Schooling for Blacks in Henrico County, Virginia
1870 - 1933
With An Emphasis on the Contributions of
Miss Virginia Estelle Randolph
by
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IN MEMORY OF

My father: William Lloyd Bigger, Sr.
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INTRODUCTION

A history of the development of schooling for blacks in Henrico County cannot be traced without looking at the events that led to public education in Virginia and how blacks in Virginia were educated before free public schools were established. Throughout Virginia’s early history, there was a strong public opinion against the education of blacks. When the Constitution of Virginia made mandatory the establishment in every county of public free schools for all children in 1869, the law extended to black children as well.

The law of Virginia provided a path for the education of blacks, which was fully supported by Virginia’s first State Superintendent of Public Instruction, Dr. William Henry Ruffner. It was his belief that educated blacks could contribute socially, culturally, and economically to the State.

This dissertation will recount the years of struggle, frustration, failure, and success that blacks confronted in acquiring an education in Henrico County, Virginia. The progress of schooling for blacks in Henrico County, Virginia, will fall into two chronological periods:
1870 - 1906, a period during which the first public schools for blacks were established; and 1907 - 1933, a period which marked the improvement of black education both in Virginia, as well as Henrico, both by organized and personal philanthropy.
CHAPTER I

THE ESTABLISHMENT OF A FREE PUBLIC SCHOOL SYSTEM IN VIRGINIA

The purpose of this chapter is to highlight the prominent events in Virginia that helped form the establishment of a system of public free schools. Virginia, unlike her sister states in the North, lagged far behind in the establishment of a free school system and did not have a statewide system of free public education until 1870.

Efforts to Establish Education in Colonial Virginia

Before 1619, the first effort to establish free public education among the English settlement was made in Henrico County when the Virginia Company ordered that 10,000 acres for a university be granted within the corporation of Henrico.¹ The purpose of this plan was to Christianize the Indians to make them useful members to society.² As cited in Warner, a paper titled "New Life in Virginia" was published in 1612 by Johnson. Part of this paper read as follows:

And for the poor Indians, what shall I say; but God that hath many ways showed mercy to you, make you show mercy to them and theirs. This is the work that we first intended, and have pub-
lished to the world to be chief in our thoughts, to bring these infidel people from the worship of devils to the service of God. And this is the knot you must untie or cut asunder before you can conquer those sundry impediments that will surely hinder all other proceedings, if this be not first preferred.

Take their children and train them up with gentleness, teach them our English tongue and the principles of religion; win the elder sort by wisdom and discretion, make them equal with your English in case of protection, wealth, and habitation, doing justice on such as shall do them wrong. 3

Another school, the East India School, was established in Charles City County for the children of settlers; but Indian children could also be trained there. Both the university and the East India School attempted to provide industrial training to make the children, both Indian and white, useful members of society. The operation was nearly effective until all of the buildings were destroyed, and the settlers were murdered by the Indians on March 22, 1622. 4 Very soon after the massacre, attempts were made to rebuild the university and the East India School. However, efforts were stopped after King James I revoked the charter of the London Company of Virginia on June 14, 1624, and made Virginia a royal province. 5

Most of the action of the General Assembly that related to education was in the approval of free school foundations or in the regulation of apprenticeships. 6
Orphan children were sent to the colonies from the hospitals and asylums in England. The amount of five hundred pounds was sent for their apprenticeship. The only stipulation was that the orphans be taught a trade by their masters. The Apprenticeship Law of 1643 was enacted; it was the first general legislation regarding the care of orphans. It provided that the orphans be brought up in the Christian religion and in "the rudiments of learning according to their estates." The Apprenticeship Law that followed in 1646 featured a plan for an industrial school which provided that orphans be brought up in "good and lawful trades." As cited in Buck, when poor children went to work in flax factories in Jamestown, these children were taught how to card, knit, and spin. Then in 1672, the General Assembly mandated that the courts place all children whose parents could not provide means for apprenticeship to tradesmen. These children were reported to the Orphans’ Courts by the local parishes.

It was a common practice among Virginia gentlemen to provide education for the poor in their wills. Benjamin Symms bequeathed the foundation for a free school in Virginia in his will in 1634. The school was located in Elizabeth City County and provided the opportunity for children in Elizabeth City to have a free education. The
Eaton Free School was in the same county. It and the Symms School served as models for other areas of the colony, and it is believed that several schools like them were built in Virginia. English grammar, Latin, reading and writing were taught in the schools.

Although these early attempts to establish some form of free education were made, Virginia still was behind the northern colonies. In the northern colonies, there were heavily populated areas which allowed for "popular local assemblies where the people could be informed, interested, or stirred to concerted action"$^{12}$ regarding education and any other social or political matters. However, in Virginia and in the rest of the South, this was nearly impossible because the population was dispersed over wide areas of the country. For example, Massachusetts, in 1790, had a white population of 378,787 in 8,327 square miles; whereas Virginia's 748,308 white population was scattered over 64,284 square miles.$^{13}$ The northern colonies had a sufficient number of schools with a sufficient number of children attending them. In Virginia and in the South, even if there had been a public school system, each school would have been so far away from the homes of most students.
Colonial Virginia's Three-Tiered Society

The rich planters, who were relatively few in numbers, made up one class of people in Colonial Virginia. Heatwole described this class as the "higher class of cultured Englishmen, known as gentlemen, including the clergy." He also indicated a second class of people as the "heterogeneous class of merchants, tradesmen, skilled laborers, and cultured indentured servants." The third class Heatwole described was the "lower class of laborers who worked in the tobacco fields, including negro slaves." For nearly two centuries, there was no strong middle class. The planters, or the upper class, were interested in a system of education for their own children. Hence, the tutorial system, to which the planters were accustomed to in England, was introduced to Colonial Virginia. Their young people were not allowed to grow up in "illiteracy and ignorance". Therefore, when their youth were old enough, instruction was given by parents or other members of the household in primary elements of education. Some wealthy planters accepted the expense of hiring a tutor or transporting someone under an indentured servant agreement to serve as a teacher. If the planter had a large family, he would have a schoolhouse built in the immediate vicinity of his residence specifically for the education of his
children. After the family tutor, the young person would attend William and Mary College. If the youth were the oldest son, instead of sending him to William and Mary College, the family would send him to England to be educated. Fox noted that "each of the distinguished Virginia families had a preference among the English universities." If no tutor were available, youths were then sent to neighboring "Parsons' Schools." These schools were named Parsons Schools because the parsons taught the youth in their own communities "in temporal as well as spiritual affairs." These schools for a long time in Virginia were the means of teaching elementary pupils. They educated pupils like Jefferson, Madison, and Richard Henry Lee." Maddox noted that Colonial Virginia's social-economic system adopted the English laissez-faire policy. It was this policy that extended around Colonial Virginia's educational system. Thus, the socially competent "looked after their own affairs and later fought any change in principle of government which forced them to give up this privilege of initiative."

The second class people, the merchants, tradesmen, skilled laborers, and cultured indentured servants, grew economically independent and more powerful after the eighteenth century. This class of people could not afford
tutors for their children or have their children sent to England for an education. However, grammar schools and endowed free schools, which will be discussed in this chapter, were provided for their youth.

The poor whites in Virginia, or as Maddox referred to as "the socially incompetent, the poor, were educated as a protection of established society, taught to maintain themselves with labor." They were given a practical education through apprenticeship. As cited in Buck, Governor Berkeley in 1671 pronounced cynically on public education after he was asked what was being done in Virginia to teach Virginians the Christian religion:

I thank God there are no free schools or printing press and I hope we shall not have them these hundred years; for learning has brought disobedience and heresy, and sects into the world and printing has divulged them and libels against the best of governments. God keep us from both."

Governor Berkeley's statement was inaccurate. According to Bruce, Berkeley was only a day's journey away from the Eaton and Symms Schools. In addition, there were, at the minimum, seven free schools for the poor which had supplemented the educational provisions of the apprenticeship acts. In Henrico County there was no free school foundation, but the vestry and county court provided for instruction at the public's expense and also supervised the apprenticeship
agreements." Thus, a limited source of education during the Colonial period was provided for poor white Virginians.

Education was provided for slaves and free blacks" in Colonial Virginia. Chapter Three will discuss this in full detail.

By the end of Virginia's Colonial period in 1776, the following types of schools provided education for white elementary children:

**The Old Field House**

The Old Field School, or Community School, was a school that was established at a convenient spot for all the boys and girls in the neighborhood. The Old Field School got its name because the schoolhouses were built in some old field in a central location. It was considered to be a private school, for the heads of various families combined in the employment of a teacher who resided in the schoolhouses. These teachers were clergymen who had been educated in England's schools."

**Grammar Schools**

Grammar Schools gave instruction in the elementary subjects of reading, writing, and ciphering."

Efforts in the grammar schools were made to provide
an education that was equivalent to the higher grades that were later established in the public schools. The course of grammar was carried beyond the mere rudiments of reading and writing.

The Endowed Free Schools

The Endowed Free School's primary purpose also was to give training in the elementary forms of learning." Endowed free schools, like the Eaton and Symms Schools, received funding from philanthropists who were interested in the education of children.

Jefferson's Efforts for Universal Education

In 1779 Thomas Jefferson proposed a plan for universal education in Virginia. Since there was a strong upper class and a large class of poor people, the idea of universal education was difficult to evolve. The rich felt that a state system of education was intended for paupers; yet, Jefferson viewed universal education as a means for preserving and maintaining the republic and helping citizens to be capable of "performing their parts in the social order" and also to protect their rights."

Jefferson's plan in 1779 was called the "Bill for the More General Diffusion of Knowledge" and was submitted to the General Assembly. His bill essentially focused on three
parts:

(1) "of elementary schools which shall give to the children of every citizen gratis, competent instruction in reading, writing, common arithmetic, and general geography,"\(^5\)

(2) "of collegiate institutions in which all expenses were to be borne by students themselves adding a provision for the full education at the public's expense of select subjects from among the children of the poor"\(^6\)

(3) "of an university in which all the branches of science deemed itself useful at this day shall be taught in their highest degree."\(^7\)

Jefferson's bill was distinguished for his day because he felt that citizens in each local district or county should support their schools through the use of taxes." This plan was the first proposal made for local taxation for public schools in Virginia.

Jefferson's bill was not successful. Other than the local district or county, his plan did not provide for any higher authority for administration. This meant that the local authorities, who were in most cases, the wealthy, were to determine whether or not a school be established. Heatwole noted that the wealthy saw no reason to tax themselves for schools in which their children would not
even attend." When the General Assembly did adopt Jefferson's idea for a primary school system in 1796, it added an amendment which stated that the primary school system's adoption and operation were left up to the county courts to implement. Again, the court justices did not want to take on an added expense for educating the poor. Many of the wealthy were already providing for the poor through private charity. Maddox cited yet another problem with Jefferson's plan—the isolation of people. It was difficult finding a centrally located spot for people to meet, and it was difficult to maintain buildings for schools. Therefore, nothing of importance was done to support Jefferson's bill, even after he was elected President in 1801."

Establishment of the Literary Fund

The next move in Virginia to support free schools was the establishment of the Literary Fund. When Charles Fenton Mercer gained a seat in the House of Delegates in 1810, the Literary Fund had already been established. The Literary Fund was the chief source of state aid to education until the time of the establishment of the present system. The Fund ordered that "all escheats, confiscations, penalties, and forfeitures and all rights in personal property found
derelicts, should be appropriated to the encouragement of learning, and the Auditor of Public Accounts was directed to open an account to be designated as the Literary Fund. "The purpose of the fund was intended to aid the poor in the education of their youth.

The Literary Fund was increased to $3,115,894 when, under the leadership of Mercer, the 1815-1816 General Assembly mandated that $1,210,550 was owed to Virginia from the federal government from the results of the War of 1812. "The General Assembly kept direct control of the apportionment of the fund from the beginning of its establishment to the time of the Civil War.

While some children in Virginia were provided an education, there were major drawbacks in this method of financing public schooling. Though the Literary Fund was intended to aid the needy, Fox cited that the needy "preferred to pay their taxes into the treasury along with the taxes of other citizens and receive from the state the benefits that were likewise to be received by her citizens whether rich or poor." Not more than one half of the poor white children were reached. There was a social stigma attached to both the students and teachers. The system was referred to as the "pauper system," and people did not want to be put into a separate class labeled as "poor." The rich
still refused to attend schools that were originally intended for the poor. In addition, suitable teachers were difficult to find because of the meager salaries. Oftentimes the commissioners neglected their duties. Finally, the financial support did not extend to its needs; and like Jefferson's plan, there was no provision of supervision and administration. Thus, public free education and charity became interrelated terms and inseparable in people's minds. This combination created a prejudice against public schools.

Mercer's Plan for Universal Education

Similar to Jefferson, Mercer also proposed a General Education Bill to the General Assembly advocating a system of free schools. But unlike Jefferson, Mercer's bill proposed to build a school system supported by the state, not locally, through the use of the Literary Fund. His proposal consisted of four parts. First, Mercer recommended a board of public instruction. He proposed free primary schools for all white children. His bill also proposed building academies, not just for males but for females as well; and finally, he wanted to see the establishment of colleges and universities. However, like Jefferson's bill, Mercer's bill also failed.
Jefferson and Mercer in Opposition

Jefferson placed much emphasis on the most promising or best students in the secondary schools. Where Jefferson proposed that half of Virginia’s districts select its top student to attend William and Mary College for three years free of charge," Mercer placed his emphasis on the primary school; for he felt it was the primary school that was the most important. Advocating the primary school, Mercer proposed that no money should be provided for a university until all primary schools were provided for first." So, although Jefferson and Mercer both wanted a system of universal education, Jefferson opposed Mercer’s bill. Jefferson felt Mercer’s bill would give too much control to the state; he felt education should be the authority of the local government. Jefferson advocated the university as the central means to provide education; Mercer felt the university should have secondary emphasis. Unfortunately, both Jefferson’s and Mercer’s bills were defeated in the General Assembly. Jefferson’s bill, however was amended for the provision of a university. Although the Literary Fund would give $45,000 annually to help educate the poor, the western part of Virginia finally "agreed to the provision by which $15,000 of the income should be appropriated annually to the University only on the condition that a free school
system should be later established.\textsuperscript{30} Previously, the western area of Virginia was in opposition to the university. The people had felt the university was a school for the wealthy; and because of this, it deprived them of a large share of the Literary Fund.

\textbf{The District Free School Act as a Panacea for Charity Schools}

The "charity" school system simply was not socially acceptable. Maddox cited the words of Mercer in 1826 that the "charity" school system was to "implant in early life the feeling of humiliation and dependence in one class of society and superiority and pride in another...which are alike incompatible with the future harmony and happiness of both."\textsuperscript{31} Many people felt that they had to make a declaration of poverty if they sent their children to the charity schools. The words of Alexander Campbell, a western delegate to the Constitutional Convention of 1829-1830 in support of this belief were cited by Maddox: "Poor schools are a failure because the most honorable will do without education altogether, rather than admit their abject poverty or afterward wear what they consider the opprobrium of having been charity scholars."\textsuperscript{32} In 1829, the District Free School Act gave the counties authority to use optionally a
portion of their Literary Fund quota to build permanent schoolhouses for common use." It was an attempt to change charity schools into common schools for all classes of people, allowing the middle class not to declare poverty."

The Superintendent of the Literary Fund or the Second Auditor directed the schools under the new act. Contributions that were voluntary in nature rather than mandatory determined the success of the system. The state promised a supplement to all local contributions which was the motive for the assumption of a voluntary tax. There was also a reduced cost of tuition which was made possible by the joining of the new fund with the Literary Fund quota." Maddox highlighted the main objects of this bill which included the following:

(1) to give greater efficiency to the state appropriation of $45,000, to make better provision for schools and teachers by affording opportunity for local financial cooperation, and

(2) to remove the odious distinction between the rich and poor."

However, like previous attempts, the Free District School Act did not succeed. The law was passed in 1829; and by 1832, there were three counties that followed the act. Almost twenty years later, there were only six counties out
of 110 that had followed the plan." The act was doomed before it got started because local governments were not mandated to have local taxation for school support. The state adopted a policy of permissive rather than a policy of compulsory school finance legislation." Also, the plan did not succeed because of the sparsely populated areas in Virginia. Maddox reported:

To travel long distances over wretched roads to a permanent schoolhouse built in a neighboring community, granting the site had been agreed upon, was a prospect to arouse community jealousies and to deepen the feeling against taxation of one section for the support of another."

Thus, another attempt to establish a common system failed.

Renewed Interest in Universal Education

Interest in a state school system was revitalized by the 1840 census. The 1840 census found Virginia’s illiteracy rate to be approximately one in thirteen." In addition, there was a huge disparity between the eastern and western sections of Virginia. Debates in the General Assembly were renewed, and three common school conventions came out of these debates in 1841.

Henry Ruffner, who was president of Washington College and the father of William Henry Ruffner, was a representative at the first school convention. At the
convention, he submitted his proposal for a district school system which consisted of the following:

I. A District Free System, supported by a direct school tax and the Literary Fund income. This is to be effected by the division of the counties into districts of certain areas. The following administrators and officers: A state board of education, a state superintendent, four sectional superintendents or inspectors, county superintendents, three trustees for each district, and school masters definitely qualified.

1. The State Board of Education to be composed of the State Superintendent and the four inspectors—a purely professional personnel. The State Superintendent, elected by the legislature for three years, must be "rarely trained" for the supervision and administration of the system, and would be the chief executive officer.

2. The chief functions of the Board of Education to be
   (1) to appoint county superintendents.
   (2) to adopt texts for use in the district schools.
   (3) to apportion funds among the counties
(4) to frame general school regulations and exercise a general supervision over the state.

3. To the four sectional superintendents, elected by the legislature and under the direction of the State Superintendent, were to be delegated many of the same responsibilities of the State Board of (four) Examiners created in 1805 and recently abolished. With the exception of the certification of teachers—their duties seem identical with those of that board.

4. The schoolmaster to be appointed by the trustees and examined by the county superintendent for good character, scholarship, aptness to teach, and business ability.

II. A normal school to be established in every county with a practice school for "apprentice teachers."

III. The establishment of a library in each school. Henry Ruffner's plan was adopted at the second convention. At the third school convention, a proposal was developed for small, permanent school districts that were to be funded by taxes."
The Twin Acts and the Special Act of 1846

The eastern and western sections of Virginia had differing viewpoints at the second state convention in 1845. For the most part, eastern Virginians defended the present pauper system that was funded through the Literary Fund, while their western counterparts disagreed and proposed local taxation. The Twin Acts of March 5, 1846, were statutes that evolved to please both the East and the West. The Twin Acts of 1846 included both the reports of the East and West. The first of the Twin Acts, "The Act to Amend the Present Primary System," represented the East. The Act had stipulations where the commissioners from each school district would comprise a county school board. A superintendent of schools for the county would be elected by the board each year. He acted as clerk and treasurer of the board. In addition, he could demand information from teachers regarding the curriculum. The superintendent's salary would consist of five percent of the school's quota. Thus, "The Act to Amend the Present Primary System" can be considered as revolutionary in the beginning of a state public school system.

The second portion of the Twin Act, "An Act for the Establishment of a District Public System," represented the West. Each locality had the right to accept or reject the
act. The act's stipulation was that all white children receive an education free of charge. "There were to be permanent single-school districts with each district having elected three trustees who assumed various responsibilities regarding the school system. Trustees could appoint or dismiss teachers. In addition, teachers' salaries were to be funded by the state, and each district was responsible for maintaining, building, or renting a proper schoolhouse.

The final act to appease both the East and West, the "Special Act of February 1846", made a provision for counties that had declared through voluntary petitions for "a favorable attitude toward local taxation for education." The Act gave counties statutory permission to tax for the maintenance of a common school system. These counties had citizens who opposed the common school principle of taxation and had citizens who upheld it. These Acts contributed to the creation of a number of school systems within the state. Counties adopted several phases of the district free school system. Maddox cited that the Revised State Code of 1849 contains a provision which provided immediately every county with a system of free schools by offering the option of adopting one of the several district systems available in Virginia. "Counties had to make their choice before July 1, 1850."
On the Eve of the Civil War

By the eve of the Civil War, Virginia had a superintendent and a county board of school commissioners in every county. As cited in Hunt, there were nine counties and three cities which had operated systems of free district primary schools for both the rich and poor." When the Civil War began, the Literary Fund was used for military purpose," and the primary system of schools ended as a result.

In the Wake of the Civil War

The Constitutional convention of Virginia met on December 3, 1867. Records show that this convention was the "most conglomerate and heterogeneous body of men ever assembled in the history of the world to frame a Constitution for the government of a free and enlightened people." As cited in Moger, the convention consisted of 33 conservatives and 72 radical Republicans, of which 25 were black.

Both white and black radicals advocated a public school system three days after the Convention met. A black member introduced a bill giving the "right to every person to enter college, seminary, or other public institution of learning, as students, upon equal terms with each other, regardless of race, color, previous condition of loyalty or
disloyalty, freedom or slavery."72 The bill was defeated, but a separate statewide system of schooling was provided for blacks and whites. In 1869 the state legislature mandated a uniform system of public free schools to be in all the counties by 1876,73 although there were to be no racially mixed schools.

In 1867 there was considerable opposition toward universal education. The majority of the people felt that the "disastrous consequences of the late war forbade any large expenditure that was not a dire necessity."74 They did not think they could financially support a state school system. Additionally, the aristocrats maintained their outstanding hostility to any form of tax-supported public schooling. However, the constitution was ratified by the voters July 6, 1869.

William Henry Ruffner: Virginia’s First Superintendent

William Henry Ruffner was appointed by the General Assembly as the first Superintendent of Public Instruction on March 2, 1870. His father, Dr. Henry Ruffner, had been the most prominent figure in the common school movement. Like his father, William Henry Ruffner had always been an advocate for public free schools. He saw public education in the role of bringing together divisions in the state,
namely the East and West, that were separated socially to create a society that was more harmonious. Because of Ruffner's way of thinking, many historians have labeled him as the "Horace Mann of Virginia".75

To illustrate that Ruffner was a wise choice to be selected as the first Superintendent of Public Instruction, Pearson cites Ruffner's responses to some of the many objections to a state public school system:

Objection: "The free school system inclines the people to religious error and impiety."76

Ruffner's response: "Is ignorance the mother of devotion? Moreover, the more influence pervading every school will be just the influence pervading the neighborhood in which it is carried on. Every properly conducted school, itself, furnishes an admirable moral as well as intellectual discipline."77

Objection: Public education is a New England idea.

