covington High School for the school year beginning in September at a salary of $1400.00 per year" (Alleghany County, 1932-1938, p. 224). An article in the August 23, 1935, issue of the Covington Virginian gave the details of the course. "The department will be financed through State and Federal funds. Two-thirds of the salary of the instructor will be paid by the State and Federal Governments" ("New Course," 1935, p. 6). Manual training was thought to be important to students growing up in the Depression. Superintendent Godbey did not want the public to confuse industrial arts with vocational education. The latter was designed to teach a single trade. "'The function of industrial arts is to acquire a comprehensive knowledge of the arts which relate to production'" (p. 5). Mr. Godbey went on to explain, "'Industrial arts aims to have each pupil discover his own interests and his own abilities by permitting him to work with the tools, machines and materials of various basic industries'" (p. 5).

Industrial training also became available in Clifton Forge. On September 1, 1936, the School Board met and

decided "that the Department of Industrial Arts be established" (Clifton Forge, 1936-1948, p. 3).

The April 20, 1937, minutes of the Alleghany County School Board reveal that field trips were a part of the school program. "The Dunlap school may use a school buss [sic] to transport school children to the Paper Mill in Covington, for the purpose of observing the process of making paper" (Alleghany County, 1932-1938, p. 425).

On September 9, 1941, the Clifton Forge City School Board entertained a request from a group of Greek citizens: "That they have the use of one school room for two evenings each week--4 to 6 o'clock for the Greek children to be taught the Greek language, . . . " (Clifton Forge, 1936-1948, p. 173). The request was granted but the citizens were informed that any objections to this matter might lead to a revocation of the request.

The need for some type of special education was addressed by the Alleghany County School Board on December 8, 1941: "The superintendent proposed that a teacher be made available to teach certain handicapped children who cannot attend public school classes for about one hour per week under the special education program and the board approved the proposal" (Alleghany County, 1938-1947, p. 199).

The Clifton Forge schools had a practice of starting children to school in both fall and spring. The board met

on July 13, 1943 and the following was passed concerning entrance age: "Pupils who become six years of age on or before Sept. 1st may enter school in the Fall term and that those who become six . . . on or before Feb. 1st may enter school for the Spring term" (Clifton Forge, 1936-1948, p. 236).

On July 3, 1945, "Supt. Carper presented to the board a proposed long-t[erm] program for Alleghany County . . . " (Alleghany County, 1938-1947, p. 380). His plan was comprehensive and called for the addition of courses, the provision of health, guidance, cafeteria, and library services, and extended school services through evening courses, adult education, and schooling for returning veterans.

Clifton Forge school officials discussed another state curriculum initiative on September 11, 1945, "The Supt. brought to the attention of the Board for consideration the matter of Adult Education, explaining that the major part of the cost would be paid by the State" (Clifton Forge, 1936-1948, p. 309). The plan was approved as the cost to the board would be approximately $450.00.

On May 14, 1946, Clifton Forge was ready to institute a twelve-year school system: "Supt. Hook discussed in detail the matter of adopting an 8th grade and recommended its adoption; therefore, on motion duly made and carried the

recommendation of the Supt." (Clifton Forge, 1936-1948, p. 335).

A delegation approached the Alleghany County School Board on September 4, 1947, and requested that driver training be offered in the schools. Alleghany Chevrolet Company offered the loan of an automobile and "the board voted to offer a course in driver training to students above the age of sixteen" (Alleghany County, 1947-1959, p. 28).

On October 10, 1950, Superintendent Hook was trying to convince the Clifton Forge School Board to do away with mid-term promotions. "[He] reported on a study made by Superintendent Williams of Alexandria in reference to changing from semester basis to annual promotion. The survey showed 19 cities have gone to the annual promotion basis, while only 6 were left with Mid-Term promotions" (Clifton Forge, 1948-1958, p. 67). On April 10, 1951, Mr. Hook finally got the consent of the Board to eliminate mid-term promotions. "On motion by Mr. Spatig, seconded by Mr. Clark, it was decided to place our schools on the annual promotion basis, beginning Sept. 1951. This refers to first grade and will be followed each succeeding year" (p. 79).

The state set forth the high school accreditation standards for 1951-52 and they were reported to the Alleghany County School Board on December 6, 1950:

1. A minimum of 30 units of credit during the four years:

Required units	8
Elective units	22
(Academic subjects . .	10)
(Fine arts	2)
(Practical arts . . .	10)
TOTAL	30

2. High schools and combined high and elementary schools having 360 or more pupils must have full-time clerical assistance.

3. The total pupil-teacher ratio shall not exceed 25 to 1.

4. Separate room for a library.

5. Guidance personnel and facilities must be available by 1953-54. (Alleghany County, 1948-1956, p. 166)

According to the superintendent, only Covington High School would be able to meet the new standards and he proposed changes for Boiling Spring, Central, Dunlap, and Watson Schools.

Two delegations spoke at meeting of the Alleghany County School Board on June 6, 1951, to express their views on the instructional program. "Several patrons were present, some of whom were in favor of first and second grade children staying in school all day. Others favored a twelve-year school program" (Alleghany County, 1947-1959, p. 181). They were informed that the building program would allow an all day second grade and that students had the option of a twelve-year program by taking a post-graduate course.

On June 6, 1951, "Supt. Beazley reported that he has arranged for a part-time Distributive Education Program in the Central School. Two units in vocational work will be offered. The State will pay two-thirds of the salary of the teacher, H. E. Martin" (Alleghany County, 1947-1959, p. 182).

The eleven-year school system required that students finishing the seventh grade would then enter the first year of high school. In effect, there was no eighth grade. It was the desire of many to go to a twelve-year system. On March 10, 1952, "R. C. Woods and Mr. and Mrs. Ralph Hughes appeared before the board and requested that the eighth grade be included in the school program for next year" (Alleghany County, 1947-1959, p. 200). No action was taken.

The question of a twelve-year school system frequently came before the board. Miss Lily Albert sent a communication to the board which was read on February 7, 1955: "She stated that several members of the Covington Lions Club had signed an endorsement of the resolution of the Covington High School Alumni Association recommending the adoption of the former twelve-year school system" (Alleghany County, 1947-1959, p. 307). Superintendent Beazley noted about sixty signatures on the endorsement. The Superintendent had stated on previous occasions that he was ready to recommend a twelve-year system once adequate

school facilities were constructed.

There was evidence of home-bound instruction as recorded in the Clifton Forge School Board minutes of November 10, 1953. "Superintendent Ballagh reported that there were two children in the community, physically unable to attend school, who should be provided with instruction" (Clifton Forge, 1948-1956, p. 199). The School Board took affirmative action on the matter. "The board agreed that the Superintendent should investigate the situation and furnish the necessary instruction" (p. 199).

Mrs. J. A. Hileman appeared before the Clifton Forge School Board on October 11, 1955, on behalf of the Special Education committee of the P.T.A. She reported on a survey of children to determine speech problems. "The result of this survey showed 10 or 12 children in the Moody School so severely handicapped that they would need special therapy by trained persons" (Clifton Forge, 1948-1956, p. 287).

On September 11, 1956: "Supt. Ballagh reported the need for a Remedial Program in the schools. He cited the need for a Special Teacher and some form of Speech Therapy" (Clifton Forge, 1956-1963, September 11, 1956). The Jefferson School P.T.A. approached the Clifton Forge School Board on March 12, 1957. Among their requests was, "A teacher for retarded pupils. . . . The board is aware of the need for some special help for Retarded Pupils but feels

that their first obligation is to secure strong teachers for the regular school program . . . " (March 12, 1957).

The growing tension between the United States and the Soviet Union in the late 1950s caused concern over a possible nuclear threat. The following was recorded in the minutes of the Clifton Forge School Board for January 13, 1959: "Through the efforts of Mr. William S. Coeburn, both the Clifton Forge High School and Jefferson High School will receive a set of Radiological Detection Instruments. This was arranged through the civil defense program" (Clifton Forge City School Board, 1956-1963, January 3, 1959).

The nation became alarmed when the Soviet Union was successful in launching an unmanned satellite known as Sputnik in 1957. There was fear that our educational system was not adequate to prepare students for the technological and global challenges of the immediate future. The National Defense Education Act was passed to provide federal funds for the improvement of mathematics, science, and foreign languages in the public schools. This was noted to the Clifton Forge School Board on June 9, 1959: "Under this act $800 will be given to the school system to be matched by the local school board" (Clifton Forge, 1956-1963, p. 15). The board discussed its appropriation on November 11, 1960: "Under the National Defense Education Act the Clifton Forge High School will receive $796.15 for the Science Department

to be matched by School Board Funds" (p. 38).

On January 12, 1960, the Alleghany County School Board was made aware of its appropriation of federal funds:

> Mr. Hodnett reported that under the provisions of the National Defense Education Act a tentative allocation amounting to $5,200.00 is available to Alleghany County on a matching basis for the purchase of approved equipment or materials for teaching Mathematics, Science, and/or Foreign Languages provided:
> 1. That certain requirements are met.
> 2. An approved project is submitted to the State Board of Education prior to February 1, 1960.
> He recommended that the Board approve a project for the purchase of Math and Science teaching films in the amount of $3,000.00, representing an expenditure by the Board of $1,500.00. (Alleghany County, 1959-1971, p. 21)

On October 11, 1960, the Alleghany County School Board again discussed state and federal funding: "State and N.D.E.A. funds in the total amount of $5,400.00 are available to the Alleghany County School Board provided the County spends $1,800.00 in local funds, purchasing approved mathematics and science equipment" (Alleghany County, 1959-1971, p. 48).

Parents and Community

Schools have long been looked upon as the center of community activities. The involvement of parent groups has also been encouraged to insure a more successful school program. Schools in the Alleghany Highlands enjoyed a considerable degree of community participation in school

affairs during the period from 1930 to 1965.

In Clifton Forge, the School Board was cautious in opening the school premises for outside purposes. On December 9, 1930, a representative of the Salvation Army wanted to place barrels in schools to receive contributions for the needy. The request was denied. However, "If barrels be placed at convenient points in the city, the Supt. will give notice through the teachers, to the pupils so they may make contributions" (Clifton Forge, 1917-1936, p. 138).

During the Depression, schools were looked upon by groups such as the Red Cross for assistance and accommodation. "Mrs. Massie and Mrs. Buck appeared before the School Board [in October, 1932] and requested that a room be loaned to the local Chapter of the Red Cross to store cloth and to have this cloth made into clothing for children whose parents were unable to clothe them" (Alleghany County, 1932-1938, p. 12). It was agreed to permit Mr. Costen, principal of the Covington schools, to do this if room was available and it didn't detract from the operation of the school.

Whenever possible, school authorities tried to make decisions in a manner agreeable to parents. In the fall of 1932, the Alleghany County School Board was faced with an overcrowded condition at the Selma School. Parents were

given the option to have either the fourth or fifth graders go to Low Moor to school but they declined this proposal. On November 22, the Board took another course of action: "Therefore the board is forced to permit these grades to attend school only one-half day instead of the usual full day" (Alleghany County, 1932-1938, p. 24).

The American Legion in Covington initiated a movement to create a playground in that town for the use of all residents and Mr. E. A. Sale approached the school board for assistance. The board endorsed such a project on March 6, 1934, and made a commitment to it; "NOW, THEREFORE, BE IT RESOLVED that this Board appropriate the sum of, or 50% of the cost of one supervisor for this playground and in any case the total to be paid by the School Board shall not exceed $300.00 in any one year" (Alleghany County, 1932-1938, p. 142).

On March 6, 1934, the board addressed the matter of outside organizations using the Jeter School Auditorium for plays, performances, and other activities. The superintendent was given the authority to grant such requests and the group would pay $15.00 rent and the cost of a janitor. The superintendent was instructed to grant such requests cautiously. "This auditorium shall not be let to any person or organization, etc whose use of the auditorium could possibly be considered as of a controversial nature"

(Alleghany County, 1932-1938, p. 143). During this period, the board was extremely sensitive to allowing the use of school property by outside groups. On different occasions, religious groups, the Masons, and the American Legion were denied the use of school property for the activities of their groups.

On February 13, 1935, "A Welfare Committee of the Parent Teachers Association . . . requested the privilege of equipping & using a room in the Moody Bldg (without cost to the School Board) to feed the undernourished children" (Clifton Forge, 1917-1936, p. 178). The request was granted. On May 14, 1935, the School Board granted a request from the School League that the high school cafeteria be used to continue providing such meals during the summer to the "underprivileged children not over 14 yrs. of age" (Clifton Forge, 1917-1936, p. 180).

The Alleghany County School Board maintained a relationship with the local health department. Dr. McQuade of the State Health Department spoke before the board on July 21, 1936. "The board voted to appropriate the sum of $825.00 toward the expense of the health unit in this county as in the previous year" (Alleghany County, 1932-1938, p. 342). On July 23, 1937, "The Alleghany Health Unit asks for the use of the Callaghan School in which they are going to hold a typhoid clinic. This permission is granted"

(Alleghany County, 1932-1938, p. 451).

The Clifton Forge School Board met on November 9, 1937 to consider a request from the Civilian Conservation Corps (CCC). Cooperation had been established in the past with the CCC in terms of the use of high school athletic facilities but on this occasion, a greater request was made. "Mr. Blankinship brought to the attention of the Board a communication from CCC authorities--and his talk with Capt. of Camp Malone relative to co-operating with Camp teachers by permitting the use of 4 rooms at High School Bldg" (Clifton Forge, 1936-1948, p. 35). The board decided that such an arrangement was not possible.

Evidence of a growing patriotism was noted in the minutes of the Clifton Forge Board on March 14, 1939:

> The request from the Elks that permission be granted the organization to put a U. S. Flag in each room of the public schools of the City was unanimously granted--and the further request that the teachers have the pupils pledge Allegiance to the flag daily--has the approval of the Board. (Clifton Forge, 1936-1948, p. 77)

The authority of the school was sometimes questioned by parents. "A group of patrons from the Sharon School vicinity desired to come before the board [on January 18, 1938] with certain complaints which were occasioned by the alleged whipping of children in too severe a manner" (Alleghany County, 1932-1938, p. 475). The parents were hoping to get rid of the principal but the board only

decided to look into the matter. This seemed to be a favorite tactic of the school board as it was usual to respond to citizens with concerns that the board or the superintendent would "look into the matter."

In 1941, the Alleghany County School Board was sued by a group of parents from the Callaghan vicinity. Their suit was brought about because of their displeasure over the board's decision to transport children from Callaghan to the Boys' Home School and not build additional rooms for the Callaghan School. The Circuit Court of Alleghany County decided in favor of the board in the case, A. A. Paxton vs. The County School Board of Alleghany County, Virginia:

> It is, therefore, adjudged, ordered and decreed that the action of the said County School Board of Alleghany County, Virginia, in transporting children of the petitioners to the Boys' Home School and to the Dunlap School and the matter of the construction of additional school facilities at Callaghan, Virginia, are matters that are to be left to the discretion of the County School Board . . . [and it] has the authority to say who shall attend what school and where . . . . " (Alleghany County, 1938-1947, p. 204)

Members of the Jefferson PTA met with the Clifton Forge School Board on December 9, 1949, concerning several matters. These included ideas about building expansion and curriculum changes. There were plans for an addition to the Jefferson School and the School Board was pursuing them. In terms of curriculum, the PTA wanted to drop classes in Home Economics and Industrial Arts. "The faculty recommended

dropping of the two courses mentioned above, and the substitution of Negro History and Algebra. At least 13 students have registered for each of these two courses. This was left in the hands of the Superintendent" (Clifton Forge, 1948-1956, p. 37).

On December 14, 1954, the Clifton Forge School Board met in the library of the Jefferson School. They authorized the P.T.A. to use the cafeteria for an after-school activity program and then "made an inspection tour of the Jefferson School building" (Clifton Forge, 1948-1956, p. 235).

Parents became quite involved in the discussion of a building program initiated by the Alleghany County School Board after its separation from Covington. On January 6, 1960, "The Board discussed a bill of complaints and application for an injunction, filed by Randolph Howard, et al, against further action of the Board towards building the Alleghany County High School at the Talbott Site" (Alleghany County, 1959-1971, p. 20). Despite the opposition, Alleghany proceeded with its plans for a new high school.

Church and State

The relationship of churches and schools has been documented to this point. Several buildings in Alleghany County served a dual purpose as churches and schools. Area ministers played a vital role as teachers and administrators

in the local school division. The Scotch-Irish and Protestant background of the area residents insured that religion would influence the local schools. A strong Catholic community emerged in the area and rather than a conflict, the two groups developed a unique harmony in supporting the public schools.

The minutes of the Alleghany County School Board reveal that the area clergy was interested in the schools' curriculum offerings. A group of ministers representing the Covington Ministerial Union approached the board on May 7, 1935, and requested that "Social Hygiene Education [be taught] to as large an extent as possible to high school students. The board agreed to take this suggestion and arrange for such education as it is possible for them to give" (Alleghany County, 1932-1938, p. 232).

In 1936, there was evidence of schools still being held in churches or on church property. On March 17, the board set the year's rent of such buildings at $125.00 each. However, it appeared that plans were being made to end this practice. "The Churches are to retain the sanitary units after the schools are closed" (Alleghany County, 1932-1938, p. 306).

The relationship with churches was further demonstrated by the favorable action of the board to a request on June 2, 1936. "The various churches of Covington ask permission to

use the Jeter school building to conduct a church school during the last two weeks of June. The school is to be conducted on a non-sectarian basis" (Alleghany County, 1932-1938, p. 332). On July 2, 1936, the board granted a similar request for the use of Watson Training School to a group of black citizens.

Clifton Forge was the first area school system to permit religious training in the schools. The following took place on April 9, 1946: "Dr. W. P. Gilmer representing the Religious Educational Group having filed a request with the Supt. that the School Board allow Religious Education to be taught in the Schools during the term 1946-47" (Clifton Forge, 1936-1948, p. 327). The request was granted with stipulations that the instruction be non-sectarian, attendance voluntary, the cost financed by the churches, and the teacher appointed by the School Board.

On February 16, 1948, the Alleghany board considered a request from a Reverend Crist on behalf of local churches for the use of Jeter Auditorium. Dr. Bob Jones was coming to Covington to conduct a "Union Revival." The superintendent was instructed to write Reverend Crist and inform him "that it will be impossible for the board to consider a request of this kind until after graduation exercises have been completed" (Alleghany County, 1947-1959, p. 44). At the next meeting, the board reconsidered its

action in this matter and decided to grant the request. One can only speculate that the pressure from the religious community was too great to deny the request.

The Alleghany County School Board adopted a resolution on August 5, 1948, to permit the release of pupils for Weekday Religious Education. Students had to have the permission of parents prior to their release. "All classes in religious and moral instruction shall be operated independently of the control, supervision or responsibility of the public schools and providing further that no public funds may be used" (Alleghany County, 1947-1959, p. 75).

Weekday Religious Education continues to exist in the Alleghany Highlands. The classes are not taught in the schools, but with parental permission, students in grades three, four, and five, are released for one forty-five minute period per week to receive instruction from a Weekday Religious Education teacher.

Student Health and Safety

Even prior to the tragic fire at the Selma School, the Alleghany County School Board was involved in several matters of health and safety for students in schools. On September 9, 1931, the Clifton Forge City School Board sent a message to the city council:

> The School Board of the City of Clifton Forge unanimously approves of the work of the nurse in the Public Schools, and believes that this work is of sufficient importance for the Board to recommend that the City Council make an appropriation toward paying the salary of the nurse employed by the Red Cross. (Clifton Forge, 1917-1936, p. 146)

Controversies over sanitary and hazardous conditions helped accelerate some school building projects. Safety on school buses became a concern of the board and on October 2, 1934. "The board ordered that fire extinguishers be purchased from W. F. Revercomb and one placed on each school bus and the service truck" (Alleghany County, 1932-1938, p. 178).

The board met on August 20, 1935, and made some adjustments to the coming school year. "Due to the several cases of poliomyelitis now in the county the board decided to postpone the opening of schools. A tentative date of September 14th was set for the teachers institute with schools opening on the 16th" (Alleghany County, 1932-1938, p. 256).

The matter of students and nutrition was discussed by the Alleghany County School Board on February 18, 1936. "It was decided that no financial help could be furnished by the board for the feeding of the undernourished children in the schools at this time" (Alleghany County, 1932-1938, p. 297). Parent groups often came into the schools and operated kitchens or cafeterias and teachers like Lillian Alexander

were known to have provided some form of nourishment to their students. Federal assistance in nutrition programs was noted in the November 9, 1942, minutes of the Alleghany County School Board: "The board agreed to sponsor the Agricultural Administration's program for providing 1/2 pt. bottles of milk to school children for one cent per bottle. The Administration will pay 1.892 [cents] per bottle. No cost is to accrue to the school board" (Alleghany County, 1938-1947, p. 237).

At a meeting on August 28, 1944, the Alleghany County School Board discussed a health crisis: "Upon the recommendation of the State Board of Health and the superintendent, the school board voted to postpone the opening of schools until September 12, 1944, because of the prevalence of poliomyelitis in Alleghany County" (Alleghany County, 1938-1947, p. 324). On September 7, the board again met to postpone school opening: "Upon advice of the State Board of Health and in conformity with the action of the local Board of Health, the opening of schools was deferred until Monday, September 18, 1944" (pp. 326-327). The Clifton Forge School Board met on September 12, 1944. "A general discussion relative to opening the schools, which has been delayed on account of polio, was participated in by members of the Board" (Clifton Forge, 1936-1948, p. 273). The schools were set to open on September 18.

News of a possible breakthrough in polio research came to the attention of the Alleghany County School Board on November 8, 1954: "Dr. Wayne Worwick, representing the Infantile Paralysis Foundation, requested the Board to make an exception and allow drives in the schools for the March of Dimes" (Alleghany County, 1947-1959, p. 301). He also stated that the Foundation wanted to vaccinate all first grade children if the Salk Vaccine for polio proved successful. The board referred him to the P.T.A. for fund-raising. "The Board favored the vaccination for polio of children with parents' consent" (p. 301).

Similar information came before the Clifton Forge School Board on April 11, 1955, "The Superintendent reported to the board that the plans of the Health Department and the Polio Foundation of the City had been made with the school to administer the salk vaccine if it was approved" (Clifton Forge, 1948-1956, p. 251). On May 10, "The Superintendent reported that the first shots of the polio vaccine had been given to all 1st. and 2nd. Grade pupils whose parents had requested it" (p. 259).

Athletics

High school interscholastic athletics gained a foothold in the Clifton Forge and Covington communities prior to the 1930s. As consolidation of small schools took place, the

role of athletics in all schools became greater. The Depression forced the Alleghany County School Board to limit support of some activities but it was sympathetic to the need for students to be involved in extra-curricular events. In a meeting held on October 15, 1935, the board tabled a request to provide transportation for school teams playing softball but granted a request to provide buses to transport students to the 4-H Club Achievement Day Exercises.

The most intense athletic rivalry was between the teams of the Clifton Forge Mountaineers and the Covington Cougars. The schools played football, basketball, and baseball, but the most bitterly contested games were in football. The first games between the two teams took place in 1914 when Covington won two meetings between the squads. The next games were not played until 1920 and the contests were played annually until Clifton Forge schools consolidated with Alleghany County in 1982.

A typical game was played at the Westvaco Park on November 8, 1935. The Mountaineers dominated the contest on the field and won the game by a score of 25 to 6. However, the contest off the field between the estimated 2,000 fans in attendance may have been more spectacular according to an account in the Covington Virginian. "Throughout and after the game, there were fist fights galore" ("Clifton Forge Mountaineers Defeat Covington Hi," 1935, p. 6). The rivalry

became even more heated after the game was over when the Clifton Forge faithful were intent on tearing down the goal posts. "The ensuing battle resulted in approximately half a dozen bloody noses and black eyes. But the goal posts still remained standing after the rumpus was all over" (p. 6).

Beginning with the 1937 game, the contest was played annually for a trophy of sorts, a little brown jug. This was a small piece of pottery, empty of its original contents, but coveted as though it contained the riches of the ages.

> The Little Brown Jug was the idea of A. L. Bennett, superintendent of Alleghany County in the 1930s. It would, in the words of Ralph Query of the local athletic boosters, "signify clean sportsmanship, clean rivalry, and the spirit of friendliness between the two schools." (McFadden, 1982, p. 3)

Perhaps the 1935 contest had prompted the idea behind the symbolism of The Little Brown Jug. The three items mentioned by Mr. Query were not always present during the events. Even the war failed to dampen the spirit and enthusiasm of the community for high school athletics, especially when it came to a contest between the local rivals. The Alleghany County School Board met on November 9, 1942, and took the following action: "The superintendent was authorized to close schools on Wednesday November [sic] 11th early so that students and teachers may attend the football game in Clifton Forge" (Alleghany County, 1938-

1947, p. 237).

There was apparently some concern over the rivalry in 1956. The Clifton Forge School Board met on November 13 and discussed the following: "Mr. Scott stated he would like to discuss with the other members how they felt about the Clifton Forge High School playing football with Covington High School" (Clifton Forge, 1956-1963, November 13, 1956).

Covington was then playing in Group I, the state's highest athletic classification, and Clifton Forge was competing in Group II. "The sentiment of the other board members was that they favored Clifton Forge High School playing with teams in their own class" (November 13, 1956). Mr. Frank Flora was the principal at Clifton Forge High School and he reported to the board on December 11, 1956: "He presented facts and figures on the Covington-Clifton Forge game. Mr. Flora stated he could see no reason for discontinuing the Covington football game at this time but he thought it was a situation that should be watched" (December 11, 1956). After answering questions about school size, students' attitudes, injuries, and school spirit, Mr. Flora was given the support of the board in making any future decisions about playing the game.

While Clifton Forge was a powerhouse in the early days of the rivalry, Covington held a commanding 33-11-1 record entering the final Jug game on November 5, 1982. While that

event occurred outside the period of time covered by this chapter, it seems proper to bring closure to this discussion of the Little Brown Jug by noting that the Clifton Forge faithful had the satisfaction of winning the finale by a score of 12-0.

The smaller schools in the county operated successful athletic programs but most of the attention went to Clifton Forge and Covington. Football, basketball, and baseball were not the only athletic contests being sponsored by the schools. The Clifton Forge School Board minutes of March 14, 1939, revealed the following: "The Chairman, L. F. Pendleton, read to the Board a letter from Mr. Love, Principal of the High School, relative to preparation of the stage in the Auditorium for boxing matches--or 'bouts' . . . " (Clifton Forge, 1936-1946, p. 76).

There were many individuals who were responsible for the popularity and growth of athletics in the Alleghany Highlands. Floyd S. "Pop" Kay was the mentor of the Clifton Forge teams from the late 20s into the early 40s. The Mountaineers rarely tasted defeat under "Pop." The importance of athletics can be seen by the action of the Clifton Forge School Board (1917-1936) on July 11, 1933: "It was ordered that this Board pay $25.00 to aid F. S. Kay in attending a coaching school to be held in N. C" (p. 166).

Not only were coaches noted for their contributions to

sports but community leaders were also recognized. One of those individuals was Dr. William Preston Burton. Dr. Burton was a faithful friend of the students and athletes at Covington High School. He died on October 20, 1946, and on November 7, 1946: "The athletic field at Covington High School be, and is, hereby dedicated to the memory of Doctor William Preston Burton, and that the athletic field be and is hereby given the name of BURTON FIELD" (Alleghany County, 1938-1947, p. 480).

One figure will long stand above all the rest when area high school athletics are discussed, particularly when the sport is football. The gentleman's name was Francis J. Albert, Jr., better known to all as 'Boodie.' He was the son of a devout Catholic family who operated a Confectionery Shop in Covington. Boodie went to Notre Dame and played football in the late 1930s. He was an All-American in his final season, 1939, and was probably the first local athletic hero.

This author had the privilege of playing for Boodie and coaching under his guidance at Covington High School. There is a recollection of a conversation with Boodie in which he related that his first job was in Christiansburg where he taught and coached three sports for $900 a year in 1940. He returned to Covington in 1941. On May 8, 1942, the Alleghany County School Board elected Francis Albert, Jr.,

to return for his second year at Covington High School for $165.00 per month. He was one of the area's teachers called into military service during World War II, entering the Navy in December, 1942.

Despite Boodie's friendly nature, he was a fierce competitor and did not shy from confrontation. The School Board learned on June 4, 1947, that Coach Albert had failed to sign his initial contract for the 1947-48 school year. He had been told that he would be paid $3,500.00 if he would coach at Covington High School and his contract only called for $3,000.00. "The board requested the superintendent to talk with [Principal] Curfman and ask him if it would be possible for the Athletic Association to supplement Mr. Albert's salary $500 for the year 1947-48" (Alleghany County, 1947-1959, p. 20). At its meeting on June 25, "The board voted to make a token increase of $250 in Francis J. Albert's salary" (p. 21). No mention was made of any contributions that may have been made by the Athletic Association.

Under Coach Albert, the Cougars enjoyed tremendous success. The team was so successful that it was pushed to a higher level of competition and forced to play larger schools which had twelve-year school programs. The records weren't quite as good. On December 11, 1951, the Alleghany County School Board met in a lengthy session to discuss a

matter of concern over the possible resignation of 'Boodie' Albert. A large delegation appeared before the board in the matter and State Senator Hale Collins, Boys' Home Director Robert F. Burrowes, and Mr. John Swartz expressed the concerns of the group. They stated that the matter should be handled in executive session, apparently not wanting undue publicity of the event. The board then went into executive session and asked that Mr. W. R. Curfman, Principal, Mr. John S. Heretick, Assistant Principal, and Coach Albert sit in on the session. The board did not request his resignation and returned from executive session with the following statement: "The School Board and Mr. Albert agree that the recent publicity relative to the reported resignation has been an unfortunate result of a misunderstanding during a telephone conversation between the Board Chairman [Leola B. Jamison] and Mr. Albert" (Alleghany County, 1947-1959, p. 194).

Boodie died suddenly on July 16, 1974, at the age of 58. The Covington Virginian described his character as follows: "Deeply religious, completely dedicated and with a great gift for everyday living and dealing with people, there are few families in this community who have not felt the influence of this kindly, wise and generous man" ("Boodie," 1974, p. 4).

Separation

Since the establishment of state-supported schools in 1871, there were considerable differences between the public schools in Alleghany County and those in the Town of Covington. With a more concentrated population, Covington was first to provide a grade-school and comprehensive high school program. The most qualified teachers were usually assigned to the Covington schools. The differences existing between town and county in schools as well as government would eventually cause a separation of the two localities.

Covington became a city of the second class on December 20, 1952. It elected a school board but the Alleghany County School Board continued to operate the schools for the 1952-53 school term. A resolution was adopted by the county board on April 1, 1953, which was similar to a resolution adopted earlier by the city board: "The County School Board of Alleghany County . . . does hereby petition the State Board of Education to designate the County of Alleghany and the City of Covington as one school division under authority of Title 22-30, Code of Virginia . . . " (Alleghany County, 1047-1959, p. 232).

The matter of joint school operations was discussed by the Alleghany County School Board on February 8, 1954. The division's building plans had been put on hold under the joint agreement and the school construction funds were

laying dormant. The board felt that the time had come to make some improvements to the schools and that the current arrangement was detrimental to this objective. "THEREFORE, BE IT RESOLVED, by the school board of Alleghany County, Virginia, that it is the will, desire and intention of this board to operate the school system of Alleghany County separate and apart from the school system for the City of Covington" (Alleghany County, 1947-1959, p. 262). The motion carried three to two.

On March 8, the board heard several speakers on the issue of separate schools for the city and county. A majority favored the resolution of separation by the board and suggested that Covington had been getting the better end of the deal. However, there were some who saw the matter differently. "Mrs. Bobbie Plott, a former teacher at the Central School, . . . felt both county and city children would profit by a joint system. . . . A consolidated high school would make it possible for all . . . to have better facilities and more subjects available" (Alleghany County, 1947-1959, p. 266).

Mr. Pentz made a motion to the board that it rescind its action of February 8, and study the matter more thoroughly before making a decision to operate a separate school system. Chairman Walton relinquished the chair to second the motion, but it failed by a three to two vote.

On March 22, Superintendent Beazley was instructed to "notify the City of Covington School Board that it is the intent of the Alleghany County School Board to operate the schools of the county and the city for the session 1954-55 under a contract plan similar to the one now in effect" (Alleghany County, 1947-1959, p. 272). The matter of school operations was taken before the circuit court. A letter from the City of Covington School Board was read on June 28, 1954, and suggested changes to the school contract.

However, the county board was not receptive to any changes. The impasse continued as another proposal by the city was rejected on August 16. The matter was settled in a joint meeting on August 19, 1954. "The Boards agreed to enter into a contract using the same form which was used during the school year 1953-54 . . . " (Alleghany County, 1947-1959, p. 292). The contract was modified to call for monthly joint meetings of the two boards "to consider and act upon any and all questions or matters arising in connection with the supervision, operation, maintenance, or management of the public schools within the City of Covington . . . " (p. 292).

On February 6, 1958: "The superintendent recommended that a transition to the Twelve-Year School System be initiated in the schools of the county and city at the beginning of the 1958-59 session by incorporating the eighth

grade . . . as part of a five-year high school" (Alleghany County, 1947-1959, p. 420). The city members on the board endorsed the recommendation but the county members tabled the matter. At its next meeting, the Alleghany County School Board agreed to support the twelve-year system "when the Alleghany County School Board has the definite assurance or cash in hand of the City of Covington School Board's payment for the County's equity in the city schools . . . " (p. 422).

The joint operation of schools for Alleghany County and the City of Covington came to a close on June 30, 1958. In preparation for this, Mr. Beazley presented his resignation at the May 6, 1958, joint meeting of the two school boards. "He had accepted the position of Superintendent of the Covington School Division as of [July 1, 1958]" (Alleghany County, 1947-1959, p. 436). On June 6, 1958, "Upon motion by Mr. Walton, seconded by Mr. Pentz, the Board elected Walter L. Hodnett as Division Superintendent of Alleghany County Public Schools at an annual salary of $7,500.00 beginning July 1, 1958" (p. 440).

Once the separation of the school systems was effected, both localities aggressively pursued their own building programs. Alleghany County took steps to construct a new consolidated high school and three new elementary schools, as well as make improvements to several existing schools.

Covington developed its own building plan and constructed additions at Covington High School, Watson School, and Rivermont and Edgemont Elementary Schools.

During the early part of 1959, there had been some informal discussions between the Alleghany County School Board and the City of Clifton Forge School Board concerning the possibility of some county students attending the Clifton Forge High School. However, a statement was issued by the County Board on March 25, 1959, rejecting any such proposal. "If county pupils were sent to Clifton Forge High School they would therefore not be receiving the same educational opportunities as the other high school pupils would receive who will be attending the consolidated high school in the county" (Alleghany County, 1947-1959, p. 480).

A vote on the bond issue to support the county school building program was held on April 14, 1959. The bond issue was narrowly defeated and on May 8, the Alleghany County School Board took the stance that the building program could not be abandoned. In a public letter detailing the board's position, the following statements reveal its strong conviction: "We cannot emphasize too strongly the short time we have in which to provide suitable housing for our school children. If we are to avoid a distressing situation in our public schools we must not delay longer . . . " (Alleghany County, 1947-1959, p. 491). The board had secured an

appropriation from the state of $334,000 known as "Battle Funds" and this would be lost if not expended in 1959.

Members of the Alleghany County School Board met with representatives from the State Department of Education on May 22, 1959, to discuss the failure of the referendum and consider further actions. The board met with R. Claude Graham, Assistant Superintendent of Public Instruction, J. G. Blount, Jr., Director of Administration and Finance, and F. F. Jenkins, Director of Research and Planning. When asked for opinions for the failure of the bond issue, School Board Chairman Robert F. Burrowes stated, "Opposition to higher taxes, disapproval of proposed building program, possible annexation by Covington and Clifton Forge, possible integration of certain schools, etc" (Alleghany County, 1947-1959, p. 492). Other members of the board suggested increased transportation distances to a new high school, opposition to locating a school in Altamont, and the closing of certain schools. The board was encouraged to proceed with a building program since Literary Funds had already been approved. The only new survey needed was a transportation survey and the state agreed to assist in that project.

On December 8, 1959, the Alleghany County School Board took steps to make an application for State School Construction Funds in order to build a new school on the

Talbott property in Valley Ridge. "The said building, to be of brick construction, will be used as a high school building and is estimated to cost $1,345,000.00 (including cost of land, construction, equipment, etc.) for 1,000 pupils" (Alleghany County, 1959-1971, p. 20).

Alleghany County School Board member W. G. Matthews was growing weary of the disharmony created within the county over the proposed building program, specifically the portion dealing with the new high school. There were disagreements over the matter of one or two schools and location. He felt it was the responsibility of the Board to bring the people together and this Board had failed to do so. He proposed the following: "I feel that if we have the best interests of our schools, county and school children at heart we will immediately resign from this board with high hope of a completely new board can accomplish that which we are unable to do, a harmonious and cooperative spirit between board and patrons" (Alleghany County, 1959-1971, p. 25). While the board rejected Mr. Matthews' suggestion, the statement is evidence of the pressure on the board and the emotions of the community. Mr. Matthews also decided to remain on the board.

There were many efforts to encourage cooperation among the different localities:

> On April 6, 1960 a meeting was held in the County Court House with the Cities of Clifton Forge and Covington and the County of Alleghany being represented by members of the School Boards and governing bodies. Claude Graham, J. G. Blount, Jr., Alfred Wingo and Gordon V. Brooks from the State Department of Education were present upon invitation of the localities above mentioned. At this meeting it was agreed that each School Board from the three divisions would appoint two of its members to become part of an area committee to work with representatives of the State Department in setting up a plan for educating high school students in the area that would include two high schools, one in or near each of the cities. (Alleghany County, 1959-1971, p. 31)

The Alleghany County School Board selected W. G. Matthews, Jr., and Harry Walton, Jr., as its representatives to the committee. No significant action came from this committee.

All efforts at cooperation among the three localities were futile, and the Alleghany County School Board proceeded with its own building plan which included a new high school on the Talbott property in Valley Ridge. On April 6, 1962, "the Board voted to name the new county high school as follows: ALLEGHANY COUNTY HIGH SCHOOL" (Alleghany County, 1959-1971, p. 102).

To cover costs, "The Board of Supervisors authorized the School Board to borrow from the Virginia Supplemental Retirement System a total of $850,000.00 as follows:

Callaghan (new school)	$ 380,000.00
Sharon (new school).	233,000.00
Boiling Spring	56,000.00
Central (addition)	125,000.00
Falling Spring	56,000.00
	$ 850,000.00"

(Alleghany County, 1959-1971, p. 123). The projects at Boiling Spring and Falling Spring involved renovations.

On October 8, 1962, the Alleghany County School Board officially notified the Covington School Board that it would no longer need to use Covington schools for the education of its high school students. "Beginning with the 1963-64 School Year Alleghany County will provide space in county schools for its high school pupils now attending the Covington High School and the Jeter School (Alleghany County, 1959-1971, p. 126).

The building program was completed but there was a minor problem at the beginning of the 1964-65 school year. "Mr. Hodnett informed the Board [on August 27, 1964] that it does not seem advisable to open the Boiling Spring, Falling Spring and Callaghan Schools on August 31. The Board agreed that the superintendent should make this decision after checking with the contractors" (Alleghany County, 1959-1971, p. 205). At the September 3 meeting, "Mr. Hodnett reported that all of the schools have opened. Callaghan, Boiling Spring, and Falling Spring Schools were five days late getting started because of construction problems" (p. 208).

W. R. 'Ray' Beazley, and Walter L. Hodnett were excellent school leaders and each contributed to the progress of schools in the Alleghany Highlands though they were not successful in maintaining the relationship between

Covington and Alleghany County. They characterized the two systems in articles in the Covington Virginian in August, 1964.

Superintendent Beazley related the state of the Covington School System as follows:

> Covington pupils are housed in six school plants valued at $2,850,000. Enrollments in 1963-64 were as follows: Covington High, 725; East Covington, 153; Edgemont, 341; Jeter, 512;, Rivermont, 316; Watson, 512. The total enrollment was 2,559. These buildings contain 151 teaching stations, including classrooms, gymnasiums, libraries, laboratories, shops and auditoriums. Five schools operate cafeterias. (Beazley, 1964, p. B-5)

Superintendent Hodnett detailed the changes in education in the county during this period:

> Within the period from 1930 to 1964 there have been a number of significant changes in public education in Alleghany County, most of them being local reflections of State and National changes; a reduction in the number of schools from 25 to eight for next year [1964]; increase in cost of education per pupil from $35.41 to $304.50; increase in average teacher's salary from $866.00 to $4,565.00; increase in number of school buses from 14 to 29, and number of pupils transported from 1,067 to 2,946; increase in per cent of teachers holding degrees from 20 per cent to 82 per cent; . . . an increase in total operating cost for Alleghany County and Covington in 1930 of $179,442 to $852,428 for the County in 1964; and an increase in State Funds for schools from $50,310 to $444,204. (Hodnett, 1964, p. A-2)

Superintendents

While the first three decades of the 20th Century could only point to J. G. Jeter as a dominant school leader, the

position of Division Superintendent became more defined over the next thirty-five years. In the county, the Superintendent became more of a building inspector rather than an instructional leader. The term, administration, definitely applied to the duties of the Alleghany County Superintendents.

In Clifton Forge, the Superintendent held that position in conjunction with the principalship of the Moody Elementary School until the two jobs were separated in 1957. The primary duties in Clifton Forge included the filling of personnel vacancies and the filing of administrative reports. The addition built at the Jefferson School did add a new responsibility to the Superintendent in 1950-52.

In Alleghany County, J. G. Jeter was succeeded by S. T. Godbey in 1933. A. L. Bennett assumed the post in 1937 and on April 9, 1945, a new superintendent was elected. The board was split between W. R. Beazley and Marvin L. Carper and a deadlock resulted. The board reconvened on April 11, and again the vote was tied. "Mr. Hepler stated that Mr. Beazley had requested that the board not allow his name to deadlock the balloting" (Alleghany County, 1938-1947, p. 365). Mr. Carper was then elected as the superintendent. The action by Mr. Beazley in this matter bears out the statements by Lillian Alexander McClung about this gentleman. "He was the nicest man. He never wanted to hurt

anybody" (Lillian Alexander McClung, personal interview, February 13,1993).

On July 10, 1946, M. L. Carper stated his intention to the board to accept the position as Superintendent of the Martinsville Schools. "He asked the board to accept his resignation, effective July 31, 1946" (Alleghany County, 1938-1947, p. 457). On July 23, the board found a replacement for Mr. Carper. "Mr. Harrington made a motion that the board elect W. R. Beazley to fill the unexpired term of M. L. Carper as Superintendent of Alleghany County Schools" (Alleghany County, 1938-1947, p. 459). Mr. Beazley's loyalty and devotion were finally rewarded.

In Clifton Forge, Herman Blankinship was still Superintendent at the beginning of this era. On April 15, 1941, Paul G. Hook was reappointed to be the principal of the Moody School. He was also elected to a four year term as Division Superintendent of Schools, "and fixed his annual salary at $3000 . . . " (Clifton Forge, 1936-1948, p. 150).

On May 12, 1953, Paul G. Hook submitted his resignation as Superintendent. He was taking a similar position in Fredericksburg. It was noted at the June 11, 1953, meeting, "The incoming Superintendent, Mr. Robert H. Ballagh, was also present" (Clifton Forge, 1948-1956, p. 183).

Prior to the adjournment of the Clifton Forge School Board on February 12, 1957, two letters were read to the

board. "The letters were from Robert H. Ballagh, Superintendent of Schools, and Mrs. Virginia Cushwa, Supervisor of Instruction, and they advised the board that they would not be candidates for reappointment . . . " (Clifton Forge, 1956-1963, February 12, 1957).

On March 12, 1957, Mr. Norman Scott of the Clifton Forge School Board initiated discussion about separating the position of superintendent from the principalship of the Moody School. "Mrs. Cahoon made a motion that the Supervisor's position be eliminated from the school year 1957-58, and that a full time Elementary Principal be employed for the Moody School . . . " (Clifton Forge City School Board, 1956-1963, March 12, 1957). The board passed the motion and then began a discussion about finding applicants for the position of Superintendent.

The board met on April 8, 1957, for the purpose of appointing a superintendent. "Mr. Scott moved that Mr. George E. Copenhaver be appointed Division Superintendent of Schools for the next four years beginning on July 1, 1957, at a gross salary of $7,000.00" (Clifton Forge City School Board, 1956-1963, April 8, 1957). Mr. Copenhaver was the last Clifton Forge Superintendent to serve during this period.

Desegregation

After the leaders of the area schools struggled with numerous attempts at cooperation and consolidation, they faced the desegregation of schools in the mid-1960s. What was a painful experience in many southern communities in this nation became a rather uneventful moment in the Alleghany Highlands. This is not to play down the significance of the event, it is merely a tribute to the leadership of the communities and the relationships that existed among educators of both races.

Desegregation came ten years after the famed Supreme Court case, Brown v. Board of Education. On August 8, 1955, the Alleghany County School Board considered the policy statement issued by Governor Stanley and the State Board of Education concerning the operation of schools. It was decided that schools should operate on the basis of past policies. The specific reason for issuing the policy statement is not mentioned in the minutes but the policy begins as follows: "'The problems created by the decision of the United States Supreme Court can not be solved suddenly. The Court recognized that those responsible may well take into account the public interest in the elimination of existing obstacles . . . " (Alleghany County, 1947-1959, p. 328). One can only speculate that the policy was issued in reference to the school desegregation case.

Covington City began a token integration of schools in 1964 and fully integrated in 1966. The following was reported in the Covington Virginian on September 6, 1966: "Covington City schools opened this morning for the 1966-67 term with approximately 1,432 elementary pupils and 865 high school students reporting" ("City Schools Open," 1966, p. 8). The Jeter School was officially closed and the same article related the new assignment of pupils. "[Former Jeter School] pupils have been assigned to Jeter-Watson School on Pine Street or East Covington School. All city high school pupils from Watson have been assigned to Covington High School" (p. 8).

Clifton Forge schools integrated a year earlier than Covington in 1965. The original plan in Clifton Forge was to integrate several grades a year over a two or three year period. It was decided to scrap that idea because of "the large number of requests by Negro pupils at the former Jefferson School to transfer to formerly all-white Moody Elementary School and Clifton Forge High School" ("C.F. Public Schools," 1965, p. 5). The following details were given for the plan:

> Under the desegregation plan submitted to the Department of Health, Education and Welfare, as required by the Civil Rights Act of 1964, all high school students will attend Clifton Forge High School. All city pupils in grades 1-5, will attend the former Moody School. All sixth and seventh grade pupils will attend the former Jefferson High and Elementary School.

(p. 5)

The Moody and Jefferson Schools were renamed Clifton Forge Elementary, West, and Clifton Forge Elementary, East, respectively. This was done because the two schools were operated under a single administrative unit and collectively known as Clifton Forge Elementary School.

Summary

The availability of records made it easier to recreate the growth of schools in the period from 1930 until 1965. It also made it more difficult to present a concise picture of schooling during this period. Each of the topics discussed in the chapter depicted an important aspect of schooling and detailed the impact each had on the schools. Some of the topics are worthy of an even more detailed study. However, the reader should now have a general impression and account of schooling during the period.

There were many educators of the period who deserved attention in the study. It would not have been possible to include them without creating a massive volume. However, the dissertation would not be complete without mentioning three individuals from Covington High School who had a personal impact on the author. The first gentleman was not known personally but his legend was ever present. That individual was Walter R. Curfman. He served as an officer

in the Army during World War I and attained the rank of captain in later years while a member of the Reserves. He came to Covington in 1925, and served as teacher, coach, and then principal of the high school until his death on December 3, 1960.

The 'Captain' was respected and admired by all who knew him. He was honored during his lifetime by the school board, alumni, and students. On June 6, 1951: "Miss Lily Albert and Mr. Sylvia Entsminger, representing the Alumni Association and students of the Covington High School, . . . requested approval of the naming of the Covington High School Auditorium 'Curfman Hall' in honor of Mr. W. R. Curfman" (Alleghany County, 1947-1959, p. 183). The board granted the request.

The other two individuals were John S. Heretick and Nell K. Fleshman. Mr. Heretick came to Covington in 1938 and held several positions in the county schools. He was Mr. Curfman's assistant for years prior to becoming the Principal of Covington High School after Mr. Curfman's death. Mrs. Fleshman began teaching music at Covington High School in 1946. Together, they combined talents to produce several musicals for the stage of Curfman Hall. The annual minstrel shows featured Mrs. Fleshman as musical director and Mr. Heretick in charge of dialogue. Prior to becoming principal, Mr. Heretick appeared on stage with students and

was a featured soloist and performer.

The communities in Alleghany County were noted for using minstrel shows as a form of school entertainment and a display of school talent. In the several decades prior to integration, the matter of racial sensitivity was not discussed and there is no evidence of objections presented to the board concerning these shows. The black-faced performers were a part of tradition and the audiences often included patrons of the black race. "It was ordered [on March 13, 1934,] that a portion of the balcony at the High School be reserved for any colored people who desired to attend the Minstrel to be given Friday March 16th" (Clifton Forge, 1917-1936, p. 171). The shows continued for a while after integration but the black face was gone and the performances attempted to stress comedy and entertainment. However, a strong resemblance to the original minstrel shows remained despite reported efforts by Mrs. Fleshman and Mr. Heretick to remove offensive material from the performances.

Towards the end of this period, an institution of higher learning came to the area. The Clifton Forge School Board had been very active in seeking a community college for the area in the early 1960s. Dr. Dabney S. Lancaster had been a strong community advocate of such a project. Negotiations were initially conducted with the University of Virginia to sponsor the college. However, there were

objections to the University of Virginia plan and the School Board was notified on October 10, 1961, that negotiations with the university had broken down. "V.P.I. was then approached on being the parent institution and they had plans drawn showing the size building needed and cost estimates. They seemed to be very happy to have us" (Clifton Forge, 1956-1963, p. 120).

An article published in the September 19, 1963, issue of the Covington Virginian released information on the bids for the new college building. "Opening a two-year Community College serving commuting students from the cities of Covington and Clifton Forge, Alleghany County, Bath County, and the Fincastle District of Botetourt County by September, 1964 came a step closer to reality" ("College Is Step Closer," 1963, p. 1). Lewis Lionberger Company of Roanoke had the low bid on the building at $292,000 and approval from the governor was forthcoming.

Dr. Donald Puyear was appointed to be the first director of the college which opened to students in 1964. It operated as a branch of Virginia Tech until taken into the state's community college system. It is known today as Dabney S. Lancaster Community College.

The period from 1930 until 1965 saw tremendous growth and change in the schools serving the Alleghany Highlands. The summation of Alleghany County Superintendent Walter L.

Hodnett about the gains made by the area schools in the 20th century through 1964 still seems appropriate:

> On the basis of the past one may assume that public education in Alleghany County in the future will reflect changes in society as the people of the County attempt to provide their children with the kind of education they will need in a changing world. Just as the one-room school, with its strengths and weaknesses, having served its purpose faded from the scene, so will the buildings now being used, even the newest ones, with their strengths and weaknesses, become obsolete and they too will be replaced by an entirely different type school, and in education as in all phases of life "the old order changeth, yielding place to new." (Hodnett, 1964, p. A-2)

CHAPTER VI

THE SCHOOLING OF BLACKS

Introduction

African-Americans can trace their presence in Virginia to the early years of settlement. Their initial status may have been as "indentured servants," but the introduction of slavery during the colonial period meant that freedom for blacks would be rare. The end of the Civil War brought freedom to the slaves and when Virginia established a state-supported school system, black children were also eligible for its benefits. However, no serious attempts were made to educate the races together. Schooling for blacks was a separate proposition, and this chapter will convey the history of that effort in Alleghany County, Clifton Forge, and Covington, Virginia. Not only will the data from those localities be presented, but developments affecting black schooling in Virginia and the United States will also be noted in order to give context to local information.

In reading the chapter, one should note that terminology of different periods is used in order to maintain the validity of the information. "Negro," "colored," and "black," are used according to the various periods discussed in this chapter and in context with the

quoted material.

Slavery

In 1619, the first group of Africans was brought to Virginia. Their presence would have a significant impact on the development of the New World and provide a true test of whether America would be a place capable of assimilating the cultures of the world. These first blacks did not come as slaves.

> Slavery did not become established as an institution in the colony until after 1700, a hundred years after the first group of Negroes landed at Jamestown. During this long period, Negroes adapted themselves to the culture by becoming servants, mechanics, landowners with servants of their own, and by following other occupations available in the colony. Prior to the establishment of Negro slavery, the bulk of the Negro population of the colony had about the same social and economic status as the indentured servants. (Alexander, 1943, p. 37)

When cotton became the main staple crop of the South in the early 1800s, the use of slave labor grew significantly. Cotton never became as important in the Virginia economy and slavery did not experience the same growth spurt in Virginia as in other southern states. "Only about 5% of the white population of Virginia were slave holders in 1860. One-third of the slave owners held but one or two slaves, and only 114 owned as many as 100 slaves" (Alexander, 1943, p. 37).

Slaves were more prevalent in eastern Virginia on the large plantations than in the sparsely-populated western regions. However, slaves were among the first inhabitants in the region we now call the Alleghany Highlands. The land surveyed by the Lewises contained large tracts and became the property of influential and wealthy men. "The various holdings may indeed be classed as plantations, and in nearly or quite every instance the proprietors became the owners of slaves and the masters of indentured servants" (Morton, 1923, p. 11).

Morton also related that, "Negro slaves were very few until after the Indian war of 1754. Bound white servants, however, were numerous. . . . Until his time expired, the servant was virtually a slave" (Morton, 1923, p. 21).

As the settlement grew, the population of free and slave increased and there was a call for a new county. This would give the residents of the area a more centrally located court in which to conduct business and address grievances. "Alleghany was formed in 1822, from Bath, Bottetourt, and Monroe. . . . Population in 1830, 2,816; 1840, whites, 2,142; slaves, 547; free colored, 60; total, 2,749 (Howe, 1969, p. 172).

The education of slaves was limited to teaching those tasks which the slave would need to serve the master. The relationship between master and slaves was also a private

and personal matter. Except in extreme cases, the master could handle his slaves in any manner he chose. It was his responsibility to care for his slaves and this included discipline as well as the provision of basic necessities. Seldom was a slave tried in a court of law except for unusual offenses. The master was expected to punish his slaves for violations of the law and he would be held accountable for the actions of his slaves.

The court did find reason to try a slave in Alleghany County in 1842. Daniel Wright was convicted of mortally wounding his master, Colonel John Persinger, while working in the fields. Wright became the first person legally executed in Alleghany County on August 12, 1842. The will of John's father, Jacob Persinger, had made provisions to free Daniel Wright on November 4, 1851 (Information from Morton, 1923, p. 45).

Since many occupations on the farm or plantations required skilled labor, slaves were often trained for a trade. An inventory of the estate of John Lewis of Sweet Springs in 1823 revealed that he owned "a boy, 3 years old, $125.00; a girl, 12 years old, $312.00; a woman, 37 years old, $345.00; and a blacksmith, 45 years old, $675.00" (Morton, 1923, p. 47). One can see that there was significant value added to the skilled slave.

There were other instances where children of slaves were taught to read and write. "Some slave children gained literacy through the 'play schools' that grew out of the sociable relations maintained with their owner's children" (Bullock, 1967, p. 10).