Ruffner's response: "Education both saved expense and increased the production of wealth by drying up the sources of crime and pauperism and by quickening the mind and guiding the hand of every worker in the land."78 Thus, Ruffner argued for the profitableness of education.

Objection: A public school system would lead to state paternalism and would interfere with parental prerogative.
Ruffner’s response: "Free schools do not diminish parental responsibility; on the contrary, they awaken it; they stimulate it to an ardent glowing zeal; and they supply the means to make it achieve the most valuable results."

William Henry Ruffner’s Plan

Thirty days after his election as Superintendent of Public Instruction, Dr. Ruffner submitted to the General Assembly a detailed, written plan of the school system in the form of a bill. His plan became law when Governor Walker signed it on June 11, 1870.

Ruffner’s bill, or the Act of 1870 provided, in part, the following:

1. That there shall be established and maintained a uniform system of public free schools.

2. That the public free schools shall be administered by the following authorities: a board of education, a superintendent of public instruction, a county superintendent of schools, and district school trustees.

3. That the Board of Education shall consist of the Governor, the Superintendent of Public Instruction, and the Attorney-General with the Governor as President.
4. That the duties of the board shall be:

a. To make regulations for its own government, and for carrying into effect the school laws.
b. To invest all income.
c. To appoint and remove district school trustees.
d. To appoint and remove county superintendents of schools, subject to confirmation of the Senate.
e. To decide appeals from decisions of the Superintendent of Public Instruction.
f. To regulate all matters arising in the practical administration of the school system.
g. To make an annual report to the legislature on or before the first day of November.
h. To punish county superintendents for the neglect of duty for any official misconduct."

Ruffner recommended that "a Superintendent of Public Instruction shall be elected by the General Assembly by joint vote, within thirty days after the meeting of 1873-74, and every four years thereafter.""

His duties shall be:

1. Execution and interpretation of school laws.
2. Preparation of registers and forms for making reports.
3. Making tours of inspections of public free
schools throughout they state.

4. Decision of appeals from county superintendents of schools.

5. Preservation of all important school documents.

6. Apportionment of school funds.

7. Provision for an official seal.

8. Submission of an annual report to the Board of Education.

The county superintendent of schools was appointed by the State Board of Education, subject to confirmation by the Senate.

His duties were:

1. To explain the school system and to promote a desire for education among the people.

2. To ask for additional funds—if needed—from the taxpayers for the support of the public free schools, under directions from the Superintendent of Public Instruction.

3. To apportion state and county funds among the school districts within each county under his supervision, with the approval from the Superintendent of Public Instruction.

4. To examine and certify teachers, also to promote their improvement and efficiency,
as directed from the State Superintendent.
5. To assist in the organization of boards of
district school trustees.
6. To visit and examine all schools within his
district.
7. To keep a record of his official acts.
8. To require from clerks or boards of district
school trustees detailed annual reports.
9. To make an annual report to the Superintendent
of Public Instruction."

Three district school trustees were appointed by
the State Board of Education in each school district in the
state, to serve one, two, and three years, respectively, and
annually thereafter to be appointed to serve for three
years.

Their duties were:
1. To enforce school laws.
2. To employ teachers.
3. To suspend or dismiss pupils.
4. To decide what pupils should receive free
texts and grant them.
5. To make special and annual reports to the
county superintendent.
6. To visit schools within their districts.
7. To pay teachers."

The Success of Ruffner’s Plan

Public free schools were established throughout the state of Virginia. The people tended to agree with Ruffner that "a public school is no more a provision of charity than a town pump."

Ruffner’s plan was favored by Virginia’s earlier governors and left a legacy. Some of these governors’ comments, which were cited in Hudnall’s The Development of the Public School System in Virginia, 1870-1945, include the following:

**Governor Walker, 1869-1874**

"Virginia possessed educational advantages equalled by few and excelled by none of her sister states. These advantages are constantly increasing and developing, and I entertain the confident hope that Virginia will yet become the great educating State of the Union."

**Governor Holliday, 1878-1882**

"...it gives me pleasure to repeat, that the public free school system in Virginia is the greatest benefaction of which we have any record in history."

**Governor McKinney, 1890-1894**

"The public schools are doing a great work for the state."
They are increasing in number and efficiency yearly...."\(^99\)

Governor O’Ferrall, 1894-1898

"Year by year our public school system grows in favor, resulting from superior management, the character of its training, and the proficiency of its people."\(^90\)

Summary

For nearly two centuries, Virginia had a three-tiered society: the wealthy, or the planters, who displayed a superior and haughty attitude; the various classes of laborers and servants; and the free blacks and black slaves, who both shared an attitude of humiliation and dependence. Because of these three distinct classes of people and their attitudes, universal education in Virginia was slow to evolve, for there was a social stigma attached to the public "free" education and toward the charity schools that had been established, later in Virginia’s history, through the Literary Fund. The wealthy looked after their own children’s education by supplying tutors or sending their children to England to be educated. The wealthy were proud people and did not want to send their children to schools that were originally intended for the lower class. The heterogeneous class of laborers and the poor whites, on the other hand, did not want to be labeled as poor; many of them
felt that sending their children to the charity schools would be admitting their poverty. For years the poor whites and free blacks had to be dependent on "charity" like the Apprenticeship Acts, which supplied a type of industrial education and the rudimentary elements of learning; and philanthropists who would donate land for schools. Hence, there was a struggle throughout Virginia's educational history to change the "free" or "charity" schools into common schools for all children, wealthy and poor. In addition to eliminating the social stigma of public free schools, other issues like sparse populations and finding the practical financial support, or method of taxation, that was needed to build good schoolhouses and to pay good teachers remained through the Civil War.

William Henry Ruffner, in 1870, established a plan for universal education. His plan faced some opposition but proved itself to be pragmatic through the years. "Universal" in Ruffner's language did not mean schools for black and white children attending school together. Separate schooling for blacks and whites was proposed and established. How schooling was established for blacks in Virginia will be illustrated in the next chapter.
FOOTNOTES

Chapter I


'Ibid., p. 29.

' Ibid.

'Manarin & Dowdy, p. 68.


'Ibid., pp. 30 - 31.


'Heatwole, p. 33.


'Ibid.

'Heatwole, p. 29

'Ibid.

'Ibid.

Ibid.


Ibid.

Manarin & Dowdy, p. 96.

Fox, p. 128.

Ibid.

Ibid.

Ibid.

Maddox, p. 9.

Ibid.

"Buck., p. 3.


Manarin & Dowdy, p. 68.

In light of recent discussion over names of Afro-Americans and blacks, this study will use the term "blacks," meaning the African-Americans in Virginia and Henrico County. This is a preference of the author, and there is no political motive behind it. For historical purposes, the terms "blacks" "Negro," and "Colored" will be used interchangeably throughout this study as well.

Heatwole, pp. 49 - 50.

Ibid., p. 36.

Ibid.


Fox, p. 129.
"Ibid., pp. 129 - 130.

"Ibid., p. 130.

"Dabney, pp. 9 - 10.


"Maddox, pp. 16.

"Fox, p. 130.


"Fox, p. 130.


"Fox, pp. 132 - 133.

"Honeywell, p. 11.

"Dabney, p. 38.

"Fox, p. 131.


"Ibid., p. 96.

"Ibid., p. 97.

"Ibid., p. 97.

"Ibid.
Ibid., pp. 97 - 98.

Buck, pp. 40 - 41.

Maddox, p. 97.

Ibid., p. 104.

Ibid., p. 132.


Buck, p. 53.


Maddox, p. 156.

Ibid., p. 157.

Ibid., p. 162.

Ibid.

Hunt, p. 25.


Dabney, p. 150.

Fox, p. 135.

Heatwole, p. 241.

"Ibid.

"Ibid., p. 144.

"Ibid., pp. 144 - 145.

"Morton, p. 244.


"Ibid., p. 404.

"Ibid., pp. 404 - 405.

"Ibid., pp. 406 - 408.

"Ibid., p. 408 - 410.

"Morton, p. 251.


"Ibid., 1897 - 1898, Vol. 19, p. 24."
CHAPTER II

EDUCATION FOR BLACKS IN VIRGINIA BEFORE 1870

The early beginnings of education for blacks can be traced to the Colonial period when the first group of blacks came to Jamestown, Virginia, in 1619. Blacks numbered but twenty-one in the colony at that time. Very little, if any, prejudice existed against free blacks being educated during the Colonial period. However, the education of slaves mostly depended on the generosity of slave owners. Russell cited the following classes of free black children that received special educational advantages during the Colonial period:

(1) children born of free black parents
(2) mulatto children born of free black mothers
(3) mulatto children born of white servants or free women
(4) children of free black and Indian mixed parents
(5) manumitted slaves.

Not until after 1700 did slavery become a prominent issue. Before slavery became established as an institution in the colony, many of the free blacks became "servants, mechanics, landowners with slaves of their own, and followed other occupations in the colony...."
Opposition to Education for Blacks during the Colonial Period

During the Colonial era, there were whites who felt that slaves could be controlled better if they were left in ignorance; the danger of an education would intensify a feeling of freedom in them. Many whites who were opposed to the educating of blacks believed that to Christianize slaves made it mandatory to free the slaves. Their disapproval was so deep that the General Assembly, in 1667, enacted a resolution that declared that the baptizing of a person did not change his or her status as to slavery or freedom.¹ However, in 1678, the General Assembly forbade the Quakers, who were teaching slaves to read and write, from teaching these slaves any further until the Quakers had taken an oath of allegiance and supremacy.² Jones, in his Religious Instruction of the Negroes, cited several disadvantages of educating blacks. The first disadvantage was the white man’s "intimate knowledge of the degraded moral character of the Negroes."³ There were no high expectations of blacks. Jones stated that many whites considered blacks to be idle, criminal, and worthless. Another disadvantage according to Jones was the difference in "color" and the white man’s "superior relations" to blacks in society. In Virginia and throughout the South, whites were considered as the
"master," with blacks being the inferior class. Jones argued if blacks were left to themselves to do their work, they would not act "honestly, quietly, nor virtuously." He continued to argue that because of this factor the white man was compelled to regulate the conduct of blacks by fixed laws: "to warn, encourage, reward, and punish." Jones' opinions reinforced the belief many white Virginians shared—the belief that blacks could not be educated adequately to meet their needs.

Support of Education for Blacks during the Colonial Period

There were people who thought that education for blacks was practical as well as economically feasible during the Colonial Period. Education could relieve the slave of his misery and convert slaves to Christianity." In many cases free blacks were being educated at the expense of the public under the apprenticeship law that had been established. In 1691, a law was enacted which required that free mulatto bastards be "bound by the church wardens until thirty years of age." As far as slaves were concerned, many of them were taught at least the rudiments of learning, such as reading and writing. Because each plantation was basically self-sufficient, there were many blacks who had been trained in mechanics or craftsmanship. For example,
Robert Brawley owned a black carpenter; John Carter, Jr. of Lancaster, owned a black cooper; and Ralph Wormeley of Middlesex owned a black cooper and a black carpenter.\textsuperscript{11}

There were a number of wills that showed a favorable attitude toward the teaching of slaves during the Colonial period. However, according to Bruce, before they prepared to die, many slave owners had guilty consciences regarding their slaves, and thus, provided education for them. Bruce cited the following examples to support his findings: Henry Wickliff of Westmoreland County ordered his executors to purchase two mulatto boys. The younger boy "was to be put to school until he could read English."\textsuperscript{14} Thomas Gerard of Eastern, Virginia, bequeathed 1000 pounds of tobacco to meet the expenses for "the learning and education" of a black boy in 1670.\textsuperscript{15} Thomas Carter of Northampton was a free black who left instructions that his three children should be apprenticed to Thomas Gelding until they reached the age of 19.\textsuperscript{16} In 1702, John Farneffold left 100 acres of land and other property for the founding of a free school in Northumberland County. A main reason Gelding did this was to have his "two mulatto girls, Francis and Lucy Murrey, to have a years schooling."\textsuperscript{17}

Indeed, there were opposing views on the education of blacks in the Colonial period. However, there was a very
large number of blacks who were treated as being capable human beings. Some generous whites provided their slaves with tutors; others provided them with schools. There were even some blacks who were taught in the same classes as whites or with the children of their masters. Russell noted that in some cases, blacks were even called upon to teach their masters' children when the blacks had "experienced sufficient mental development."  

Efforts of the Quakers and Methodists

The time period between the Revolutionary War and the beginning of the nineteenth century in Colonial Virginia brought two religious groups that were very active and sincere in teaching and offering religious instruction to the free blacks. They were the Quakers and the Methodists. The Quakers, also known as the Society of Friends, wanted to see that those blacks who were set free be taught and Christianized. Although there were many Quakers in Virginia who had been slave owners up to the period of the Revolutionary War, they were the first to recognize the injustice of depriving slaves of their freedom. They appointed committees "to labor with such Friends as still hold their Negroes in bondage, to convince them, if possible, of the evil of that practice and inconsistency
with our Christian profession."  Russell cited that a few Quakers kept their slaves, but they did so at the cost of being disowned by their society. The Methodists also were the friends of blacks; and many of them, like the Quakers, refused to have slaves.

Robert Pleasants was a Quaker in Henrico County, Virginia, who illustrated the Quakers' belief that nobody should be a slave to another. Pleasants freed all of his slaves. In his will dated August 12, 1771, he specified that those who were thirty years old were to be freed. He also provided for the care of those above the age of forty-five; and any slave under the age of thirty was to be freed when the age of thirty was reached. In addition, Pleasants gave his freed slaves land not far from his own house. Like most Quakers, Pleasants was interested in establishing schools for blacks. In 1780, Pleasants donated three hundred and fifty acres of land in Henrico for a "Free School for the instruction of Blacks and people of color." He recommended the "humane and the benevolent of all denominations, cheerfully to contribute to an Institution calculated to promote the spiritual and temporal interest of that unfortunate part of our fellow creatures, in forming their minds in the principles of virtue and religion, and in common or useful literature; writing, ciphering and Mechanic
arts, as the most likely means to render so numerous a people fit for freedom and to become useful citizens."\(^{24}\)
Pleasants also stipulated that any money gained from the produce planted on the donated land was to go toward the support of the school. In the fall of 1782, Pleasants' school was named Gravelly Hill, which was named after this tract of land he donated.\(^{25}\)

Pleasants died on April 4, 1801, at the age of seventy-nine; but the school continued with the help of the Society of Friends. The White Oak Swamp Monthly Meeting's minutes refer to a committee that was appointed to visit Gravelly Hill.\(^{26}\) The committee was responsible for conducting the school four or five months per year and finding a teacher. In addition, the committee supervised the general operation of the school. The Society of Friends provided the books and writing supplies for Gravelly Hill School.\(^{27}\) The committee did find a teacher in 1809 who was paid ten pounds by them and twelve pounds, ten shillings by the tenants.\(^{28}\) It is worthy to note that blacks in the community also contributed to the support of the school. Records indicate that Gravelly Hill School did not run a smooth course. It closed in 1809 and opened again in June of 1809. In 1811 the school was discontinued and then resumed in 1812. It is not suggested in the records why this
occurred. There have been no records of the school after 1824."

Like the Society of Friends, the Methodists adopted the "threelfold policy": instructing blacks in the principles of the Christian religion, giving them the rudimentary elements of learning, and teaching them useful handicrafts." In 1790, the Methodist Conference of Virginia established Sunday schools for blacks and whites. As cited by Woodson, the Methodist Conference recommended that a special textbook be published by the Church to teach black children "learning as well as piety...." Subsequently, reading and writing were taught in those classes."

Gabriel Prosser's Attempted Insurrection

In 1800, an educated slave by the name of Gabriel Prosser initiated a slave revolt in Henrico County, Virginia, which changed the history of education for blacks in Virginia. Gabriel, his brother Martin and a friend, Jack Bowler, held meetings during the summer of 1800 and explained how the scriptures had great meaning for the black man. They also recruited black men to overthrow slave owners in Richmond, Virginia. According to Russell, Gabriel and his men had planned the siege to be on September 1, 1800." A large force of slaves and free blacks were
supposed to come together near a brook near Richmond and
march on the city in three columns: column one was meant to
seize the arsenal; column two was to seize the powder house;
and column three was to begin the attack." However, Henrico
had a terrible thunder storm that day, causing the bridges,
roads, and plantations to flood. This prevented the blacks
from getting to Richmond. An overseer was informed of the
conspirators by a slave who stole away and did not want to
see his master slain. Governor Monroe heard the news, and
he took action immediately by alerting local authorities and
calling out the federal calvary. Subsequently, Gabriel and
thirty of his men were tried and executed for plotting the
insurrection."

Restrictions Placed on the Education of Free Blacks

Gabriel Prosser’s revolt caused a restriction to be
placed on the education of free blacks and slaves because
whites feared that the blacks would attempt future revolts."
Before Gabriel’s revolt, free blacks had the opportunity to
receive apprenticeship training. However, in 1801, the
General Assembly prohibited blacks from being taught reading
and writing and restricted them to learn trades only." The
manumission law also alarmed many white Virginians because
it caused an increase of free blacks; so in 1806, every
black that was freed after 1805 had to leave Virginia within
twelve months unless they were granted special permission to
stay." In addition, the Law of 1805, as enacted by the
General Assembly, prohibited overseers of
the poor from "requiring masters to teach any mulatto or
black orphan reading, writing, and arithmetic."46

The peak of alarm for white Virginians occurred with
the insurrection of Nat Turner, who led a revolt in
Jerusalem, Virginia, with a group of about sixty-five
blacks, killing sixty-one white persons in 1831.47

Governor John Floyd felt that northern missionaries
and abolitionists were responsible for the revolt. In his
message to the legislature, Governor Floyd asserted that
free blacks had "opened more enlarged views" and that
inasmuch as they were allowed to go at liberty they could
"distribute incendiary pamphlets and papers."48 In the end,
Governor Floyd recommended to the General Assembly that the
state laws be revised to "preserve the slave population in
due subordination."49 Thus, The Act of 1831 read as follows:

All meetings of free Negroes or mulattoes at any
schoolhouse, church, meeting house or other place
for teaching them reading or writing, either in the
day or the night shall be considered an unlawful
assembly. Warrants shall direct any sworn officer to
enter and disperse such Negroes and inflict corporal
punishment on the offenders at the discretion of the
justice, not exceeding twenty lashes. Any white person
assembling to instruct free Negroes to read or write
shall be fined not over $50.00, also be imprisoned not
exceeding two months. It is further enacted that if any white person for pay shall assemble with any slaves for the purpose of teaching them to read or write, he shall for each offense be fined, at the discretion of the justice, $10.00-$100.00."

The Laws of Virginia Restrict Education for Blacks

There were some free blacks who were wealthy enough to send their children to the North to be educated. However, Virginia’s whites felt that this was dangerous because there could be no supervision of the teachers. Therefore, a law was passed in 1838 which stipulated that any free person of color who left Virginia for an education was to be considered as having migrated. Thus, black immigrants were not allowed in Virginia."

The Laws of Virginia continued to prohibit opportunities for educating blacks. Black preachers and teachers were banned from preaching and conducting meetings after Nat Turner’s insurrection. The Criminal Code, Chapter 20 of 1848, stated the following:

It is an unlawful assembly of slaves, free Negroes or mulattoes for the purpose of religious worship when such worship is conducted by a slave, free Negro, or mulatto, and every such assembly for the purpose of instruction in reading and writing, by whomever conducted, and every such assembly in the nighttime, under whatsoever pretext. For punishment, the slave or free Negro shall be seized and given stripes not exceeding thirty-nine.

Any white person assembling with slaves or free Negroes or purpose of instructing them to read
or write, or associating with them in any unlawful assembly shall be confined in jail not exceeding six months and fined not exceeding $100.00. Any such white person may be required to enter a recognizance with sufficient security to appear for trial, and in the meantime to keep the peace and be of good behavior."

Thus, the laws of Virginia meant to completely eliminate all means of education for blacks.

The laws of Virginia continued until 1865, and no opportunity for the education of blacks was provided by the state for more than a generation. But although blacks were prohibited by law from learning, Franklin noted that blacks still received education in parts of the South, which demonstrated that the laws against the teaching of Negroes were generally disregarded." Franklin also noted that free blacks of both Virginia and North Carolina received instruction from whites and even from other free blacks, but very little in schools." One such example of a person who totally disregarded the laws of Virginia was a woman named Mary Peake, the daughter of a free black woman and an Englishman. Privately educated by her father in Alexandria before moving to Hampton in 1846, she gave lessons in reading and writing to free blacks and a few slaves in her house. She taught children in the mornings and adults in the afternoons." William R. Davis was a free black whom Mary Peake had taught. His words summarized the yearning to
learn that blacks felt during this time:

...Some say we have not the same facilities and feelings with white folks. ...What would the best soil produce without cultivation? We want to get wisdom. That is all we need. Let us get that, and we are made for time and eternity."

Mary Peake was a blessing to many blacks, and there were many others like her. Still, there were many whites who insisted that they were not opposed to blacks being educated but did very little, or in most cases, nothing to make it possible. "In 1865, with the creation of the Freedmen's Bureau, the leadership in the education of blacks was placed largely in the hands of Northern white people.

Missionaries Aid Blacks

After the outbreak of the Civil War, Northern philanthropic agencies sent missionaries to the South to aid blacks. These agencies collected the necessary funds in order to relieve the wants, protect the rights of the Freedmen, and provide for their education. "Those prominent agencies operating in Virginia included the New York Society, Friends Association of Philadelphia, The Baltimore Society, and the New England Society. " The New England Freedmen's Aid Society typified the attitudes of these benevolent societies when they said about their teachers:

They are expected to give instruction in the arts of civilized life which the negro needs quite as much as book learning. Lessons of industry, of
domestic management and thrift, lessons of truth and honesty, lessons which may help their pupils (children and adults) to unlearn the teachings of slavery—these make a part of the system of education which our New England men and women are strive to introduce into our Southern States.