While this occurred accidentally, the education of some slaves was a deliberate effort. "Motivated mainly by the desire to make them more obedient, large planters established Sunday schools for [slaves] and quite often required Bible reading . . . " (Bullock, 1967, p. 11).

In some cases, the relationship between slave and master was more personal and one gets the impression from Haines' (1949) account, that such was the case between his ancestor, William Callaghan, and William's slave, Isaac Crawford. "On the twentieth day of January in the year of 1819, William Callaghan bought from his father or brother the tavern slave, Isaac Crawford, a husky twelve year old mulatto negro boy, for the sum of $600" (p. 13). William was a schoolteacher and he and Isaac were inseparable.

> William often took Isaac with him by stage and horseback on school teaching trips in the mountains and valleys of Virginia. Isaac helped about the school which was many times a vacated log house with a stone fireplace. The pupils were taught reading, writing, arithmetic and spelling. Books were rare and were used over and over again until worn out, after being patched and sewed.
>
> There were rude benches for seats and a few desks. William cut and split the ends of quill pens the children brought to school so they could write with the

> home made ink made of a decoction of oak bark in which a piece of iron had been dropped.
>
> In their cabin at night William taught Isaac to read and write. He taught him the same as he taught white children at school and to practice restraint and to keep a steady hand. More than once when Isaac was a boy he and master William slept together in the same bed. After lessons were done William played on his violin or fiddle and Isaac often sang and danced to the tune of it. (Haines, 1949, p. 15)

In the 1800s, the abolitionist movement was gaining support and there was a growing fear that educated slaves would be harder to control. While the Virginia General Assembly tried to establish a free school system for whites in 1796, they passed laws in 1831 and 1848 prohibiting the education of Negroes, free or slave (Information from Alexander, 1943, pp. 105-106).

Without facts to the contrary, it can be assumed that those slaves residing in Alleghany County during the 1800s lived an existence similar to the accounts related. Whether or not the relationship between William Callaghan and Isaac Crawford was unique or common in this area is unknown. In 1845, Henry Howe published a book containing historical recollections of Virginia. It was republished in 1969 and provides an insight to certain facts, figures, and ideas just prior to the Civil War.

A section of Howe's book tells of life in eastern Virginia. Specifically, it is a written account by a judge of one of the Virginia courts and gives his view of the

condition of slaves during the 1840s.

> We have many laws respecting slaves, controlling them in certain particulars. Thus, they are not allowed to keep or carry military weapons -- nor to leave home without permission -- nor to assemble at any meeting-house or other place in the night, under pretense of worship -- nor at any school, for the purpose of being taught to read or write -- nor to trade and go at large as freemen -- nor to hire themselves out -- nor to preach or exhort. Some of the penalties for a violation of these laws are imposed upon the master, for permitting his slave to do certain acts; in other cases, the slave is liable to be taken before a justice of the peace, and punished by stripes, never exceeding thirty-nine.
>
> Slaves emancipated by their masters, are directed to leave the state within twelve months from the date of their emancipation. . . .
>
> Slaves may be taught, and many of them are taught, in their owner's family. They are allowed to attend religious worship conducted by white ministers, and to receive from them religious instruction. . . . (Howe, 1969, p. 157)

The judge goes on to describe slavery as a beneficial arrangement between slaves and master. One would think that being a slave was a privileged condition.

> The slave of a gentleman, universally considers himself a superior being to "poor white folks." They take pride in their master's prosperity; identify his interest with their own; frequently assume his name, and even his title, and speak of his farm, his crops, and other possessions, as their own; and well, indeed, may employ his language, for they know that the greater part of the profits is liberally devoted to their use. (Howe, 1969, p. 158)

Without comparing an account by a slave of the day, it is hard to pass judgment on the accuracy of the judge's views. However, it does appear that some looked upon and dealt with their slaves in a caring and humane manner. The

judge made it clear that he considered, "The worst feature in our society, and the most revolting, is the purchase and sale of slaves . . . " (Howe, 1969, p. 160). He didn't consider trading slaves in the neighborhood so bad, particularly if families were kept together, but he hated the practice when done merely for profit.

Another account suggests that even in slavery, certain blacks found a source of pride and dignity. "Slaves of the more wealthy usually referred to themselves as belonging to 'quality folks,' and established within the Negro American subculture in the South a tradition of looking down upon poorer white people" (Bullock, 1967, p. 8). This attitude may have been a contributing factor in the stress that would exist between the races after the Civil War.

Not only was the education of the slave sparse or non-existent in the antebellum south, education in general was greatly lacking. The census of 1840 revealed that nine per cent of the adult white population was illiterate. This was noted in Chapter II on page 43. "In all, more than a twelfth part of our adult white population [was illiterate], and then there were all the slaves" (U. S. Commissioner of Education, 1870, p. 469).

Freedom and Segregation

The idea of free public education had never been well received in the South. Newly freed slaves worked to change that situation. In his book on black education in the South, James Anderson (1988) stated, "Former slaves were the first among native southerners to depart from the planters' ideology of education and society to campaign for universal, state-supported public education" (p. 4). He goes on to say, "The South's landed upper class tolerated the idea of pauper education as a charity to some poor white children, but state-enforced public education was another matter. The planters believed that state government had no right to intervene in the education of children . . . " (p. 4).

One of the first initiatives of the freed slaves, and those northern whites who had a legitimate interest in helping them, was the creation of schools.

> With the new push given by the Freedmen's Bureau . . . Fourteen Southern states had established 575 schools by 1865, and these schools were employing 1,171 teachers for the 71,779 Negro and white children in regular attendance. The schools were not equally available to all the children of the South. Those of Louisiana, Virginia, and North Carolina were most greatly favored. (Bullock, 1967, p. 29)

The constitutional convention of 1867-1868 pushed for state-supported public education. While the advocates of state-supported schooling were successful in their efforts, the idea of integrated schools was defeated as previously

noted. The state-supported public school system in Virginia was officially organized and went into operation in 1870.

In a message delivered on March 8, 1870, the governor of Virginia, Gilbert C. Walker, made the following proposal in relationship to the federal land grant for the establishment of an agricultural college.

> I would suggest, as a subject worthy of the serious and profound consideration of the general assembly, the propriety and feasibility of dividing this fund -- appropriating one portion of it to that one of our colleges which, in your judgment, you may designate, and the other portion to a college or high school devoted exclusively to the education of our colored people. (U. S. Commissioner of Education, 1870, p. 294)

The Virginia Agricultural and Mining College at Blacksburg, now Virginia Polytechnic Institute and State University, would be the white land grant college. The Hampton Institute would be the first black school to receive funds under the act. The Virginia Normal and Collegiate Institute at Petersburg, now Virginia State College, would later be the first state-supported school for the higher education of blacks and would receive a portion of the land grant funds.

Further along in the same message, Governor Walker had more to say about the education of blacks:

> I am an earnest advocate of universal and free education. . . . The colored people of our State are equally, with the white, clothed with the elective franchise. In order that they may intelligently

> exercise that right, the opportunity for education should, and under our constitution must, be afforded them. This cannot, however, be accomplished by any system of mixed schools. Each must be provided for separately. (U. S. Commissioner of Education, 1870, p. 295)

In western Alleghany County, evidence of schools for blacks can be found in an early newspaper, the Alleghany Tribune. "A colored teacher, by the name of Stewart A. Lewis, was examined by the [County School] Board and passed an excellent examination, and has now a colored school in successful operation in Falling Spring Valley" (Donaghe & Frenger, October 3, 1879). In January, 1881, Mr. William G. Watson reported on his work at the Covington Colored School. That account is reprinted as Appendix H.

R. B. Hardy and W. G. Watson were among the teachers who attended the first Teachers' Institute held by Superintendent J. M. Rice in Covington in 1880. The February 6, 1880, issue of the Alleghany Tribune contained a letter from Mr. Hardy to the editors of the paper. "I was glad on going in the first morning that the Superintendent was president of the institute. He had visited my school several times, and I felt that morning as if I was at home" (Donaghe & Frenger, February 6, 1880). The mood of Hardy's letter suddenly changed. "I was soon informed by the president that no colored person, or teacher, could be a member of the institute, and was not allowed any privileges

at all" (Donaghe & Frenger, February 6, 1880). The tone of the letter suggested that Mr. Hardy would not be pushed silently aside. The African-American race would take responsibility for its own education and welfare.

While the records indicate that blacks had lived in Alleghany County since the early days of the settlement, more black families moved into the area in the 1870s and 1880s. This was a result of the fact that the Chesapeake and Ohio Railway had expanded its operations and required more laborers since Clifton Forge had become a major rail center. The growth of the iron industry also afforded more economic opportunities for blacks as well as whites.

In the late 1880s, a one-room school for black children was started on Verge Street on the south side of Clifton Forge. This was the forerunner of the Jefferson School. The first teacher was L. L. Downing of Roanoke and he became the "trailblazer in education for this city's Black community" (Jefferson Reunion, 1990).

Jefferson School

The needs of the community quickly outgrew the capacity of the one-room school. A two-room building was erected on Church Street to serve the residents in the east end of Clifton Forge. By 1902, a five-room brick building was built on the site of the two-room school. It still stands

today and was the first school to carry the name "Jefferson." Professor E.S. Pogue became the principal and had Miss Cammila G. Scott as assistant principal. The teachers included Mrs. Ada S. Lee, Miss Sarah Poindexter, Miss Vesta Kinney, Mrs. Stella Davis, Miss Julia Anderson, and Mrs. Y. Ursula Thomas Tinsley (Information from program of Jefferson Reunion, 1990).

Professor Pogue not only worked for the betterment of education for the black children in Clifton Forge, he also spoke on behalf of his staff.

> The City School Board met Monday March 4 -- 1918 at 8 p.m. in the City Hall, . . .
> A communication from E.S. Pogue, prin[cipal] of the colored school, making request for increase in the salary of the teachers, was read before the Board, and after being duly considered, it was ordered that the following teachers receive an increase respectively: E.S. Pogue [$]5.00, C.D. Scott 2.50, J.M. Anderson $5.00, N.S. Hunter 5.00, M.V. Lee $5.00. (Clifton Forge, 1917-1936, p. 13)

During Professor Pogue's tenure, the need for new facilities was again apparent and became a matter of concern for the city school board. On March 5, 1925, the members of the Property Committee reported to the board that a site at the corner of Church and A Streets should be secured and that plans for a new school "consisting of seven rooms and an auditorium" should be pursued (Clifton Forge, 1917-1936, p. 75).

On April 13, 1926, the matter once again came before

the board.

> Following careful consideration of different sites proposed for the Jefferson or colored school building the Board, by motion made by Jno. R. Payne, Jr., which was duly seconded, ordered that the City Council be requested to proceed as speedily as possible to make necessary arrangements for the purchase of lots seven & eight (7 & 8) Block #4, fronting on Church St., corner of A and Church, to be used as a site on which to erect a new building for the Jefferson colored school. (Clifton Forge, 1917-1936, p. 86)

Lemuel C. Bland was the principal of the school when the plans for the new building were adopted. Elected to serve with him in the 1927-28 school year were "Ruth Morgan, Vesta Kinney, Julia Anderson, Margaret Butts, and Cora Wells" (Clifton Forge, 1917-1936, p. 100). The staff and patrons of the school were most interested in the new building and made their views known. On May 23, 1927, the following was recorded in the school board minutes:

> The chairman called the meeting to order, explaining the purpose of the call was to consider the advisability of making further changes in the plans & specifications of the proposed new Jefferson, or colored school building. A committee representing the Teachers & Citizens' League of the Jefferson School being present, was heard from. This committee made an urgent appeal for certain changes in the height of the ceiling, and width of the assembly room in the basement, so the room can be used for such indoor sports and exercises as are commonly found in up to date public school houses in Va.
> Following remarks from different members of this committee, also from the Supt. & members of this Board, a motion made by Jno. R. Payne Jr., seconded by R.P. Woolwine was unanimously adopted: That this Board is favorably inclined toward granting the request from the Teachers & Citizens League of the Jefferson School . . . but, as these changes are estimated to cost extra about $2100.00, this action is taken subject to the

> approval of the architect of the State Board of Education of Va., and the approval and assurance of the City Council, that sufficient additional funds will be provided to meet the extra cost. (Clifton Forge, 1917-1936, p. 101)

The school was constructed and remains in use today as a wing of the elementary school in Clifton Forge. On December 15, 1927, "the Jefferson or Colored School Building Committee & Supt. Blankinship reported the job of erecting the new Jefferson building under contractor W.F. Andrews satisfactorily completed . . . " (Clifton Forge, 1917-1936, p. 106).

This was a period of school construction as plans were also being made to build a new comprehensive white school in the city. Alleghany County was also involved in several school building projects. As noted in earlier chapters, schools in the Sharon, Boiling Spring, Falling Spring, Low Moor, and Dunlap communities were built between 1926 and 1930.

The matter of the new building was not closed. On February 2, 1928, the school board considered the following:

> The colored school, through Supt. Blankinship, made a request for the change of the name of the Jefferson Building to Phillis Wheatley.
> It was unanimously ordered that Mr. Blankinship advise the colored people that for several reasons, it is not practicable to make the desired change at this time. (Clifton Forge, 1917-1936, p. 108)

No reasons were stated for the denial nor were reasons given by the black community requesting the change. Phillis

Wheatley was a famous black poet who lived in New England during the Revolutionary War period. At any rate, the name Jefferson remained with the school until school integration.

W.G. Watson

In Covington, the education of black youngsters was entrusted to Mr. W.G. Watson. It was previously reported that he conducted a school in Covington at least as early as the 1880-81 school year. An article in the Covington Virginian in 1986, gave the following information about Mr. Watson:

> In 1882, school for Negro children was carried on in a private home furnished by Mrs. Nancy Reynolds. The school was located at what is now 306 South Lexington Street, Covington. Mr. W.G. Watson was teacher and there were twelve students who were proud of their three straight benches and one table for the teacher. ("W.G. Watson," 1986, p. 6)

In 1882, Mr. Watson was assigned to a school in Longdale and Mr. Ben Bradley became the teacher in Covington. Mr. Watson returned after one year and in 1886, a two-room school was built on Lexington Street and Mr. A.F. Lomans was hired to assist Mr. Watson. These two would be the principal educators for black children in Covington for many years (Information from "W.G. Watson," 1986, p. 6). At a meeting of the Town of Covington School District Trustees in 1901, the names of Watson and Lomans are still found.

> At a meeting of the Board of Trustees held Aug 12 1901. Present G A Revercomb, C F Moore and T J Bell. . . . the following business was transacted.

> [White] teachers elected for the ensuing term beginning Sept 16 1901.
> Misses S W. Duncan, S P Slaughter, Mary Skeen, Dora M Anderson, S E Coulling, M W Hyde, Leona S Lloyd.
> Salary of said teachers to be Forty Dollars per mo.
> . . .
> On motion of Mr G A Revercomb, W G Watson and A F Lomans were retained as principal and teacher of the Colored School. Their salaries to be Forty & Thirty five Dollars respectively. (Alleghany County, 1901-1913, p. 3)

At a meeting on September 16, 1901, Mr. J.G. Jeter was contracted to be the principal of the White School No. 1 at a salary of "$75.00 per month" (Alleghany County, 1901-1913, p. 5). The schools ran a full nine-month term in 1901-1902. Mr. Jeter was given a monthly sum of $355.00 which included his $75.00 salary and the $40.00 salaries of seven teachers. While Mr. Watson's salary was equated with the white teachers of the day, Mr. Jeter was the highest paid educator in the county.

On August 9, 1904, "Mr. Watson and Mr. Lomans were [again] elected" to teach but the hiring of an assistant teacher was postponed. (Alleghany County, 1901-1913, p. 45) On September 1, [Clara] Wright was hired as an "assistant teacher at a salary of $22.00 per month" (Alleghany County, 1901-1913, p. 46).

In the 1906-1907 school term, Mr. Jeter's salary was raised to "$100.00 per month." Several white teachers and Mr. Watson were raised to "$45.00 per month." Mr. Lomans and Miss Wright received "$35.00 and $22.00 respectively"

(Alleghany County, 1901-1913, pp. 83-87). On September 7, 1907, Mr. Jeter's salary went to "$110.00" and Mr. Watson's to "$50.00" (Alleghany County, 1901-1913, p. 101).

The need for a new school building for the black children became obvious. The Board of School Trustees for the Town of Covington took steps to accomplish this.

> Plans & specifications having been received from S E Pace for the construction of a Colored School Building. They were previously submitted to the contractors, and the bids directed to be in at a meeting of the Board to be held July 11th 1908. It was ordered that Mr. J. G. Jeter be paid One Hundred dollars the time between the sessions of the school this year with the understanding that he should superintend the construction of the new Colored School building. (Alleghany County, 1901-1913, pp. 111-112)

On July 11, 1908, the contract was awarded to the low bidder, S.E. Pace at a "sum of $2,937.00" (Alleghany County, 1901-1913, p. 112). On September 21, 1908, Mr. Pace was paid for building the school. At the same meeting, the board agreed to raise Mr. A.F. Lomans salary to "$40.00" (Alleghany County, 1901-1913, p. 117).

By the 1909-1910 school term, records indicate that in addition to Mr. Watson and Mr. Lomans, M.L. Williams and Lelia Denson came to be teachers or assistants in the black school. It should also be noted that for an additional salary of $10.00 per month, Mr. Watson was serving as janitor (Information from Alleghany County, 1901-1913, pp. 126-127).

Salaries

With each passing year, the compensation difference between black and white teachers increased. On May 11, 1920, the salaries for the next year were set. "[White] high school teachers would get $125.00, experienced [white] grade school teachers would receive $100.00, inexperienced would receive $90.00, Mr. Watson would be paid $90.00 and the other Colored teachers would get $60.00 per month" (Alleghany County, 1913-1922, p. 70). School boards justified their actions in these instances by claiming a higher level of expertise and training by the white teachers.

> As a body, the Negro teachers of Virginia manifest an earnestness of purpose, a sense of social responsibility, and an eagerness to perform their duties properly, which leave little to be desired. They are conscientious and self-sacrificing workers, handicapped, however, by inadequate education and training, by inadequate equipment, and by inadequate financial resources, to such an extent that teaching in all but a few colored schools is at a very low level. (Virginia Education Commission, 1919, pp. 203-204)

This report was a compliment to black teachers and an indictment of the governing bodies of the day. Most of the shortcomings in the black schools could be attributed to inadequate support. There is reason to believe that while this was also the case in Alleghany County, Clifton Forge, and Covington, the support there was at least above the state average. "In 1917-18 the average monthly pay of

colored teachers was about $30 . . . " (Virginia Education Commission, 1919, p. 205). While the pay for black educators in this area was above the statewide average, it remained below that of white teachers until the 1950s.

Throughout the years, salaries grew more inequitable. A challenge came to the school board on March 6, 1939.

> J. Thomas Hewlin, Jr. counsel for Olga Lomax, teacher in the Watson Training School in Covington petitions the board to place all teachers, colored and white on the same salary schedule. Her contention being that the board discriminates against the colored teachers in the matter of salaries. The board directs that Olga Lomax be notified that her petition is being deferred since the teachers are already under contract for this year. (Alleghany County, 1938-1947, p. 72)

One can only speculate about the impact of Lomax's request on future board actions.

The Superintendent's Annual Report of Instructional Personnel revealed that salaries for black teachers did begin to improve and by 1950 they appeared to be on an equitable basis. The reports also revealed that for the most part, a higher percentage of black teachers had advanced degrees and credentials than did white teachers.

Parent and Community Support

The black citizens of the area were very much involved in the education of their children. Their efforts to influence the design of the new school building in Clifton Forge have been previously mentioned. There are other

examples of the efforts of blacks to influence decisions involving their schools. On July 5, 1924, "Several colored citizens of Mallow waited on the Board and requested that the colored school be taught at Mallow instead of Covington. The matter was taken under consideration and left in the hands of Supt. Jeter for adjustment" (Alleghany County, 1922-1925, p. 58). While this request was not granted, there were some triumphs for the black community.

There had been a school in the Wrightstown community since about 1908. School was taught in an assembly hall belonging to the Reverend G.W. White. Reverend White taught there for a few years but the building became unavailable when he decided to rent it to a family (Information from Laura H. Gaines, telephone interview, April 23, 1992).

"A number of colored citizens from Wrightstown appeared before the Board in the interest of a schoolbuilding at that point" (Alleghany County, 1925-1928). The board agreed to take up the matter and requested that the citizens suggest a site. The citizens returned on July 11 with a recommendation for a site. On August 1, Mr. Jeter and Mr. Griffith of the Board reported that the site was not suitable. On August 15, Bessie Jordon appeared to offer land for the school. This was found to be too small. On September 5, the citizens again approached the board but were told that it was too late to secure funds for a school. The Board

informed the group that it would try to get a suitable lot and provide a building in the next term. With this, the citizens requested that they be allowed to have school in the basement of the church. The board agreed to the proposal and to provide a teacher for the school. This was an example of the persistence of the black community.

Country Schools

Most of the black population was concentrated in the City of Clifton Forge and the Town of Covington. It was in these two localities where the larger, more comprehensive schools for black students were located. Both Jefferson School in Clifton Forge and Watson School in Covington offered eleven years of schooling culminating with a high school diploma. Usually, no teacher taught more than one or two grade levels. Still, there were pockets of black population in other sections of the county (out in the "country") and one- and two-room schools were provided. As previously mentioned, there was a school in the Falling Springs Valley in 1879 and Mr. Watson taught in Longdale in 1883, so there were schools for black children in the county prior to the turn of the century.

In reviewing the Division Superintendent's Annual Reports of Instructional Personnel (initially known as Division Superintendent's Report of Teachers Contracted

With) from 1919 until 1957, schools for blacks were listed. There was a one-room school in Wrightstown (also listed as Wrightsville) until 1942. A two-room school operated in Low Moor until 1938 when it was reduced to one room. It closed in 1950 and was the last school for blacks located in the county outside of Covington and Clifton Forge. A 1921 report listed a one-room school at Kincaid in the Clifton District. From 1926 until 1939, there was a listing for the Valley Colored School (one-room) at Barber, better known as Falling Spring. Beginning in 1929, there was a listing for a school in Cliftondale and in 1932, there was a school in Callaghan. From 1933 until 1936, one teacher was employed to teach at both Cliftondale and Callaghan. Instruction in those schools was no more than three days a week. (Alleghany County, 1919-1957)

Alleghany County, Clifton Forge, and Covington had a number of black teachers who spent most of their careers in the Alleghany Highlands. One whose career was probably more varied than most was Mrs. Carrie Anderson Hembry. If educators such as E. S. Pogue and W. G. Watson were leaders in the towns, she was certainly a force in the rural schools.

Mrs. Hembry was born in the Dolly Ann section of Alleghany County and graduated from the Virginia Normal and Collegiate Institute (Virginia State College) in 1921. Her

teaching career began that year in Highland County. Two years later she moved to Botetourt County and taught there from 1923-1925.

Mrs. Hembry's first assignment in Alleghany County was at Low Moor in 1925 where she performed the duties of teacher and principal. She was then listed on the Alleghany County teacher rolls in 1929, as teacher of the one-room school in Cliftondale at a salary of $60 per month. In 1930, she went to Wrightstown (Wrightsville). From 1933 until 1936, she divided her time between teaching in the Callaghan and Cliftondale schools. She was assigned to the Low Moor school in 1936. In 1938, she was back at the school in Wrightsville. She stayed there until it closed in 1942 and was then transferred back to Low Moor. In 1947, she became a second grade teacher at Watson School. She completed her teaching there in 1963 (Information supplied by Laura H. Gaines, daughter of Mrs. Hembry, telephone interview, April 23, 1992, and reports of the Division Superintendent).

Mrs. Hembry's life-long involvement in education influenced her daughter, Laura Hembry Gaines, to also enter the teaching profession. She began teaching in 1953 in the segregated schools of Richmond, Virginia. She returned to Alleghany County in 1967 and began teaching at Central Elementary School where she continues to teach fourth grade

(Laura H. Gaines, telephone conversation, April 23, 1992).

Segregation for Peace

To understand the state of black education, one must re-examine the general attitudes that prevailed in the South. It may have been the intent of the post Civil War Reconstruction efforts to free the slaves and rebuild the South economically. However, a great deal of corruption and resentment ensued. Attitudes developed which perpetuated the separation of the races. Racial separation was upheld by the U.S. Supreme Court in a case to determine whether blacks could ride in segregated coaches on a Louisiana train. The court established the "separate but equal" doctrine and this came to be interpreted to apply to schools and other public facilities as well. (Plessy v.Ferguson, 1896) As one has seen in teacher salaries and will see in buildings and other equipment for black schools, only the separate part of the clause was being met.

A former Confederate soldier, Captain William H. Sale, operated a resort hotel at Capon Springs, West Virginia, at the turn of the 20th century. An Episcopal minister from Cambridge, Massachusetts, Dr. Edward Abbott, stopped at the hotel upon completion of an extensive tour of Southern schools. He proposed using the resort "to host an annual education conference" and Sale agreed (Bullock, 1967, p.

90). It was clear that the development of a system of free and equal education for blacks in the South would be compromised in the interest of getting support for a unique system of education for the black race.

> At the close of the nineteenth century an organization that came to be known as the Conference for Education in the South, and which was to meet annually seventeen consecutive times in all, came into being under their leadership. In creating this organization they accepted the caste system imposed by the South and built within it an educational structure of their own. (Bullock, 1967, p. 89)

The Southern Education Board met on May 29, 1914, and passed the following resolution:

> To close its work and transfer its functions to the General Education Board . . . The war to make the South accept its educational responsibilities to the Negro had been won. But the peace that followed had made education universal for the whites and special for the blacks. The Negro's aim for equality of educational opportunity in the South, like his aims for political and social equality, had been sacrificed in the interests of peace. (Bullock, 1967, p. 116)

Yet, Virginia realized it would have to improve the education of blacks for economic necessity if not for racial equality:

> It is a well accepted principle that the wealth of any country or community is more dependent upon the character, skill, and general intelligence of its workers . . . [and our] cities are realizing that the negro [sic] is the backbone of the labor supply in many industries . . . and they are showing increasing concern over the housing, recreation and school facilities of the colored people . . . ." (Virginia Education Commission, 1919, p. 197)

There would be improvements in black education and the

efforts were evident. "The literacy rate in Virginia rose from 69.8% in 1890 to 91.3% in 1930. Among Negroes, the rate went from 42.8% to 80.8%" (Bullock, 1967, p. 172). Much more would need to be done.

Philanthropy

Support for Negro education in the South came from the efforts of several Northern philanthropists. Among the more prominent were John D. Rockefeller, George F. Peabody, John F. Slater, Anna T. Jeanes, and Julius Rosenwald. While most support was for schools, the Jeanes Fund supported rural teachers. Miss Virginia E. Randolph of Henrico County, Virginia, was appointed as the first Jeanes' teacher in 1908. Jeanes' teachers would go to the rural schools and help train other teachers and improve education in those facilities by introducing new methods and ideas (Information from Bullock, 1967, Chapter V.)

On April 21, 1936, Alleghany County was made aware of the opportunity to employ a supervisor for their black schools. "Mr. Fred M. Alexander, supervisor of Negro education in Virginia, has informed us that this county can get a colored supervisor for our negro schools at an annual cost to the county of $300.00, . . . " (Alleghany County, 1932-38, p. 318). The 1937-38 Superintendent's Annual Report of Instructional Staff showed that Alleghany County

had employed Susie Shepperson as supervisor for all black schools at a monthly salary of $75.00.

School Construction & Federal Assistance

The 1930s marked a period in American history where the country was working to recover from the 1929 Stock Market crash and the Great Depression. President Roosevelt's welfare programs were in place to assist in the effort. He realized that welfare was not the lasting solution. He sent a letter of greeting to the National Conference on Fundamental Problems in the Education of Negroes. "In democracy, education holds the most promising solution of the social and economic problems for peaceful, gradual, intelligent evolution toward the goals which we must set up for the preservation of the ideals and the happiness of our citizenship" (U.S. Department of the Interior, 1935, p. v).