Establishment of the Bureau of Freedmen, Refugees and Abandoned Lands

The Freedmen's Bureau, or the Bureau for Freedmen, Refugees and Abandoned Lands, was created by Congress in March, 1865. When President Lincoln appointed Captain Orlando Brown as Assistant Commissioner for Virginia, Brown's first responsibility when he opened his headquarters in Richmond was to assist in the establishment of a system of education for blacks who were eager for a formal education which they were denied during their years of slavery. The Bureau had its greatest success in education; and in general, the funds of the Bureau were devoted to the construction of buildings while the philanthropic agencies were encouraged to support the teachers for the schools that were established.

The Act of July 16, 1866, gave the Freedmen's Bureau the power to sell or rent any property which had previously belonged to the Confederate government. Therefore, in 1866 $21,000 was allocated to pay superintendents salaries and $500,000 for "repairs and rent of schoolhouses and
asylums...." The Bureau established schools and/or supervised schools of all kinds:

Day schools--instruction given to younger and unemployed children

Night schools--attended by older children, parents, and other working people

Industrial schools--women being taught to sew and make clothes

Sunday schools--devoted to instruction "in the rudiments of education and Christianity"

Every educational level was represented in these established schools, and the intent of the Bureau was to demonstrate the intellectual capabilities of blacks.

John W. Alvord’s Reports

John W. Alvord was the first and only General Superintendent of Education for the Freedmen’s Bureau. He toured the Southern states to observe the educational conditions among blacks, and he submitted an account of his findings to Commissioner Howard, the head of the Bureau in 1865. Like Howard, Alvord also believed that "the most urgent want of the Freedmen was education." Alvord’s first report covered fourteen states and the District of Columbia. He produced a total of ten reports. The
following examples reflect the kinds of information that were found in the reports:

**Second Semiannual Report, July 1, 1866**

Alvord reported that in Virginia, there was a total of 123 schools, 200 teachers, 11,784 pupils, with an daily average of attendance of 8,951."60

**Third Semiannual Report, January 1, 1867**

Alvord noted that there was a general increase in the enrollment of pupils. He also noted that the Freedmen are "unanimous and enthusiastic" on the topic of education and were even "ready to give out of their poverty for educational purpose."61 It was also during this time period that many of the normal schools were preparing those interested in teacher education.

Many of Alvord’s reports were organized like his fourth report.

**Fourth Semiannual Report, July 1, 1867**

This report found 15,340 pupils; of the 278 teachers, 81 were black."62 The report was written using the following sub-topics:

(1) Books and teachers wanted--Alvord said the Bureau was not at liberty to provide any funds for their control.

(2) One hundred schools wanted--Virginia had more than
one hundred areas that still needed schools which could have covered 50,000 pupils.

(3) Obstacles and encouragement—Alvord felt there could be no obstacles with the supply of schools and teachers.

(4) Cheap primers needed—Twenty thousand to fifty thousand primers were needed.

(5) Inspection—Only experienced and judicious educators should inspect the schools.

(6) Hundreds of places asking for schools—Alvord discussed the additional reports of places needing schools that had been made.

(7) Liberal donation—Five thousand copies of the United States Primer were donated to communities and families that were not supplied with any educational facilities.

(8) Testimony—Alvord quoted Rev. J. Brinton Smith's positive testimony. Rev. Smith, who was the secretary of the Protestant Episcopal Freedmen's Commission, toured throughout the South and noted remarkable improvement in the education of blacks.

(9) Christian instruction.

(10) Results—Alvord estimated that 8,000 children
learned the alphabet, and not much less than 10,000 were added to the "reading and writing population of the State."

(11) High schools.

(12) Native colored teachers--He felt that the work of providing black teachers "is the most important of all."

(13) Pay schools--Sixty-three pay schools, with an attendance of fifteen hundred pupils were reported.

(14) Schools for loyal whites.

(15) School laws--He stated that the amount received from the capitation tax collected from the Freedmen devoted to the education of blacks would be small.

(16) Soldiers teaching--Many black soldiers taught for business or incidentally.

(17) Improvements--The only improvements Alvord saw were professionally trained teachers and further improvements in schoolhouses and facilities.

(18) Capability--Alvord stated: "It is clear that freed children do not get tired of going to school; the more they know, the more they desire to know."

(19) Pronunciation

(20) Good teachers."
Alvord's reports showed how the "Freedmen's educational movement" represented a unique opportunity to disprove popular theories of racial inferiority and to prepare the former slave for citizenship." Alvord, in his reports, constantly cited evidence that blacks were willing and capable of learning.

Freedmen's Textbooks

The textbooks that were used for the Freedmen were written specifically for former slaves. They gave advice to blacks, stressing "the value of education, forgiveness of the old masters, hard work, thrift, temperance, piety, and strict morality."  

First lessons

The American Tract Society developed a set of ten cards designed to aid students in learning to read. These cards were three feet by four feet, filled with large letters embracing the alphabet and short words and sentences, mostly passages of Scripture." The cards were distributed throughout the South, and the material from them was developed into a pamphlet of twenty-four pages.

The Picture Lesson Book

This book consisted of thirty-two pages, published
by the Boston wing of the American Tract Society.
The following books contain practical advice to aid the ex-slaves in adjusting to their new condition:
--Mrs. Helen Brown’s John Freeman and His Family
--Clinton Fisk’s Plain Counsels for Freedmen
--Jared Bell Waterbury’s Friendly Counsels for Freedmen

--Two editions of Isaac Brinckerhoff’s Advice for Freedmen"

Northern Teachers

In 1869, there were 9,503 teachers in Freedmen’s schools; possibly 5,000 of these teachers were natives of the Northern states. Why were these Northern teachers so eager to come to the South to teach blacks? Lyman Abbott, an industrious worker for black education, typified the thought of many Northerners when he wrote in 1864:

We have not only to conquer the South,--we also have to convert it. We have not only to occupy it by bayonets and bullets,--but also by ideas and institutions. We have not only to destroy slavery,--we more must organize freedom."

Other reasons these Northern teachers were so eager to leave their homes, families and friends to come to the South include their religious and humanitarian interests." Many of the teachers had been abolitionists; a considerable
number were ministers. Swint noted that "...practically all were religious to the point of fanaticism." Like Abbott, many of the teachers believed that the South had to be "renovated" by Northern principles. Still, many of the teachers came for financial reasons. The minimum salary was fixed at $35.00 per month in 1866, as established by the various societies. A considerable number of the teachers organized "pay schools" where they charged 25 cents to $1.00 per month per pupil.

Rejection of the Northern Teachers

Whatever their reasons were for coming to the South to teach blacks, many of the Northern teachers were rejected by white communities. The Southerners were afraid that the teachers would plant the doctrine of social equality in the minds of blacks. James C. Southall, in the Charlottesville Chronicle, wrote to Anna Gardner, a Northern teacher, which typified many thoughts of Southern whites:

The impression among the white residents of Charlottesville is that our instruction of the colored people who attend your school contemplate something more than communication of the ordinary knowledge implied in teaching them to read, write, cipher, etc. The idea prevails that you come among us not merely as an ordinary school teacher but as a political missionary; that you communicate to the colored people ideas of social equality with whites."
Burdensome episodes happened to many of these teachers. Many of them had difficulty in finding hotel rooms or accommodations. Churches even refused the teachers from their services, and many restaurants refused to serve them as well. The Ku Klux Klan terrorized the teachers by burning down their schools, flogging the teachers, and driving them out of town, usually after they had tarred and feathered them.  

Establishment of High and Normal Schools for Blacks

Although the white Northern teachers were prominent in educating blacks through the Freedmen’s Bureau, there was still a desire to have competent black teachers for the black schools. This created the movement for the establishment of high and normal schools for the purpose of training teachers. General Howard reported that at least one normal school had been organized for the training of teachers in each state. In the Fifth Semiannual Report on Schools for Freedmen, July 1, 1868, Alvord noted that two normal schools, the Richmond Normal High School and Hampton Normal and Agricultural Institute in Virginia, were in successful operation. He wrote, "It is hoped that these will, to a considerable extent, supply the greatest want of the future, viz: a class of competent teachers, who can afford to live and labor among their own people for a very
However, although these two normal schools had been established by 1869, there was still a plea for qualified black teachers, as noted in Alvord's Eighth Report:

> The demand for properly qualified colored teachers far outruns the supply both from our own schools and from the North. Many of these demands cannot be met at all, and often are supplied with teachers of very inferior qualifications. The present and future necessities of the school system of the State, therefore, alike demand that the more advanced schools, by whatever name known, or wherever located, should be made as efficient as possible in the preparation of teachers.  

There were advantages as well as disadvantages to this sudden change of personnel. Although the white teacher was academically superior, the black teacher better understood the characteristics of the black student. Also, the efforts of the black teacher did not arouse as much hostility in Southern whites as the northern white teachers did.

The Freedmen's Bureau ceased operating by 1871 throughout the South, but its educational work reached many black students in Virginia. In Alvord's Tenth Semiannual Report, July 1, 1870, R. M. Manley, the Superintendent of Education, wrote:

> The educational work in behalf of the colored people in Virginia, as conducted by the combined charities of the Bureau and northern societies reached its climax during the last six months. The largest enrollment of pupils ever made in
one month (18,234) and the largest number of teachers (412) was in February last. The whole six months was a period of successful labor."

With the beginning of Virginia's public free system of schools and the closing of the Bureau, some blacks expressed disappointment because they felt they were going to lose their educational opportunities that they had enjoyed. Manley agreed with the black people's way of thinking, that "they are to suffer a grievous wrong for which they at least, are not responsible."

Summary

There were two dominant schools of thought concerning the education of blacks throughout Virginia's early history up to the establishment of the free public school system in 1870. Those who opposed education for blacks believed that education would intensify a feeling of freedom in blacks. There was also a belief that leaving blacks in ignorance would keep them better controlled. On the other hand, there were advocates of educating blacks. These people were in favor of education for blacks for various reasons. Some slave owners thought that educating their slaves would make the function of their plantations more productive, since each plantation had to be self-sufficient. There were sympathetic whites who felt that blacks should receive
education as a matter of justice. Others felt that blacks needed a skill so that they would not be a burden to the state. Finally, the missionaries wanted blacks to learn the principles of the Christian religion.

Slave insurrections and revolts instilled fear in many white Virginians. Many felt that if blacks had been left in ignorance and had not been taught to read and reason, these uprisings would have never occurred. Although there were many efforts to educate blacks, Virginia's laws placed many restrictions on blacks which essentially prohibited any type of formal or informal education.

Various missionaries strove to aid blacks after the Civil War. When the Freedmen's Bureau, or the Bureau for Freedmen, Refugees and Abandoned Lands, was established, there was an overall renewal of education for blacks. With the Freedmen's Bureau came school building construction and renovation, various types of schools to meet the needs of blacks, supportive teachers from the North, and establishment of normal and high schools for the purpose of training black teachers.

When the Freedmen's Bureau came to a close, there was a feeling of disappointment among blacks and a concern over what opportunities and educational advantages the newly
established system of public free schools would bring them. The next chapter will examine the educational setting for blacks in Henrico County, Virginia, during the first thirty years of Virginia's new system.
FOOTNOTES

CHAPTER II


5Ibid., p. 4.

6Charles Colcock Jones, Religious Instruction of the Negroes (Savannah: Thomas Purse, 1842), p. 103.

7Ibid., p. 105.

8Ibid.

9Lester F. Russell, p. 3.


12Ibid.

13Ibid.

"Ibid.

"Ibid., p. 305.

"Ibid., pp. 245 - 246.

"Lester F. Russell, p. 5.

"John H. Russell, p. 139.

"Ibid., pp. 57 - 58.

"Ibid.


"Manarin, p. 4.

"Ibid.

"Ibid.

"Ibid.

"Ibid.


"Woodson, p. 74.


"Lester Russell, p. 11.

"Ibid.

"Ibid.
"Ibid. p. 12.

"Ibid.


"June Purcell Guild, Black Laws of Virginia (Richmond, Virginia: Whittel and Shepperson, 1936), pp. 174 - 175.

"Lester Russell, p. 13.


"Lester Russell, p. 13.

"Guild, pp. 175 - 176.


"Guild, pp. 178 - 179.


"Ibid., p. 227.

"The Negro in Virginia, p. 263.

"Ibid.

"Alexander, p. 52.


"Brown, p. 43.


"Alderson, p. 64.


"Morris (ed.), p. 5.


"Ibid., pp. 16 - 19.

"Morris (ed.), p. 5.

"Ibid.

"Ibid., p. 7.

"Ibid.

"Swint, p. 35.


"Swint, p. 35.

"Ibid., p. 54.

"Ibid.

"Ibid.


"Ibid.

"Paul Skeels Pierce, *The Freedmen's Bureau* (Iowa City, Iowa: The University, 1904), p. 78.


"Ibid., p. 22.


"Ibid., p. 12.

"Ibid., p. 14."
CHAPTER III

BEGINNING OF FREE PUBLIC EDUCATION FOR BLACKS IN
HENRICO COUNTY, VIRGINIA 1870 - 1906

When Virginia began her first system of public free schools in 1870, the schools were free to all between the ages of five and twenty-one; but separate schoolhouses were to be used by black and white pupils.¹ William Henry Ruffner urged black students to enroll in school, and he demanded that division superintendents "by no means neglect the colored people...Give them confidence in you and your work, and make them eager to educate their children."² Ruffner believed that education for blacks should be "special and peculiar in its character--not substantially different but with an adaptation in the selection and arrangement of studies and in the method of instruction to the character and wants of its people."³ Ruffner's sentiment toward the education of blacks was evident throughout Virginia and in Henrico County as well.

Formation of Henrico County, Virginia

Before the beginning of public education for blacks in Henrico County can be discussed, it is noteworthy to mention how the County of Henrico was formed. County status
was first conferred upon the City of Henrico when Sir Thomas Dale established this settlement on the James in 1611. Henrico is considered to be one of the very oldest political subdivisions in Virginia and was named for Prince Henry of Wales.

In 1634, the General Assembly divided Virginia into eight shires or counties. Henrico was the westernmost of these shires and originally extended along the James River from its junction with the Appomattox to the Blue Ridge. The movement of the frontier westward and the growth of a more permanent farming community within Henrico brought about changes in its geographical boundaries. Nine other counties and part of a tenth came from this territory: Goochland, in 1744; Amherst, in 1761; Fluvanna, in 1777; and Nelson, in 1807, all on the north side of the river; Chesterfield and Cumberland, both in 1749; Buckingham, in 1761; and Powhatan, in 1777, all south of the James. Part of the Appomattox that was formed in 1845 also evolved from territory that had once been a part of old Henrico. (see Appendix A)

Richmond was laid off in 1737 and established as a town by law in 1742. It grew and prospered within the County of Henrico. The county courthouse, which was the center of governmental, political, and social activity in
that day was in Varina, a district in Henrico. But when Richmond grew in population, petitions were made to have Richmond made the county seat, and the courthouse was moved there in 1752."

There were significant changes that took place in Henrico after the Revolutionary War. There was presence of an abundant supply of clay and coal. Trade in raw materials and agricultural products increased. There was also an increase in manufacturing, coal mining, and construction trades."

With the passing of the Underwood Constitution in 1869, changes in Virginia's local government were seen. One change was the provision for the dividing of counties into townships. When the constitutional amendment abolished the township provision in 1874, the General Assembly reestablished the magisterial district. Thus, the commissioners divided Henrico into four districts when the townships were abolished: Tuckahoe, Brookland, Fairfield, and Varina.10

According to Appendix B, Henrico's total population doubled from 15,141 in 1870 to 30,062 in 1900. However, when Henrico entered the twentieth century, it was still predominantly a rural county. Farming, coal mining and industry were the foundations of its economy. Today
Henrico, being the second most heavily populated county in the state, is considered to be one of Virginia’s progressive counties.

**Early Schools in Henrico**

J. N. Powell was Henrico’s first superintendent of schools under the new public school system in 1870. He noted that although sentiment was in favor of the public free schools, "the people are much disposed to grumble, because the schools are sometimes discontinued before the close of the session for the want of funds, and also because every man cannot have a school at his own door." There were thirty-three schools in Henrico County in the school year 1870 - 1871; however, the *Virginia School Reports* show how the number of schools in Henrico varied from year to year, as illustrated in Table 3.1 on the next page. For example, in 1872 Henrico’s schools grew from the original thirty-three to thirty-seven; but in 1873, the total number of schools decreased to thirty-three. However, after the year 1878, Henrico saw a steady increase in its number of schools.

It is interesting to note the sudden drop in the number of schools during the 1905 school year in Henrico. The number of white schools dropped from eighty-three in
### TABLE 3.1 NUMBER OF SCHOOLS IN HENRICO COUNTY
#### 1871 - 1906

<table>
<thead>
<tr>
<th>YEAR</th>
<th>WHITE</th>
<th>BLACK</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1871</td>
<td>23</td>
<td>10</td>
<td>33</td>
</tr>
<tr>
<td>1872</td>
<td>25</td>
<td>12</td>
<td>37</td>
</tr>
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<td>1873</td>
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<td>1886</td>
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<td>1890</td>
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<tr>
<td>1903</td>
<td>81</td>
<td>38</td>
<td>119</td>
</tr>
<tr>
<td>1904</td>
<td>83</td>
<td>38</td>
<td>121</td>
</tr>
<tr>
<td>1905</td>
<td>38</td>
<td>26</td>
<td>64</td>
</tr>
<tr>
<td>1906</td>
<td>79</td>
<td>42</td>
<td>121</td>
</tr>
</tbody>
</table>

_VIRGINIA SCHOOL REPORTS, 1871 - 1906._
1904 to thirty-eight; and the number of black schools fell from thirty-eight to twenty-six, causing the total number of schools in 1904 to drop practically in half in 1905. (See Table 3.1) According to the Biennial Report of the Superintendent of Public Instruction for the School Years 1905 - 1906, a portion of the county was annexed by the city of Richmond. The annexation caused Henrico to lose a large number of children; and as a result, six school consolidations occurred. (see Illustration on the next page)

Each township in Henrico had a dual system of schools--one for whites and one for blacks. The townships were responsible for construction and maintenance of their schools and for hiring the necessary teachers. It was when the townships began to build schools that the system took hold. Most of these early schools were primary in nature and taught by one teacher. In the 1872 - 1873 Second Annual Report of the Superintendent of Public Instruction of Virginia, it was noted that ten additional schools were needed in Henrico County. Of the thirty-two schoolhouses in use, six were log, twenty-five frame, and one was brick. Twenty-three of the schoolhouses had outhouses. For the most part, however, the schoolhouses in Virginia were "No better built than the farms and homes around them, and
TABLE 3.2

MAP SHOWING LOCATION OF SCHOOLS

- ONE ROOM SCHOOL
- TWO " "
DOTTED LINE SHOWS TRANSPORTATION ROUTE

CONSOLIDATION AND TRANSPORTATION IN HENrico COUNTY

public education blended into an environment of poverty, isolation, and inertia. Link reported how teachers were reminded of their isolation and how pupils and teachers were at the mercy of weather and environmental conditions. One black teacher expressed that he was eight miles from either a railroad or telegraphic communications and said the patrons spoke "a language or dialect almost as difficult to understand as Greek or Latin." Heavy rain or snow made most roads in Virginia impassable which oftentimes prevented regular attendance of students and teachers.

Most of Virginia's schoolhouses were built of logs and were left unpainted. Link noted how a black teacher described the interior of her schoolhouse: A board had caught fire, and the clay and logs fell out and left "holes large enough for a dog to get through." The following description best denotes the typical schoolhouse that was prominent in nineteenth-century Virginia:

It is about twelve feet square, and seven feet high, made of unbarked logs, and daubed with red earth. The floor is of outside plank, flat side up. The chimney is about six feet high, and almost as large as the house.... Most of the light comes through the cracks between the boards on the roof, for there is only one window, or rather (a) hole in the wall, which was meant for a window.
In Powell's last year as superintendent, he reported that the "schools are looked upon now as a success, and great desire is shown on the part of the people to render them as efficient as practicable." When Daniel E. Gardner became Henrico's second superintendent in 1874, the demand for schools continued to grow; and the school levy tax for Henrico's districts was voted for by the citizens. Those funds raised locally were supplemented by funds from the state."

**Graded Schools**

Many of the early schools in Virginia were considered to be graded schools. Rufiner defined a graded school as "a school in which there is a prescribed course of study divided into definite periods and progressive steps, which must be taken in regular order by the pupils." He also added that graded schools were to be arranged in "an orderly course of ascending grades." In other words, each student who entered a graded school was assigned to the grade that was appropriate for the student's stage of development. In addition, the student was required to take all the studies in that grade. The number of grades in a graded school was regulated by the number of teachers in the school. For example, a teacher who took on the lower pupils and another teacher who took on the more advanced pupils
would have made a school of two grades.

No graded schools were reported in Henrico from the years 1872 - 1874; however, in 1875 Henrico first reported three white graded schools and two black graded schools.\textsuperscript{25} In the 1878, 1879, and 1880 \textit{Virginia School Reports}, Woodville is noted as the only "colored" graded school in Henrico.\textsuperscript{26} According to the \textit{Eighth Annual Report of the Superintendent of Public Instruction of Virginia}, Woodville had three grades with three teachers. There were 176 pupils enrolled with an average daily attendance of 108. It was in session for nine months. The principal was W. B. F. Thompson.\textsuperscript{27}

\textbf{Early Schools for Blacks}

Other than the numbers of schools for each district, very little information on the early schools for blacks in Henrico has been documented. When Henrico began her first year of free public schools in 1870, there were ten schools for black children: three in Varina, three in Fairfield, two in Brookland, and two in Tuckahoe.\textsuperscript{28} The names of the schools were not designated in the early reports.