On May 4, 1937, the Alleghany County School Board met to discuss future building plans. As mentioned earlier, considerable school construction had taken place in the county from 1928 to 1936. The attention was now drawn to schools in the town of Covington. "The preliminary plans for the New Covington High School and the new Covington Colored school were received from Smithey & Boynton and presented to the board today" (Alleghany County, 1932-1938, p. 428). Such an undertaking would require considerable

funding. A meeting of the board on May 18 addressed this need:

> A resolution authorizing the Alleghany County School Board to file an application to the United States of America through the Federal Emergency Administration of Public Works for a grant to aid in financing the construction of High School Building and Colored Consolidated School Building in Covington, Virginia, and designating S.T. Godbey, Division Superintendent of Schools, to furnish such information as the Government may request. (Alleghany County, 1932-1938, p. 436)

The building of new schools was not just the result of funding being available from the federal government. Information exists to support the fact that new schools had to be built. On January 18, 1938, Covington Fire Marshall Lloyd Steele and a committee of firemen reported on potential fire hazards at Watson Training School (a two-story frame building located on the corner of Marion and Fourth Streets with furnace in basement), the Watson Annex on Maple Avenue (rented from the Covington Colored Baptist Church), and Covington High School (corner of Court and Locust Streets). On the Watson building and annex, the report stated, "Both of these buildings are in bad condition and are definitely unsafe both from the standpoint of fire and accident hazard and for the safety of those involved and the community at large should be corrected immediately . . . " (Alleghany County, 1932-1938, p. 473). The superintendent was instructed to take care of the fire hazard at Covington High School due to the hot air ducts. "The superintendent

and president of the fire company agreed to make a thorough inspection of the Watson Training School" (Alleghany County, 1932-1938, p. 474).

On February 4, 1938, the minutes of the school board revealed that, "It is the opinion of this board that it must look forward with the thought of providing better housing facilities for the colored children of this county . . . " (Alleghany County, 1932-1938, p. 481). Steps were taken to secure a loan from the Literary Fund of Virginia to build two rooms which would be the first construction of the new modern school.

A hearing was held at the Jeter School auditorium on July 8, 1938, concerning the acceptance of a grant from the United States Government of "$122,576.00 which is 45% of the estimated cost of $272,390.00 for the construction of a New High School Building and a New Colored Consolidated Building" (Alleghany County, 1938-1947, p. 12). The hearing was well attended.

> Approximately 175 persons attended this meeting the greater number of whom were of the colored race. (Note in margin to delete this sentence.) . . .
>
> Those speaking representing the colored citizens were J.H. Walker, Thos. J. Reid, and L.T. Binford. A petition of the Colored Parent Teacher Association . . . was presented also one by the Citizens Voters League . . . .
>
> There was not one opposed to the acceptance of the grant or the building of the two proposed buildings. (pp. 12-13)

On August 16, 1938, "Smithey & Boynton [were] employed

. . . to act as the architects [for the new schools]" (Alleghany County, 1938-1947, p. 18). While support for a new school was quite evident in the black community, its location would create some disagreement and controversy. The board heard several speakers on this matter at its meeting of September 17, 1938.

> Reverend J. Thomas Reid expressed opposition to the Pine Street extended location for the colored school. He stated that the school should be centrally located because Negro children drop out of school early . . . the board [should] give further consideration to the present site or the Machine Shop for a colored school.
>
> John Walker stated that he preferred the Pine Street location . . . "People up there," he said, "have been handicapped in getting to a school for the last 50 years. We have 570 children," he declared, "in that area and have not brought you a petition but brought you citizens who want the school in that area." (Alleghany County, 1938-1947, p. 26)

A meeting of the school board was held on September 22, 1938. The board voted to purchase property "on the right hand side of Pine Street just beyond Alleghany Street" for the colored school and the old Deford Tannery property for the white high school (Alleghany County, 1938-1947). On November, 3, 1938, C.W. Barger's bid of $44,730.00 "is the lowest and best" and was accepted for the construction of the colored school (Alleghany County, 1938-1947, p. 36).

Once the school was completed, the board began to close other schools in the county and transfer the students to Watson School. "The superintendent [A.L. Bennett] and Mr. Robbins [school board member] were authorized to make the

best arrangements they can for closing the Valley Colored School and bringing the students to the Watson School in Covington" (Alleghany County, 1938-1947, p. 142). This was decided on April 8, 1940. The Wrightsville School was closed following the 1941-1942 school term and on November 2, 1942, "The board approved the arrangement made by Mr. Robbins and Supt. Bennett to have the Wrightsville school moved to the Watson school grounds for the sum of $2235.00 where it will be used as a home economics cottage" (Alleghany County, 1938-1947, p. 237). The land where the Wrightsville school stood was sold to the highway department for $1500.00 to make room for improvements to U.S. Route 60.

Consolidation of Black Schools

Bath County officials realized that the provision of an adequate high school education for its black population would be difficult due to its small population. It turned to Alleghany County, its southern neighbor, for a solution. On August 7, 1945, the Alleghany County School Board met.

> The board unanimously approved an agreement with the Bath County School Board whereby the Negro high school pupils of Bath County will attend the Watson High School at Covington, transportation of these pupils as well as certain Alleghany County Negro pupils will be provided by Bath County . . . . (Alleghany County, 1938-1947, p. 382)

This arrangement with Bath County also benefitted Alleghany County because it was no longer necessary to send

George D. Hill, Jr., a teacher at Watson, to the Falling Spring Valley to drive a school bus to Covington.

There was a report presented to the school board on July 19, 1948, which recommended that Alleghany County, Bath County, and the City of Clifton Forge "establish a high school to serve a potential Negro high school enrollment of 252 pupils" and locate it in the vicinity of Low Moor (Alleghany County, 1947-1959, p. 73). While no action was taken on this report, there was further discussion of consolidating the Negro high schools on October 5, 1949.

> The board discussed the proposition of the Clifton Forge School Board in regard to a consolidated Negro High School [as proposed on September 7, 1949]. . . . The board voted to reject the proposition of a consolidated Negro high school within walking distance of Clifton Forge. (Alleghany County, 1947-1959, p. 127)

Clifton Forge went on with plans of its own to improve its school for black students. A 1952 addition to the Jefferson School added "seven classrooms, an industrial arts shop, an office, and a gymnasium/auditorium" (Jefferson School, 1990).

In the following year, Covington became a city, but schools were operated on a joint agreement with Alleghany County until 1958. The two localities formed separate school systems at that time, but black students from Alleghany County continued to attend Watson School. In 1962, new additions were opened at Watson and Covington High

Schools. The black citizens of the community finally had a school equipped with a gymnasium, kitchen, cafeteria, laboratories, and adequate classroom space. The patrons had made periodic requests for such improvements since 1939 (Information from Alleghany County, 1938-1947, pp. 72-73, 492, 499; and Alleghany County, 1947-1959, pp.14-15, 42, 46, 141, 152, 230).

Athletics and Extra-Curricular Activities

While the main thrust of the black schools had always been academics, no history on the subject would be complete without noting the athletic and extra-curricular activities provided at both Jefferson and Watson High Schools. At recent reunions held for graduates of the two schools, mention has been made of sports and activities. The Jefferson reunion program notes the following:

> In 1933, a football team, nicknamed the Dragons, was initiated by Lawrence McFarlin. The team enjoyed the support and garnered enthusiasm from both the student body and the entire black community. The games were played at the playground, now called Memorial Park. (Jefferson School, 1990)

The 1990 Reunion Committee's account of the school history also mentions other activities such as Hi-Y clubs, dramatics, music, and debate teams. "In the late 1930's, Mrs. Madie G. Baker organized and coached the first girls' basketball team" (Jefferson School, 1990).

The Watson High School Hornets were the pride of the black citizens of Covington, Alleghany, and Bath County. "Kids from Bath County, Millboro, and across the river from Clifton Forge were bused to Watson. The boys that played ball would hitch rides home with wood truck people. Some would stay with friends in town" (Shirley Hughes Burks, personal interview, March 19, 1992).

While Watson participated in basketball and baseball, the football teams of W.C. Walker and B.R. Hodge were often the talk of the town. From 1946-1965, the football teams compiled a record of "123 wins, 20 losses, and 8 ties" (Brackman, 1982, p. 12).

The two schools often did battle for area bragging rights. While the white Covington and Clifton Forge High Schools played an annual football game for the "Little Brown Jug," Watson and Jefferson High Schools played the "Mountain City Classic." Fans attending the game would vote for Miss Mountain City Classic, a title vied for by a young lady from each school. A newspaper account from the 1950s and reprinted in the Watson reunion program of 1987 publicized one of these games which was played at the Westvaco Ball Park. Janet West of Watson High School and Elizabeth Lemon of Jefferson High School were the Miss Mountain City Classic contestants. "The purpose of this game is to establish better relationships between students and adults of Clifton

Forge and Covington and to help each school raise funds to support its athletic program" (Watson High School, 1987). The loser of the game had to present the winner a football. In that particular year, the game ended in a scoreless tie.

In academics and athletics, the schools had to do considerable fund raising and improvising to make ends meet. "We didn't have enough supplementary materials. We [teachers] purchased a lot of things for our classrooms. . . . [In athletics], we got hand-me-downs" (Lillian Watkins, telephone interview, April 17, 1992).

The schools had proms, dances, and other social events. Graduations took place in local churches prior to the schools having gymnasium/auditoriums. A local organizer of Watson High School reunions recalled that her school years represented good times. "I thoroughly enjoyed my school days. We had May Days, May King & Queen, dances, we would dress up" (Shirley Hughes Burks, personal interview, March 19, 1992).

Integration

The decision of the Supreme Court in a 1954 case, Brown v. Board of Education of Topeka, overturned the "separate but equal" principle as it applied to education. The decision marked the beginning of the end of segregation in America's public schools. Much of the South, Virginia

included, launched a program of "massive resistance" to integration.

It was more than a decade before racial integration came to the schools of the Alleghany Highlands. As a youngster growing up in the Covington community, this author does not recall great friction or strife between the races in the area. In 1964, several black youngsters enrolled at Covington High School, which was the initial effort at integration in the area. Ronald Holloway was the first black athlete at Covington High School and his presence contributed heavily to the success of an undefeated 1965 football team and a district championship in basketball. This writer had the privilege of playing with Ronnie and graduating with the first black graduates of Covington High School in 1966, Kathryn Hubbard and Cecilroy J. Pettus.

The Clifton Forge Schools integrated in 1965 and complete integration of Covington schools took place in 1966. While the process was quiet and relatively smooth, there was apprehension on the part of both races. Many black children and parents were reluctant to give up their schools and feared that the children would somehow lose their identity. (Conclusion drawn from personal conversations with black citizens.) However, black students became leaders, scholars, and athletes in their new schools and integration was apparently successful.

The move to integration was not entirely smooth. In Clifton Forge, some of the black teachers moved on but several remained to attempt to make integration work. These included A. Pamela Moore, Evelyn Nelson, LaVerne Williams, Louise Mansfield, Gretel Anderson, Lois Morris, and Lillian Watkins. Margaret Burks and Sylverine Brown were teacher aides in the schools. "It [integration] went over pretty smooth. Teachers had more problems than children. Black parents accepted white teachers better than white parents accepted black teachers. It was a hard time. Teachers tried to keep peace" (Lillian Watkins, telephone interview, April 17, 1992).

Thanks partly to the efforts of teachers like Mrs. Watkins, integration in the schools succeeded. In Covington, George D. Hill, W.C. Walker, Pocahontas Sellers, Rozelia Henry, Mildred White, Alma Wilson, Evelyn Spurlock, Susie Thompson, Helen Harris, and Susie Townes helped make the transition possible. Mrs. Ernestine Cashwell came from Watson to continue her secretarial duties at Covington High School (Information from Brenda Holloway, Secretary at Covington High School, telephone interview, April 28, 1992) Mr. Walker was the first black teacher at Covington High School having taught chemistry there in the 1965-66 school year, one year prior to total integration (Listing in Covington High School Annual, 1966).

While all of these educators can take pride in the fact that they made integration work and opened new doors for all children, one individual in the schools had a special impact. Kathryn Tucker graduated as Valedictorian of the Jefferson High School Class of 1952. That fall, she became the school's full-time secretary. She married Clarence Cooper and was instrumental in preserving the records and history that was Jefferson High School. After integration, she served as the secretary of Clifton Forge Elementary East School until 1987. (Personal recollections of author).

Consolidation

Several black educators in Clifton Forge had yet another change to face. It involved the consolidation of the schools of Clifton Forge and Alleghany County to form the Alleghany Highlands School Division. In some respects, this could have been as difficult as integration. Once again, the students and teachers made it all happen.

Louise Mansfield, Gretel Anderson, Lois Morris, and Lillian Watkins were still present in 1982 to assure a smooth transition. Ms. Mansfield and Ms. Morris continue to teach at Alleghany High School and Clifton Middle School respectively. Mrs. Anderson and Mrs. Watkins are retired but active in the community. Sylverine Brown and Margaret Burks still work as aides at Clifton Forge Elementary School

West and East.

In Covington, one still encounters the presence of Evelyn Spurlock, Alma Wilson, and Mildred White through their involvement in community events. Mrs. Harris still teaches at Covington and the others have either retired or passed on. (Brenda M. Holloway, telephone conversations, April 27-28, 1992) To this point, the City of Covington has maintained its own school system and rejected consolidation efforts of the locality.

Summary

One is reminded of the intent of the account. Those citizens with a heritage which can be traced to the schooling of black youngsters in the communities of Alleghany County, Clifton Forge, and Covington, can be proud of and grateful for the accomplishments of those educators and patrons who worked diligently for their children.

This account has more thoroughly covered the events during the years of segregated schooling. It was during this time that the black population can claim virtually total responsibility for the education of their youngsters. The part played by philanthropists was helpful and the provisions of local school boards, however inadequate, were vital to their efforts. Yet the success of black education was a result of the commitment of the black community.

One continually hears about how smoothly and quietly integration came to this area. Again, the leadership of both the black and white citizens can claim responsibility for the transition. If history teaches lessons to its posterity, then the citizens of Alleghany County, Clifton Forge, and Covington should learn from these earlier inhabitants of the region. Quality education can be secured where communities and parents work together with teachers and school officials to provide children with many opportunities. Despite funding inequities of the state, a decreasing local tax base, and a depressed economy, better education can be a reality for the community. The words of Mrs. Franklin D. Roosevelt, spoken in an address to the 1934 National Conference on Fundamental Problems in the Education of Negroes, is still an appropriate message for Americans of today.

> I think we have harder times ahead of us than we have had in the past. I think the day of selfishness is over; the day of really working together has come, and we must learn to work together, all of us, regardless of race or creed or color; we must wipe out, wherever we find it, any feeling that grows up, of intolerance, of belief that any one group can go ahead alone. We go ahead together or we go down together, and so may you profit now and for the future by all that you do . . . . (U. S. Department of the Interior, 1935, p. 10)

SUMMARY

An account of the past is never complete. Individuals will recall many events and details not related in this dissertation which they will feel are worthy of mention. Perhaps as time passes and opportunity permits, these events will be shared and included in future works. This account has been presented as accurately and thoroughly as possible based on the facts available. To this point, the author has attempted to refrain from making personal judgments and observations beyond what the facts support. The conclusion will stray from that somewhat as there is a compelling urge to offer some explanation for the pattern of school development in Alleghany County, Clifton Forge, and Covington.

Diane Ravitch was a student of the educational historian, Lawrence Cremin. She recalled his intellectual strengths and wisdom in studying education and schooling in context with the rest of the world. His historical works on education were quite different from the house histories of public schooling. He saw education in a broader sense than public schooling. Ravitch (1992) wrote of Cremin:

> He described education as "the deliberate, systematic, and sustained effort to transmit, evoke, or acquire knowledge, values, attitudes, skills, and sensibilities, as well as any learning that results from that effort, direct or indirect, intended or

> unintended." His definition embraced self-education as well as instruction. It carried him beyond schools and colleges to the study of families, churches, synagogues, libraries, museums, summer camps, settlement houses, mass media, trade unions, plantations, and almost any other kind of institution that educate, directly or indirectly. (p. 85)

This dissertation may be considered an institutional history in terms of the fact that it has focused primarily on the development of one facet of education and in one locality: public schooling in Alleghany County and its communities. The intent has been to look at the influences that helped shape that development. The churches, newspapers, economy, politics, and society in general all had an influence on the development of schools in the Alleghany Highlands.

It is the strong belief of the author that schools in Alleghany County, Clifton Forge, and Covington, have long been blessed and sometimes cursed with a deep sense of localism. It began with the initial plan for the development of public schooling as set forth by William Henry Ruffner. The responsibility for establishing schools was placed in the hands of a county superintendent and district school trustees. The real power resided with the trustees. In Alleghany County, prior to 1922, there were three school districts for the rural schools. The Town of Covington became its own district in 1901, and Clifton Forge operated its schools separately beginning in 1908 and

exclusively after 1917.

This arrangement allowed localities and patrons considerable influence in the decision-making process. School location, school design, teacher selection, curriculum decisions, textbook selection, and budget issues were all discussed at the lowest level and decisions were made appropriately. In 1922, reform-minded individuals saw the need for school improvement and it was necessary for school divisions to take a broader and more comprehensive approach to public schooling. The County Superintendent became a Division Superintendent and power was transferred from four district boards to one County School Board. Still, the influence of the districts was heavily considered as most matters concerning schools in a particular area were decided by the superintendent and the school board member from the district in question.

With considerable effort, some school consolidation was accomplished in the decade of the 1920s. The Depression and federal assistance projects brought about additional building programs and actually led to an improved school program in the 1930s. However, localism continued to dictate the degree to which schools developed. In the more rural areas of the county, small combined schools for grades 1-11 was the practice. Many one- and two-room schools continued to operate as a matter of community preference.

In Clifton Forge and Covington, efforts were directed at providing a more comprehensive program. Auditoriums and gymnasiums made the school a center for community events and the site of many student extra-curricular activities. While rural areas also saw the school as the center of the community, its smaller size had the effect of limiting the opportunities it could provide students and patrons alike. The larger high schools in Clifton Forge and Covington had developed strong athletic programs and the tradition of these teams still influences many decisions made concerning school development.

The communities in the Alleghany Highlands have always sought to maintain their own influence and position of power in decisions about schools. This strong sense of local pride brought about the separation of schools for Alleghany County and Covington in 1958, and rejected calls for consolidation of schools and government on at least three different occasions.

In the early 1970s, there was considerable interest in either increased cooperation or consolidation of local government. An effort was made to conduct independent studies of alternatives which could lead to one of the two situations. One area identified for study was education and a team from the George Peabody College for Teachers in Nashville, Tennessee, conducted an extensive survey of the

area schools in 1972-73. The staff made a number of major recommendations based on two central approaches: cooperation among the three school divisions or merger of the three school divisions.

The recommendations basically called for a K-6 elementary program, a 7-9 junior high program, and a 10-12 high school program. The recommendation preferred a merged school division with nine elementary schools, three junior high schools, and one senior high school. The report stressed the following guiding principle in school merger:

> Children in all divisions deserve the same educational opportunities. The schools serve three communities which comprise a unified social, economic, and cultural area within which students and graduates move around. Educational provisions in a merged division should be equalized to the highest level existing in any one of the school divisions. (Whitlock, 1973, p. 254)

Despite the recommendations, the three area governments as well as the Town of Iron Gate took no action on the matter. Each locality feared a loss of power and a reluctance to accept either the assets or liabilities of the others.

In 1981, Dr. Kenneth Fulp and Dr. Wayne Worner of Virginia Tech were contacted by the Office of the Virginia Secretary of Education and requested to develop a merger plan for the school systems of Alleghany County and Clifton Forge. There were several options available to accomplish the merger. Among these would be the total annexation of

Alleghany County by Clifton Forge, thus placing the operation of schools under a single city. Another option would have been for Clifton Forge to revert to town status and place the operation of schools under the control of Alleghany County. The two governing bodies could merely plan to consolidate the operations of their school divisions. Dr. Fulp and Dr. Worner indicated that this would be "the most complex of the options available. The proposal calls for combining the largest single governmental service without combining the governmental units responsible for fiscal control of that service" (Fulp & Worner, 1981, p. 3).

Based on the plan developed by Dr. Fulp and Dr. Worner, Alleghany County and Clifton Forge began a joint operation of their public schools in 1982, and have maintained the agreement for over ten years. Most involved in the new Alleghany Highlands School Division will attest to the benefits gained by the consolidation. Riding on the success of the merged school division, two efforts to consolidate local governments were attempted. The first would have brought about the merger of Alleghany County, Clifton Forge, and Covington. While the voters in the first two jurisdictions voted for the merger, Covington rejected the proposal. A subsequent effort to consolidate Alleghany County and Clifton Forge was defeated by county voters.

Localism still prevails and the Alleghany Highlands School Division must make decisions which will maintain the delicate partnership that exists between Alleghany County and Clifton Forge. To date, the arrangement has been extremely successful and students in the system have been the beneficiaries.

This dissertation has also attempted to reveal the effects of national and state influences on the development of schooling. Schools have long been a target for reform-minded liberals and conservatives. Horace Mann made his presence felt in Massachusetts in the 1830s and 40s as he pushed for "not only improved intellectual education but improved morals" (Kaestle, 1990, p. 32). With industrialization, people expected schools and teachers to be more accountable. They spent more money on schools and they expected the state to exercise greater control.

In the 1890s, progressive education came onto the scene with the idea of again teaching morals and assimilating the different cultures emerging from a new wave of immigration. "The tension between the two goals of progressive education--efficiency and individual growth--went unrecognized by many reformers, . . . " (Kaestle, 1990, p. 33). Schools had difficulty being responsive to the world of work and the needs of individual children. "John Dewey and his associates tried to provide education that balanced the

children's interests with the knowledge of adults, that engaged the children in cooperative, active work, and that integrated social and intellectual learning" (Kaestle, 1990, p. 33).

In their efforts to meet these conflicting goals, schools' educational programs often came up short. "By the 1950s, attempts to combine efficiency and individual development had resulted in an intellectually weak program called Life Adjustment Education" (Kaestle, 1990, p. 34). Many called for a return to traditional practices with higher standards and expectations.

The Soviet Union's launching of Sputnik in October, 1957, gained America's attention. It was determined that the Soviet success was the result of a superior school system. "The federal government joined the movement with the National Defense Education Act of 1958, which bolstered math, science, and foreign-language training at every level" (Kaestle, 1990, p. 35) Once the United States accomplished the goal of putting a man in space and surpassing the Russian efforts, the fears of educational inferiority subsided, and the concerns of the civil rights movement took precedence.

Through the 1980s and into the 90s, schools have once again been faced with public concern over their ability to meet the needs of children in a changing world. A Nation at

Risk clearly placed the responsibility for meeting the challenges of a global economy on the schools. And so it seems that this nation has constantly moved between using the schools to solve the social ills of the nation or meeting the threat of falling behind as the dominant world power. Kaestle (1990) suggests that the challenges of the 1990s may be too complex to explain as another swing of the pendulum of reform. "The pendulum metaphor is probably too tame for the intense difficulties public schools will face in the 1990s, as reformers try to fashion a movement that addresses the unfinished agenda" (p. 35).

American schools are unique and unlike any other national school system. Since the days of Jefferson and before, Virginians recognized the importance of an education but have been reluctant to place responsibility in the hands of government. Aristocratic ideals and principles were probably responsible for this attitude. Landowners certainly didn't need the help of the state to educate their children and those who did need such help had little voice in government. The early ideas of Jefferson and Mercer would have an influence on public education in Virginia, but it was William Henry Ruffner who took the ideas of his father and the examples of Horace Mann and other early educators to begin Virginia's system of public schools.

The system has survived, expanded, and faced many challenges and changes. Not only have the schools progressed through wars and national emergencies, they have also faced many social problems and been given the responsibility for providing solutions to these problems. The future offers greater challenges than ever before. Cawelti (1993) points out the challenges facing America and its schools:

> The end of the Cold War. The Technology Revolution. The Global Marketplace. To the infinite implications of these current realities add other disturbing situations: drugs, guns, and our youth; scientific illiteracy among Americans: recession, underemployment, unemployment, and homelessness; poverty levels unseen in twenty-five years; decaying bridges, schools, and social services; single-parent teenagers; continuing discrimination against minorities and people with disabilities; the "glass ceiling" that many women face in pursuit of achievement. (p. 1)

It would be a mistake for those living in the rural mountain communities of the Alleghany Highlands to believe that they are protected from these national and global issues. All will be faced with adapting to a constantly evolving society and meeting its challenges.

If the past is an indication of the future, the success of the schools in the Alleghany Highlands and its students will depend primarily on local initiatives. The level of state funding has traditionally fallen short and federal aid has been minimal. The excellence of the schools will depend on the support of citizens; and in turn, mostly local citizens.

The study of the past can provide one a clear perspective for the present and help create a vision for the future. Those who know where they have been should have a better idea of where they are going. It is hoped that this study will add to the continued growth and development of the schools in Alleghany County, Clifton Forge, and Covington.

CREDITS

This dissertation would not have been possible without the contributions and assistance of many individuals. Those making significant contributions are listed below:

Daisy Ethel Hepler Armentrout -- A student at Snake Run School and a retired cafeteria employee of Callaghan School who assisted in the location of many of the schools of the early twentieth century.

Derrick Barr -- Resident who provided a copy of Haines' book, The Callaghan Mail.

Shirley Hughes Burks -- Secretary, Covington City School Board. Member of the Watson High School Alumni Association and organizer of Watson "Fabulous Fifties" reunions.

Ione Callendar -- Member, Alleghany Highlands School Board. Graduate of Jefferson High School and a member of the reunion committee.

Annabelle Helms Dew, Delilah Helms Ervin, Dorothy Helms Nicely, & Audrey Helms Nicely, daughters of Celia Persinger Helms. Mrs. Ervin is the mother-in-law of the author.

Laura H. Gaines -- Teacher, Central Elementary School. Daughter of Carrie A. Hembry.

Daisy Marie Armentrout Hartman -- Secretary, Callaghan Elementary School, who provided much assistance in the research and location of documents for this study.

Brenda Mack Holloway -- Secretary, Covington High School. Graduate of Watson High School.

Linda Lacy -- Member of the Alleghany Highlands Historical Society.

Dora McCaleb -- Clerk of the Alleghany Highlands School Board, retired in 1992. Provided access to school records.

Marjorie Ellen Carter McCarthy -- Daughter of Dr. Benjamin L. Carter and widow of Mr. Lawrence McCarthy. She was educated in the county schools between 1914-25 and became a teacher. Both her father and husband as well as three sisters had also taught school.

Lillian Alexander McClung -- Retired teacher, principal, and administrator of the Alleghany County and Covington City Schools.

Stanley Moye -- Resident who provided copies of old school annuals for review.

Robert G. Reyns -- Mr. Reyns is a resident of Columbia, SC. He supplied information about his grandfather, Ulysses Grant Reyns, who was a student in the Alleghany County Schools after the Civil War.

Virginia Smith -- Member of the Alleghany Genealogical Society.

Lillian Watkins -- Retired teacher from Clifton Forge Elementary School. She was the only educator who taught in the Jefferson School Building on Church and A Streets in Clifton Forge during segregation, integration, and consolidation.

Anne Lacy Wright -- Member of the Alleghany Historical Society.

Phyllis Zimmerman -- Assistant Clerk of the Alleghany Highlands School Board. Provided access to school records.

REFERENCES

Adkins, J.S., Lucado, S.A. & Adkins, N.W. (1989). History of Iron Gate, Virginia, 1889-1989. Marceline, MO: American Heritage Publishing Co., Inc.

Alexander, F.M. (1943). Education for the needs of the Negro in Virginia. Washington, D.C.: The Southern Education Foundation, Inc.

Alleghany County School Board. (1959). "Alleghany County's forward-looking 'school building program'". Covington, VA: Author.

Alleghany County School Board. (1901-1913). Minute Book A. Covington, VA: Alleghany Highlands School Division.

Alleghany County School Board. (1913-1922). Minute Book B. Covington, VA: Alleghany Highlands School Division.

Alleghany County School Board. (1922-1925). Minute Book C. Covington, VA: Alleghany Highlands School Division.

Alleghany County School Board. (1925-1928). Minute Book D. Covington, VA: Alleghany Highlands School Division.

Alleghany County School Board. (1928-1932). Minute Book E. Covington, VA: Alleghany Highlands School Division.

Alleghany County School Board. (1932-1938). Minutes:Record 1. Covington, VA: Alleghany Highlands School Division.

Alleghany County School Board. (1938-1947). Minutes:Record 2. Covington, VA: Alleghany Highlands School Division.

Alleghany County School Board. (1947-1959). Minutes:Record 3. Covington, VA: Alleghany Highlands School Division.

Alleghany County School Board. (1959-1971). Minutes.Record 4. Covington, VA: Alleghany Highlands School Division.

Alleghany County School Board. (1919-1957). Annual report of instructional personnel (Division superintendents report of teachers contracted with). Covington, VA: Alleghany Highlands School Division.

Anderson, J. D. (1988). The education of blacks in the South, 1860_1935. Chapel Hill and London: The University of North Carolina Press.

Andrews, M. P. (1949). Virginia: The old dominion. (Vol. 1). Richmond, VA: The Dietz Press, Inc.

Bailyn, B. (1960). Education in the forming of American society. Chapel Hill: The University of North Carolina Press.

Bailyn, B. (1986). The peopling of British North America. New York: Alfred A. Knopf.

Beazley, W. R. (1964, August 10). Seven pupils attended during 1857 term. Covington Virginian. p. B-5.

'Boodie.' (1974, July 19). Covington Virginian. p. 4.

Brackman, E.W. (1982, January 5). Another installment for Watson Hornets. Covington Pioneer. (Virginia). pp. 12-13.

Brown v. Board of Education of Topeka, 347 U.S. 483 (1954).

Buck, J. L. B. 1952. The development of public schools in Virginia,1607-1952. Richmond: Commonwealth of Virginia, State Board of Education.

Bullock, H.A. (1967). A history of Negro education in the South from 1619 to the present. Cambridge, MA: Harvard University Press.

Cawelti, G., ed. (1993). Challenges and achievements of American education. 1993 Yearbook of the Association for Supervision and Curriculum Development. Alexandria, VA: ASCD.

Children leap from upper windows as Selma school burns. (1935, November 13). Covington Virginian. pp. 1 & 8.

Clifton Forge City School Board, (1917-1936). Minutes. Covington, VA: Alleghany Highlands School Division.

Clifton Forge City School Board. (1936-1948). Minutes. Covington, VA: Alleghany Highlands School Board.

Clifton Forge City School Board. (1948-1956). Minutes. Covington, VA: Alleghany Highlands School Division.

Clifton Forge City School Board. (1956-1963). Minutes. Covington, VA: Alleghany Highlands School Division.

Clifton Forge Mountaineers defeat Covington Hi, 25 to 6, before crowd of 2,000 fans. (1935, November 9). Covington Virginian. p. 6.

College is step nearer. (1963, September 19). Covington Virginian. p. 1.

Code of Virginia, second edition. (1860). Richmond: Ritchie, Dunavant & Co.

Corron, E. H. (1971). Clifton Forge, Virginia: Scenic, busy, friendly (rev. ed.). Roanoke, VA: Stone Printing and Manufacturing Co.

Covington High School. (1966). Puffs and Patches.41 . Covington, VA: (School Annual).

Curry, J. L. M. (1969, Originally published in 1898). A brief sketch of George Peabody, and a history of the Peabody Education Fund through thirty years. New York: Negro Universities Press.

Department of Education. (1879, 1880, 1882-1885, 1888, 1889, 1892, 1893, 1895 Suppl, 1896-1900). Annual Reports of the Division Superintendents of Schools. Richmond, VA: (Documents held in the Archives section of the Virginia State Library & Archives).

Donaghe, E., & Frenger, W. H. H., eds. (1879-1880). The Alleghany tribune. Covington, VA: Newspaper on microfilm at C.P. Jones Memorial Library.

Elliott, E. C. (1907). "State school systems and legislation and judicial decisions relating to public education." Bureau of Education, Bulletin.3. Washington, DC: Government Printing Office.

Foner, E. (1988). Reconstruction. New York: Harper & Row.

Frenger, W. H. H., ed. (1880-83). The Alleghany tribune. Covington, VA: Newspaper on microfilm at C. P. Jones Memorial Library.

Frenger, W. H. H., & Null, G. S., eds. (1880). The Alleghany tribune. Covington, VA: Newspaper on microfilm at C. P. Jones Memorial Library.

Fulp, K., & Worner, W. (1981). Merger plan for the Alleghany-Clifton Forge school divisions. Covington, VA: Alleghany Highlands School Division.

Hagemann, J. (1988). The heritage of Virginia. West Chester, PA: Whitford Press.

Haines, H. H. (1949). The Callaghan mail, 1821-1859. Hannibal, MO: Author.

Hart, L. H. III, & Kolbe, J. C. (1987). A preliminary guide to pre-1904 municipal records in the archives branch of the Virginia State Library and Archives. Richmond, VA: Virginia State Library and Archives.

Heatwole, C. J. (1916). A history of education in Virginia. New York: MacMillan.

Hodnett, W. L. (1964, August 10). 20th century school gains. Covington Virginian. p. A-2.

Howe, H. (1969, Originally published in 1845). Historical collections of Virginia. Baltimore: Regional Publishing Company.

Hunt, T. C. (1984, December). Beyond the academies: the origins of Virginia's public schools. Paper presented to the Commonwealth Colloquia Series, Roanoke, VA. (Cited with permission.)

Hunt, T. C., & Wagoner, J. L., Jr. (1988). Race, religion, and redemption: William Henry Ruffner and the moral foundations of education in Virginia. American Presbyterians, 66(1), 1-9.

Jefferson School Reunion Program. (1990, July). It's a personal thing, JHS and me. If you aren't a Jeffersonian, you just wouldn't understand. Clifton Forge, VA: Author.

Jeter, J. G. (1910). A record of the official acts of the superintendent. Covington, VA: Alleghany Highlands School Division.

Journal of the House of Delegates of the Commonwealth of Virginia. (1822-39). Richmond, VA: Thomas Ritchie. (On microfilm at Newman Library, VPI&SU.)

Journal of the House of Delegates of the Commonwealth of Virginia. (1840-48). Richmond, VA: Samuel Shepherd. (On microfilm at Newman Library, VPI&SU.)

Journal of the House of Delegates of the Commonwealth of Virginia. (1849-64). Richmond, VA: William F. Ritchie. (On microfilm at Newman Library, VPI&SU.)

Kaestle, C. F. (1983). Pillars of the republic. New York: Hill & Wang.

Kaestle, C. F. (November, 1990). Public schools, public mood: The pendulum swings. Education digest.56. pp. 32-35.

Lane, H. U., ed. (1981). The world almanac & book of facts, 1982. New York: Newspaper Enterprise Assn., Inc.

Link, W. A. (1986). A hard country and a lonely place. Chapel Hill, NC: The University of North Carolina Press.

Literary Fund. (1821-1837). Minute Book B. Richmond, VA: Virginia State Library and State Archives.

Maddox, W. A. 1918. The free school idea in Virginia before the Civil War. New York: Teachers College, Columbia University.

Martin, J. (1835). A new and comprehensive gazetteer of Virginia and the District of Columbia. Charlottesville, VA: Mosely & Tompkins, Printers.

McFadden, B. (1982, November 4). Little Brown Jug strong tie between Highland cities. Covington Virginian. Extra section, pp. 3, 5, & 16.

McNeel, W. P. (1985). The Durbin route. Charleston, WV: Pictorial Histories Publishing Co.

Moore, C. F., ed., (1893-). Clifton Forge Review. Clifton Forge, VA: Newspaper on microfilm at C. P. Jones Memorial Library in Covington.

Morton, O.F. (1923). A centennial history of Alleghany County, Virginia. Dayton, VA: J.K. Ruebush Co.

New course in high school to be big feature. (1935, August 23). Covington Virginian. pp. 6&5.

Plessy v. Ferguson, 163 U.S. 537 (1896).

Ravitch, D. (Winter, 1992). Lawrence A. Cremin. The American Scholar.61.1. pp. 83-89.

Reutter Jr., E.E. & Hamilton, R.R. (1970). The law of public education. Mineola, NY: The Foundation Press, Inc.

Revised code of the laws of Virginia. (1819). Richmond: Thomas Ritchie.

Richardson, A. G. (1976). The development of Negro education in Virginia, 1831-1970. Richmond, VA: Phi Delta Kappa.

Robertson, J. I., Jr. (1963). The Stonewall brigade. Baton Rouge: Louisiana State University Press.

Robertson, J. I., Jr., (1988). Soldiers blue and gray. Columbia, SC: University of South Carolina Press.

Robertson, J. I., Jr., (1991). Civil War Virginia. Charlottesville, VA: University of Virginia Press.

Roland, C. P. (1991). An American iliad. New York: McGraw-Hill, Inc.

Scott, J. L. (1988). Lowry's, Bryan's, and Chapman's Batteries of Virginia Artillery. Lynchburg, VA: H. E. Howard, Inc.

Shepherd, S. (1970, reprinted from the original 1835 edition). The statutes at large of Virginia. New York: AMS Press, Inc.

State Board of Education. (1919). Bulletin.2.1. Richmond, VA: Davis Bottom.

State Board of Education. (1921). Bulletin.3.4. Richmond, VA: Davis Bottom.

State Board of Education. (1922). Bulletin.IV.2. Richmond, VA: Davis Bottom.

State Board of Education. (1924). Bulletin.VI.2. Richmond, VA: Davis Bottom.

State Board of Education. (1926). Bulletin.VIII.2. Richmond, VA: Davis Bottom.

State Board of Education. (1927a). Bulletin.IX.2. Richmond, VA: Davis Bottom.

State Board of Education. (1927b). Bulletin.X.2. Richmond, VA: Davis Bottom.

State Board of Education. (1928). Bulletin.XI.2. Richmond, VA: Division of Purchase and Printing.

State Board of Education. (1929). Bulletin.XII.3. Richmond, VA: Division of Purchase and Printing.

State Board of Education. (1930). Bulletin.XIII.2. Richmond, VA: Division of Purchase and Printing.

State Female Normal School. (1899). "Commencement program." Farmville, VA: Author.

Superintendent of Public Instruction. (1872a). Virginia school report, 1871. Richmond, VA: R. F. Walker.

Superintendent of Public Instruction. (1872b). Virginia school Report, 1872. Richmond, VA: R. F. Walker.

Superintendent of Public Instruction. (1873). Virginia school report, 1873. Richmond, VA: R. F. Walker

Superintendent of Public Instruction. (1874). Virginia school report, 1874. Richmond, VA: R. F. Walker.

Superintendent of Public Instruction. (1875). Virginia school report, 1875. Richmond, VA: R. F. Walker.

Superintendent of Public Instruction. (1877). Virginia school report, 1877. Richmond, VA: R. F. Walker.

Superintendent of Public Instruction. (1878). Virginia school report, 1878. Richmond, VA: R. E. Frayser.

Superintendent of Public Instruction. (1879). Virginia school report, 1879. Richmond, VA: R. E. Frayser.

Superintendent of Public Instruction. (1880). Virginia school report, 1880. Richmond, VA: R. F. Walker.

Superintendent of Public Instruction. (1881). Virginia school report, 1881. Richmond, VA: R. F. Walker.

Superintendent of Public Instruction. (1882). Virginia school report, 1882. Richmond, VA: R. F. Walker.

Superintendent of Public Instruction. (1883). Virginia school report, 1883. Richmond, VA: R. F. Walker.

Superintendent of Public Instruction. (1884). Virginia school report, 1884. Richmond, VA: Rush U. Derr.

Superintendent of Public Instruction. (1885). Virginia school report, 1885. Richmond, VA: Rush U. Derr.

Superintendent of Public Instruction. (1886). Virginia school report, 1886. Richmond, VA: A. R. Micou.

Superintendent of Public Instruction. (1887). Virginia school report, 1887. Richmond, VA: A. R. Micou.

Superintendent of Public Instruction. (1891). Virginia school report, 1890. Richmond, VA: J. H. O'Bannon.

Superintendent of Public Instruction. (1895). Virginia school biennial report, 1894-1895. Richmond, VA: J. H. O'Bannon.

Superintendent of Public Instruction. (1903). Virginia school biennial report, 1902-1903. Richmond, VA: J. H. O'Bannon.

Superintendent of Public Instruction. (1906). Virginia school biennial report, 1904-1905. Richmond, VA: Davis Bottom.

Superintendent of Public Instruction. (1908). Virginia school biennial report, 1906-1907. Richmond, VA: Davis Bottom.

Superintendent of Public Instruction. (1910). Virginia school biennial report, 1908-1909. Richmond, VA: Davis Bottom.

Superintendent of Public Instruction. (1913). Virginia school biennial report, 1910-1911. Richmond, VA: Davis Bottom.

Superintendent of Public Instruction. (1915). Virginia school report, 1913. Richmond, VA: Davis Bottom.

Superintendent of Public Instruction. (1916). Virginia school report, 1914. Richmond, VA: Davis Bottom.

Superintendent of Public Instruction. ( ). Virginia school report, 1916. Richmond, VA: Davis Bottom.

U. S. Commissioner of Education. (1870). Annual report for the year 1870. Washington, D.C.: Government Printing Office.

U. S. Commissioner of Education. (1872). Annual report for the year 1871. Washington, D.C.: Government Printing Office.

U. S. Commissioner of Education. (1873). Annual report for the year 1873. Washington, D.C.: Government Printing Office.

U. S. Commissioner of Education. (1875). Annual report for the year 1874. Washington, D.C.: Government Printing Office.

U. S. Commissioner of Education. (1876). Annual report for the year 1875. Washington, D.C.: Government Printing Office.

U. S. Commissioner of Education. (1879). Annual report for the year 1877. Washington, D.C.: Government Printing Office.

U. S. Commissioner of Education. (1882). Annual report for the year 1880. Washington, D.C: Government Printing Office.

U. S. Commissioner of Education. (1900). Annual report for the year 1898-99. Washington, D.C.: Government Printing Office.

U.S. Department of the Interior. Office of Education. (1933). Educational directory 1933. Bulletin 1933.1. Washington, DC: U.S. Government Printing Office.

U.S. Department of the Interior. Office of Education. (1935). Fundamentals in the education of Negroes. Bulletin 1935.6. Washington, DC: U.S. Government Printing Office.

Virginia Education Commission. (1919). Virginia Public Schools Education Commission's Report to the Assembly of Virginia. Richmond, VA: Everett Waddey Co.

Watson High School Alumni Association. (1987, July). Watson High School fabulous 50's plus fantastic 60's. (Reunion) Covington, VA: Author.

W.G. Watson was leader in education for black community. (1986, February 24). Covington Virginian (Virginia), p. 6.

Whitlock, J. W., Director. (1973). Alleghany county public schools, a survey report. Nashville, TN: George Peabody College for Teachers.

Appendix A

Teachers' Institutes

The January 9, 1880 edition of the Alleghany Tribune (Donaghe & Frenger) listed the program of the Teachers' Institute.

The following is the programme of the organization and exercises of the Alleghany County Teachers' Institute, which convenes in Covington in the public school building at 10 o'clock a. m., Jan. 22nd, 1880, and which will be in session during the 22-24 instants:

COMMITTEES

Arrangements - Lew. Payne, J. B. Pitzer, Charlie Clark.
Executive Committee - Jas. M. Rice, Geo. C. Osbourne, Allan Donnally.
Business Committee - Jas. M. Rice, J. J. Hobbs, Wm. C. Steele.
Committee on Resolutions - Wm. Vawter, Wm. J. Smith, Jno. A. Biggs.
Committee of Reception - Jas. T. Baker, Jas. Rogers, George Joseph.
Financial Committee - Geo. Payne, Jos. Boswell, Frank Hammond.
Enrollment - All teachers, public and private, and any friend of education.
Election of Officers: President, Secretaries, 2 or 3, Treasurer and Auditor.
Will you adopt a Constitution: Question Box.

EXERCISES

Roll-call. Read and correct Minutes. Devotional Exercises.
Lecture: Outline of Public School System of Va. by Jas. M. Rice, County Superintendent. Music.

AFTERNOON

Roll call. Read and correct Minutes. Class drill in arithmetic, by A. Donnally. Discussion on do.
Discussion.
Question: Resolved, That punishment should not be inflicted in presence of the school nor in school hours.
Report of Critics. Music.

RECESS

Select reading by Miss Bettie J. Walton. How to teach the Elements of Music, by Jas. A. Ford Question, Resolved, That the Participle should be retained as a part of speech.
An essay by W. J. Smith, to be followed by a general discussion of the question. Report of Critics. Music.

EVENING SESSION

Music. Essay by Miss B. J. Walton. Lecture by J. R. Campbell, Superintendent of Schools of Highland and Bath, with subject, The best method of teaching English Grammar to beginners. Discussion. Question, should females be excluded from our colleges? Class drill, Common Fractions, by William J. Smith. Music. Sentiments.

MORNING SESSION, JAN. 23

Roll-call. Read and correct Minutes. Devotional Exercises. Lecture on the advantages of Teachers's Institutes, by R. K. Campbell. Class drill in geography, by G. C. Osbourne. Query-box. Music.

AFTERNOON SESSION

Music. Rules of Punctuation and of the use of Capitals. (Reed and Kellogg) by Jno. A. Biggs. Class drill on Elementary Sounds, by J. A. Ford. Discussion on do. Explanation of Principles of Penmanship, and of the best methods of teaching it, by G. C. Osbourne. Query box. Report of critics. Music.

EVENING SESSION

Lecture on the Geology of Trans-Blue Ridge Country and of Alleghany County, particularly, by J. R. Campbell.
Lecture on the Theory and Practice of Teaching, by William M. Mayhew. Discussion on do. Class drill on Geography, Astronomical and Mathematical, including the Earth's motions, zones, seasons, latitude, and longitude, by J. W. Vawter. Discussion on do. Music. Roll-call for sentiment.

MORNING SESSION, JAN. 24

Roll-call. Read and correct Minutes. Devotional exercises. Lecture on the motives, character, and habits of a teacher

of the best type, by J. M. Rice. Question, How can the cordial co-operation of parents be best secured? Report of committee on resolutions. Review.

RECESS

Music. Time and place of next meeting. Class drill on reading and spelling, by J. A. Ford. Discussion on do. The "Old and New School" of teaching the same. Query-box. Report of critics. Music. Review. Question, Should singing be one of the regular branches taught in school?

In the January 23, 1880 edition of the Alleghany Tribune (Donaghe & Frenger) the following was reported:

In Session. - The Alleghany county "Teachers' Institute" met in the public school room in this place (Covington) on Thursday, January 22d, 1880.

The following teachers were present at the opening session: - Miss B. J. Walton, Allen Donnally, James A. Ford, Martin L. Harless, Wm. H. Mayhew, Geo. C. Osbourne, Jas. J. Burk, Jno. R. Biggs, Wm. J. Smith, Wm. G. Watson, (col'd), and R. B. Hardy, (col'd.)

The following citizens were enrolled as friends of education and members of the Institute: - J. A. McClung, John B. Pitzer, Jas. Bowler, C. M. Shanahan, Lewis Payne, Miss Mattie Baker, W. H. H. Frenger, Miss Georgia A. Robinson, Rev. Jno. C. Sedgwick, James M. Montague, Henry M. Dungan, J. J. Lear, S. S. Carpenter and C. W. Echard.

The Institute organized as follows:
President - Jas. M. Rice.
Vice President - Lewis Payne.
Secretary - Geo. C. Osbourne.
Asst. Secretary - J. B. Pitzer.
Treasurer - Jas. A. McClung.
Auditor - Allen Donnally.

It was decided the future meetings of the body should be held in the Presbyterian church.

The hours of business are as follows: From 9 A. M. to 12 M.; from 1.30 P. M. to 4.30 P. M.; and from 7 P. M. to 9 P. M.

We will publish the further proceedings in our next issue, and in the meantime it is earnestly requested that our citizens give all possible encouragement to this important meeting throughout its deliberations.

The following appeared in the paper on January 30, 1880:
In our issue of last week we gave the proceedings of the "Institute" up to noon, January 22 - the time of our going to press. At the time our report closed the teachers had not all reported, and the others arriving subsequent thereto makes the complete list of teachers stand as follows:

Miss B. J. Walton, Allen Donnally, James A. Ford, Martin L. Harless, Wm. M. Mayhew, Geo. C. Osbourne, Jas. J. Burk, John R. Biggs, John A. Biggs, Wm. J. Smith, Wm. G. Watson, (col'd), R. B. Hardy, (col'd), Miss Rosa Kyle, Geo. M. Carpenter, Jno. L. Bess, Isaac Wolf, Robert B. Rose.

EVENING SESSION - JANUARY 22

Pursuant to adjournment, the Institute met in the Presbyterian church at 1.30 P. M.

Devotional exercises, consisting of singing and prayer, were conducted by Rev. J. M. Pilcher.

The "query-box" was handed round by the secretary, and the following questions were propounded: 1.- How many kinds of fractions are there: name and define them? 2.- Why does multiplying denominator divide the fraction? 3.- When can a common fraction be reduced to an exact decimal? 4.- For spelling exercises would you use the dictionary as a text-book? 5.-What do you think of the "Mirror" plan of teaching reading, as laid down in Holmes' Fifth Reader?

Class drill in arithmetic, by James A. Ford, on the blackboard, which was quite interesting and excited considerable discussion.

After a short recess, the discussion of the question, "Resolved, That punishment should not be inflicted in presence of the school, not in school hours," was participated in by Messrs. Echard and Ford on the affirmative and Rev. J. M. Pilcher, President Rice, C. M. Shanahan and John A. Biggs on the negative.

Adjourned to meet at 7. P. M.

NIGHT SESSION

Called to order by the President.

Exercises opened with singing, prayer by Rev. J. C. Sedgwick.

Select reading by Miss Bettie J. Walton.

Lecture by Rev. J. M. Rice on the "Outlines of the Public School System of Virginia."

The President read an article from the Educational Journal entitled "The Normal Idea." No one being disposed to speak on the regular question, "Resolved, That females

should be excluded from our colleges," it was for the present passed by.

The next business in order was class drill, common fractions, by Wm. J. Smith, who spoke at considerable length upon the subject.

Adjourned to meet at 9 A. M., January 23.

MORNING SESSION - Jan. 23

Called to order by the President.

Devotional exercises conducted by Rev. J. M. Pilcher.

The question for discussion, "Resolved, That the participle should be retained as a part of speech," was discussed by Messrs. Wm. J. Smith, on the affirmative, in a speech of considerable length and ability, which elicited much interest, and was participated in by various members of the Institute.

Recess and singing.

The President presented the claims of the Educational Journal of Virginia to the consideration of the Institute. After recess, Institute called to order by the President.

Answer to query 1st was given by Wm. J. Smith; participated in by J. A. Ford, and others.

Adjourned to meet at 1 P. M.

EVENING SESSION - Jan. 23

Called to order by the President.

After singing a hymn, the discussion of query No. 1 was resumed and participated in by Messrs. Bowler, Ford, and Shanahan.

Query No. 2 was expounded by J. A. Ford.

Query No. 3 was answered by J. A. Ford and others.

Query No. 4 was discussed by C. W. Echard on the negative.

Query No. 5 was called, but no one offering to discuss it, was passed.

Discussion of rules of punctuation and of the use of capital letters, by Jno. A. Biggs, was, on motion, laid over till the night session.

Class drill on elementary sounds, by J. A. Ford, with exercises on the blackboard.

It was, upon motion, decided that for the remainder of the evening, the question, "Resolved, That education should be made general by compulsory enactment," should be discussed, and the subject was debated by James Bowler and C. M. Shanahan on the affirmative, and Dennis Shanahan on the negative. On motion, Institute adjourned.

NIGHT SESSION

Institute called to order by the President.
Devotional exercises conducted by Rev. J. M. Pilcher.
The discussion of "the rules of punctuation and of the use of capitals (Reed & Kellogg), was opened by Jno. A. Biggs, and continued by Messrs. Echard, Bowler and Pilcher.
The President delivered a lecture on the "Motives, Character and Habits of a Teacher of the Best Type," dwelling at length upon the subject.
Adjourned to meet at 9 A. M. January 24.

MORNING SESSION - Jan. 24

Institute called to order by the President.
Devotional exercises conducted by Rev. J. Sedgwick.
Discussion on "The Theory and Practice of Teaching," by Wm. M. Mayhew, of Long Dale, with explanations by use of chart. Mr. Mayhew evidenced that he was a teacher of fine ability, and received the endorsement as such from the entire gathering.
Class-drill on reading and spelling, by J. A. Ford, participated in by others.
On motion, Covington was selected as the place of next meeting of the Institute.
On motion, the time for holding same was fixed on Wednesday after third Monday in August, 1880.
The committee on resolutions offered the following, which were adopted:
Resolved, That the thanks of the members of the "Teachers' Institute" are due and are hereby tendered to the citizens of Covington for their kind hospitality and assistance during the session of the Institute.
Resolved, That the thanks of this Institute are tendered to the officers of the Presbyterian church for kindly allowing the use of their church during the session of the Institute.
Resolved, That a copy of the Minutes of this Institute be sent to the Educational Journal of Virginia, and to the Alleghany Tribune, for publication.
As the Institute was approaching its close, and the regular programme was through with, the teachers and others spoke briefly as to the good results of the Institute upon themselves and the community at large.
On motion, the Institute adjourned by singing the familiar longmeter doxology: "Praise God from whom all blessings flow," etc. (Frenger, January 30, 1880)

Appendix B

Compulsory Education

Editorial entitled "Compulsory Education," published in the Alleghany Tribune on December 19, 1879 at Covington, Virginia, Donaghe & Frenger, eds.

No one who has observed with any care the condition of our community can have failed to notice that there is in them all a considerable per centage of the children who grow up to maturity without taking pattern from any exemplary life within their range. - Whatever ideas they may have of good and evil, or the sanctions of divine and human laws, have been obtained at their sad experience. The average of social virtue, dignity and wealth, is much reduced by this debased ingredient; and it is a problem well worthy of the gravest and most patient thought of political economists whether anything, and if anything, what can be done for the rescue of these unfortunates from their ill-fated condition, and for the communities which they so much pollute, for the purity, well-fare and honor of the State, the mother of them all. School-houses have been erected all over the State, every community is blessed with a school-house, the doors have been thrown open for all, the rich and the poor - all are invited by the public to come and receive instructions. And with all those facilities we see numbers of children, young men and boys, idling their time away far worse than in vain. What becomes of those suffered to grow up in ignorance and vice? Our poor houses and jails answer the question.

But ignorance in our country does not only curse society with vice and crime - it votes; and a ballot in the hands of an ignorant man is a dangerous weapon. It is fearfully true that with large masses of ignorant men as voters no society nor country can long sustain free and pure institutions. Our statesmen can not guard against the evil with too much care. West Virginia, for instance, has a school population of 201,207 children enrolled, and of this number only 130,904 attend school, and a very large per cent, of these for so short a time that their schooling amounts to but very little. What becomes of the 70,303 children of this State thus suffered to grow up in ignorance? To remedy this evil of non-attendance at our schools many parents advocate the enactment of a law compelling children to attend school for a certain number of months during each year. I know there are a great many educators who are opposed to any law that would compel parents to send their children to school, by saying that the great lack of clothing, liability to

purchase books, value of time at home, with this class of people, are matters of great importance. [But isn't it the responsibility of the State] by furnishing clothing [when absolutely necessary] and books? If any persons by accident or misfortune are rendered unable to support themselves the State must then support them; has she, then, not a better right to take charge of the children and educate them when the parent neglects this important duty?