Rev. R. M. Manly, who had been in charge of the educational department of the Freedmen's Bureau from its organization in June, 1865, to its conclusion, July 1, 1870,
noted that a small proportion of black pupils who entered school and who had a successful beginning continued until they got enough knowledge in the common branches of reading and writing and then often dropped out of school. Extreme poverty made the necessity of using all the working force in the black family. Thus, black pupils usually reached grammar school as the highest grade. Very few of them stayed or were kept in school past the age of eleven or twelve.

Very little has been documented on the curriculum for black students during Henrico's early years. Manly, writing in the First Annual Report of the Superintendent of Public Instruction of Virginia, noted that the areas taught in schools for blacks have been only reading, writing, orthography, geography, and "the elements of arithmetic and grammar".  

The state superintendent asked the county superintendents to report as to the effects of the school system during the decade it had been in operation in 1880. John K. Fussell, Henrico's superintendent, reported the following:  

Especially have the colored people advanced in civilization. The slovenly, ragged unwashed personal appearance has given place to tidy, nicely patched clothes. The general order in their homes and cabins betokens a self-reliance
and respect for the proprieties of life, which but few ever accorded to the race."

Disparities Between Early Education for Blacks and Whites in Henrico

Although Fussell gave a positive report in 1880 regarding the education of blacks in Henrico, disparities between the education of white and black pupils were evident. Ruffner gave the following reasons why the whites in general had an advantage over blacks:

1. There was a greater density of white population in most parts of the state.

2. Whites had a superior financial ability in supplying schoolhouses and supplementing the pay for teachers.

3. Whites had greater financial ability to clothe and transport their children to school.

4. Whites had the ability to support their families without requiring the aid of the children at home."

Even with the advantages whites had over blacks in educating their youth, inequalities in the number of schools in proportion to the number of students, the differences in the number of indigent children supplied with textbooks, the cost of tuition per month per pupil, and the differences in the teachers' salaries are evidenced throughout the
superintendents' Annual Reports. For example, the 1883 Thirteenth Annual Report of the Superintendent of Public Instruction of Virginia documented the following information that was common in the annual reports: The Varina district had twelve schools for 611 white students and six schools for 432 blacks; the district spent $1.10 per month for each white student and $.60 for each black student. The Fairfield district had eleven schools for 879 white students and seven schools for 1,175 blacks and spent $.80 each month per white student and $.50 each month per black. The Brookland district had nine schools for 686 white students and five schools for 755 blacks; the district spent $1.31 each month per white student and $.60 per black student. In Tuckahoe, there were eight schools for 683 white students and six schools for 670 blacks; Tuckahoe spent $.82 per white and $.60 per black."

According to the Thirteenth Annual Report, it is clearly evident that in every school district except Tuckahoe, the number of schools for whites exceeded the number of schools for blacks. In the proportion of the number of students to the number of schools, there were twice as many schools for whites than schools for blacks in the Fairfield and Brookland districts. In addition, each district spent more money for white students than for black
students. Fairfield had two hundred ninety-six more black pupils than white pupils. Yet, the white schools in Fairfield exceed the black schools by four and $.30 more were spent for their white pupils.

The Fifteenth Annual Report of the Superintendent of Public Instruction of Virginia cited the following texts that were adopted in Henrico in 1885:

- Pike's Arithmetic
- Olney's Geography
- Smith's Grammar
- Parley's tales.  

Whether or not these books were also available to black students has not been documented in any of the early reports. However, it is interesting to note that indigent children, both black and white, were supplied with textbooks. The author noted disparities in the number of indigent children supplied with textbooks as documented in the Eighteenth Annual Report of the Superintendent of Public Instruction of Virginia:

<table>
<thead>
<tr>
<th>District</th>
<th>No. Children Supplied with Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>White</td>
</tr>
<tr>
<td>Varina</td>
<td>16</td>
</tr>
<tr>
<td>Fairfield</td>
<td>5</td>
</tr>
<tr>
<td>Brookland</td>
<td>7</td>
</tr>
</tbody>
</table>
It is meaningful, however, to note that in each district, the percentage of indigent black pupils supplied with textbooks is less than the percentage of indigent white pupils receiving free texts. For example, in the Varina district, three percent of the white student population (total of 636) received free texts; whereas only one percent of the black student population (a total of 549) was supplied with texts. Another significant disparity was found in the Tuckahoe district, with a total of 884 white students and 991 black students. (Student population figures are listed in Appendix C.) Four percent of the white students were supplied with texts; only one percent of the black students received free texts. Because of Ruffner’s statements regarding the advantages whites had over blacks, as previously outlined in this chapter, the author assumes that the heads of white households, including indigent whites, earned an income that was more than the heads of black households. This assumption then increases the disparity in the numbers of indigent children who were supplied with texts since there were more indigent black families than whites in each district. As a result, more black children should have been supplied with free textbooks but were not.
It is also noteworthy to mention the cost of tuition per month per pupil. The Eighteenth Annual Report documented the following per pupil cost for the year 1888:

<table>
<thead>
<tr>
<th>District</th>
<th>White</th>
<th>Colored</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varina</td>
<td>$1.08</td>
<td>$1.08</td>
</tr>
<tr>
<td>Fairfield</td>
<td>1.08</td>
<td>.63</td>
</tr>
<tr>
<td>Brookland</td>
<td>1.38</td>
<td>.88</td>
</tr>
<tr>
<td>Tuckahoe</td>
<td>1.50</td>
<td>1.04</td>
</tr>
</tbody>
</table>

Although the cost of tuition for blacks was less in three of the districts, all the pupils in the Varina district paid the same amount of tuition each month, $1.08. This fee imposed a greater hardship on blacks since their income was less than whites. The tuition was considerably less for blacks in the Fairfield, Brookland, and Tuckahoe districts, a phenomenon which more closely approximated their comparable incomes. The average daily attendance also needs to be addressed. Due to extreme poverty, as previously noted by Manly, black pupils had an extremely poor attendance. Therefore, enrollment in the black schools was affected, yet there was a relatively high tuition that was charged to the black pupils.

Yet, another disparity was found in the salaries of
black male and female teachers, particularly the black female’s salary. Although pay varied considerably within Henrico’s districts, the black female teacher was undoubtedly the lowest paid. White female teachers earned an average of $31.15 in 1888; black male teachers, an average of $31.26 and white male teachers, an average of $34.50, the highest. Black female teachers earned only $29.06. (see Appendix C) From 1886 to 1904 (excluding the year 1891)"", the average salary for a white female teacher was $32.15; a black male teacher, $31.24; and for a white male teacher, $48.43, the highest. The black female teacher earned an average of $28.43, the lowest on the pay scale. (see Appendix C) Link noted that teachers did work in a hierarchy where gender and age were indeed important." Thus, the youngest teachers were the lowest paid; and they were usually black females. The oldest teachers were the highest paid; and they were usually white males. However, it is noteworthy to mention that although formal education was rare for whites as well as blacks, the white male and female teachers had more opportunities to earn higher grades of certificates than black male and female teachers. The higher the grade of certificate a teacher held, the higher the salary the teacher earned. The 1905 Biennial Report documented the following:
Collegiate Certificates

--One white teacher in Brookland
--One white teacher in Fairfield
--No black teachers in any district
--Average salary = $38.50

Professional Certificates

--Twelve white teachers in Brookland
--Two white teachers in Fairfield
--No black teachers in any district
--Average salary = $49.58

Special Certificates

--One white teacher in Fairfield
--No black teachers in any district
--Average salary = $35.00

There were seven black teachers and nine white teachers who held a 2nd Grade Certificate in 1905. However, the black teachers earned $25.00, $10.00 less than the white teachers who earned $35.00 a month. Moreover, disparities are evident in the average monthly salary for all certificates of male teachers:

<table>
<thead>
<tr>
<th></th>
<th>White Male</th>
<th>Black Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brookland</td>
<td>$40.93</td>
<td>$27.00</td>
</tr>
<tr>
<td>Fairfield</td>
<td>38.57</td>
<td>25.42</td>
</tr>
<tr>
<td>Tuckahoe</td>
<td>45.55</td>
<td>25.00</td>
</tr>
</tbody>
</table>
Teacher Training

As previously mentioned, both black and white teachers in the late nineteenth century Virginia had very little formal education. According to Link, only twenty-seven percent of all the teachers in Virginia held a high school or higher diploma; and approximately six percent had actually earned a college degree in 1885.4 Many of these teachers were undereducated because educational facilities did not exist for them. Teachers were often trained through an apprenticeship system where district boards hired "teacher assistants" who were usually older students."

Ruffner, however, did propose the establishment of normal schools for teacher training to the Legislature in 1870. Summer normal institutes in different parts of the State were created instead. These institutes lasted from four to six weeks and were followed by an examination for teachers' certification. (see Appendix D) In 1880, a summer institute was held at the University of Virginia for white teachers and at Lynchburg, Virginia, for black teachers." In Henrico County such a school was held for white teachers in 1900;" however, nothing has been documented on any meeting of this type for black teachers in
the county.

Until 1905, certification of teachers was done by individual city and county superintendents under regulations that were prescribed by the State Board of Education. The following describes a few examples of the types of certificates that were authorized for teachers:

**Professional Collegiate Certificate**

The holder of a baccalaureate degree from a registered college based upon a curriculum which included at least ten percent of professional work.

**Collegiate Certificate**

The holder of a baccalaureate degree from a registered college.

**First Grade Certificate**

The applicant must be at least nineteen years old, must have had nine months successful experience in teaching, must make an average of 85 percent on the following subjects: Spelling, reading, writing, arithmetic, elementary algebra to quadratics, grammar (including composition), geography, history of the United States, history of Virginia, civil government (including the government of Virginia), drawing, theory and practice of teaching, physiology and hygiene, one branch of science (either physical geography or elementary agriculture) and one division of history (either general or
English), and must not fall below 70 percent on any subject.

**Second Grade Certificate**

The applicant must be not less than eighteen years old, and must make an average of 75 percent on the following subjects: spelling, reading, writing, arithmetic (including business forms), grammar (including composition), geography, history of the United States, history of Virginia, civil government (including the government of Virginia), drawing, theory and practice of teaching, physiology and hygiene, and must not fall below 60 percent on any subject.

**Third Grade Certificate**

The applicant must be at least eighteen years old, must make an average of 60 percent on spelling, reading, writing, arithmetic (including business forms), grammar (including composition), geography, history of the United States, history of Virginia, civil government (including the government of Virginia), physiology and hygiene, and must not fall below 45 percent on any subject. This certificate shall continue in force for one year, and shall not be renewable.

**Special Certificate**

The holder of a first grade certificate may be granted a special certificate if engaged in departmental work
or in teaching special subjects, such as kindergarten, manual training, agriculture or nature study."

The following is an example of the number of black and white teachers in Henrico who held First, Second, and Grade Certificates in 1893.

**White**

<table>
<thead>
<tr>
<th></th>
<th>First</th>
<th>Second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varina</td>
<td>10</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Tuckahoe</td>
<td>11</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Fairfield</td>
<td>16</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Brookland</td>
<td>15</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Colored**

<table>
<thead>
<tr>
<th></th>
<th>First</th>
<th>Second</th>
<th>Third</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varina</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Tuckahoe</td>
<td>5</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Fairfield</td>
<td>5</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Brookland</td>
<td>7</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

It is evident that white teachers exceeded the black teachers in holding a First Grade Certificate.

**Committee of Twelve on Rural Schools**

The National Educational Association held a meeting in 1895, and a committee of twelve was appointed to report
in 1897 a plan regarding the rural schools in the United States." The committee was formally named the Committee of Twelve on Rural Schools, and consisted of the following members: Henry Sabin, State Superintendent of Public Instruction, Des Moines, Iowa, Chairman; B. A. Hinsdale, Head of the Department of Education, University of Michigan, Ann Arbor, Michigan; D. L. Kiehle, State Superintendent of Public Instruction, St. Paul, Minnesota; W. J. Harris, U. S. Commissioner of Education, Washington, D. C.; A. B. Poland, State Superintendent of Public Instruction, Trenton, New Jersey; C. C. Round, Principal of State Normal School, Plymouth, New Hampshire; J. H. Philips, Superintendent of Schools, Birmingham, Alabama; S. T. Black, State Superintendent of Public Instruction, Sacramento, California; W. S. Sutton, State Superintendent of Public Instruction, Houston, Texas; C. R. Skinner, State Superintendent of Public Instruction, Albany, New York; Lawton B. Evans, Superintendent of City Schools, Augusta, Georgia; and L. E. Wolfe, Superintendent of Schools, Kansas City, Kansas." The purpose of the committee was to study conditions of rural schools. After two years of investigation, the Committee reported that the small ungraded school should be abolished by having various school divisions consolidating their small and widely dispersed
districts. The Committee also recommended that the consolidated districts provide transportation for their own children.

Plates of the Committee's report were made and loaned to state departments, and large editions were published for distribution to officers of rural schools in the respective states. Like these respective states, Virginia was also interested in the consolidation of rural schools, the supply of an efficient force of teachers for rural schools, and in the improvement of rural schools through agriculture education, all recommended by the committee. Virginia followed this plan, and it had a great impact on the education of blacks in Henrico, in particular, as later detailed in subsequent chapters.

The Influences of Educational Conferences

Another important event that influenced the educational growth in Henrico County as well as Virginia and the South was the educational conference that was held in Capon Springs, West Virginia in 1898. A Massachusetts clergyman, Edward Abbott; Dr. Hollis B. Frissell, Principal of Hampton Institute; Dr. Dreher, President of Roanoke College; A. B. Hunter, a a clergyman from Raleigh, North Carolina; and others conceived the idea of this conference
which was to instill a more favorable sentiment toward better facilities for education for any underprivileged group, whether the group was black or white. Thus, ideas of how to improve the system of public education were developed. Distinguished men like Dr. Edwin A. Alderman, President of the University of Virginia; Dr. C. W. Dabney, President of the University of Tennessee; Dr. Charles McIver, Greensboro, North Carolina; J. L. M. Curry, Agent of the Peabody Fund; George Foster Peabody of New York City; Dr. Wallace Buttrick of Albany, New York; Dr. Ormond Stone of the University of Virginia, and Dr. Samuel C. Mitchell of Richmond College participated in the conference." Three annual meetings were held at Capon Springs, West Virginia. The fourth meeting was held in 1901 in Winston Salem, North Carolina, where the General Education Board was founded to promote better education throughout the South." On January 14, 1902, a meeting was held in Virginia; and all 117 school superintendents were invited. The meeting consisted of a three-day conference which focused on specific topics in the public school system: Taxation, Consolidation and Transportation, Industrial Training for Negro Schools, Preparation and Selection of Teachers, Negro Education, Compulsory Education Laws, and Supervision in Rural Schools." These topics for discussion had been selected
from a list of 116 questions which had been sent to superintendents. It was reported that "It was the opinion of all who attended this conference that it was the most important educational meeting they had ever known to be held in Virginia, and its stimulating effects have been visible in almost every department of school work."

Constitution of 1902

It was in the year of 1901 that Virginia began her campaign for better schools." When the new Constitution of Virginia was adopted on July 6, 1902, and became effective July 10, 1902, it brought on additional changes in Virginia's educational system. However, Buck noted that the new Constitution did not "authorize much that was not already included in the old Constitution." The following denotes changes that were made in the new Constitution:

Section 137 - Manual training and technical schools were added to the other schools that had been authorized in the previous Constitution.

Section 141 - Public funds were restricted to publicly owned institutions with certain exceptions.

Section 142 - This section provided for the term and time of appointment of members of the boards of visitors or trustees of educational institutions.
Section 149 - "White and colored children shall not be taught in the same schools." 62

The new Constitution also changed the age bracket of children from five to twenty-one as established in the Constitution of 1869 to the ages of seven to twenty-one. 63

The new Constitution had made its effect in Henrico County as well. The county subdivisions were renamed as magisterial districts. In addition, the county superintendent was appointed by the county board composed of one school trustee from each magisterial district instead of three as before. 64

Expansion of One- and Two-Room Schools for Blacks in Henrico

In the wake of 1906, the one-room school, for blacks as well as whites, was still predominant throughout Henrico County. Although the reports from the division superintendent give numbers of schools for blacks by district, there are no records that describe what these schools were like. Elderly black citizens of Henrico County provided some information on a few of the schools that they attended as children growing up during this time period:

Bethel School 65

Mrs. Florence Johnson, born in 1900, attended Bethel School, located in the Varina district. The school was
named for the community facing Kingsland Road. The school was first convened in Bethel Church, and later the one-room school had another room added. During the construction, the class was moved back into the church. Because there were only two teachers for seven grades, Mrs. Johnson and her classmates had to be quiet while the teacher worked with other grades. They were usually given seat work and homework. The students at Bethel carried their lunch to school, and the school day ended at 3:00 p.m. There was no PTA as such; however, parents would come out for the end-of-the-year school closing program. Because some of the students lived rather far away from the school, many parents had to get together with a wagon and take turns transporting students to school. Mrs. Johnson remembers Mrs. Alberta Hughes as a teacher at Bethel School in 1909. Other teachers Mrs. Johnson remembered included Annie Whiting and Bessie Carter.

Gravel Hill School

Mr. Spot Will Atkins, born in 1895, attended Gravel Hill School, located in the Varina District. The community bought three acres of land from Tom Childress, a white man. Mr. Atkins and the black people in the community built the school. Gravel Hill School was a brick structure with four rooms and an auditorium. There was only one teacher, Mrs.
Susie Dabney, who was also Mr. Atkins' first teacher. Students were responsible for refilling the bucket of water, used for drinking, when it was empty. The school was heated with a wood and coal stove, and the students used books "the whites were through with." The early teachers at Gravel Hill included Maddie Jackson, Nancy Atkins, and Nora Weston.

Chatsworth School

Chatsworth School, also located in the Varina district, was a long, one-room facility used not only for educational purposes but served as a mortuary, for church services, and as a meeting place for the St. Luke Lodge Shepherd Society. The property was said to have been owned by Mrs. Virginia Bailey who lived nearby in a log house. One teacher noted that Chatsworth School was a model for most one-room schools. The student population came from St. Paul, Burning Tree Road, and Drinkard Town, which was located on Messer Road. Because of the one teacher, students had to be engaged in much seat work and group study. Many of the students went home for lunch. Those students from the more "affluent" families went to Louis's store that was located on Route 5 and Chatsworth Road where the Antioch Baptist Church is presently located. Teachers who did not live with families in the immediate area drove wagons drawn by horse to school. The teachers from
Chatsworth School included Blanche Kinney; Mrs. Liggons; Mrs. Coreen Hudson; Mrs. Ethel Ransom; Mrs. Jackson, a teacher who limped; Mrs. Allen; and Mrs. Betsy Carter.

Ziontown School"

Mrs. Lottie Lewis, eighty-five years old at the time of her interview, described Ziontown School, which was located in the Tuckahoe District. Mrs. Lewis attended Ziontown when she was five years old, but she did not receive credit for the first grade until she was six. Ziontown School was named for the area on Ridge Road, in which it was located. It was a one-room school with grades one through seven, and there was only one teacher. The teacher rang a bell at 9:00 every morning to signify the opening of school, and the students would march in, sing, and have prayer before any lessons were given. The school day ended at 3:00. The boys had to go to a nearby spring to get water for drinking. During the winter months, all the students would help make fire in the wood stove that was furnished by the county. Students brought their lunch from home, and there was a one-hour recess period. The curriculum at Ziontown consisted of three days of grammar and arithmetic and spelling daily. Mrs. Lewis recalled that their teacher walked from Richmond College to Ziontown, a three mile trip each way. Other teachers Mrs. Lewis
remembered were Mary Shelton, her first teacher, and Amanda Brown Nixon, Mrs. Lewis's second teacher.

_Providence School_70

Mrs. Lewis attended Providence School, which was located in the Brookland District, when she went to the eighth grade. Providence School had four rooms with a kitchen that was operated by the teacher, Annie Borden. The teacher taught students how to make biscuits, and students who took the cooking class ate their prepared food during the lunch period. The curriculum at Providence also consisted of sewing, home economics, and geometry. No foreign languages were offered at this time.

_Woodville School_71

Mrs. Lewis also attended Woodville School, located in the Fairfield District, when she was promoted to the ninth grade. She recalls Woodville as being a wooden building with four rooms, two rooms upstairs and two downstairs. There were two teachers in the school. Woodville had no facilities for home economics, but students did learn English, algebra, history, and some Latin. Students either brought lunch from home, or they purchased it from Mrs. Fannie Johnson's Inn for a nickel. Mrs. Johnson's lunch consisted of bologna, a bun, and two pieces of candy. Drinks were five cents extra, so most students
drank water which came from outside the school building through a spigot. When Mrs. Lewis and others like her completed the ninth grade at Woodville, they participated in a graduation ceremony held at Moore Street Baptist Church. There were no caps and gowns; however, the girls all wore white dresses. Mrs. Lewis recalls the names of some of her classmates: Daniel Hill, Julia Hill, Mary Hill, and Queenie Hill, brother and sisters; Louie and Davenport Thompson; Queenie Clark; Carrie Miller and Hazel Puryear.

Westwood School

Mr. Bernard Woodson, eighty-nine years old at the time of the interview, was a student at Westwood School, which was located in the Tuckahoe District. Mr. Woodson’s mother also attended Westwood School. There was one teacher for grades one through four. Students attended Union School, also located in the Tuckahoe District, when they were promoted to the fifth grade. Mr. Woodson recalled two of his teachers at Westwood: Miss Virginia Taylor and Miss Laura Richardson. Students were taught reading, writing, and arithmetic; and the teacher was often assisted by high school students. The school was heated by a wood stove that sat in the middle of the floor. The students kept the fire going, using wood that people in the community had gathered. Later Westwood was renovated, and another room was added.
Mr. Woodson described the new school as a "clapboard structure" with a small side yard and a little porch, where during the winter months, milk and water were kept to keep cold. Westwood School became a multipurpose school with its extra room: suddenly there were classrooms, work areas, a principal's office, a library, and closets.

**Summary**

In 1870, when Virginia established its free school system, Henrico County, like most counties in Virginia, had a dual system of schools—-one for whites and one for blacks. The early system of free schools in Henrico was created from the townships which took on full responsibility of construction and maintenance of schools and hiring teachers. Many of the early schools in Virginia's new system were graded schools; however, the earliest report of graded schools in Henrico was in 1875; and in 1878, Henrico reported its first graded school for black students Woodville.