Appendix C

State Teachers Examinations, 1895

UNIFORM EXAMINATION QUESTIONS FOR TEACHERS' CERTIFICATES, 1895.

READING.

Read a selection.

1. What is the *key-word* in reading?
2. What is the object of drill on inflection?

SPELLING.

1. Why is *e* retained in the word shoeing?
2. Test words to be dictated by Superintendent.
3. Selection to be dictated by Superintendent.

ARITHMETIC.

1. If a steamboat should go 224 miles a day, how long would it take her to go to China, it being about 12 000 miles?

2. If a stone covers $\frac{3}{4}$ of a square inch of land, what part of an acre does it occupy?

3. If $\frac{1}{3}$ of a pole stands in the mud, 1 foot in the water, and $\frac{5}{8}$ in the air, what is the length of the pole?

4. A has a note against B for $3,456, payable in three months; he gets it discounted at 7 % interest; how much does he receive?

5. A merchant owns three-fourths of a ship valued at $24,000, and insures his interest at $2\frac{1}{2}$ per cent; wh. t does he pay for his policy?

6. (*a*) Sold $\frac{2}{3}$ of $\frac{3}{4}$ of $26\frac{1}{3}$ pounds of rice for $\frac{1}{4}$ of $2\frac{1}{2}$ of $10\frac{1}{5}$ cents a pound; what did it come to?

(*b*) Divide .1 by .0001.

7. A merchant buys 158 yards of calico for which he pays 20 cents per yard; one-half is so damaged that he is obliged to sell it at a loss of 6 per cent; the remainder he sells at an advance of 19 per cent; how much did he gain?

8. Let us suppose 4,000 soldiers having one-fourteenth of their bread spoiled, to be put on an allowance of 13 ounces of bread per day for 24 weeks; required the weight of their bread, good and spoiled, and the amount spoiled.

9. How many bricks 8 inches long and 4 inches wide will pave a yard that is 50 feet square?

10. A house is 40 feet from the ground to the eaves, and it is required to find the length of a ladder which will reach the eaves, supposing the foot of the ladder cannot be placed nearer the house than 30 feet.

GRAMMAR.

1. Of what person is a noun in the predicate when the subject is of the first or second person?

Reproduced from: Superintendent of Public Instruction. (1895). Virginia School Biennial Report 1894-1895.

2. (*a*) In compound *words* where is the sign of possession placed? (*b*) In compound *names?* Give an example of each.

3. (*a*) What is a participle? (*b*) How does the present participle always end? (*c*) How does the perfect participle usually end?

4. (*a*) What are auxiliary verbs? (*b*) Name them.

5. (*a*) Give an example of an infinitive used as the subject of a proposition. (*b*) As the predicate. (*c*) As the object of a verb. (*d*) In apposition with a noun. (*e*) Independently.

6. (*a*) Compare *little, merry.* (*b*) Form possessive singular and plural of *lily, ox, it.*

7. (*a*) Give corresponding word of the opposite gender of *baron, abbess.* (*b*) Give principal parts of *speed, rend, forsake.*

8. (*a*) What is the synopsis of a verb? (*b*) Give synopsis of "read" in the active voice, indicative mode, third person, singular number.

9. Correct the following: (*a*) I scarce know what I am saying. (*b*) Neither Mary nor her sister are going. (*c*) The corporation is individually responsible. (*d*) No one could prevent him escaping. (*e*) John was absent all this afternoon.

10. Analyze, and parse underscored words:

"There is a willow grows athwart the flood,
That shows his hoar leaves in the glassy stream."

GEOGRAPHY.

1. Name the two motions of the earth, and explain what they are.

2. How far north of the equator may the sun's rays be vertical?

3. Name the states that border on the Atlantic Ocean, and give the capital of each.

4. Name the *three* volcanoes in the southern part of Mexico in a line from east to west.

5. Name the three great highland systems of South America.

6. (*a*) What is included in the Kingdom of Denmark? (*b*) What is the capital?

7. (*a*) What peninsula southwest of the sea of Japan? (*b*) Name its capital.

8. (*a*) What sea between Malaysia and Asia? (*b*) Between Java and Borneo? (*c*) To what country do the Feejee Islands belong?

9. (*a*) Bound Virginia. (*b*) What counties lie east of Chesapeake Bay?

10. Locate (*a*) Galveston, (*b*) Nashville, (*c*) San Francisco, (*d*) Amsterdam.

HISTORY.

1. (*a*) What two companies were formed in England to make settlements in the New World? (*b*) By what king were the charters given? (*c*) Which one of these companies settled Virginia, and by whom was the expedition commanded?

2. (*a*) What four colonies were leagued together under the name of the "United Colonies of New England"? (*b*) What was the original name of New York city? (*c*) By whom was it settled?

3. (*a*) What people were driven by religious persecution to settle in South Carolina? (*b*) What man began the settlement of Georgia? (*c*) Why?

4. By the Peace of Paris at the close of the French and Indian War, what did France cede to Great Britain?

5. (a) What was the origin of Yale College? (b) Of William and Mary?

6. Describe the first battle of the Revolutionary War.

7. Tell the story of Benedict Arnold's treason.

8. What trouble did the United States have with France in Adams's administration, and how did it end?

9. (a) What general followed Winfield Scott as commander-in-chief of the Federal forces? (b) By what Federal general was Atlanta burned?

10. What is civil service reform?

Physiology.

1. Why are all the long bones of the limbs round and hollow?

2. (a) Why should not an infant be encouraged to walk? (b) Why can we tell whether a fowl is young by pressing on the point of the breast-bone?

3. Describe the structure of the teeth.

4. (a) Give the average number of pounds of blood in a person. (b) What is the natural temperature of the body? (c) How is this regulated?

5. (a) Which side of the heart is the stronger? (b) How is the heart itslef nourished?

6. (a) What is the length of the alimentary canal? (b) How is the saliva secreted?

7. (a) What quantity of food and drink do we need daily? (b) What would be the result of living on only one kind of food?

8. How can we test the air we exhale? Give three tests.

9. (a) How are the higher tones of the voice produced? (b) The lower.

10. Why does an injury to one eye generally affect the other eye?

Theory and Practice of Teaching.

1. (a) What is the one comprehensive end of education?

(b) What are the means to this end?

2. What is the general law for developing the powers of the mind?

3. Why is it necessary that the pupil should have the best models and examples?

4. (a) Why should oral teaching precede the use of books?

(b) Should it take the place of books altogether?

5. (a) In the primary grades especially why should pupils be made to master the words before reading a sentence?

(b) What do you understand by the mastery of a word?

6. Give a method of conducting a recitation in mental arithmetic in a low primary grade.

7. What greater end has school discipline than the securing of good order?

8. Why should not school tasks be used as penalties?

9. Why is it as much the duty of the teacher to enforce the law as it is the duty of the pupil to obey it?

10. Name the works you have studied on the theory and practice of teaching.

FOR COLORED TEACHERS.

READING.

Read a selection.

1. What are grammatical pauses, and how are they usually indicated?

2. (*a*) What quality of voice should be used to express the grand, the sublime, &c.?

(*b*) What rate?

SPELLING.

1. Add *ly* to chill, and give rule.
2. Test words to be dictated by superintendent.
3. Selection to be dictated by Superintendent.

ARITHMETIC.

1. If a man be 2 days 5 hours 17 minutes 19 seconds in walking one degree, how long would it take him to walk round the earth, allowing 365¼ days to the year?

2. (*a*) What are the contents of a lot which is .004 miles long and .004 miles wide?

(*b*) Reduce $\frac{1}{10000}$ to a decimal.

(*c*) From forty-three and seventy-five thousandths, take eight and twenty-three millionths.

3. Reduce 375678 feet to the decimal of a mile.

4. A reservoir has three pipes; the first can fill it in 12 days, the second in 11 days, and the third can empty it in 14 days; in what time will it be filled if they are running together?

5. What is the interest on $437.21, at 3 per cent, for 9 years and 9 months?

6. Four traders form a company. A puts in $400 for 5 months; B, $600 for 7 months; C, $960 for 8 months; D, $1200 for nine months. In the course of trade they lost $750; how much falls to the share of each?

7. If 25 persons consume 300 bushels of corn in 1 year, how much will 139 persons consume in 7 years at the same rate?

8. Mr. Wilson is indebted at the bank in the sum of $367.464, which he wishes to pay by a note at 4 months with interest at 7 per cent; for what amount must the note be drawn?

9. What are the contents of a field 40 rods square? Give answer in acres.

10. Bought 50 gallons of molasses at 75 cents a gallon, 10 gallons of which leaked out. At what price per gallon must the remainder be sold that I may clear 10 per cent on the cost?

GRAMMAR.

1. Give rule for forming the plural of compound terms composed of a title and a proper noun. Give examples.

2. (*a*) What pronoun should be used to represent a personified object? Give example.

(*b*) Where should a relative pronoun be placed, and why?

3. (*a*) Give a sentence with a phrase used as a predicate.

(*b*) Give one with a clause used as a predicate.

4. Into what classes are sentences divided with respect to form? Give an example of each.

5. (*a*) What is the comparison of adjectives?

(*b*) Compare *well, much, charming, pretty.*

6. (*a*) Give the principal parts of *shed, cost, do.*

(*b*) Form possessive singular of *man, mouse.*

(*c*) Form the nominative plural of *watch, cherry, thief.*

7. Conjugate "meet" in the indicative and infinitive modes, passive voice.

8. Indicate part of speech of each word in the following:

Far from the madding crowd's ignoble strife,
Their sober wishes never learn'd to stray,
Along the cool sequester'd vale of life
They kept the noiseless tenor of their way.

9. Correct the following sentences:

(*a*) He intended to have written to you.

(*b*) A lucky anecdote, or an enlivening tale, relieve the folio page.

(*c*) Neither of them are remarkable for precision.

(*d*) He has gone West accompanied with his wife.

10. Analyze the following and parse the underscored words:

"Who does the best his circumstance allows
Does well, acts nobly, angels could no more."

GEOGRAPHY.

1. What point on the earth's surface has neither latitude nor longtitude.

2. (*a*) What is the largest sea in the world? (*b*) The largest city in the world? (*c*) Into what ocean do most of the rivers of the Western Hemisphere flow?

3 What is the largest eastern tributary of the Mississippi, and by what rivers is it formed?

4. (*a*) What large lake in the southern part of Central America? (*b*) What river is its outlet?

5. What mountains, seas and river form the boundary between Europe and Asia?

6. (*a*) What important river in southern England empties into the North Sea? (*b*) On what river is Rome situated?

7. (*a*) Where is the Plateau of Iran? (*b*) The Plateau of Deccan?

8. (*a*) Where is the Congo Free State? (*b*) To what European power is it subject?

9. (*a*) What city of the United States is the largest grain depot in the world? (*b*) Locate it.

10. Locate (*a*) Boston, (*b*) Mobile, (*c*) Paris, (*d*) St. Petersburg.

HISTORY.

1. (*a*) Under what Governor of Virginia did the first Council of Burgesses meet? (*b*) Who was the first Governor of the Plymouth colony?

2. (a) Why was Roger Williams banished from Salem? (b) Where did h settle?

3. (a) Where was the first college established in the United States? (b) Wh is its name?

4. Give the story of the Charter Oak.

5. (a) What people settled Louisiana? (b) For whom was the city of Ne Orleans named? (c) The city of Pittsburgh?

6. (a) What great English statesman opposed the taxation of the America colonies?

(b) Who were the minute-men, and why were they so called?

7. What led to the French Alliance?

8. What was the subject of Webster and Hayne's debate?

9. What was the Wilmot Proviso?

10. (a) What Southern commander almost destroyed Northern commerce? (Give the names of the two vessels he successively commanded.

PHYSIOLOGY.

1. (a) What is the composition of the bones at maturity? (b) What are th advantages of this composition?

2. Describe the construction of the hand.

3. (a) What is the contractility of the muscles? (b) By what may it be caused

4. (a) What is generally the effect of a warm bath? (b) A cold bath? (Why is sea-bathing stimulating? (d) What is the utmost limit of a bath o swim in fresh or salt water?

5. (a) What is consumption? (b) What is the best treatment for it?

6. (a) What is the velocity of the blood? (b) How long does it take for al the blood to pass through the heart?

7. (a) What organs have been termed the "Tripod of Life"? (b) Why?

8. Describe the process of swallowing.

9. (a) What season of the year do we need carbonaceous food? (b) How lon an interval should be between meals?

10. (a) How is the sense of taste located? (b) What is the cause of change o voice in a boy?

THEORY AND PRACTICE OF TEACHING.

1. What is the natural order of elementary teaching?

2. (a) Explain the analytic method of teaching. (b) The synthetic method.

3. Why should objective and indirect methods be preferred to direct instruc tion?

4. (a) Define a lesson. (b) A recitation.

5. In assigning a lesson, what must the teacher consider?

6. Mention some (3) means which may be used to teach the words of a readin lesson.

7. Describe your plan of conducting a recitation in an advanced class in read ing.

8. Why need not conduct intrinsically wrong be forbidden by school rules?

9. Mention *three* characteristics of effective punishment.

10. Name the works you have studied on the theory and practice of teaching

Appendix D

Census of Teachers, 1892-1897

Census of White School Teachers in Alleghany County for School Year Closing July 31, 1893. Richmond, VA: Virginia State Library and Archives.

Locality is the Post Office of the teacher during the school term.

Mr. G. H. Allen - Rich Patch
Miss Ella V. Burk - Covington
Mr. A. P. Carter - Snake Run
Mr. C. C. Carter - Snake Run
Mr. S. L. Carter - Potts Creek
Miss L. F. Chapman - Covington
Miss J. L. Davis - Covington
Mr. D. M. Davis - Arritts
Miss E. W. Faulconer - Longdale
Miss F. H. Foster - Clifton Forge
Rev. G. Gray - Clifton Forge
Miss Enola Ham - Low Moor
Mr. Jackson Hepler - Arritts
Mr. E. E. Herrington - Longdale
Miss Bertha Hodge - Clifton Forge
Miss Bettie Huddleston - Covington
Miss Sallie G. Hudgin - Covington
Mr. S. L. Humphries - Rich Patch
Mr. James G. Jeter - Covington (Permanent address - Hardy's Ford in Franklin County, Virginia)
Miss A. D. Johns - Iron Gate
Miss T. D. Lipes - Covington
Mr. D. F. Mann - Covington
Miss V. W. Milam - Longdale
Mr. William M. Owen - Blue Spring Run
Mr. J. H. Parker - Callaghans
Miss Cora B. Perkins - Longdale
Mr. A. E. Pyles - Callaghans
Mrs. Teresa Rowan - Low Moor
Mr. W. J. Smith - Indian Draft
Miss Callie Steele - Low Moor
Miss Bettie Wallace - Iron Gate
Mr. Thomas D. Walthall - Rich Patch
Miss Ena G. Wilsher - Clifton Forge
Mrs Margaret Wilkie - Selma
Miss Laura A. Wiseman - Alleghany Station

Census of White Teachers in Alleghany County for 1893-94. Richmond, VA: Virginia State Library and Archives.

Mr. G. H. Allen - Alderson, WV
Miss B. B. Davis - Longdale
Miss Ella Anderson - Clifton Forge
Mr. J. W. Arnott - Covington
Miss E. V. Burks - Covington
Miss Alice Caldwell - Covington
Mr. George M. Carpenter - Covington
Miss Maria J. Carpenter - Clifton Forge
Mr. A. P. Carter - Sweet Chalybeate Springs
Mr. C. C. Carter - Sweet Chalybeate Springs
Mr. S. L. Carter - Sweet Chalybeate Springs
Miss Lizzie Chapman - Covington
Mr. R. L. Clark - Union, WV
Mr. Walter Mc. Crosier - Potts Creek
Mr. D. M. Davis - Arritts
Miss Minnie A. Davis - Arritts
Miss Ruth Davis - Covington
Miss Sallie W. Duncan - Covington
Miss Mamie Farley - Clifton Forge
Miss Ella W. Faulconer - Mallow
Rev. G. Gray - Clifton Forge
Mr. Jackson Hepler - Snake Run
Mr. E. E. Herrington - Longdale
Miss Blanche Honaker - Pickaway, WV
Miss Bettie Huddleston - Covington
Miss Sallie Hudgin - Ben
Mr. S. L. Humphries - Rich Patch
Mr. James J. Jeter - Covington (Now listed as permanent residence.)
Miss A. D. Johns - Iron Gate
Miss T. D. Lipes - Salisbury Furnace (Botetourt County)
Miss Annie Lynch - Pickaway, WV
Miss Texas Lynch - Pickaway, WV
Miss V. W. Milam - Big Island (Bedford County)
Mr. J. H. Parker - Potts Creek
Miss Rose Robinson - Iron Gate
Mrs. Teresa Rowan - Low Moor
Mrs. laura W. Spangler - Blue Spring Run
Miss Mattie Smith - Covington
Mr. W. J. Smith - Ben
Miss Callie Steele - Low Moor
Miss Mary L. Tomlinson - Pickaway, WV
Mr. William E. Upton - Wayside, WV
Mr. John Vawter - Hematite
Mr. Thomas D. Walthall - Glen Wilton
Mrs. Margaret Wilkie - Selma

Census of White Teachers in Alleghany County, 1894-95. Richmond, VA: Virginia State Library and Archives.

Miss Ella Anderson - Clifton Forge
Miss Beulah Boston - Clifton Forge
Miss Ella V. Burk - Covington
Mr. George M. Carpenter - Covington
Miss Maria J. Carpenter - Clifton Forge
Mr. A. P. Carter - Sweet Chalybeate Springs
Mr. S. L. Carter - Sweet Chalybeate Springs
Miss M. E. Circle - Longdale
Miss Ira C. Cutler - Clifton Forge
Miss Mattie W. Davidson - Arritts
Miss Minnie Davis - Covington
Miss Ruth Davis - Covington
Miss Mary C. Dickey - Covington
Miss Sallie W. Duncan - Covington
Mr. H. N. Dransfield - Alleghany Station
Miss Mamie Farley - Clifton Forge
Miss E. W. Faulconer - Longdale
Miss Myrtle Gentry - Covington
Miss M. Enola Ham - Clifton Forge
Mr. Jackson Hepler - Arritts
Mr. H. W. Hoover - Healing Springs (Bath County)
Miss Berta Hoylman - Low Moor
Miss Bettie Huddleston - Covington
Mr. C. B. Humphries - Rich Patch
Mr. G. B. Humphries - Blue Spring Run
Miss Rosa Humphries - Rich Patch
Mr. J. G. Jeter - Covington
Miss Margie Jordan - Clifton Forge
Miss Dolly Kraft - Covington
Miss Pidge Lackey - Low Moor
Miss T. Dove Lipes - Rich Patch
Miss Mary A. McElwee - Covington
Miss V. W. Milam - Longdale
Miss Rose Robinson - Iron Gate
Miss E. B. Sale - Iron Gate
Miss Mattie Smith - Rich Patch
Mr. William J. Smith - Ben
Mrs. Laura W. Spangler - Blue Spring Run
Miss Louisa Thompson - Covington
Mr. A. E. Vawter - Hematite
Mr. J. W. Vawter - Hematite
Mrs. Margaret Wilkie - Selma
Miss Josie L. Wright - Rich Patch

Census of White Teachers in Alleghany County, 1895-96. Richmond, VA: Virginia State Library and Archives.

Miss Ella Anderson - Clifton Forge
Mr. George G. Bobbitt - Arritts
Miss Alice M. Board - Iron Gate
Miss Ella V. Burke - Dunlap
Miss Alice Caldwell - Dunlap
Mr. George M. Carpenter - Covington
Mr. A. P. Carter - Sweet Chalybeate Springs
Miss Mary Cunningham - Dunlap
Miss Minnie Davis - Arritts
Miss Ruth Davis - Covington
Mr. Robert J. Dickey - Covington
Miss Sallie W. Duncan - Covington
Miss Margaret Fallon - Clifton Forge
Miss Mamie Farley - Clifton Forge
Miss Ella W. Faulconer - Dunlap
Miss Myrtle Gentry - Longdale
Miss Pearl Gentry - Longdale
Miss Nettie Gillespie - Bess
Miss M. Enola Ham - Low Moor
Miss Roberta M. Hoylman - Longdale
Mr. C. B. Humphries - Covington
Mr. G. B. Humphries - Arritts
Miss Rosa L. Humphries - Rich Patch
Mr. James G. Jeter - Covington
Miss Sallie Johnson - Rich Patch
Miss Maggie Jordan - Clifton Forge
Miss Alice Kinney - Ben
Miss Etta Lemon - Longdale
Miss Lucy Lemon - Longdale
Miss T. D. Lipes - Potts Creek
Miss Mary M. McElwee - Covington
Miss Ora Nuckols - Griffith
Miss Josie M. Payne - Clifton Forge
Mr. W. A. Price - Low Moor
Miss Etta Plymale - Arritts
Miss M. Zadok Rowan - Clift
Miss Addie Robinson - Alleghany Station
Miss Kate Robinson - Sweet Chalybeate Springs
Miss Rose Robinson - Sweet Chalybeate Springs
Miss Mattie Smith - Covington
Mr. W. J. Smith - Ben
Miss Mary Taylor - Rich Patch
Miss Tillie Tulloh - Low Moor
Mr. John W. Vawter - Hematite
Mrs. Margaret Wilkie - Selma
Miss Alice P. Wood - Covington

Census of White Teachers in Alleghany County, 1896-97. Richmond, VA: Virginia State Library and Archives.

Mr. C. S. Allen - Potts Creek
Mr. G. H. Allen - Snake Run
Miss Ella Anderson - Clifton Forge
Mrs. Nettie W. Bush - Rich Patch
Miss Alice Caldwell - Dunlap
Mr. George M. Carpenter - Covington
Mr. A. P. Carter - Sweet Chalybeate Springs
Miss Lucy Claytor - Iron Gate
Miss Mamie Davis - Arritts
Miss Ruth Davis - Covington
Miss Sallie W. Duncan - Covington
Miss Margaret Fallon - Clifton Forge
Miss Ella Faulconer - Masters
Miss Myrtle Gentry - Dunlap
Miss Pearl Gentry - Longdale
Miss Minnie Gillespie - Backbone
Miss Bessie Gold - Ben
Mr. Jackson Hepler - Arritts
Miss Marjorie Hileman - Iron Gate
Mr. A. B. Humphries - Arritts
Mr. C. B. Humphries - Rich Patch
Mr. G. P. Humphries - Bess
Miss Roberta Hoylman - Longdale
Miss M. W. Hyde - Covington
Mr. James G. Jeter - Covington
Miss Sallie Johnson - Low Moor
Miss Margie Jordan - Clifton Forge
Miss Etta Lemon - Longdale
Miss Lucy Lemon - Longdale
Miss Mary A. McElwee - Low Moor
Miss Michael K. Noble - Covington
Miss Ora Nuckols - Clifton Forge
Miss Josie M. Payne - Clifton Forge
Mr. H. H. Plymale - Arritts
Miss M. Etta Plymale - Arritts
Mr. James W. Porterfield - Blue Spring Run
Mrs. M. M. Puryear - Ben
Miss M. Zadok Rowan - Clift
Miss Mary E. Robinson - Alleghany Station
Miss Mattie W. Smith - Covington
Mr. J. W. Smith - Ben
Mrs. Laura W. Spangler - Blue Spring Run
Mr. O. M. Stull - Longdale
Miss Mary Taylor - Griffith
Miss Tillie Tulloh - Clifton Forge
Miss Sallie Vanhorne - Clifton Forge

Mr. John W. Vawter - Hematite
Mr. James L. Vawter - Hematite
Mr. C. A. Williams - Clift
Miss Alice P. Wood - Covington

Census of Colored Teachers in Alleghany County for the School Year ending July 31, 1893. Richmond, VA: Virginia State Library and Archives.

Mr. A. F. Lomans - Covington
Miss Mildred Perkins - Clifton Forge
Miss Mary A. Sanderson - Clifton Forge
Mr. J. W. Sellers - Clifton Forge
Mrs. Camilla G. Sellers - Clifton Forge
Mr. J. Garland Scott - Iron Gate
Mr. W. G. Watson - Covington

Census of Colored Teachers in Alleghany County, 1893-94. Richmond, VA: Virginia State Library and Archives.

Mr. A. F. Lomans - Covington
Mr. J. W. Manly - Low Moor
Miss Edna Poole - Covington (From Danville)
Miss Mary Sanderson - Clifton Forge
Mrs. C. G. Sellers - Clifton Forge
Mr. J. W. Sellers - Clifton Forge
Mr. W. S. Thomas - Clifton Forge
Miss Jane P. Toles - Longdale
Mr. W. G. Watson - Covington

Census of Colored Teachers in Alleghany County, 1894-95. Richmond, VA: Virginia State Library and Archives.

Mr. Andrew F. Lomans - Covington
Mr. J. W. Manly - Low Moor
Miss Mildred Perkins - Clifton Forge
Mrs. Mary Sanderson - Clifton Forge (Listed as Miss in previous reports.)
Mrs. C. G. Sellers - Clifton Forge
Mr. J. W. Sellers - Savannah [?]
Mr. W. S. Thomas - Low Moor
Miss Jamie P. Toles - Longdale
Mr. W. G. Watson - Covington

Census of Colored Teachers in Alleghany County, 1895-96. Richmond, VA: Virginia State Library and Archives.

Mr. William S. Hix - Low Moor
Miss Lelia A. Minnis - Iron Gate
Miss Lucy Morton - Longdale
Rev. D. Augustine Reid - Clifton Forge
Mrs. Mary Sanderson - Clifton Forge
Mrs. Camilla G. Sellers - Clifton Forge
Mr. W. S. Thomas - Low Moor
Miss Jamie P. Toles - Longdale
[NOTE: Mr. Lomans and Mr. Watson were not on this report but since other reports list five male and five female teachers, it is suspected that they were among the teachers for this school year.

Census of Colored Teachers in Alleghany County, 1896-97. Richmond, VA: Virginia State Library and Archives.

Mr. Charles H. Herbert - Savannah (Originally from Phoebus.)
Mr. A. F. Lomans - Covington
Miss Lelia A. Minnis - Iron Gate
Miss Lucy Morton - Longdale
Rev. D. Augustine Reid - Clifton Forge
Mrs. Mary A. Sanderson - Clifton Forge
Mrs. Camilla G. Sellers - Clifton Forge
Mr. W. S. Thomas - Low Moor
Miss Jamie P. Toles - Low Moor
Miss Georgia Watson - Low Moor
Mr. W. G. Watson - Covington
Miss Jennie Poindexter - Clifton Forge

Appendix E

Teachers, Schools, & Monthly Pay By District, 1897-1899

Boiling Spring School District - John A. Carson, Clerk
M. J. Arritt, President

Teacher	School	Pay
R. S. Arritt	No. 16	22.50
J. S. Bowman	No. 15	27.00
Ella V. Burk	No. 13	27.00
A. P. Carter	No. 10	27.00
C. C. Carter	No. 9	27.00
Jessie M. Dameron	No. 12	22.50
Minnie A. Davis	No. 9	27.00
Minnie Gillespie	No. 14	27.00
Jackson Hepler	No. 6	27.00
A. B. Humphries	No. 1	27.00
James L. Humphries	No. 2	22.50
Frank E. Miller	No. 17	22.50
J. S. Murphy	No. 4	26.00
Annie D. Plymale	No. 5	22.50
Eta Plymale	No. 4/5	22.00
H. H. Plymale	No. 3	22.00
Laura Spangler	No. 4	22.50
J. W. Vawter	No. 7	27.00
Eta Wright	No. 8 1/2	27.00

Clifton School District - O. B. Smith, Clerk
W. C. Moody, President

Teacher	School	Pay
Mamie Bryant	No. 7	50.00
H. P. Cobbs	No. 5	25.00
Charles A. Cocke	No. 17	22.50
Margaret Fallon	No. 7	35.00
Myrtle Gentry	No. 6	25.00
Pearl Gentry	No. 21	30.00
William S. Hix	No. 23	30.00
A_____ Holt	No. 19	22.50
Roberta Hoylman	No. 18	25.00
C. B. Humphries	No. 20	22.50
Sallie Johnson	No. 7	25.00
Maggie Jordan	No. 7	30.00
Etta Lemon	No. 14	25.00
Lucy Lemon	No. 2	25.00

Glenis McDaniel	No. 16	25.00
Mary McElwee	No. 4	40.00
Josie Payne	No. 7	25.00
Mildred Perkins	No. 22	22.50
Jennie Poindexter	No. 5	20.00
Maggie Rayford	No. 5	25.00
Mary Sanderson	No. 9	25.00
O. G. Sellers	No. 23	25.00
Callie Steele	No. 4	25.00
Mary Taylor	No. 8	25.00
Tillie Tulloh	No. 7	25.00
Sadie Van Horn	No. 7	25.00
L. Macye Webb	No. 1	25.00

Covington School District - Ira Dew, Clerk
A. A. McAllister, President

Teacher	School	Pay
Alice Caldwell	Covington Graded	27.00
George M. Carpenter	Bend(?)	27.00
S. Eloise Coulling	Covington Graded	27.00
May Cunningham	Byers	22.50
R. J. Dickey	Covington Graded	35.00
Sallie Duncan	Covington Graded	27.00
Ruth Davis	Hoke	27.00
Julia Duncan	Falling Spring	27.00
E. W. Faulconer	Dunlap/Covington Graded	22.50
M. W. Hyde	Covington Graded	27.00
James G. Jeter	Covington Graded	75.00
Laura Kidd	Indian Draft	22.50
A. F. Loman	Covington Colored	27.00
E. R. Massey	Valley	22.50
Mattie McPherson	Moss Run	22.50
Gertrude Scott	Vance	20.00
Mary Skeen	Dolly Ann	27.00
Mattie Smith	Hoke/Andrews	27.00
Minnie Smith	Mayes	20.00
William J. Smith	Mt. Pleasant	27.00
W. G. Watson	Covington Colored	27.00

NOTE: Information compiled from a set of canceled check stubs located in the Courthouse of Alleghany County in Covington, Virginia.

Appendix F

Covington Graded School

To the Editor of the Alleghany Tribune:

As there seems to be considerable misunderstanding as to the plan upon which our graded school is operated, I beg space for the following explanation: It is operated under a special law for the encouragement of graded schools, passed for "Rockbridge county, and for any other county, the county school-board of which should choose to avail themselves of the provisions of the act." As is well known, public school funds are not sufficient to operate a free school for five months in each year in every neighborhood, and therefore it we desire to have a public school in Covington every year it will be necessary to supplement the school fund in some way, either by private subscriptions, or by a subsidy from the town council, or by a charge for tuition. By private subscription is not a desirable way to supplement the fund, because it is unequal, taking money from the generous to provide for the stingy and selfish. A subsidy from the town council is not a desirable way to supplement the fund, because many of the children who will attend the school do not reside within the corporation and it would be manifestly unfair to lay an additional tax on the citizens of the town for the benefit of others than residents. The plan of supplementing the fund by a charge for tuition is a good one, because it is fair and equal, taking money only from those who are benefitted by the expenditure of the money, and giving to each one a full equivalent for his money. But while it is true that tuition is only charged for attendance upon the two higher grades, it is a great mistake to suppose that the pay of the two higher grade teachers comes from the tuition fees and that the pay of the teacher of the primary grades comes wholly from the public fund. The allowance to the graded school from the public school fund and the tuition fees received from the children attending the two higher grades are all paid into the fund for the support of the school, and the three teachers are paid out of this common fund, the teacher of the primary grade receiving some of the money paid for tuition in the higher grades, and the higher grade teachers receiving some of the allowance from the public school funds. The three grades are not three separate schools, supported and provided for out of separate funds, but all three grades constitute one school, the whole expense of which are paid out of one and the same fund called the "graded school fund." Now it may very properly be asked, what benefits we expect to confer by operating a school upon this plan? Why not have a common free school

for those who choose to attend it, and private schools for those who choose to attend them and pay tuition? Because our plan will give us a school for ten months in each year, while the common public schools are only kept open for five months. Because the pupils attending the two higher grades are only required, under our plan, to pay about half the rate of tuition heretofore charged at our private schools for the same grade of instruction. Because we can in this way provide houses and fuel which are wholly paid for out of public funds. Because the three grades being operated as parts of one and the same school, the course of instruction is much more uniform, systematic, and complete than would be possible if operated partly as a public and partly as a private school. Our school is laboring under some serious difficulties for which the management is in no way to blame. The want of suitable rooms and accommodations is a great difficulty, but we are now making arrangements to provide for the erection of a good house.

Another difficulty is the backwardness of many of the scholars, throwing too large a proportion of the scholars into the primary grade, but this is because many of the pupils have not had the opportunity to attend school during the last two years, and this difficulty will be got rid of easily in one or two years. Another difficulty is that our plan is new and untried here, but we are confident that it will give us a much better school, and at much less cost, than it is possible for us to secure in any other way. We hope our people will give our school, and our plan for its management, a fair trial, and we would beg leave to remind them that their goodwill and hearty co-operation will aid us very materially in making our school such a success as we earnestly desire it to be.

Respectfully,

A. A. MacDonald (Frenger, October 27, 1882)

Appendix G

Alma Maters

Jefferson Alma Mater

There are schools so dear in every land;
Schools near and far of every kind.
But this one dear school will always stand,
And be our own for all the time.

To thee we pledge our lives sincere,
Devotion, faith, in everything.
Our thoughts and prayers are without fear,
Now proudly, justly, do we sing:

Oh, Jefferson High, we love you so!!
Oh, Jefferson High, no other we claim.
Oh Jefferson High, to thee we bow,
And we will always bring you fame.

Watson Alma Mater

In joyous song Watson High School
Our voice now we raise,
We sing each one Watson High School,
Deep heart felt words of praise.
With love we'll e'er revere you,
With pride we'll speak your name,
With joyousness we'll cherish
The splendor of your fame.

Halo bright Watson High School,
We place in Mem-r'ys hall,
O loyalty Watson High School
Enduring as your walls
Firm bonds of love and friendship,
Will hold us close to you,
Those bonds we ne'er will sever,
Each day will find them true.

And though we leave your campus,
In after years we'll yearn,
To speed the day the future,
Holds forth for our return
Again we'll tread your pathway,
Once more we'll view your walls,
Regret will make our partings,
When noble duty calls.

Appendix H

THE COVINGTON COLORED SCHOOL

The following article is reproduced from the February 4, 1881 edition of the Alleghany Tribune, a newspaper published in Covington, Virginia, W. H. H. Frenger, Editor and Proprietor. The newspaper is on microfilm at the C. P. Jones Memorial Library in Covington Virginia.

Covington, Va., January 30th, 1881.
To the editor of the Alleghany Tribune:

Please allow me space in your worthy paper for the following remarks in reference to the Covington colored school.

This school opened its session the first Monday in November. Almost from that time up to the present we have had inclement weather, which to a great extent diminished the general attendance; but like the sea-gull in the far north, which breasts the fierce northern winds, my pupils have braved the severest weather of the present winter by turning out to school. -Every one seems so desirous to acquire a common school education that they will not allow any obstacle to blockade their path towards the highest aims of our lives. The greatest trouble I have in the school is to instill a direct understanding. As soon as the pupils are made to think right, they grasp anything very readily. You no doubt have some idea of what it is to be a teacher; No matter how hard we labor to give the right instruction, there are some who appear deaf to all reasoning and understanding. -But, in the language of one of the pupils of my school, whose letter I hope you will take pleasure in editing, there is nothing to be compared with "perseverance." Mr. Vanderbilt acquired his immense possessions through "perseverance." Mr. Lincoln became President of the United States through "perseverance." Hannibal, the great Carthaginian, gained seven glorious battles in his march to the Romanish capital; and had he pressed forward his name would doubtlessly have went up among the stars. And think of the great Toussaint L'Overture, in the Haitian rebellion. While considering the lives of so many eminent men, why can not we, through perseverance, write our names in golden letters among the glittering stars.

"Lives of great men all remind us,
We can make our lives sublime;
And departing, leave behind us
Footprints in the sands of time."

I have not space to give you a complete analysis of our school attendance, but you may hear from me again.

The two following letters were written at my suggestion, by two pupils of the present session. Their names are signed respectively to each. Very respectfully,

Wm. G. Watson, Teacher

COMPOSITION ON EDUCATION

I think education is the next thing in this world to christian religion, and I think the only way to obtain an education is to put both heart and mind to work, and persist. Of course nothing of importance can be accomplished without great perseverance. Oh! how I long to see some of our colored young ladies and gentlemen of the vicinity educated. When I think of the day and hour when all will be educated my heart leaps with felicity. And if I could think that I would be able to receive so grand an acquisition as an education, I would not give it for orchards of silver though they yielded fruit of the purest gold. Indeed, I really love the word education. It is dearer to my heart than the scenes of childhood, when fond recollection recalls them to my view. My friends may think from my panegyrizing education so much that I think it can make a crazy man wise; My friends, I have no such thoughts. But I think that education is of far more value to the mind than the morning dew or the evening rain are to the flowers of the earth, which causes them to put forth their buds which were tightly wrapped in many folds and hidden from human eyes, and they also enable the gentle river to overflow its banks. So education overflows the hearts of persons and enables them to explain their hidden knowledge as well as to think. This is why I love the word education so much.

Kelley H. Hughes

COMPOSITION ON SCHOOLS

In school the young are trained and educated so as to be fitted for the duties of life. There are now many parts of the world where there are no schools. The people who inhabit those parts are ignorant, uncivilized, and in some cases, savages - not much removed above the level of beasts. Some hundreds of years ago there were, even in the most civilized portions of the world, few or no schools, and very few persons could read or write. Those who were able to do so were considered learned. What a great change since then!

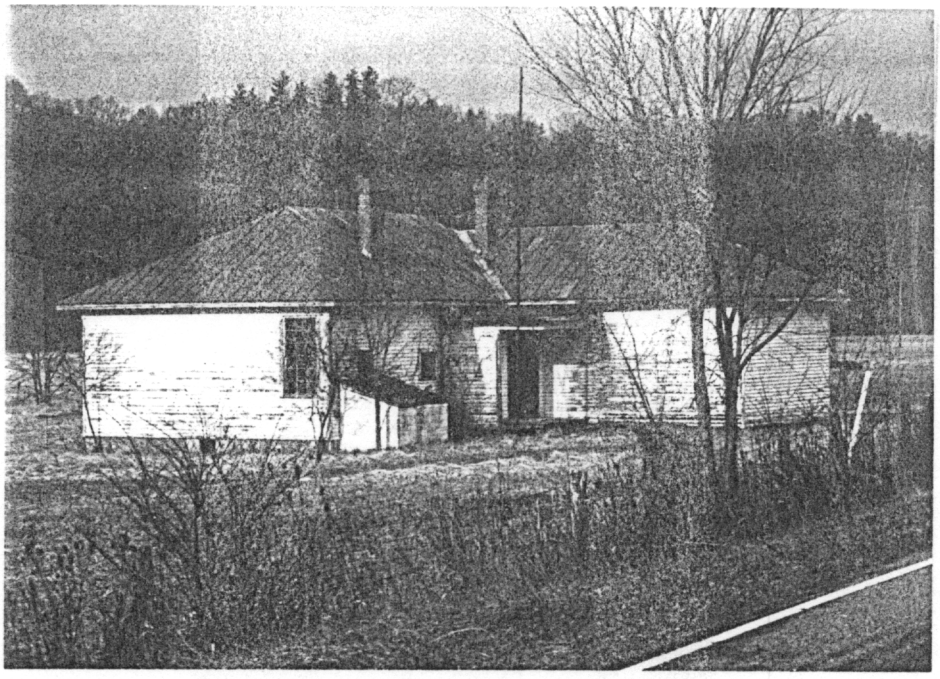
Now there are schools in every community in every civilized land -schools that are free to rich and poor.

Grown people who are unable to read and write are becoming fewer every day, and doubtless the time is not far distant when they will be rare. Our country is especially blessed with schools. Each State government appropriates money to support the schools, and thus enables the children of those too poor to pay a teacher to get an education. A good common school education can be obtained by every boy and girl who is diligent in study. Let us remember this and so apply ourselves that we may do our teacher and ourselves justice and obtain that which is one of the chief earthly goods - an education. Yours.

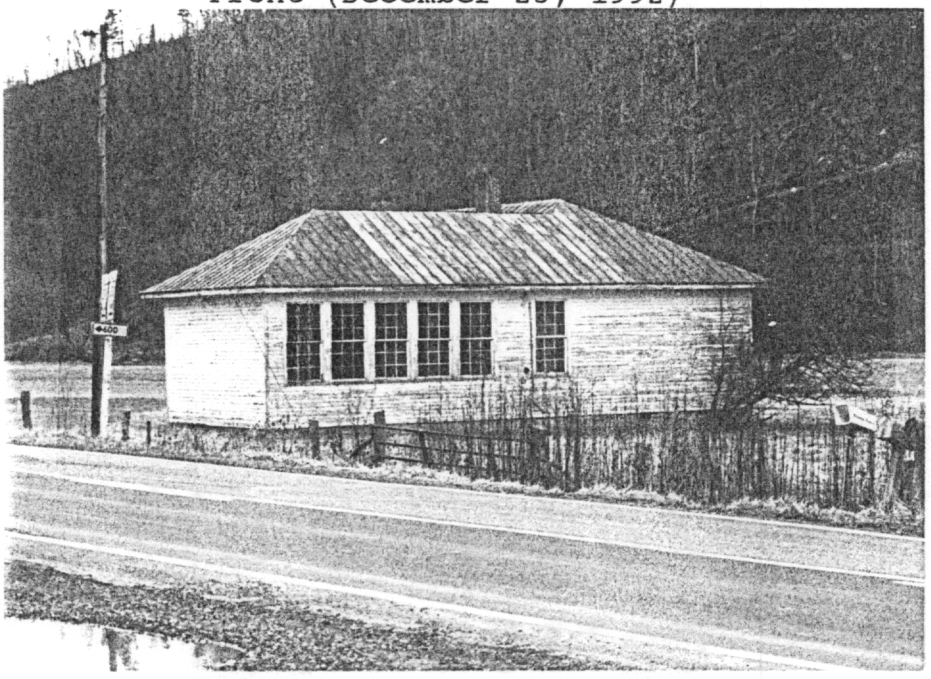
Geo. Allen

PHOTOGRAPHS

The Hunter School

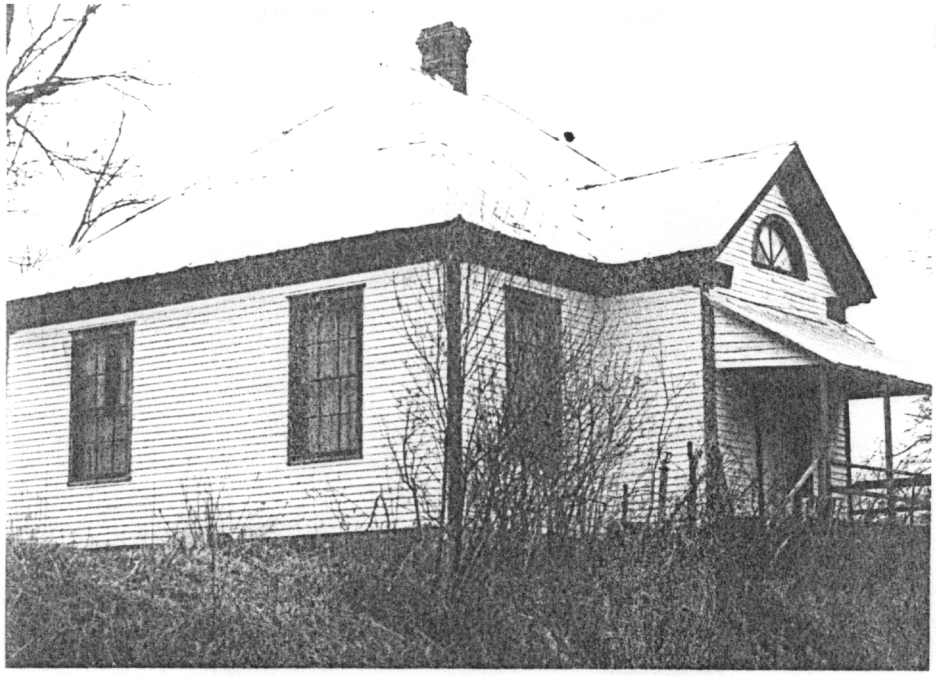


Front (December 23, 1992)



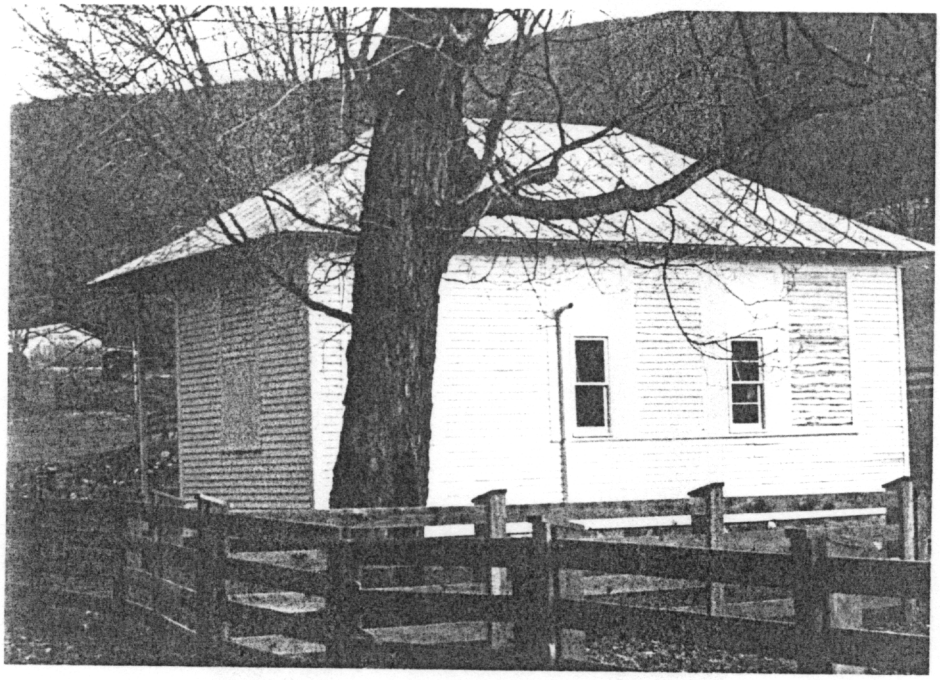
Side (December 23, 1992)

Sweet Chalybeate School



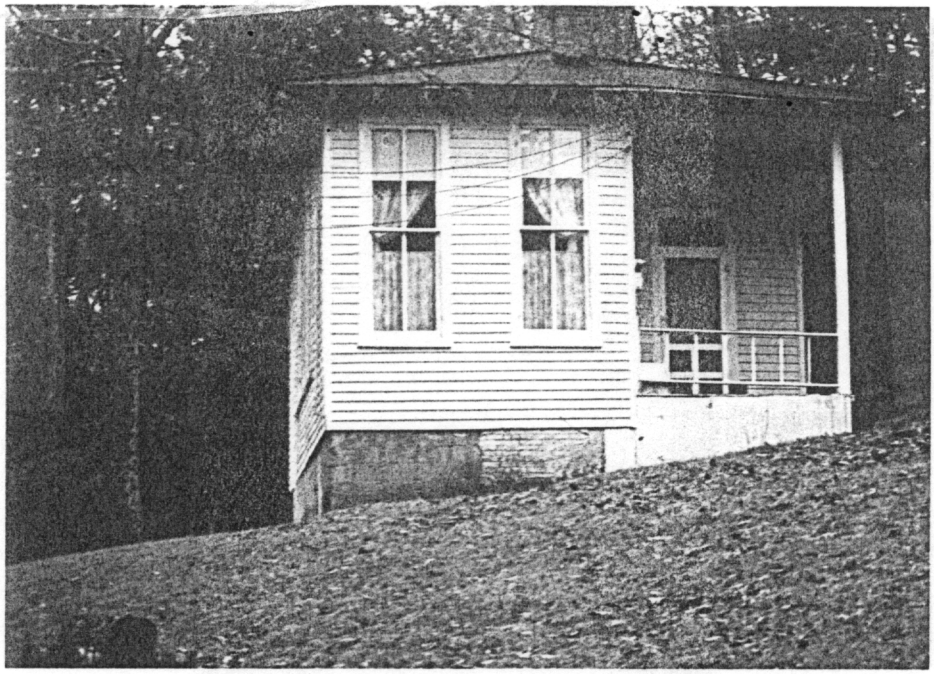
(December 23, 1992)

Snake Run School



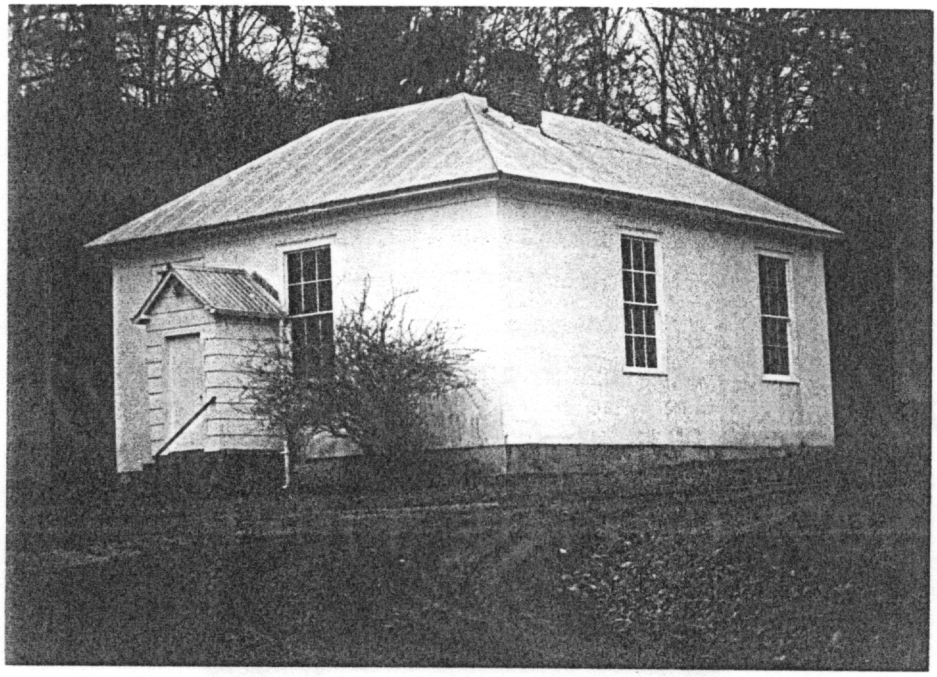
(December 23, 1992)

Big Ridge School



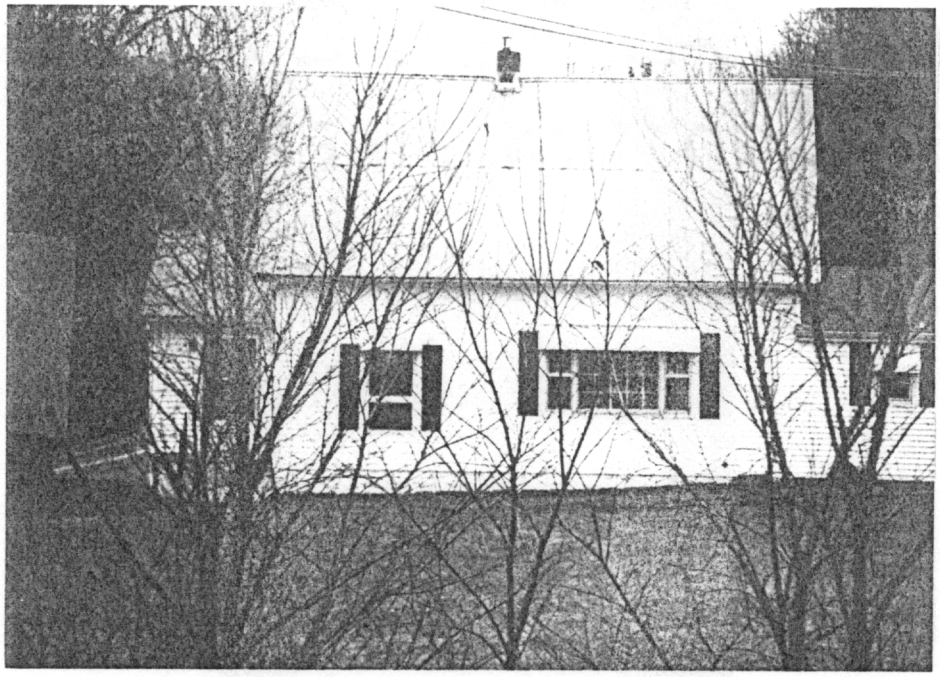
(December 23, 1992)

Wet Ground School



(December 23, 1992)

Jamison School



(December 23, 1992)

Blue Spring Run School

(December 23, 1993)

COVINGTON HIGH SCHOOL FOOTBALL TEAM
YEAR 1912

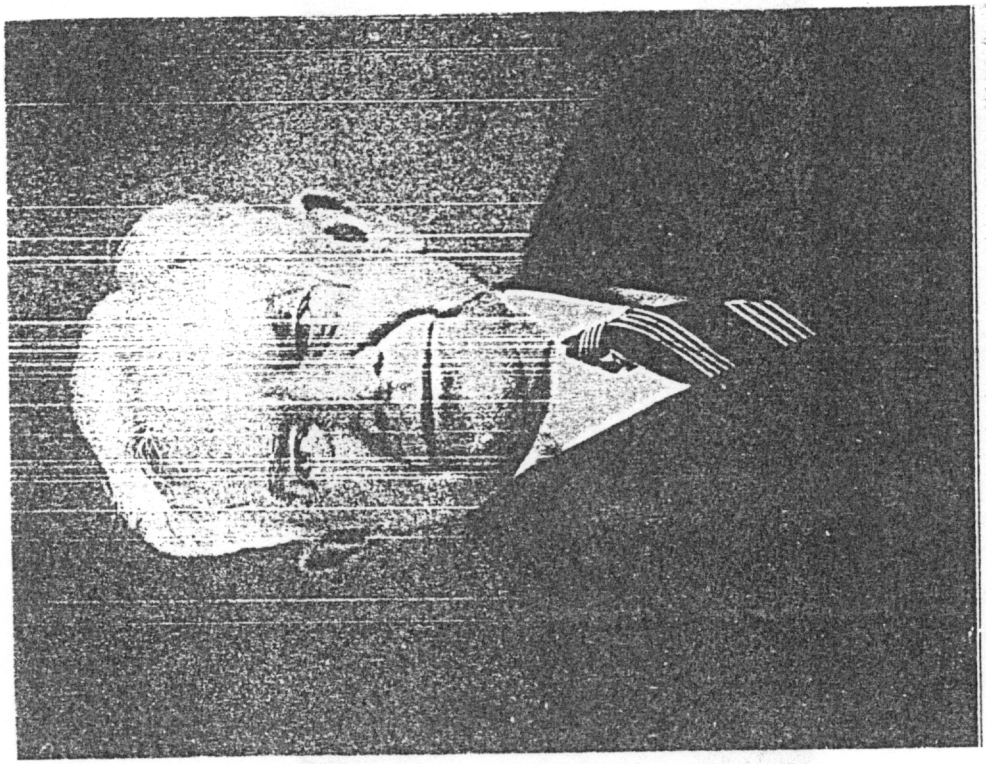
Left to Right
(Top Row)
Pete Hull, Matthew McKenny, Mike O'Brien, Earl K. Paxton, Principal of High School, Lee Cover, ? Collins, John McDanald, and Bill Carden.