The early reports of the Superintendents of Public Instruction for Virginia and Henrico's Division do not offer much description on what it was like for blacks attending school in Henrico. However, in looking at the data on the number of schools in proportion to the number of students,
the number of indigent children supplied with textbooks, the cost of tuition per month per pupil, and the differences in black and white teachers' salaries, disparities between the education for blacks and whites in Henrico were evident.

There was a movement for the improvement in education in Virginia, as well as in Henrico. The Committee of Twelve on Rural Schools studied conditions of the rural schools in the United States. Their recommendations affected all rural schools, including Virginia and Henrico County. Educational conferences were held to develop ways to improve education for blacks and whites in the South. The Constitution of 1902 brought on additional changes in Virginia's educational system. In Henrico County, townships were abolished and were renamed as magisterial districts.

In 1906, Henrico witnessed an expansion of the one and two room schoolhouses for blacks. The reports of Henrico's division superintendents and personal interviews document the existence of several of those schools in each of Henrico's magisterial districts. Chapter four will examine the contributions of one black woman, Miss Virginia Estelle Randolph, to these one- and two-room schools for blacks in Henrico.
FOOTNOTES

Chapter III


5. Ibid.

6. Ibid.


9. Ibid.

10. Ibid.

11. Ibid.

12. Virginia School Reports (Richmond: Superintendent of Public Printing, 1871 - 1906). When referring to two or more years of the Annual Reports of the Superintendent of Public Instruction of Virginia, the author will use the title Virginia School Reports.

13. Ibid.

14. Biennial Report of the Superintendent of Public Instruction of Virginia for the School Years 1905 - 1906 and
Instruction of Virginia for the School Years 1905 - 1906 and 1906 - 1907 (Richmond: Superintendent of Public Printing, 1908), p. 41.

Ibid.


Ibid.

Ibid., p. 20.

Ibid.

Manarin and Dowdy, p. 328.

Ibid., p. 329.

Second Annual Report, p. 42.

Ibid.

Fifth Annual Report of the Superintendent of Public Instruction of Virginia for the Year Ending July 31, 1875 (Richmond: Superintendent of Public Printing, 1875), p. 14. (The names of the schools were not reported.)

Virginia School Reports, 1878, 1879, 1880.


Ibid.


Thirteenth Annual Report of the Superintendent of Public Instruction of Virginia for the Year Ending July 31, 1883 (Richmond: Superintendent of Public Printing, 1883), pp. 139 - 140.

Ibid.


Eighteenth Annual Report, p. 35.

The annual report of Henrico's superintendent for the year 1891 is missing from the Virginia State Archives. It could not be located.

Link, p. 24.

Biennial Report, 1905 - 1906, p. 304. (Grades of certificates will be explained under the subheading "Teacher Training: in this chapter.)

Ibid., p. 305.

Ibid.

"Ibid.


"State Board of Education, Census of White and Colored Teachers of the County of Henrico for the School Year Closing July 31, 1893, rp.


"Biennial Report, 1897 p. xxvi.

"Ibid.


"Buck, p. 121.

"Ibid., p. 122.

"The General Education Board was established by John D. Rockefeller in 1902, and it was at this time that the General Education Board was beginning its program in assisting education. (See Chapter 5 for more details on the General Education Board.)

"Buck, p. 122.


"Buck, p. 126.

"Ibid., p. 129.

"Ibid., p. 128.

"Ibid., p. 138.

"Raymond B. Pinchbeck, Henrico County: History and Government (Richmond, 1955), p. 8

"Personal Interview with Florence Johnson by Irene Lester, Richmond, Virginia, October 9, 1985. (Mrs. Lester, as noted in the Acknowledgements, is a retired librarian who conducted personal interviews with many of the elderly citizens in Henrico County. She is the cousin of the author’s late father.)

"Personal Interview with Spot Will Atkins by Irene Lester, Richmond, Virginia, October 6, 1985.


"Personal Interview with Linwood Thompson, Madeline Seward, Mary Skipper Littleton, Mabel Dandridge, and Harry Smith by Irene Lester, Richmond, Virginia, March 1985.

"Personal Interview with Lottie Lewis by Irene Lester, Richmond, Virginia, September 16, 1986.

"Ibid.

"Ibid.

"Personal Interview with Bernard Wilson by Irene Lester, Richmond, Virginia, October, 1986.
CHAPTER IV

MISS VIRGINIA ESTELLE RANDOLPH: THE FIRST JEANES SUPERVISING TEACHER

The word is held back today not much by bad men as by good men who have stopped growing. The moment one stops his own education he begins to lose the power to educate others. Teach the child that he must never stop trying to learn all the good he can for whenever you stop you (,) dare standing in the way of (P)rgress.¹

The above words were written by Miss Virginia Estelle Randolph, one of Henrico's greatest educators. Miss Randolph was a pioneer in education who greatly influenced the schooling of black children in Henrico County. The recipient of the Harmon Award in 1926, she was a black woman who became a nationally known figure.² She received citations from Virginia State and other colleges, and she had her portrait hung on Hampton Institute's walls. Finally, officials of the General Education Board subsequently recommended her methods for adoption in Britain's African colonies.

Early Background of Virginia Estelle Randolph

Miss Randolph was born on June 8, 1874, in Richmond, Virginia.³ She was next to the oldest of four children. Her father died when her youngest sister was only one month
Miss Virginia Randolph
old. Her mother, Sarah Elizabeth Carter, was born a slave. Her mother’s master was a professor at Richmond College, now the University of Richmond. Her mother’s white people witnessed her marriage to Miss Randolph’s father, Edward Nelson Randolph.

At the age of six Miss Randolph attended the Baker School in Richmond; then she attended the Richmond Normal School, presently Armstrong High School. She learned many skills such as knitting, sewing, and crocheting from her mother. She said that her stockings, gloves, and laces were homemade. 'Her mother would remake the dresses that were given to her by white people, making them fit more properly and sometimes getting two dresses out of one.

At the age of sixteen Miss Randolph began her first year of teaching in Goochland County. She passed the examination that teachers had to take if they wanted to teach in the rural sections. Because of her young age, her uncle had to stand for her before she was given her school in Goochland.' In 1892 at the age of eighteen Miss Randolph began teaching at the Old Mountain Road School in Henrico County. It was at this school, which was later named for her and became the first high school to be accredited in the county, that Miss Randolph made noteworthy accomplishments.
Miss Randolph’s Work at the Old Mountain Road School

When Miss Randolph came to the Old Mountain Road School, she was confronted with conditions that were typical of most black schools in Virginia during the late nineteenth and early twentieth century:

It was old, bare within and without, and stood on a roughly cleared patch of ground by the side of a hilly road in which the visitor’s buggy would sink at times to the wheel hubs.

These obstacles did not stop her. Her first job was to improve the grounds of the school. She used $7.50 from her first month’s salary of $25.00 to purchase gravel for the road leading to the school. She received free lawn grass from a member of the community, and she made the yard of the school look more attractive.

At first Miss Randolph could not get the community interested in the school; so in order to attract interest, she held an Arbor Day exercise. She encouraged a member of twelve families each to plant a tree. Thus, there were twelve trees planted at the school, each named after one of the twelve apostles. The parents in the community then became interested in the trees and the children.

Miss Randolph next organized a Patrons Improvement League, composed mainly of adult males. The League’s duties consisted of whitewashing the school building, regularly
Old Mountain Road School - 1892
sweeping and cleaning it, adding vines and flowers around the schoolhouse, and maintaining a firm pathway. She organized a league of Willing Workers, composed mainly of adult females. The Willing Workers were responsible for helping to raise money. Her School Improvement Club, composed of parents and pupils, also kept up the trees, hedges, and rose bushes that were planted. The members in this club had to pay five cents per month, and they had to look after the yard throughout the year."

Miss Virginia Randolph's motto was "The education a child gets out of a book isn't going to do him much good if he doesn't know how to use his hands." She said she was never content—she just could not accept teaching, reading, writing, and arithmetic. She would often let her students see her work outdoors in the field because, as she said, "I felt if they saw me doing things, they might do likewise." Therefore, the boys were taught how to use tools, and the girls were taught how to cook. Miss Randolph always devoted two afternoons a week "to doing anything that needed to be done."

Miss Randolph recalled two incidents that occurred at the Old Mountain Road School. She talked about a voting contest among the public schools. Many of her pupils were daily readers of the Times Dispatch, a local newspaper: "We
were laughed at but we continued to do what we could. Our school was the only colored in this contest from the county." Another incident was very vivid to Miss Randolph. One morning when she got to the school, there was an angry mother waiting for her on the porch. The mother had a stick in her hand and shouted to Miss Randolph that she wanted to see her. Miss Randolph asked the mother if she could wait until after the devotionals. Next, she gave a sermon to the children on the subject of "do unto others." Finally, she then said a prayer, closing the devotional period with the song "I Need Thee Every Hour." When she was finished, she told the children that this woman was the first mother to visit the school, and they were all delighted to have her. The woman began to cry and admitted that she came for one thing but found another. The woman and Miss Randolph became good friends. The woman later joined the League of Willing Workers."

Miss Randolph's Sunday School

Miss Randolph was always religious, and she felt the children needed more than what was offered in the classroom: "But I could look at those children and see they needed a great deal more than a school." At one time she even felt that she could do more good in religious work, so with the
help of her pastor and some students at Virginia Union University, they organized an evening Sunday school at the Old Mountain Road School. The Sunday school opened every Sunday in the year. Miss Randolph said, "I kept the Sunday school going the year round for five years, and walked nearly every Sunday from Lakeside to school and back, a distance of eight miles, during all kinds of weather."\(^{16}\)

Miss Randolph extended the Sunday school into the community by having a missionary society. This society benefitted many homes in the community. The father of Mr. Joseph Bryant, who was chairman of the school board, donated an organ, Bibles, hymn books, and money to help support the Sunday school.

Miss Randolph’s Efforts Recognized

Miss Randolph taught at the Old Mountain Road School for seventeen years, and some of those years did bring her conflict as well as success. Miss Randolph was constantly raising money for school improvements, mostly through entertainment and student labor. Parents did not always accept Miss Randolph’s ideas, however. According to Lance Jones, parents became irate with Miss Randolph because they wanted their children to learn from books and not do manual labor. Jones described a petition being signed where Miss
Randolph was actually asked to be removed. Although the county superintendent ignored the petition, many of the parents still tried to keep their children away from school. However, the parents had very little success because according to Miss Randolph, "The children tried to come."

Lance Jones related another incident where the pastor in one of the local churches made insulting and insinuating remarks indirectly about Miss Randolph and her style of teaching. When this occurred, Miss Randolph stood up in the church and said, "We are here to help each other. I have been appointed by the School Board as a teacher and the Church and school should be helping each other. If we are teaching right religion we should be helping each other." The very next day, Miss Randolph received an apology from the pastor.

Miss Randolph never stopped searching for new ideas to teach her pupils. She once went to a white school just to see what the white children were learning, and she asked the white teachers for help and suggestions. She never stopped looking for ways to raise money for school improvements. A total of $5000 was raised by her for improvements of the Old Mountain Road School."

Her outstanding efforts were recognized in 1905 when Jackson Davis, Henrico County's school superintendent,
stopped by her school for a visit. He said of Miss Randolph, "Here was a teacher who thought of her work in terms of the welfare of the whole community, and of the school as an agency to help the people to live better, to do their work with more skill and intelligence, and to do it in the spirit of neighborliness." Mr. Davis was so impressed with Miss Randolph's work that he arranged for her to visit other rural schools in the county one or two days a week. He arranged to provide a substitute teacher for the Mountain Road School when Miss Randolph was out. He wanted her to pass on to others her ideas in education, and he wanted her to show the teachers how to use their hands and organize their work.

When Miss Randolph assumed this new role, she was faced with much difficulty. The teachers in the county she had to supervise became jealous, and out of jealousy they criticized how she dressed and hinted that she had no special training. Most of all they objected to being shown like children how to do things and Miss Randolph taking any part in the instruction of their own pupils. She was faced with the dilemma of being a teacher and supervisor, so Mr. Davis proposed to her the position of full time supervisor. She agreed.
The Creation of the Anna T. Jeanes Fund

Miss Anna Thomas Jeanes, born on April 7, 1822, was a Quakeress of Philadelphia. Miss Jeanes was the youngest of ten children; and when her last two brothers died in 1894, she was the sole survivor in her family. Around 1900 she inherited all the accumulated fortune of her family. She made contributions to all the non-sectarian charities as well as the yearly Meeting of Friends of Philadelphia. She built and endowed a boarding home for the aged and the infirmed called The Friends Boarding House, located in Germantown, Pennsylvania. This became her place of residence her last years before her death on September 24, 1907.

Two years before her death Dr. Hollis B. Frissell, the Principal of Hampton Institute, and Dr. Booker T. Washington, of Tuskegee, visited her, hoping to get her interested in the work that they were doing in their schools. Although Miss Jeanes was interested in both Hampton and Tuskegee, she said, "Others have given to the large schools; if I could, I should like to help the little country schools." She gave Dr. Frissell a check for $10,000, which was used for teacher salaries; and she gave Dr. Washington a similar amount to be used for the building of rural schoolhouses.
Miss Anna T. Jeanes
Mr. George Foster Peabody, then the treasurer of the General Education Board, wrote a letter of thanks to Miss Jeanes for her gifts to Hampton and Tuskegee Institutes. The money had been turned over to him since he was also the treasurer of each of these institutions. He also explained to Miss Jeanes that the General Education Board was in the position to assume responsibility for any donation she might make. Miss Jeanes did not respond to Mr. Peabody's letter. She talked to Dr. Frissell instead. After her talk with him, she donated the sum of $200,000 to the General Education Board. (See Appendices E-G for letter correspondences)

In 1907 Miss Jeanes set aside a fund consisting of one million dollars for the "furthering and fostering of rudimentary education" in small black rural schools and "to encourage moral influence and social refinement which shall promote peace in the land, and good will among men." She wanted the Fund to be known as "The Fund for Rudimentary Schools for Southern Negroes." She stipulated that William Howard Taft, not yet inaugurated President of the United States; Andrew Carnegie; Hollis B. Frissell; Booker T. Washington; and George Foster Peabody should be members of the first Board of Trustees.

The legal title of the Fund became known as the
Negro Rural School Fund, Anna T. Jeanes Foundation. It was also known as the Anna T. Jeanes Fund, or more simply, the Jeanes Fund. The deed of trust was dated on April 22, 1907; and the certificate of incorporation was dated November 20, 1907. The first meeting of the full Board was held on February 29, 1908; and the following men were elected as officers: James H. Dillard, President and Director; Walter H. Page, Vice-President; Robert R. Moton, Secretary; George Foster Peabody, Treasurer; and Booker T. Washington, Chairman of the Executive Committee.

Miss Virginia Randolph and the Henrico Plan

Between February, 1908, and the following fall, the Board spent much time trying to decide how best the limited Fund could be used. Many letters of request for help and letters offering suggestions as to how to use the Fund were sent to the Board. County superintendents sent the Board letters asking for aid for their black schools; but the question the Board was left with was still "How best could the limited income of the Fund be made to count for the greatest good to the greatest number over so large an area?"

Among the letters to the Board from the county superintendents was a letter from Dr. Jackson Davis,
Superintendent of Henrico County. Dr. Davis had visited Hampton Institute with a group of teachers. He was impressed with the school's neatness, orderliness, and efficiency. He wanted to be able to adapt their program, where academic studies coincided with vocational education, to the rural schools in Henrico. He believed that this would "develop initiative, responsibility and self-help, and the attitude of the people would change from indifference or hostility to active support when they could see the schools playing a vital part in enhancing the life of the community." This idea had been further developed when rural extension teachers were sent out by Hampton Institute to visit and serve schools. These extension teachers were trained in a subject like sewing or woodwork, and they went from school to school to give instruction. However, the extension teacher was more of an urban school industrial supervisor, and the rural black schools presented entirely different problems. Dr. Davis had a plan, a modification of this idea, which involved Miss Virginia Randolph. It was called the Henrico Plan. Later, Dr. Dillard spoke of Dr. Davis and Miss Randolph as "the inventors of the real Jeanes plan."

Dr. Davis thought of the idea of improving black schools through the work of an industrial supervisor who
would work in every rural school of the entire county. He wanted to put the schools more in touch with the immediate conditions of life in the community around them. The person he had in mind for this position was Miss Virginia Randolph. The School Board approved and supported his idea, but they said they did not have the funds to employ an extra teacher, especially for a teacher who would not actually teach at any one school but would help in all the schools. Dr. Davis then appealed to Dr. Dillard for aid from the Jeanes Fund. (See Appendix H) Letters were passed back and forth between the two men. Dr. Dillard granted the necessary funds for a salary of $40.00 a month for nine months, which became the salary of Miss Randolph, the first Jeanes teacher. On October 26, 1908, Dr. Davis wrote to Dr. Dillard the following regarding Miss Randolph:

I have secured Miss Virginia E. Randolph (colored), 813 Moore Street, Richmond, as the industrial teacher for the Negro schools in the county, and her work in this field began today. I think we are fortunate in securing her, as she has had twelve years' experience in the public schools, and in her own school she has accomplished many of the results in industrial work that we now hope for in all the schools. She possesses common sense and tact in an unusual degree and has the confidence of all who know her, both among white people and those of her own race. We are a little late in starting, but I could not get her released from the school which she was teaching until this time. I called a meeting of the
Negro teachers on the 23rd for the purpose of the industrial work that we felt it would be practicable to undertake, and the outcome of the discussion was gratifying. I feel that they are all interested and will work faithfully to accomplish results. Our aim is to organize Improvement Leagues at each school and have the Negroes provide the equipment themselves. Several schools have already begun this. I am sure that Virginia Randolph will direct this work in a way that will be most valuable on the principle of self-help, making use of whatever material may be at hand. Her salary is forty dollars a month (four weeks), and I would like to ask how you wish to pay her, whether by direct check to her or through our School Board. I should also be glad if you would let me know what reports you would like to have as to her work and how often, etc."

Miss Randolph printed a brief report entitled, "A Brief Report of the Manual Training Work Done in the Colored Schools of Henrico County, Virginia for Session, 1908 - 1909." (see Appendix I) In this report she told for each of the twenty-two schools she visited, the amount of industrial work that was done and what general improvements were accomplished. Dr. Dillard claimed the report was simple, yet it told the story so well that the Jeanes Fund printed a thousand copies and mailed them to county superintendents throughout the South." Dr. Dillard also ordered the plan to be tried out in eleven other counties, all of which succeeded. County superintendents from all over the South
were requesting additional information regarding the Henrico Plan. Then requests for aid from the Jeanes Fund came pouring in so that the Henrico Plan could be adopted.

Most of Miss Randolph's salary was used in the expense of hiring a one-horse buggy and driver, an expense that was necessary in order for her to travel to the twenty-three schools. Later, she became more accustomed to driving herself, so she bought a horse. She tried to visit two of the schools in one day. She had to leave home at 6:30 A.M. in order to arrive at the first school by 9:30. At 12:30 P.M. she would leave for her second school; then she would depart around 4:00, hoping to arrive home by 9:00 P.M. Miss Randolph kept her enthusiasm and determination in spite of having to feed and water the horse at various intervals and in spite of driving on muddy roads, and being wet with rain and snow during winter months.

The Henrico Plan was indeed a success. Dr. Dillard visited Henrico to see for himself the work of Miss Randolph and her successes as a Jeanes teacher. After this, the existing extension teachers became supervising industrial teachers. They were called Jeanes Supervising Industrial Teachers, Jeanes Supervisors, or Jeanes Teachers. Some of them were supervisors for a whole county; others were supervisors for part of a county. Several county
MISS VIRGINIA E. RANDOLPH

In rural Teacher of Halifax County, Virginia, since October, 1905—
The First "Janet Teacher"
school boards began to assist in the teachers' efforts by providing small grants to aid transportation. By 1909-1910, 129 Jeanes teachers were working in 130 counties of thirteen states. Dr. Dillard wrote that the Jeanes Plan was successful in the southern states because the Jeanes teachers enlisted the special interests of local school people and people in the community. Another reason the plan was successful was that the Jeanes teachers were given the freedom to do anything they deemed fit, educationally, for the community or in the schools.

The Work of the Jeanes Teacher

The Jeanes teachers who followed Miss Randolph were all black, and practically all of them had received training from Hampton, Tuskegee, Virginia Normal, Fisk, Atlanta, and Spellman. They included men and women.

Dr. Jackson Davis wrote that the Jeanes teachers may be thought of in the four major aspects of their work: with the county superintendents of education, with the teachers, with the pupils, and with the community. The county superintendent always appointed the Jeanes teacher; the Jeanes teacher worked under his direction. In some counties the Jeanes teacher was often regarded as the superintendent's assistant because he/she visited and
reported on black schools which relieved him of this duty. The Jeanes teachers also developed the superintendent's interest in black schools, for the Jeanes teachers made constant reports of their work, looked for advice, and interpreted the needs and aspirations of the people in the community and schools. The Jeanes teacher was also welcomed by the rural teachers who often worked in isolation and in old buildings. The Jeanes teacher would offer suggestions, start a class in sewing and cooking, and even teach a class and help the teacher with further lesson plans. The Jeanes teachers often inspired the rural teachers to attend summer school for self-improvement. The Jeanes teachers also aroused ambition and instilled confidence in the pupils and made them want more education. Through the organization of clubs of the older boys and girls and the organization of home, garden, or farm projects, the Jeanes teachers encouraged many of the students to stay in school. Many of them helped students find a way to go on to the next larger school or college. The Jeanes teachers were really noted for their practical community activities, connecting the schools with the needs of the home and community.