Left to Right
(Second Row)
Bob Persinger, George Stull, Cecil Carden, Berkeley Friend, Chester Stull, James Alexander and Howard Hudson.

R. L. PARRISH

Photograph courtesy of Alleghany Historical Society

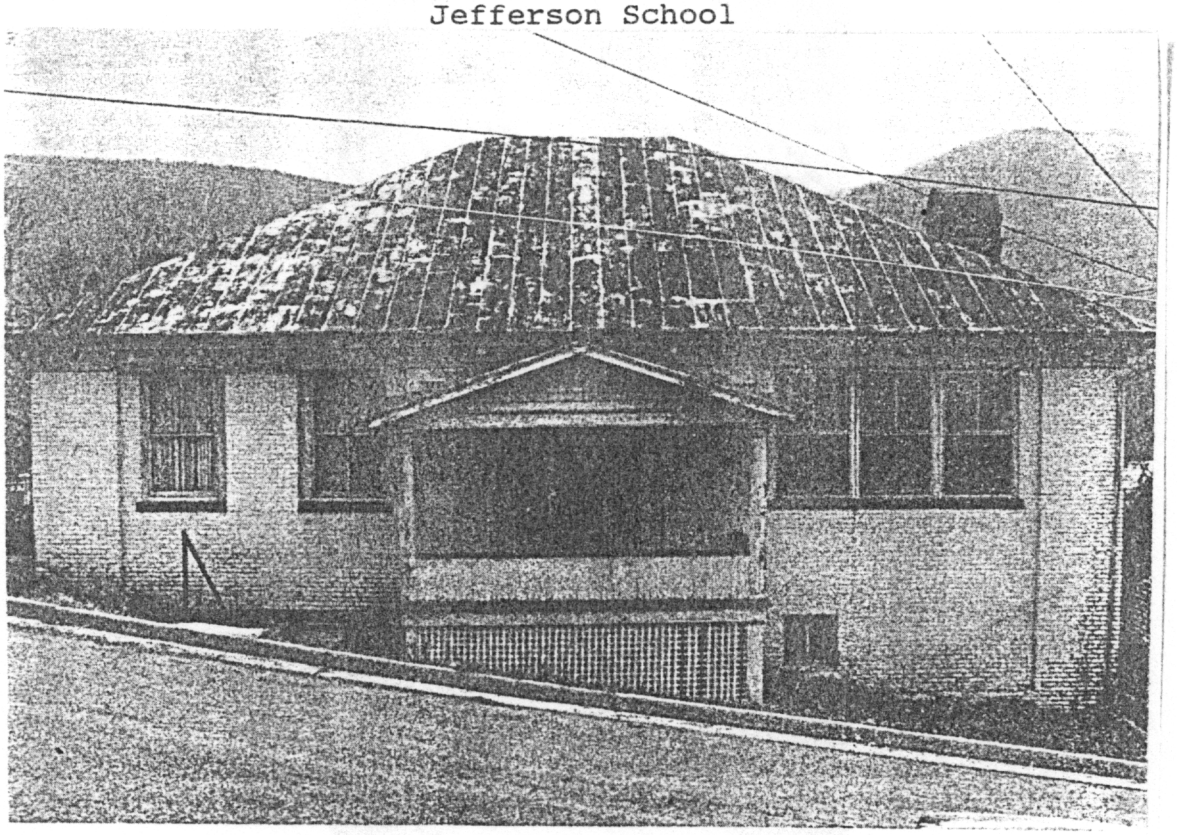
CAPTAIN WALTER R. CURRMAN



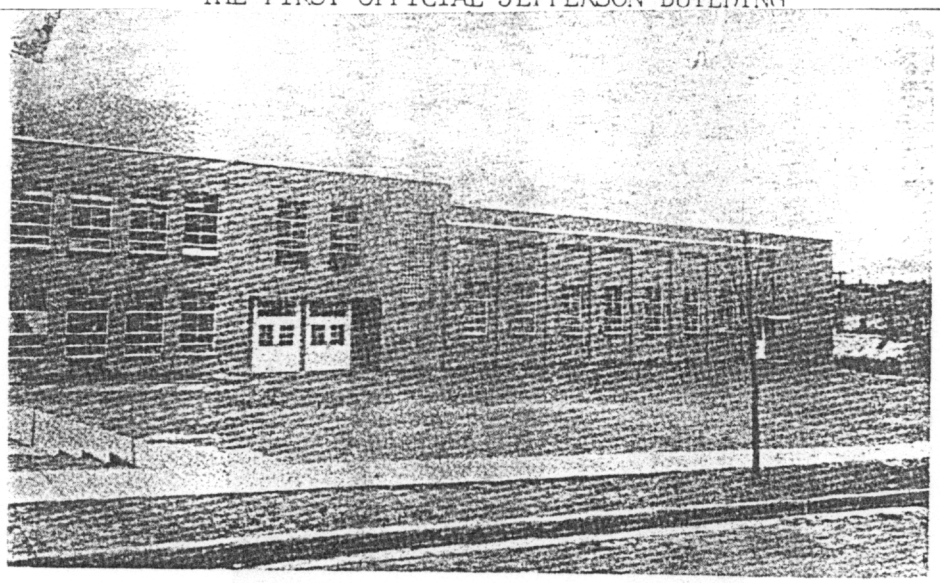
PROFESSOR JAMES GARRETT JETER
Superintendent of Schools
Alleghany County, Virginia

Photographs copied from 1928 Covington High School Annual

Jefferson School



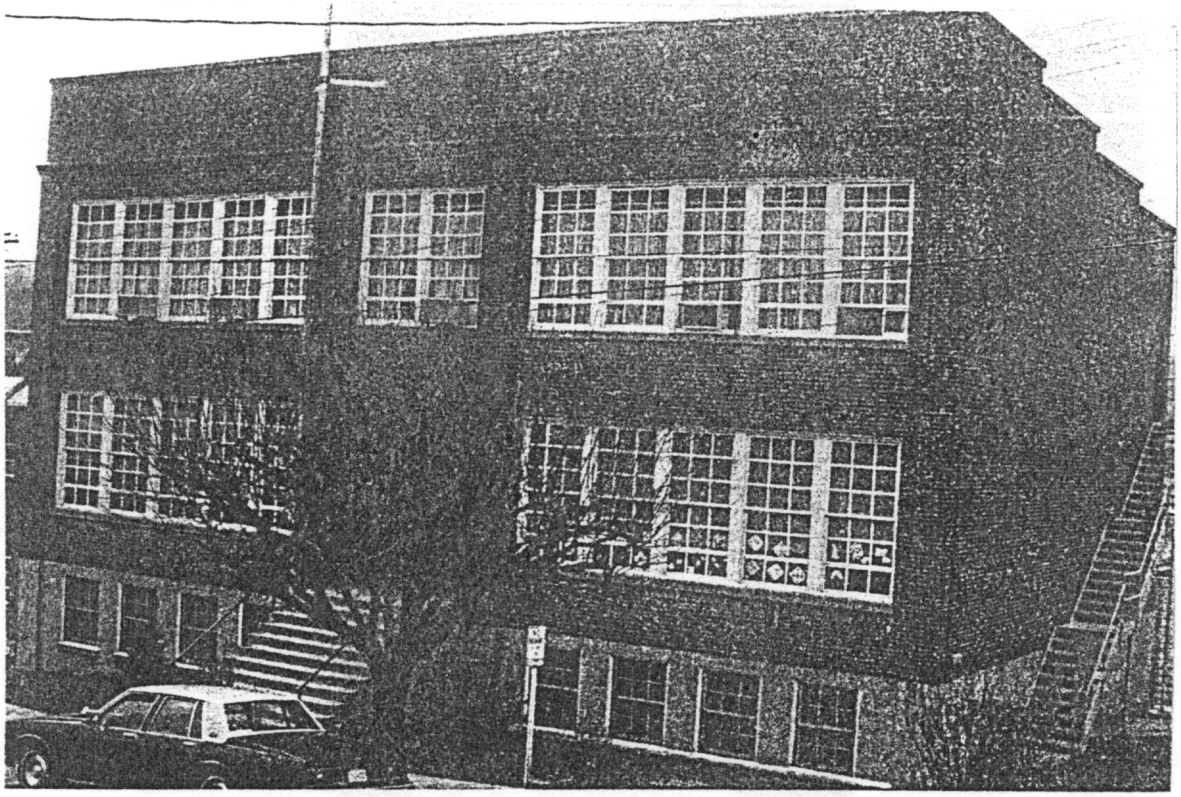
THE FIRST OFFICIAL JEFFERSON BUILDING



THE ANNEX

Photographs courtesy of Jefferson School Reunion Committee

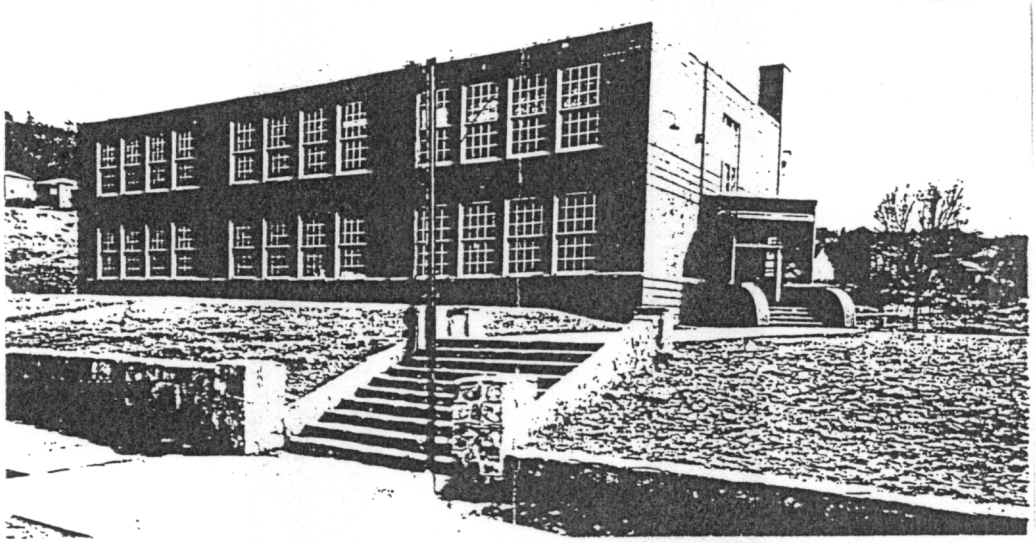
Jefferson School



THE "OLD BUILDING"

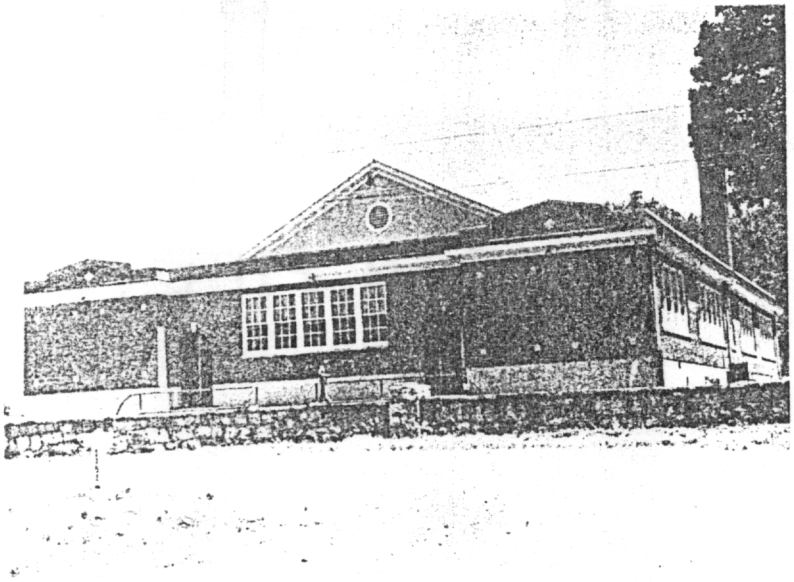
Photograph courtesy of Jefferson School Reunion Committee

Watson School, 1940



Photograph courtesy of Shirley Burks

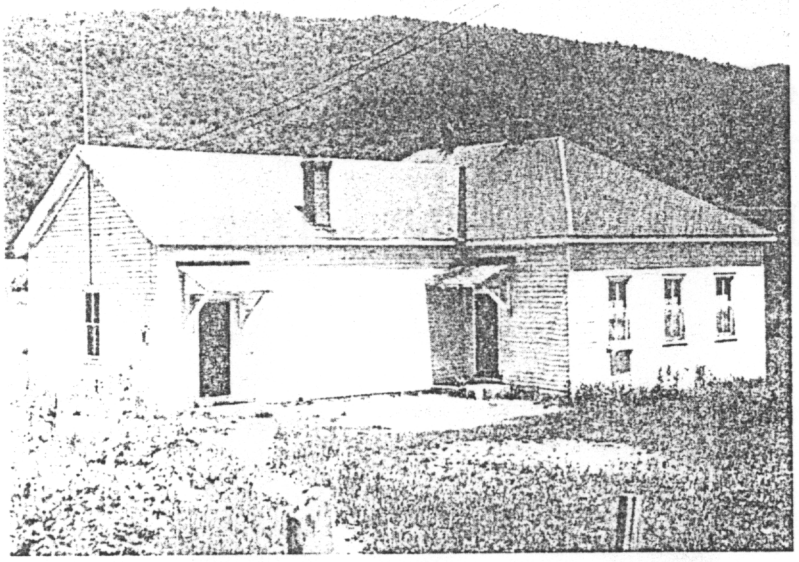
Photographs on the following pages were reproduced from the pamphlet. "Alleghany County's Forward-Looking 'School Building Program,'" produced by the Alleghany County School Board in 1959.



CENTRAL SCHOOL AT LOWMOOR

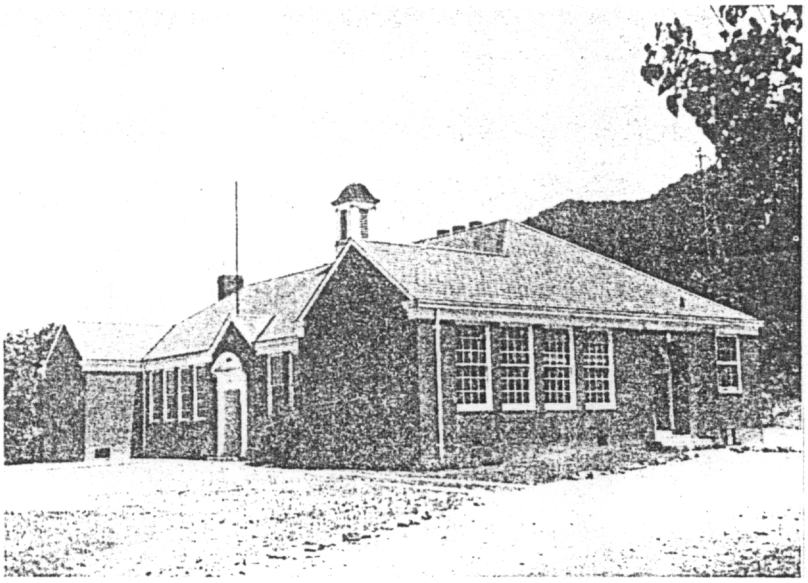
BOILING SPRINGS SCHOOL

BUILT 1928



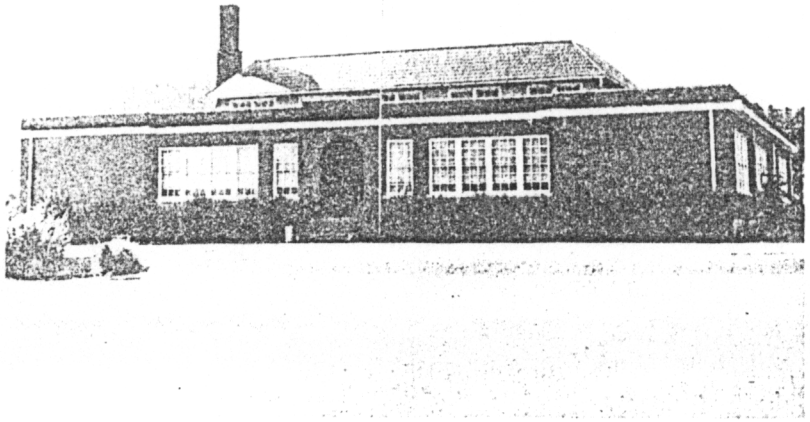
BOYS' HOME SCHOOL

BUILT 1934

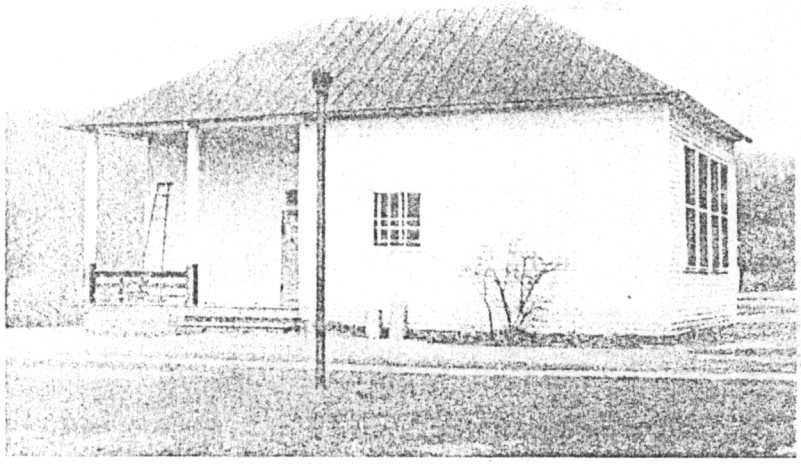


SELMA SCHOOL

BUILT 1936

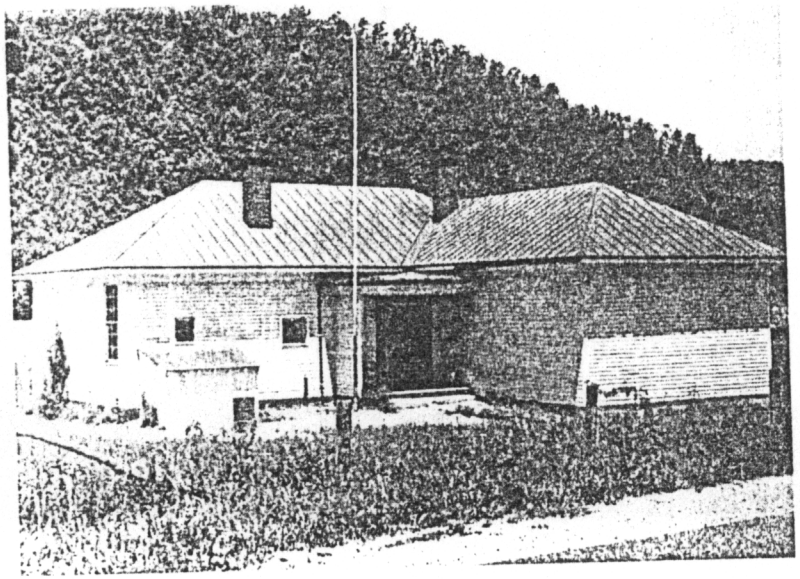


1928



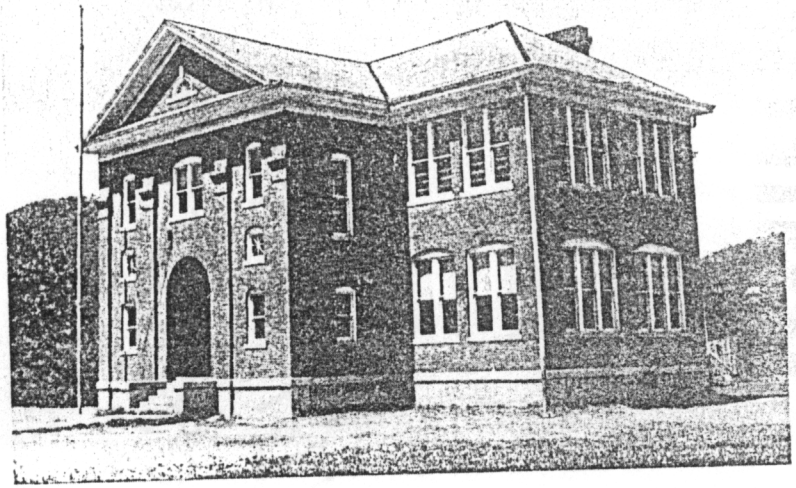
1890

FALLING SPRING



HUNTER SCHOOL

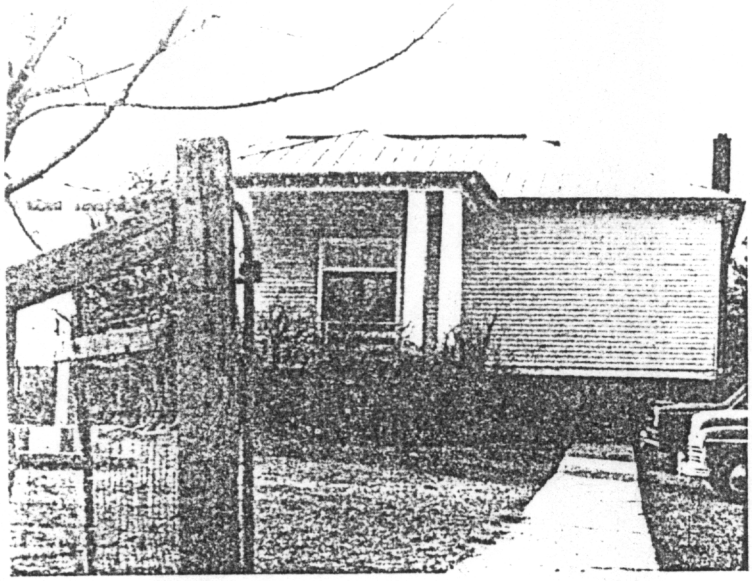
BUILT 1926



IRON GATE SCHOOL

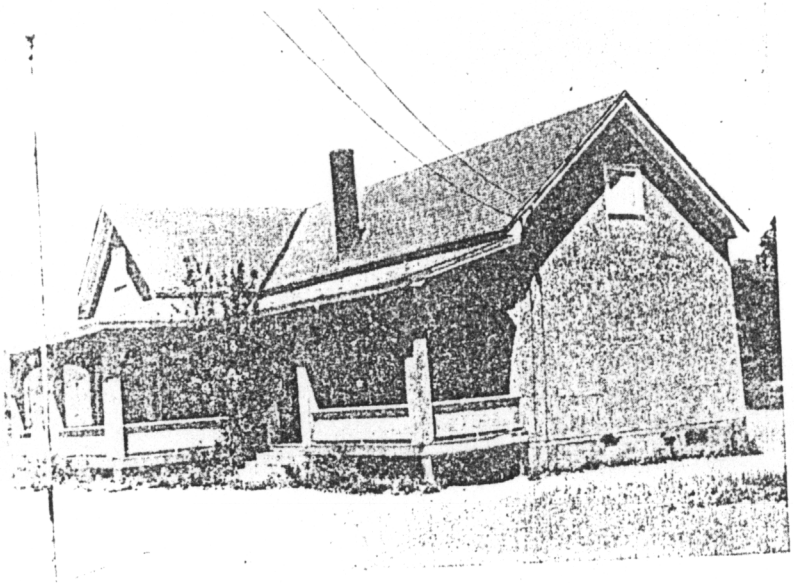
BUILT 1917
ADDITION 1934

OUTDOOR TOILETS AT SHARON



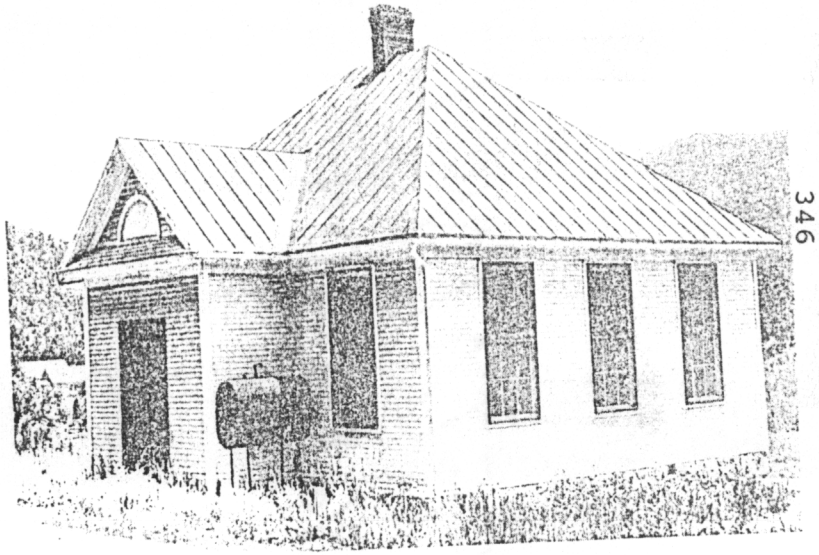
SHARON SCHOOL

BUILT 1926



CALLAGHAN SCHOOL

BUILT 1916



MALLOW SCHOOL

BUILT 1910

VITA

Paul Douglas Linkenhoker

Callaghan Elementary School
4018 Midland Trail
Covington, VA 24426
703-965-1810

Rt. 5, Box 162
Covington, VA 24426
703-962-3718

DOB: 2/4/48

EDUCATIONAL BACKGROUND

Ed. D.	Virginia Tech	June, 1993	Education Administration
M. Ed.	University of Virginia	1975	School Administration
BA	Virginia Tech	1970	History

PROFESSIONAL EXPERIENCE

1988-	Principal, Callaghan Elementary School, Alleghany Highlands School Division
1985-1988	Principal, Clifton Forge Elementary School, Alleghany Highlands School Division
1983-1985	Assistant Principal, Alleghany High School, Alleghany Highlands School Division
1981-1983	Teacher, Covington High School, Covington City School Division
1970-1981	Teacher, Rivermont Elementary School, Covington City School Division

A History of Schooling in Alleghany County, Clifton Forge, and Covington

by

Paul Douglas Linkenhoker

Committe Chairpersons: Wayne Worner & Thomas C. Hunt

(ABSTRACT)

This dissertation is on the history of the development of schooling in Alleghany County, and the cities of Clifton Forge and Covington, Virginia. Studying the past can provide a clearer perspective of the present and suggest courses for the future. Rather than focus on a topic as broad as education, this paper concentrates on the principal method used by government to educate its citizens; schools.

In relating the events affecting school development in this area, actions by local, state, and federal governments, as well as the influences of individuals and events, are studied and discussed. The efforts of education associations, societies, and philanthropic institutions are included where they had a direct bearing on local educational policies and practices. Secondary sources provide most of the historical information about trends in education and schooling on a state and national level. Primary documents and sources provide the specifics relating to this locality. Reports of school commissioners and government officials and records of school boards provide much of the information as well as newspapers of the period.

Personal letters and interviews also provide a perspective on the topic.

The purpose of the dissertation is to document one aspect of local heritage, the development of schooling, and preserve various facts of history in a readable form. There is also a desire to focus attention on education and the local public schools in the hopes that both awareness and support will increase, thus leading to a system of schools that are not only adequate but exemplary in all respects. The contribution of this study to the field of education in general and school administration in particular is a more in-depth understanding of schools and their development.