The Jeanes teachers were never given any specific instructions as to what to do in a community. Dr. Dillard claimed two reasons why there were no guidelines for the
teachers: first, since the work of the Jeanes Fund was new, it was necessary for the Jeanes teachers to gradually learn the best way of doing things, so that the work may be "intelligent as well as earnest." Second, the method of work that was suitable for one community may not have been suitable for another since conditions varied. For example, some communities may have had school buildings already built but needed assistance in how to encourage and promote sanitation within their schools and their homes. Other communities may have actually needed help in raising money for building schools and then be shown how to use them as "unity schools to improve their living conditions. Then, there were those communities that may have needed associations organized for self-help, or perhaps they needed extensions of school terms. Yet, another community may have needed a Jeanes teacher to help promote and organize a summer school for their teachers.

Since conditions did vary from community to community, Dr. Dillard wrote in "A Letter to Jeanes Teachers" that the reports that the Jeanes teachers wrote each month should "show considerable difference in the character of work." He also offered other advice to the Jeanes teachers:

(1) Keep in touch with the school official and
show the desire to work in accordance with them.

(2) Exercise tact and discretion in dealing with the teachers of the schools visited; show no desire to usurp authority but wish to be a helper and fellow-worker.

(3) Assist in organizing the people of the community into associations for self-help, for school improvement, for extension of terms, for sanitation or any other good purpose.

(4) Cooperate with the minister or ministers of the community; endeavor to bring the great influence of the churches to bear upon the practical life of the people.

(5) Introduce into the schools such simple forms of industrial work as may be needful and helpful, and will tend to show the connection between the school and the daily life of the community.

(6) By word and example endeavor to promote orderliness; promptness, and cleanliness; the school rooms and school surroundings, no matter how poor, should be kept neat
and tidy and in as good condition as possible.

(7) Urge and demand care and accuracy in the work supervised, remembering that the one good purpose of such training is to prevent the doing of things in a slovenly way."

The report on the next page (Table 4.1) is an example of a month's worth of activities a Jeanes teacher engaged in. It is representative in character of a typical month for a Jeanes teacher. It is worthwhile to note that the 6th and 7th were Saturday and Sunday."

So the Jeanes teachers were, in a sense, both teachers and supervisors. They usually began as teachers but became supervisors when the rural teachers had learned enough to carry on. Most of the Jeanes teachers worked only during the school year, which was usually short; but due in part to their efforts, the school years gradually lengthened. Still, many of them used the summers to their advantage by organizing canning and gardening clubs.

**Promotion of Industrial Education**

The Jeanes teacher introduced and supervised simple forms of industrial work. The black female students were taught to sew and cook. The Jeanes teachers also showed
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>Observed classes. Gave help. Test in reading.</td>
</tr>
<tr>
<td></td>
<td>Taught classes in paper folding.</td>
</tr>
<tr>
<td>3rd</td>
<td>Served lunch. Made health posters.</td>
</tr>
<tr>
<td>4th</td>
<td>Organized health club. Gave classroom help.</td>
</tr>
<tr>
<td>5th</td>
<td>Held County Parent Teacher’s Association and Fair.</td>
</tr>
<tr>
<td>6th</td>
<td>In Superintendent’s Office.</td>
</tr>
<tr>
<td>7th</td>
<td>Taught class in Sunday School.</td>
</tr>
<tr>
<td>8th</td>
<td>Taught cooking to girls. Boys cleaned off school yard. Made Thanksgiving booklets and</td>
</tr>
<tr>
<td></td>
<td>posters.</td>
</tr>
<tr>
<td>9th</td>
<td>Boys made bookends.</td>
</tr>
<tr>
<td>10th</td>
<td>Gave classroom help. Made posters for Thanksgiving. Parents Teacher’s Association met.</td>
</tr>
<tr>
<td>11th</td>
<td>Armistice Day celebrated.</td>
</tr>
<tr>
<td>12th</td>
<td>Met Parent Teacher’s Association.</td>
</tr>
<tr>
<td>13th, 14th</td>
<td>(Entries as for 6th and 7th.)</td>
</tr>
<tr>
<td>15th</td>
<td>Gave classroom help. Papered old house in which school is being taught.</td>
</tr>
<tr>
<td>16th</td>
<td>Visited community.</td>
</tr>
<tr>
<td>18th</td>
<td>Clean off school yard.</td>
</tr>
<tr>
<td>19th</td>
<td>Taught silent reading.</td>
</tr>
<tr>
<td>20th, 21st</td>
<td>(Entries as before.)</td>
</tr>
<tr>
<td>22nd</td>
<td>Cleaned the schoolhouse. Made sash curtains. Painted boards.</td>
</tr>
<tr>
<td>23rd</td>
<td>Organized Parent Teacher’s League.</td>
</tr>
<tr>
<td>24th</td>
<td>Visited community to increase attendance.</td>
</tr>
<tr>
<td>25th</td>
<td>Community Thanksgiving at Street Church.</td>
</tr>
<tr>
<td>26th</td>
<td>Visited community sick.</td>
</tr>
<tr>
<td>27th, 28th</td>
<td>(Entries as before.)</td>
</tr>
<tr>
<td>29th</td>
<td>Taught in Primary Department.</td>
</tr>
<tr>
<td>30th</td>
<td>Framed pictures. Taught classes.</td>
</tr>
</tbody>
</table>
them how to garden and to can the vegetables and fruit they grew. The girls were taught the rudiments of sanitary housekeeping and various handicrafts. The boys were taught in the areas of carpentry, farming, truck gardening, shoe repairing, and dairying. The Jeanes teacher also taught in the more specialized fields of mattress making and baking. All in all, the Jeanes teachers' activities in industrial training were as varied as the needs of the schools and the communities—"looming, plain sewing, darning, cooking, agriculture, gardening, blacksmithing, carpentry, chair seating, hammock making, shuck mat making—and such activities as singing, paper-cutting, and drawing are occasionally noted."

Much of the industrial education that was taught in the communities and schools coincided with activities that were supported by the General Education Board, such as farm demonstration agents and the Home Makers Clubs. The General Education Board turned its contributions of the Home Makers Clubs for rural work in the direction of larger support for the Jeanes teachers."

Encouragement of the Principle of Self-Help

Many times the people in the communities did not accept the idea of industrial training in their schools and
communities. They did not want the industrial work to interfere with the academic work of their children. They wanted their children to be educated only through books, not through demonstrations on how to live successfully in the home and on the farm. However, as time went on, the parents would begin to see their children doing things with their hands and being helpful at home; but at the same time, taking a new interest in books. Parents began to like what they saw, and they wanted to become involved as well. Thus, the organization of school improvement leagues came about. If a larger school was needed in the community, the parents raised money for it and would offer to build it. This would often bring about a new sense of ownership, personal pride and responsibility for the building.

Dr. Davis recalled a meeting in a new schoolhouse that was built entirely by the people in the community. He described it as follows:

It had two well-arranged classrooms and replaced an old building of only one room. The Jeanes teacher had found the school overcrowded and urged a new building. The president of the School Improvement League took pride in reporting the successful accomplishment. He then turned to the superintendent and said:

'Mr. Washington, when you told us we could build this school, we didn’t think we could, but now we know we can do any good thing that we make up our minds to
do."

Dr. Davis noted that there were no available funds for the building, but the people in the community had discovered a sense of pride through their achievement.

Like Miss Randolph, the Jeanes teachers were not indifferent to the students' home conditions. One male Jeanes teacher reported making washstands, tables, wheelbarrows, clothes-hangers, and "numerous other articles of usefulness."  Another Jeanes teacher reported that "the homes of the people have been enlarged and beautified." Yet another reported that "One house had only two windows. It now has four nice large windows."

The Jeanes Teachers Abroad

The concept of the Jeanes teachers was so successful that it not only took hold throughout the South, but it extended to many sections of Africa, South America, and Asia. According to Wright, the Jeanes Plan abroad took on two methods: first, as an administrative method whereby supervising teachers help local teachers through friendly visitation; and secondly, as a method of stimulation and assisting the teachers to adapt their educational work to the needs of pupils and community. The countries with Jeanes schools mentioned by Wright include the Jeanes School
in Kenya, the Jeanes School in Northern and Southern Rhodesia, the Kambini Methodist Mission School near Inhambane, Portuguese Africa, and the Jeanes School in Liberia and the Belgian Congo, to name a few. Thus, the methods and objectives of the Jeanes Plan were introduced throughout the world. Wright noted that it was "gratifying that the Jeanes Plan and similar plans are gradually relating education to the common needs of the common day for the common people, and especially those of the long-neglected villages and rural districts."^{32}

**Summary**

The early work of Miss Virginia Estelle Randolph played a significant role in the shaping of education for blacks in Henrico County. She believed in teaching the children how to use their hands as well as their heads, and her methods of teaching at the Old Mountain Road School emphasized this philosophy. Parents and the community became more involved with the school and their children by joining and participating in a School Improvement and Willing Workers’ League which Miss Randolph initiated.

Miss Randolph’s work of seventeen years at the Old Mountain Road School did not go unnoticed. Dr. Jackson Davis, Henrico’s superintendent of public schools, observed
her work and wanted her to show other teachers her unique methods. When the Anna T. Jeanes Fund was created for the purpose of furthering rudimentary education in the rural schools, Dr. Davis appealed to Dr. James Hardy Dillard, the President of the Fund, for aid to pay the salary of an industrial supervisor. The person he had in mind was Miss Randolph. She became the first Jeanes teacher under the Henrico Plan, the idea where one teacher worked in every rural school in the entire county.

From the Henrico Plan that Miss Randolph introduced grew other Jeanes teachers, not just in Virginia but throughout the South as well. The Jeanes teachers were not given specific instructions as to what to do in their assigned schools and communities. They always, however, initiated organizations for community self-help and introduced some form of industrial work in the schools. With the help of these Jeanes teachers, a school house was built or renovated, a school term was extended, and general home improvements were noted.

Miss Virginia Randolph's and Dr. Jackson Davis's plan, the Henrico Plan, extended overseas to Britain's African colonies, Asia and Latin America, where Miss Randolph's philosophy and teaching techniques were adopted. The Jeanes Fund was an avenue for other philanthropic
agencies. Chapter Five will discuss these agencies and how they supported and strengthened the black schools in Virginia and Henrico County. Chapter Five will also focus on the continuing efforts of Miss Virginia Randolph and Henrico's first high school for blacks which was named after her.
FOOTNOTES

Chapter IV

'Excerpt from a letter Miss Virginia Randolph wrote in 1906, "The Good a Teacher Can Do in a Community Educationally and Morally," in response to a request for archival information for the State Teachers' College in East Radford, Virginia Randolph Museum, Glen Allen, Virginia. (Appendix K)

'The Harmon Award was named after William E. Harmon. It was an award that recognized distinguished achievement in education.


'Ibid., p. 25.

'Ibid.

'Jones, p. 25.


'Semmes, McCormick, "Milestones in Life of Virginia Randolph," Richmond Times Dispatch, June 8, 1947, p. 6. (It is interesting to note that when the school was enlarged, Miss Randolph had to have one tree cut, and that tree was Judas. Two of the twelve trees have been replaced; ten are presently standing.)

"The Good a Teacher Can Do in a Community Educationally and Morally."

'Semmes, p. 6.

'Ibid.

'Jones, p. 31.

"The Good a Teacher Can Do in a Community Educationally and Morally."
Semmes, p. 6.

Ibid.

Jones, p. 28.

Ibid., p. 30.

Ibid., pp. 30-31.

Letter of commendation from Maggie L. Walker to George E. Haynes, Commission on Church and Race Relations, July 28, 1926, Virginia Randolph Museum, Glen Allen, Virginia. (Miss Randolph was a candidate for the William E. Harmon Award for Distinguished Achievement.) (Appendix L)

Jones, p. 33.


Ibid.

Wright, p. 8.

Ibid., p. iii (Taken from "Extract of the Will of Anna T. Jeanes Filed in the Office of the Register of Wills for the City and County of Philadelphia, Pennsylvania, on September 30, 1907)."

Jones, p. 18.

Wright, p. 9.

Brawley, p. 195.

Ibid. (Dr. James Hardy Dillard was the president of the Jeanes Fund for twenty-three years. He had been a professor of Latin at Tulane University, New Orleans. Walter Page was the editor of The Forum, The Atlantic
Monthly, and The World's Work. Robert Moton was an educator who succeeded Booker T. Washington as Principal of Tuskegee Institute. George Foster Peabody was a banker and philanthropist and Trustee of Hampton Institute. Booker T. Washington was an educator who organized and served as Principal of Tuskegee Institute. Source: Arthur Wright. The Negro Rural Fund, Inc.)

33Dillard, p. 196.


35Brawley, p. 59.

36Jones, pp. 44-45.

37Ibid.

38Ibid., p. 46.

39Ibid., p. 47.

40Davis, p. vi.

41Ibid., p. 16.

42Ibid., p. 27.

43Ibid.

44Ibid., pp. 27-28.

45Wright, p. 63.

46Jones, p. 48.

47Dillard, p. 199.

48Davis, p. 19.

49Jones, p. 49.

50Ibid.

51Ibid.
"This information was found in an untitled article in the Virginia Randolph Museum.

Wright, p. 155.

Ibid., p. 167."
CHAPTER V

IMPROVEMENTS IN THE SCHOOLING FOR BLACKS IN
HENRICO COUNTY, 1907 - 1933

From 1907 - 1916, records have indicated that Henrico's four magisterial districts had a number of one and two room school buildings that were widely scattered throughout the county. (see Appendix M) The following features were common to all or almost all of these schoolhouses: the schoolhouses were crudely built, usually dilapidated and rundown; the furnishings were badly worn; the schoolhouses were extremely cold in the winters and were heated by a pot-bellied stove; unsanitary conditions existed--drinking water was shared by the use of a bucket and common dipper which everyone used, and there were open outside toilets; no transportation was provided for students who had to walk three, sometimes four miles to school; the textbooks were old and used; many of the schools were overcrowded; janitorial duties were done by the teachers and students; a one hour outdoor recess was given, regardless of the weather; the basics -- reading, writing, and arithmetic were taught; and the school day was from 9:00 a.m. to 3:00 p.m.1
These scattered one and two-room schools were poor representations of educational facilities. In addition, the overall quality of instruction needed much improvement, especially in the areas of providing certified teachers who were trained to teach. Improvement was also needed in securing updated textbooks and supplies. However, during the period up to 1933, contributions from six major philanthropic foundations brought an overall improvement in schools for blacks in Virginia and Henrico County. It was also during this period that black county training schools in Virginia and Henrico’s first high school for blacks were developed.

Philanthropic Foundations that Benefacted Education for Blacks

There were six philanthropic foundations that worked directly for the advancement of black education in the South: The Peabody Fund, which established teacher training institutions; The John F. Slater Fund, which developed educational facilities; The General Education Board, which funded state supervision; The Anna T. Jeannes Fund, which provided supervision and industrial work; The Phelps-Stokes Fund, which was used in the education of blacks in Africa and the United States; and the Julius Rosenwald Fund, which aided in building schoolhouses.
The Peabody Fund

The Peabody Fund, established by George Peabody in 1867 to help the South recover from the ravages of the Civil War, was the first multi-million dollar educational foundation in America. At this time George Peabody selected a board of trustees from various states in the eastern section of the United States. He donated $1,000,000 to fund its activities. Many southern states were given a share of the Fund through their school superintendents.

The Peabody Fund had direct influence over other foundations (mentioned later in this chapter) and made contributions toward the education for both blacks and whites, especially in the areas of teacher training and the establishment of normal schools. Leavell cites that the Peabody Fund contributed more than three and one-half million dollars in the several fields of educational activity subsidized, of which sum blacks received a considerable portion. Before the final disposition of its funds in 1914, its resources were used for the employment of the first state agents of Negro schools, adopted in Virginia in 1910.

The John F. Slater Fund

The first large fund established directly for the advancement of education for blacks in the South was the
John F. Slater Fund. The John F. Slater Fund was created in 1882 when Mr. John F. Slater donated a gift of $1,000,000 for the sole purpose of helping to improve black education mainly on the secondary and college levels. Mr. Slater also specified that the training of teachers be encouraged. The Slater Fund received a gift of $325,000 from the Peabody Fund to assist in the maintenance of county training schools for Southern blacks.

The scholastic year 1911 - 1912 marked the beginning of the Slater Fund's work toward the development of county training schools. The Slater Board agreed to appropriate $500 to assist county training schools that met certain conditions:

1. The school property had to belong to the state or county; it had to be a part of the public school system.
2. There had to be an appropriation of at least $750 from the public funds for maintenance.
3. Teaching was to be carried through the eighth grade, including industrial work and some teacher training in the last year.

Dr. James H. Dillard, who was then the director of the Slater Fund, communicated that some provision be made for the training of rural teachers employed in schools in
their own localities. As cited in Leavell, Dr. Dillard said the opening of a training school "would afford an opportunity for the better class of pupils to continue their education" beyond the limits of what they were receiving. He suggested that the centrally located schools in most counties could be turned into training schools with little additional expense with the help of the Slater Fund. The Fund received cooperation from other foundations in developing these county training schools; by 1915, the Fund's monies had nearly doubled.

The General Education Board

The General Education Board was organized in 1902 in New York by John D. Rockefeller to administer funds for the promotion of education in the South. In the year it was organized, the General Education Board set forth the general objective of the corporation as "the promotion of education within the United States of America, without distinction of race, sex, or creed"; and this broad object was specifically stated to include "the power to establish or endow elementary or primary schools for teachers, or schools of any grade, or higher institutions of learning; to donate property or money to any such association; to collect educational statistics and information to publish and
distribute documents and reports, and in general to do and perform all things necessary or convenient for the promotion of the object of the corporation."¹³ Thus, the work of the Board began with the utilization of a grant of $1,000,000 to spend over a period of ten years at the rate of $100,000 yearly.¹⁴

From an extensive survey of education in the South, the Board concluded that the greatest problem in education for blacks was the rural school problem. According to Caliver, the rural school problem was (a) that the few schools provided in rural areas were difficult to access; (b) that the educational facilities offered were too few; (c) that the education given was of poor quality; and (d) that many of the factors of education availability were closely associated with one another.¹⁵ It was recommended by the General Education Board's survey that this problem could be solved by giving blacks industrial and agricultural education; therefore, by 1907 the Board made its first grant to the farm demonstration work, where black and white farmers were taught how to raise cotton profitably, which helped improve the economic aspects of life in the South.¹⁶ The General Education Board also organized Home-Makers Clubs for black girls.

When Miss Anna T. Jeanes asked the Board to
administer a $200,000 trust for the benefit of black education in the South, the Board used the gift to assist southern state departments of education, as well as Hampton and Tuskegee Institutes, to organize summer institutes and school demonstrations for teachers. This gift also helped to pay the salaries of agriculture and home economic instructors and contributed toward some buildings and equipment. This was the only direct aid toward black rural schools that the Board extended.

The Peabody Fund was another foundation that assisted the General Education Board. The Peabody Fund financed the first year for a white state supervisor of black schools. The idea of having a white supervisor for black schools was initiated in Virginia in 1910 with Jackson Davis as the supervisor. The General Education Board adopted and extended the plan. The Board offered each state $2,500 annually for the salary and up to $1,000 yearly for the expenses of these supervisors who had to be employees of the state departments of education.

The General Education Board’s funds had mounted to $53,000,000 by 1909; therefore, it assisted other foundations. The General Education Board cooperated with the John F. Slater Fund by donating $170,000 to aid county training schools in the South during the Depression.
Between the years 1914 - 1915 and 1919 - 1920, the General Education Board donated a total of $118,000 to the South toward the work of the Jeanes teachers.²² It was also during this time period that the Board gave aid toward the Home-Makers Clubs, which had been started in connection with the work of the Jeanes teachers.

The Anna T. Jeanes Fund

During the summer of 1912, the General Education Board invited the state superintendents of all the Southern states to meet at Hampton Institute to hear Miss Virginia Randolph explain her methods in her "simple, dignified way."²³ Miss Randolph was the first Jeanes teacher, and she and Jackson Davis were said to be the "inventors of the real Jeanes Plan" as Dr. Dillard stated.²⁴ The Jeanes Plan became so successful with their black supervisors that it attracted attention from the white educators who wanted to create a desire for more effective supervision and more beautiful school grounds for their schools. Virginia's governor, William Hodges Mann, in 1911, wrote as follows regarding school beautification:

It would be very delightful in going through the State to find well-painted, well-kept schoolhouses, surrounded by beautiful grounds, planted with trees and flowers. Such schools would show the care of teachers and pupils, would leave more pleasant memories of the old school in years to come, and would make better pupils and citizens of our children.
Not only so, but beautiful schools would have an influence for good upon the entire community. If the school is to become a social center, let us see to it that it is a beautiful spot, and let all citizens help in the good work. I wish that the year 1911 could see the last poorly-kept schoolhouse and bare school ground in Virginia."

Miss Randolph's and the Jeanes teachers' work not only was well known for their influential school beautification projects, but also for their raising money within their communities to help support their schools. R. C. Stearnes, Virginia's state superintendent in 1914, remarked how these teachers raised from private contributions "much more than the entire cost of the system" and how the Jeanes teachers "have revolutionized Negro school and home life in Virginia." In the 1913 - 1914 Annual Report, Stearnes stated that thirty-eight Jeanes teachers, in cooperation with 996 teachers under them, had raised $33,688.67 through the school leagues. In 1924, Virginia's state Superintendent Harris Hart wrote the following in his report which exemplified the hard work of the Jeanes teachers:

An especially important feature of Negro education is the work of the rural supervisor or Jeanes Agent. In 1924 - 25, there were fifty-six of these supervisors in fifty-three counties, who worked in the homes and the schools in order to improve conditions. These workers raised more than $100,000 for school purposes all over the State. This is the encouraging aspect of the whole situation and greater things are
yet to be expected from this "faithful band" of workers."

Because of the efforts of the Jeanes teachers, other foundations began to donate money to the Jeanes Fund to assist with the improvement of education for black children. Dr. Dillard made acknowledgement of the aid that the Fund received:

1911 - 12  Phelps-Stokes Fund gave $2,500 to aid in paying salaries
1912 - 13  Phelps-Stokes Fund gave $2,500 for salaries and $1,000 for aid in building and equipment
1913 - 14  Phelps-Stokes Fund gave $2,500 for salaries and $1,500 for aid in building and equipment
1914  General Education Board began its donations in promoting the extension of the work of the Jeanes teachers
1915  General Education Board gave $5,000
1915 - 16  General Education Board gave $11,000
1916 - 17  General Education Board gave $11,400
1917 - 18  General Education Board gave $16,000
1918 - 19  General Education Board gave $20,000

When the work of the Home Makers Clubs was taken over by the agents of the Federal appropriations, the Board turned its contributions over to a larger support of the Jeanes
teachers; thus in

1919-20 General Education Board gave $60,988; in
1920-21 General Education Board gave $75,011; and in
1921-22 General Education Board gave $80,000.30

The Southern Education Fund, Inc.

Dr. James Hardy Dillard served as President of the
Jeanes Fund from 1908 to 1931. In 1910 he was made General
Agent of the Slater Fund to facilitate cooperation and
economy in the work of the two Funds.31 When he resigned in
1931, the Jeanes and Slater Funds were placed under the
management of Dr. Arthur D. Wright, who had served as State
Supervisor of Negro Schools in Virginia, as President. In
1937, the two Funds were consolidated under the official
name of the Southern Education Fund, Inc.32

The Phelps-Stokes Fund

The Phelps-Stokes Fund was established by the will
of Miss Caroline Phelps Stokes of New York City, who died
April 26, 1909.33 The total amount of the Fund was
$1,023,784.38.34 Miss Stokes designated in her will that the
income of her estate be used for aid to black schools,
colleges, and universities; aid to the cause of interracial
cooperation, and aid to promising publications and movements
in the interest of blacks.35 Miss Stokes also had an
interest in blacks in Africa as well, and the extension of the Jeanes Fund movement there was largely due to the efforts of the Phelps-Stokes Fund."

The following citation from the *Twenty Year Report of the Phelps-Stokes Fund 1911 - 1931* entailed the scope of the Fund:

1. That in providing for the establishment of the Phelps-Stokes Fund the testatrix showed a special, although by no means exclusive, interest in Negro education.

2. That it was wise for this Board to dispense its philanthropy as far as possible through existing institutions of proven experience and of assured stability.

3. That the cooperation of the best white citizens of the South was of prime importance in solving problem of the Negro education.

4. That the Board was justified in meeting occasionally the whole or a part of the expense of securing investigations and reports on educational institutions or problems, when these were thought to be of great significance."
The Julius Rosenwald Fund

The Julius Rosenwald Fund was incorporated on October 30, 1917, by Julius Rosenwald, the president of Sears-Roebuck. For the first ten years, the Fund was used almost exclusively for rural black schools. Between 1913 and July 1, 1931, the Fund helped construct 5,295 rural schools for blacks. The Julius Rosenwald Fund was considered to have the largest and most dramatic rural school building program in the world resulting in costs amounting to $28,424,520. This amount spent through the Fund did not include the many millions of dollars that Mr. Rosenwald personally gave away. The total amount of his gifts were estimated at his death in 1932 to be more than $62,000,000. His attitude toward helping black education was expressed when he said:

We whites of America must begin to realize that Booker T. Washington was right when he said it was impossible to hold a man in the gutter without staying there with him, because 'if you get up, he will get up.' We do not want to remain in the gutter. We, therefore, must help the Negro to rise."

Mr. Rosenwald agreed to give any rural community the sum of $300 for the erection of a school building for blacks; however, the community had to meet certain conditions, for Mr. Rosenwald felt it was his aim "to give as little as possible for as short a time as possible."
Should any of our projects become permanently dependent upon our help, we should feel that we had failed.""

The conditions were as follows:

1. A school had to represent common effort by the state and county authorities and local black and white citizens.

2. State and county had to contribute to the building and agree to maintain it as a regular part of the public school system.

3. White citizens had to show interest by contributing part of the money. (On several occasions whites donated the land.)

4. Blacks had to show a desire for education by donating money and labor.""

Therefore, the conditions brought on a cooperative effort between the community and the Fund itself. For example, the Rosenwald Fund contributed $4,273,927; the whites $1,179,229; the blacks $4,683,012; and the State and county governments $17,511,663, for a total of $27,647,831."

Virginia’s Superintendent Stearnes urged Mr. Rosenwald to give special attention to the needs of Virginia’s schools for blacks. Mr. Rosenwald set aside the amount of $11,000, specifying that no one room school could receive more than $400 from the Fund, and $500 would be the
maximum amount for a two room school."

By 1920, the Rosenwald Fund established a systematic plan contributing $500, $800, $1,000, $1,400, and $1,600 to schools of one, two, three, four, five, and six rooms respectively, provided that the building conformed to standard plans and specifications set by the Fund. For example, every site had to be large enough for school gardens; and every school had to have some facilities for some economics for the girls and industrial work for the boys. However, the early buildings were small; and it was not until 1924 that funds were provided for seven room schoolhouses."

The school year 1930 - 1931 was the last year the Rosenwald Fund made appropriations toward school buildings for blacks, and by the end of 1931 the Fund had helped to erect 363 modern buildings for black children in Virginia.""

Other foundations cooperated with the Rosenwald Fund toward the building of large consolidated schools or county training schools. Some foundations would give aid toward school bus transportation. The General Education Board gave aid toward providing modern equipment; the Slater Fund furnished aid for trained vocational education teachers; and the Jeanes Fund provided supervisors to carry the program to remote rural communities." The cooperation of these funds
along with the Rosenwald Fund helped develop the black schools into accredited high schools."

A Rosenwald Day, which became a part of the program of the Fund, was established throughout the South on March 3, 1933. W. D. Gresham, the state agent for Virginia wrote a letter to all of the black teachers asking them to observe Rosenwald Day. He asked the teachers to invite all of the children, patrons, and friends to the school for afternoon exercises to honor Mr. Rosenwald. The program consisted of the following: a song, a prayer by the local minister, a statement by the teacher or principal giving the purpose of the meeting, the benefit of a good school in the community, the general condition of the school, and the outstanding needs of the school, sixteen important facts about black schools in Virginia, special music, an address honoring Julius Rosenwald by the teacher, another song, an address by the local minister regarding what the people in the community should do for their school, collection of money for school improvement, a final song, and adjournment."

The methods of these philanthropic agencies were successful in gaining the cooperation of both blacks and whites. Reasons for their success were cited in the Twenty Year Report of the Phelps-Stokes Fund 1911 – 1931:

1. Comprehensive and genuine understanding of the
economic and sociological conditions by careful observation supplemented and corrected by the method of "learning by doing."

2. Personal cooperation with local governments and local communities, white and colored, through foundation representatives selected for their knowledge of and experience with the local peoples.

3. Their substantial appropriations estimated to be approximately $34,000,000. Their values were increased by having requirements that foundation appropriations should be only a part of the total sums to be shared by governments and by white and colored citizens."

These agencies helped to reconstruct education for blacks in the South unselfishly. As Dr. Thomas Jesse Jones summarized: "It is probable that no educational influence in all history has equalled the effectiveness which these foundations have realized in their educational sources to the Negro people of the Southern states."

The County Training School Movement

The activities of the aforementioned philanthropic agencies aided in the educational advancement of blacks
through public secondary education. Dr. James Dillard, who was the general agent of the Slater Fund in 1910, showed interest in providing public secondary facilities for blacks in the South.\textsuperscript{6} His encouragement led to the establishment of county training schools as a means of secondary education that met the needs of rural blacks. These schools were specifically for blacks in the Southern states and were open in the eighth grade or higher for black children throughout the county. The schools were aided by the Slater Fund, and no school for blacks in the South could be called a county training school unless it had been aided by the Slater Fund.\textsuperscript{7} Thus, as far as the Slater Fund is concerned, the official date of the county training school movement is the scholastic year 1911 - 1912.\textsuperscript{3} 

According to Redcay, there were common factors in the establishment of these county training schools:

1. A recognized need for a bigger and better school to offer to Negroes in the county or parish a more advanced education than that afforded by the rural elementary schools.

2. The recognition of the need for better prepared teachers for the county or parish.

3. The frequent mention of agricultural and industrial education.
4. The willingness to cooperate in order to secure the support of a philanthropic organization."

The idea of the county training schools was received favorably, and in the scholastic year 1913 - 1914 the number doubled and doubled again in 1914 - 1915."

**Purposes of the County Training Schools**

The aims and purposes of county training schools taken from the opinions of county school boards, state departments of education, and the philanthropic groups, were listed and published as follows:

1. To supply for the county a central Negro public training school offering work two or three years in advance of that offered by the common schools.

2. To establish a type of Negro school in the county which shall serve as a model with respect to physical plant and equipment, teaching force, course of study, and plan of operation.

3. To lay emphasis on thorough work in all common school studies, to relate these studies to the lives of the pupils, and to develop standards of achievement.

4. To give industrial training, laying particular emphasis upon subjects pertaining to home and
farm.

5. To prepare Negro boys and girls to make a good living and lead a useful life by knowing how to care for the home, to utilize land, to make home gardens, to raise their own meat, poultry products, milk products, etc.

6. To prepare young men and young women to become rural and elementary school teachers, by enabling them to meet legal requirements of the state, by giving them a closer acquaintance and sympathy with rural activities, and by supplying such elementary professional training as will help them to secure the best results in this work. The need in the South for properly qualified Negro rural teachers is everywhere apparent.61

In other words, the purpose of the county training schools was to offer black students a more advanced education and to promote the training of rural teachers.

County Training Schools in Virginia

County training schools for Virginia were first mentioned in the 1915 - 1916 Annual Report of the Superintendent of Public Instruction. At this time there were only five training schools established in Virginia in
the counties of Alleghany, Caroline, Nottoway, Roanoke and York." These schools had nine and ten grades; and in the last two years of study, courses in elementary training were taught. Industrial work was also included as part of the curriculum.

In the 1917 - 1918 Annual Report of the Superintendent of Public Instruction, Superintendent Stearnes wrote that the purpose of the county training school was to be intended to furnish in each county "one better central school." He stated that these schools were to provide more advanced training for a selected group of boys and girls who plan to teach or go on to other higher institutions, or the schools were to provide the same type of education to those students to make them simply more efficient home builders and citizens. It was also documented in this report that the county training schools were equipped through the help of the General Education Board, "to teach sewing, cooking, carpentry, shoe-making, agriculture, etc." Each of these schools received an annuity of $500 from the Slater Fund towards the payment of teachers' salaries."

Superintendent Hart specified in his 1919 - 1920 Annual Report that students who attended these county training schools could secure a second grade certificate and
could teach although they were urged to prepare themselves further beyond the county training schools. For the first time, this report also mentioned a county training school in Henrico County, the Henrico County Training School. However, it is referred to as the Virginia Randolph Training School in the 1915 Annual Report of the Public High Schools of Virginia.

Twenty-three county training schools were documented in the 1921 - 1922 and 1923 - 1924 Annual Report of the Superintendent of Public Instruction. The 1926 - 1927 report documented that all of the training schools offered nine grades of work, and some offered ten and a few maintained eleven grades. One school, the name of which was not mentioned, had become a standard high school. All of the training schools had at least an eight months session, and some were open for nine months. The Slater Fund and the General Education Board were also documented in the report. The Slater Fund gave a maximum amount of $500 and a minimum amount of $100 to aid these schools. The General Education Board donated funds of five thousand five hundred dollars for science equipment, desks, and seats for an auditorium.

Superintendent Hart's 1929 - 1930 report documented that fifty county training schools were in operation by the
county school boards with a little financial assistance from
the Slater Fund." At this time there were 332 teachers
employed with the following enrollment: boys, 4,996; girls,
5,986; total, 10,982. Of this number 2,324, including 731
boys and 1,593 girls, were enrolled in school grades." Only
six of the twenty-five schools had four years of school
work, and Henrico's training school, was one of the six.

**Miss Randolph's Efforts Toward Improvement in Education for
Blacks in Henrico and the Creation of the Virginia Randolph
Training School**

As previously mentioned in Chapter Four, Miss
Virginia Randolph did much to improve the rundown one room
Old Mountain Road School. As mentioned earlier, she
financed the paving of the muddy hilly road with her very
own money and purchased twelve trees, named after the twelve
apostles, to beautify the grounds. (see Appendix N)
Although Miss Randolph became the first Jeanes supervisor in
1908, she still worked toward improving this school. When
the one room became too crowded, she decided to build a
larger school. In her attempt to do this, Henrico agreed to
give her a teacher for every room she added; therefore, she
had to solicit funds for the extra rooms. The new school
was erected in 1915 and had an additional four rooms. This
new school was built next to the site of the old, one room school and was named in her honor, the Virginia Randolph Training School."

The Virginia Randolph Training School, like Virginia's other training schools, was the first step toward public secondary education for blacks in Henrico. High school courses were added, but cooking, sewing, and gardening were greatly emphasized."

Because the Virginia Randolph Training School was the only training school for blacks in Henrico, there was a problem in transporting the many black students from the four districts. The Virginia Randolph Training School was located in the Brookland district, or western Henrico. As previously mentioned in Chapter Three, the conference at Capon Springs, West Virginia in 1901 recommended school consolidation so as to eliminate the several tiny one room schools and have a centrally-located school. As a result, by 1907 Henrico had established five white high schools with two having been established in 1905."

What is interesting to note is that as early as 1905, transportation by wagons was used for transporting white children to Varina High School in the Varina district; and in 1911, transportation was provided for white students at Short Pump."

However, transportation provided by the county for black children was
Virginia Randolph Training School
(before 1929 fire - extra room)
not available until 1934 - 1935." At this time, according to Mr. Jones, the buses that were provided for blacks were "used and broken down" and were an "embarrassment to the county." (see Appendix O) However, it was not until 1954 - 1955 when the county decided to provide complete transportation with new buses for black children due to the consolidation of all the one room schools for black children." Therefore, it is contradictory when the Biennial Report of the Superintendent of Public Instruction of Virginia for the School Years 1905 - 1906 and 1906 - 1907 states that "the effect of consolidation and transportation in every case is better schools, better attendance and increased interest on the part of the patrons." This was not the case for Henrico's black children and their schools.

Miss Randolph was quite aware of the problem of transportation for black children throughout Henrico County; therefore, she came up with ways of getting these children to attend her training school. One method was to have the children use the Richmond-Ashland Railroad and/or trolley car. The students paid a reduced fare. To ensure that students would attend the school, Miss Randolph kept students in her home, located then at 817 West Marshall Street in Richmond, Virginia. She would bring the students to the training school herself. (When she was asked how
many children she had kept over the years, she believed that she had opened her home to as many as fifty-nine children! Miss Randolph continuously made learning available for the children in her home. She opened a bakery in her home, taught the girls how to bake, and sold the products the girls produced. A third way she used to get students to attend the training school was the use of a girls' and boys' dormitory, described later in this chapter. A final method was her encouraging parents with horses and wagons to drive not only their children to the school, but other children in their neighborhood as well.

**The Anna T. Jeanes Memorial Dormitory**

Miss Randolph came up with the idea of housing black girls who lived in other areas, so in 1923 she and some of her teachers at the training school pooled resources of $1,000 to buy ground for a dormitory. The name of the dormitory was the Anna T. Jeanes Memorial Dormitory, and it was built next door to the Virginia Randolph Training School. Financial aid came from the Jeanes Fund to support the facility, but the girls had to pay $12.00 a month for room and board. Girls not only came from the other districts in Henrico County, but they also came from Goochland, Louisa, and Hanover Counties in Virginia; and
some even came from as far as New York to live in the dormitory. The dormitory was used for residential purposes only. Mr. Jones recalled a Mrs. Tucker and a Mrs. Henderson, who were dorm supervisors. Although the dormitory was successful as far as getting students to attend the training school, Mr. Jones said that the dormitory was a "sore spot" to the county because it showed that blacks did not have the transportation provided for them as did the white children. Also, because of the monthly fee, there were still many black girls who could not attend because their families could not afford it.

The Boys' Dormitory of Virginia Randolph

Miss Randolph also came up with the same idea for boys. She and the community purchased fifty acres of land across from the training school to build a dormitory for boys. It was simply named the Boys' Dormitory of Virginia Randolph. An interesting way to raise money to help build this dormitory was Field Day/May Day, where all the black schools in the county had their own program to raise money. (see Appendix Q) She demanded that all the black schools participate. On the third week of May, each school made contributions from its activities it had established for Field Day. The Field Day/May Day program continued after
Miss Randolph's death; however, the funds went to the individual schools.

**Continued Work at the Virginia Randolph Training School**

According to Mr. Jones, the Virginia Randolph Training School did not become accredited until around 1924; however, in the 1920's, one year of Normal training was added for teacher training. Miss Randolph selected her teachers for the county from this group. Mrs. Blanche Jones Andrews was one of the first teachers chosen from this group by Miss Randolph. Mrs. Andrews taught at Virginia Randolph High School until its closing in 1969. To promote teacher training, Miss Randolph also held extension classes on Saturdays at Washington Park School, and she encouraged teachers to continue or improve their education by attending the summer sessions at Virginia State College.

**The Tragic Fire at the Virginia Randolph Training School**

A tragedy occurred at the Virginia Randolph Training School in 1929. The four room school was destroyed by fire. Sadly enough, the Mountain Road School next door to it was also destroyed. Miss Randolph sadly responded to what she felt was her greatest tragedy: "My school burned to the ground. The rest of the week of February 11, I was unable to go anywhere because I was under the care of the doctor."
I have worked so hard, and just to think I could not save either of the buildings. God knows how I feel. I shall never get over it."92

Miss Randolph did recover from this event. Education continued in spite of the loss of the school. The boys' and girls' dormitories were used for classes. Classes were held in the dining/living room. The father of Mr. Jones, William Jones, had given the school lumber to build seven stalls for horses (The boys in Industrial Arts built the stalls).93 When the school burned, the county had doors and floors put in the stables for classrooms.94 At the end of the year 1929, a new school was built with the financial assistance from the Rosenwald Fund. The Virginia Randolph Training School was a bigger and better school for it had eight rooms, a small library, and an auditorium.95 An agriculture program was added to encourage the boys to attend the school. The Caldwell-Creighton Cottage was built next to the school in 1939 for the purpose of teaching home economics.96 Before the cottage was built, home economics was taught in the basement of the girls' dormitory. Later, the Virginia Randolph Training School became known as the Virginia Randolph High School. When school buses became available in the mid-1930s, the girls' and boys' dormitories ceased operation.
The Work of the Jeanes Teachers through 1933

The early work of Miss Virginia Randolph as a Jeanes teacher laid a foundation for all the black teachers who aspired to and became these special teachers. The Jeanes teachers' hard work and their efforts did not fail to go unnoticed in Virginia because of what they accomplished in the black schools and communities. Virginia's superintendents, in their annual reports, recognized the success of these teachers. The following are excerpts taken from the reports of the superintendents of public instruction in Virginia:

1908

"There has been considerable improvement in the negro schools during the past two years through the introduction of industrial and agricultural work. In Henrico, a supervisor was employed through the aid of the Jeanes Fund to introduce simple forms of industrial work--Agriculture, cooking, sewing, etc.

This work is now introduced in Sussex, Lunenburg, Mecklinburg, Prince Edward, Albemarie, Nansemond and several other counties. School Improvement Leagues have been organized in many schools and communities, and improvement is noticed in more attractive and hygienic
buildings and grounds."

1909
"Very satisfactory improvement has been made in negro schools the past two years by the introduction of industrial and agricultural courses. Supervisors were employed through the aid of the Jeanes Fund to introduce agriculture, manual training and domestic economy, particularly in Albemarle, Henrico,...counties."

1911
"One of the supervisors gave his entire time to negro schools, introducing vocational work and arousing a new interest in schoolhouse and grounds. The aid granted by the Jeanes Fund gave us a number of local supervisors in negro schools and improvements on every hand gladden many hearts interested in the uplift of the colored race."

1912
"The negro schools are making great progress through the assistance derived from the Jeanes Fund, ...and large private contributions by the colored people themselves."

1913
"The most remarkable features of rural supervision, however, unquestionably are found in the colored schools. Several counties pay part of this expense, but the bulk of the money
is provided by...the Jeanes Fund....Thirty-five colored supervisors under the direction of a State inspector, have raised from private contributions much more than the entire cost of the system and they have revolutionized negro school and home life in Virginia."

1914 - "Through the cooperation of the Jeanes Fund, colored supervisors have been appointed in thirty-five of our divisions. The large amounts contributed by the negroes for building schoolhouses and extending the length of the school term are directly attributable to the work of these officers."

1915 - "...the work of supervising teachers is reaching the people and arousing them to the need of better facilities. It is also showing them that the best way to get outside help is to show a willingness to offer self help."

1915 - "In addition to their general work the various supervisors have also served as moving spirits in 'Home-Makers Clubs'.... This phase of the work has naturally increased the spirit of thrift among the people. More than 1,300 girls and 1,100 women were engaged in the Home Makers
Club work in the counties....The girls worked 636 individual gardens, raised 2,147 bushels of tomatoes, canned 37,930 quarts of vegetables and 15,663 quarts of fruits. The women put up 70,040 quarts of vegetables and 15,765 quarts of fruit. The club work has proven a great adjunct in teaching cleanliness, industry and frugality...."

1916 - 1917

"In the forty-eight counties in which they worked (there were forty-nine supervisors at this time) there reside 68.1 percent of the negro children of school age in the counties of Virginia, 61.5 percent of whom were enrolled in the schools; 8,389 visits were paid to 1,364 teachers working in 1,024 buildings; 607 of these teachers extended their school terms partly through money raised by the people, for which purpose they report the raising of $9,640.74.

The supervising industrial teachers report that 851 of the 1,024 buildings under their supervision have active school improvement leagues and report further that in addition to money raised for term extension they raised for
other purposes $34,361.09, making a total voluntary tax for school purposes in the forty-eight counties with supervisors of $44,011.83."

"Fundamental in the whole scheme of education for the colored people is the work of the supervising industrial teachers, who are, as one of their interested friends has so well put it, 'ambassadors of good will.'

But unless one should get the impression that the work of these people is solely that of money raising, let it be understood that they are constantly preaching the gospel of right living and good citizenship and their results along this line are immeasurable."

"They also organize leagues and start them working; indeed, this is one of the most important features of the work of these supervisors. Under them the work has grown with great bounds, and it is safe to say Virginia is behind no other State in the matter of rural supervision in the negro schools."

"The good work of the negro supervising industrial teachers must be especially commended. They have respective counties along educational
lines. Their exhibits have been good, and it has been wonderful to see what useful things the children have been taught to do with their hands."

1921 - "...a number of negro school supervisors are employed as helping teachers....In 1921 - 22, and 1922 - 23, fifty-five. In most cases the work of these supervisors has been manifestly beneficial."

1923 - "An especially important feature of negro education is the work of the rural supervisor or Jeanes agent. In 1924 - 25 there were fifty-six supervisors in fifty-three counties, who worked in homes and the schools in order to improve conditions. These workers raised more than $100,000 for school purposes all over the State. This is the most encouraging aspect of the whole situation, and greater things are yet to be expected from this faithful band of workers."

1925 - "The most hopeful feature in connection with the work lies in our Jeanes Agents, or rural supervisors, consisting of about sixty-two persons in fifty-six counties in the State."
They are trained workers, for the most part, faithful, conscientious, and unselfish, who are getting into the homes, churches, and schools and rendering a great service. It is hoped that all counties which have a large number of colored schools will participate in the work and get the benefits that come from this phase of the work."

1926 - "The school leagues are working commendably to raise funds for school purposes."

1927 - "The school leagues..., $106,000.00 being raised during the year by these organizations with the help of the rural supervisors. Familiar with school conditions in their respective fields, these supervisors keep in close touch with the school authorities and acquaint them with the condition and needs of the schools."

1928 - "One of the finest types of work being carried on in Negro schools is that done by that group of teachers known as Jeanes teachers or rural school supervisors. These teachers render a variety of services and are a very important factor in the regular work of the school by
arranging programs, demonstrations, and other necessary aids for carrying on a progressive system of education. Through their efforts comparatively large sums of money are raised each year for the purpose of constructing new buildings, supplementing funds necessary for lengthening school terms and purchasing necessary equipment for the schools."

1929 - "The Jeanes teachers have justified their employment, and if a greater number of them could be employed, work in Negro education would go forward much more rapidly."

1930 - "...the number of Jeanes workers over the South has grown to more than 300. No other fund has done more to help Negro education. This fund has partially supported a faithful group of consecrated teachers who have done admirable work."

1931 - "With the liberal assistance of this fund (Jeanes) the work has steadily grown in the State until at the present time Virginia leads the South in the number of Jeanes agents. In no other single department of the Negro work has the growth been so noticeable and so
effective. In many cases, by their persistent efforts they have won the sympathy of both races and have thus been able to do a most remarkable work."
1932 - "This fund which helps to pay salaries of supervisors, or Jeanes teachers, is still functioning in a most helpful way.""

The success of these Jeanes teachers continued way into the late 1960s. Their hard work and efforts toward school improvement were recognized, respected, and appreciated by many.

Summary

There were a number of one and two room schools for blacks in Henrico County in the early twentieth century. However, these schools were poor representations of educational facilities. They were difficult to access, especially in foul weather conditions; the instruction given was of poor quality due to lack of certified teachers and updated textbooks and supplies. Like most schools for blacks in the South, Henrico County also had the rural school problem, a conclusion based on an extensive survey that was conducted in the South by the General Education Board.
Improvement in the education for blacks in the South, including Virginia, came with the financial assistance of six major philanthropic agencies. The Peabody Fund assisted with teacher training, with most of the financial aid going towards the establishment of normal schools. The Peabody Fund was also noted for the employment of the first state agents of black schools. The John F. Slater Fund played a major role in the establishment of county training schools, the first major means of public secondary education for blacks. Farm demonstration work and homemakers clubs for girls were the result of the General Education Board. The General education Board was also responsible for financially assisting summer institutes and school demonstrations for teachers. The financial gifts of the Board also helped pay agriculture and home economic teachers' salaries, and it contributed toward some buildings and equipment. Miss Virginia Randolph and the Jeanes teachers were as well known for their raising money within their school communities to help support their schools. Because of the efforts of these teachers, the other major foundations donated money to the Anna T. Jeanes Fund to assist with the improvement of education for blacks. Schools and colleges for blacks also received financial assistance from the Phelps-Stokes Fund. This Fund, in
addition, donated money to the Anna T. Jeans Fund. Almost exclusively used for rural black schools, the Julius Rosenwald Fund, helped construct rural schools for black children.

Henrico's schools for blacks saw much improvement due to help of the above mentioned philanthropic agencies and to the continuing help of Miss Virginia Randolph. When her one room became too crowded, she solicited funds for a larger school. In 1915, the Virginia Randolph Training School, named in her honor, was built next to the Mountain Road School. Miss Randolph's perseverance encouraged parents to bring their youth to school. Because of the transportation problem, a girls' and boys' dormitory were built to house students. Miss Randolph even kept students in her home and brought them to school.

Miss Randolph continued with her fund raising activities to promote school improvement. Field Day or May Day was established in all the black schools. Each individual school had its own program to raise money through this Field Day event and made contributions from its activity the third week of May.

Paradoxically, tragedy and triumph occurred in the year 1929. The four room training school and the Mountain Road School next to it were destroyed by fire. By the end
of the year, a training school of eight rooms was built with the assistance of the Rosenwald Fund. This school later became the Virginia Randolph High School.

Miss Randolph and the Jeanes teachers accomplished much in the black communities and in the schools with their beautification projects and fund raising activities. The efforts of the Jeanes teachers, whose work continued until the late 1960's, are documented throughout the Annual Reports of Virginia's superintendents. Their hard work and efforts were recognized, respected, and appreciated by many.
FOOTNOTES

Chapter V

"This information was compiled from the Annual Reports of the Superintendent of Public Instruction and from personal interviews conducted by Mrs. Irene Lester and Mrs. Virginia Scruggs.


Buck, p. 157.

Smith, pp. 1 - 2.


Buck, p. 43.


Ibid.

Buck p. 156.

"Ibid.


"Buck, p. 157.


"Buck, p. 157.


"Ibid.

"Fosdick, p. 112.


"Fosdick, p. 93.


"Department of Public Instruction of Virginia, *Beautifying Our Schools* (Richmond: The Cooperative Education Association of Virginia, 1911), p. 3.


"Biennial Report of the Superintendent of Public Instruction of the Commonwealth of Virginia with accompanying Documents for the School Years 1923 - 1924 and 1924 - 1925 (Richmond: Division of Purchase and Printing,
1925, p. 38.

2"The Phelps-Stokes Fund will be discussed in this chapter in more detail.


2Buck, p. 160.

2Ibid.


2Ibid., p. 10.

3Dillard and others, pp. 9 - 10.


3Dillard and others, p. 34.

4Smith, p. 68.

4Ibid., p. 69.


4Ibid., p. 609.


4Dillard and others, p. 34.

"Buck, p. 229.

"J. Scott McCormick, p. 618.

"Buck, p. 229.

"Smith, p. 71.

"Ibid.


"Ibid., p. 2.

"Dillard and others, pp. 47 - 48.

"Ibid., p. 46.


"Ibid., p. 13.

"Ibid., p. 28.

"Ibid., pp. 30 - 31.

"Leavell, Philanthropy in Negro Education, p. 96

"Redcay, p. 35.


"Annual Report of the Superintendent of Public Instruction of the Commonwealth of Virginia with Accompanying Documents for the School Year 1917 - 1918
(Richmond: Division of Purchase and Printing, 1918), p. 52.

"Ibid., pp. 52 53.

"Ibid., p. 53.


"Ibid.


"Ibid.

Personal Interview with Mr. Warner M. Jones at the Virginia Randolph Museum, Glen Allen, Virginia, November 3, 1989. (Mr. Jones was a student at Virginia Randolph Training School. He received his undergraduate degree at Virginia Union University and later earned a Master’s degree from Virginia State University. His Master’s thesis was entitled Development of Public Education in Henrico County, Virginia, during the Period 1870 – 1954. All of Mr. Jones’ thirty-nine years of teaching were done at Virginia Randolph High School. He became the assistant principal at the combined elementary and high school at Virginia Randolph, and later became the first principal at Virginia Randolph Elementary School.

"Semmes McCormick, "Milestones in Life of Virginia Randolph," Richmond Times Dispatch, Sunday, June 8, 1947, p. 6D.

"Louis Manarin, "Randolph Left Mark on Nation’s Schools," Henrico County Line, December 4, 1986, p. 4.


"Personal Interview with Warner Jones.

"Ibid.

"Ibid.

"Ibid.

"Ibid. (It is interesting to note that Mrs. Blanche Jones Andrew is the sister of Mr. Warner Jones.)

"Semmes McCormick, p. 6D.

"Personal Interview with Warner Jones.
"Ibid. (Mr. Jones interestingly noted how this situation paralleled with the Christmas story, "No room in the inn--go to the manger or stable." Since the black children could not go to the white schools--the inn--they had to go to the stable.)

"Semmes McCormick, p. 6D.

"Manarin. (The Caldwell-Creighton Cottage was dedicated on November 8, 1970 as a Museum in Memory of Virginia Estelle Randolph. It was named a National Historic Landmark in 1976 by the United States Department of Interior, National Park Service. The Virginia Historic Landmarks Commission designated the Museum a State Historic Landmark and the original Sycamore trees were named the first Notable Trees in Virginia.

SUMMATION

Universal education in Virginia was slow to evolve. For nearly two centuries there was a social stigma attached to the idea of public free education, first toward the charity schools that had been established and later toward the efforts of Virginia's Literary Fund. The wealthy looked after their own children. The poor whites and free blacks depended on charitable acts, such as the Apprenticeship Acts, which supplied industrial education; and philanthropists who would donate land or money for schools. Still, there was a struggle to change charity schools into common schools for all children. Attendance at the public free schools brought with it a social stigma. Arguments over how the school should be funded complicated the education scene.

Throughout Virginia's early history there existed opposition to and advocacy for the educating of blacks. Those who opposed education for blacks wanted to keep blacks in ignorance to keep them better controlled. The advocates of education for blacks felt that blacks should not be a burden to society, and like all others, needed a skill. When Virginia witnessed slave insurrections and uprisings, the laws of Virginia prohibited any type of formal or
informal education for blacks.

After the Civil War, an overall renewal of education for blacks came with the Freedman's Bureau, which aided in school building construction and renovation, supportive teachers from the North, and establishment of normal and high schools to train black teachers. There was a feeling of both fear and disappointment in blacks when the Freedman's Bureau closed in 1871, for they did not know what educational advantages the newly established system of public schools would bring them. William Henry Ruffner's plan for universal education was established in 1870. However, "universal" did not mean black and white children being schooled together. Blacks were to have separate yet "equal" schooling.

The dual system of schooling was in place in Henrico County by 1871. The townships in Henrico took on full responsibility of construction and maintenance of schools and hiring of teachers. However, from the beginning of this dual system of education in Henrico's early townships to the early 1930s in Henrico four magisterial districts, there were disparities between the schools for blacks and the schools for whites. Disparities in the number of schools in proportion to the number of students, the student-teacher ratio in those schools, the average cost
per pupil, and the differences in teacher salaries have been documented. Education for blacks was not equal to that offered to whites.

Miss Virginia Estelle Randolph was a black educator in Henrico County who played a significant role in the shaping of education for blacks. Her methods of teaching at the Old Mountain School for seventeen years emphasized her philosophy of teaching children how to use their hands as well as their heads. She got parents to become more involved in their school and community, and a School Improvement League and Willing Workers' League were formed as a result. Miss Randolph's successful methods of teaching impressed Dr. Jackson, Henrico's superintendent, who wanted other black teachers in Henrico to have the same results as Miss Randolph. His idea of having Miss Randolph as an industrial supervisor and show other teachers her unique style of teaching also appealed to the president of the Anna T. Jeanes Fund, Dr. James Hardy Dillard. As a result, Miss Virginia Randolph became the first Jeanes teacher.

The work of the Jeanes teachers spread throughout the South, helping black communities and schools where needed. The work of the Jeanes teachers also extended overseas to Britain's African colonies, Asia, and Latin
America. Wherever the Jeanes teachers worked, the philosophy and teaching techniques of Miss Randolph were practiced. The efforts of these teachers were respected by many, and their success did not fail to go unnoticed.

There were many one- and two-room schools for blacks in Henrico County in the early twentieth century. Many of these educational facilities were indeed poor. Whites exceeded blacks in the educational opportunities offered their children: they had bigger and better schoolhouses; there was transportation for their children; their teachers were certified and trained to teach in their assigned subject areas and grade levels; and they had updated textbooks and more and better supplies. It was true that blacks and whites still had separate schooling, but there was nothing equal in the education provided blacks to that of whites. However, improvement in education for blacks became a reality with the financial assistance of six major philanthropic agencies: the Peabody Fund, which assisted with teacher training schools; the General Education Board, responsible for farm demonstration work and home makers clubs for girls; the Jeanes Fund, which helped pay the salaries of the Jeanes teachers; and the Phelps-Stokes Fund, which aided in schools and colleges.

The work of Miss Randolph continued with her
efforts of raising money for the Virginia Randolph Training School, built in 1915. There was no school bus transportation for blacks at this time. However, Miss Randolph played a great role in getting students to attend the school. She encouraged parents who had transportation to bring their children and other children to the school. Miss Randolph even kept children in her home, often transporting them to the school herself. Many students were housed in the girls' and boys' dormitories that were built near the school. Thus, she did not allow adverse circumstances to defeat her or those students who wanted to get an education but had no transportation. When a tragic fire burned the training school in 1929, she and the community pushed for another school. A larger school was built, still named after Miss Randolph, the same year. This school later became the Virginia Randolph High School, the first and only high school for blacks in Henrico County.

This dissertation outlined the struggles, frustrations, failures, and successes that blacks in Henrico County witnessed in acquiring an education. From the Colonial era to the twentieth century, black children, as well as black adults, retained the desire to learn, despite the many negative forces that hindered them from being educated properly. In the early twentieth century, the goodwill of
philanthropic agencies and the innovations and leadership of people like Miss Virginia Randolph sought and provided a better education for blacks in Henrico. Nonetheless, inequality remained in the schooling offered blacks and whites.
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2. Books:


3. Newspapers:


4. Thesis and Dissertations:


Appendix A

Genealogy of Henrico County

HENRICO
1634

GOOCHLAND
1744

CHESTERFIELD
1749

ALBEMARLE
1744

CUMBERLAND
1749

AMHERST
1761

BUCKINGHAM
1761

FLUVANIA
1777

NELSON
1807

APPOMATTOX
1845

Source: Morgan P. Robinson, Virginia Counties, p. 166.
Appendix B

Population Chart of Henrico County
1870 - 1970

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## Progress of Public School System in Henrico County, 1886 - 1906

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Source: Annual Reports of Division Superintendents: Henrico County, 1886 - 1906.
UNIFORM EXAMINATION QUESTIONS FOR TEACHERS' CERTIFICATES, 1897

REASONING

1. Read a selection.
2. Write the name and use of two punctuation marks in the selection.

PERILOUS

1. Add two to twenty and give rule.
2. Test words to be dictated by the Superintendent.
3. Selection to be dictated by the Superintendent.
   (Time allowed for spelling, one hour)

AUTHORITIES

1. If the remainder is 17, the quotient 610, and the dividend 65307, what is the divisor?
2. (a) How many times will 11 of a gallon of vinegar fill a vessel holding 1 of a gallon?
   (b) Multiply 10 by 15.
3. (a) Find the sum of twenty-five hundredths, three hundred and sixty-five thousandths, six hundredths, and nine millionths.
   (b) What is the difference between 50 and 1007?
4. How many acres are there in 250 lots of ground, each of which is 25 feet by 1007?
5. If 1 of a pound of wool be sufficient to make 11 yards of cloth 6 yards wide, what number of pounds will be required to make 500 yards of cloth 6 yards wide?
6. A commission merchant sold a lot of iron, which had been consigned to him, for $7500, by which a gain of 15 per cent. on the invoice was made; allowing him 8 per cent. commission, what was the net gain?
7. What is the square root of 250000?
8. A broker allows 8 per cent. per annum on all moneys deposited with him. If an average be laid out every $100 received on deposit 11 times during the year, for 3 days each time at 8 per cent., how much does he gain by interest on $1000?
9. Divide 660 among three persons, so that the second shall have 2 as much as the first, and the third 1 as much as the other two.
10. A and B hire a pasture, for which they agree to pay $97.50. A pastures 12 horses for 9 weeks, and B, 11 horses for 7 weeks; what portion must each pay?
   (Time allowed for arithmetic, three hours)

DIURNAL REPORT OF THE

GEORGRAPHY

1. (a) With what European country does Virginia correspond in latitude?
   (b) Locate Tidewater Virginia and describe its surface.
2. (a) Mention the two systems to which the rivers of Virginia belong, and name the principal rivers flowing into each.
   (b) What is the chief branch of industry in Virginia?
3. (a) What city is the great winter port of the Dominion of Canada, and the
   (b) At the mouth of what river is Cambridge on?
4. (a) Name and locate the largest town of Washington.
   (b) What is the capital of Vermont?
5. (a) Name the pole that marks the northern coast of North America.
   (b) What is the capital of Venezuela?
6. (a) What is the most mountainous section of the world?
   (b) What was the ancient name of Norway and Sweden?
7. (a) What city of England has the most extensive cotton factories in the world?
   (b) What city of Scotland is engaged in the manufacture of iron ships?
8. (a) What is the name of the island of Newfoundland?
   (b) What is the name of the island of Iceland?
9. (a) What great mountain range is represented among the Alps?
   (b) What
SUGGESTIONS OF PUBLIC INSTRUCTION.

mountains separate the Chinese Empire from Asiatic Russia? (c) What countries does India embrace? (d) (e) If the great orogeny season does the interior of Alaska contain? (f) Describe the river Nile? (g) To what it attributed? (h) To what are the native of Jamaica mainly belong? (i) What does Australia include? (j) To what two European powers do parts of Russia belong? (k) What is the most densely populated country in the world? (l) What is North America remarkable for its high peaks? (m) Where is the mining of oxalite for their feathers an important industry? (n) What is the greatest spinal region of the world?

(Time allowed for geography, one and a half hours)

History

1. (a) What were the two most trouble-some competitors of the English in the settlement of America? (b) If the two, which was the more formidable? (c) By what was the supremacy of England over the North American continent established?
2. (c) By what was Jamestown governed when first settled in 1607? (d) How was it that the government in 1608? (e) Who was the first governor of Virginia under the new charter?
3. (c) What was the leading object of Lord Baltimore in establishing the colony of Maryland? (d) After whom was this colony named? (e) What was religion belief of most of the colonists?
4. (c) During what was the measure of Wyoming event? (d) Tell what you know of it.
5. (c) What were the two states that lost the ratification of the Constitution of the United States?
6. (c) To what country did the Mississippi river belong at the time of Washington's administration? (d) How was the navigation of that river secured by the United States for a period of ten years?
7. (c) What was the protective tariff, passed by Congress in 1828? (d) What section of the United States was opposed to it, and why?
8. (c) During whose administration did the original Democratic or Republican party split into two parties? (d) What was the name and policy of each?
9. (c) Give an account of the War Rebellion in Rhode Island.
10. (c) Describe the capture of New Orleans in 1862. (d) During whose administration was slavery discontinued? (e) What bill restored slavery as a legal tender? (f) What was the policy adopted by President Hayes towards the South?

(Time allowed for history, one and a half hours)

PHYSIOLOGY AND HEALING

1. Describe the trunk by giving the important cavities and principal bones
2. (a) What are the inferior canals? (b) Describe the anterior and posterior. (c) What is its use? (d) Explain the action of the muscles which keep the body erect. (e) What causes decay of the teeth?

(Time allowed for physiology, two hours)

DISSERTATION ON NATURE

1. (a) How is the beating of the heart caused? (b) What is the pulse? (c) How can you tell whether bleeding is from an artery or from a vein? (d) How may bleeding be checked?
2. (c) What is the assimilation of food? (d) What proportion of the blood necessary for the entire circulation of the body is used in the brain?
3. (c) What is the average weight of the brain?
4. (c) Where is curvature of the spine?
5. (c) Why can women in west of water quench thirst by drinking their clothing in wet water?

(Time allowed for physiology, two hours)

TREATY AND PRACTICE OF TEACHING

1. What is the best newspaper? (a) How are instruction and culture mutually dependent? (b) What is oral instruction?
6. (a) What grade of pupils is best adapted? (b) How to teach reading and arithmetic to the first reader?
7. (a) Why is the teaching of spelling especially important?
8. (a) In what principle is teaching by the correction of false orthography and false syntax based?
9. (a) Why should the teacher make special efforts to have the floors and walls of the schoolroom kept perfectly clean?
10. Mention the pedagogical literature which you may read in the past year?

(Time allowed for theory and practice, one and a half hours)

FOR COLORED TEACHERS.

1. Read a selection
2. Give the names and use of two punctuation marks used in the selection

(READING)

1. Form the present participle of each and give rule
2. Test words to be dictated by the Superintendent
3. Selection to be dictated by the Superintendent

(Time allowed for spelling, one hour)
1. A father and son, working an equal number of days, earned $51 dollars; the father received $14 dollars, and the son $1 of a dollar a day. How many days did they work?

2. (a) Reduce $\frac{1}{5}$ to a simple fraction.

(b) Reduce to decimals and multiply by 74.

3. How many barrels of sugar, containing 2 cwt. 40 lb., can be filled from a hogshead of 1 cwt. 50 lb? 30 lb.?

4. A contractor agreed to build 24 miles of railroad in 9 months, and for this purpose employed 160 men; at the end of 5 months, 10 miles of the road were finished; how many more men must be employed to finish the road in the time agreed on?

5. A real estate agent purchased a house for $3000, charging 10 per cent commission. In the course of a few days the value of the property advanced 15 per cent, and he was then directed to sell the property. What was the amount of his commission, for both purchase and sale, the rate being the same in both cases?

6. If a line 150 ft. long will reach from the top of a steep 200 ft. high, to the opposite side of the street, what is the width of the street?

7. A person borrows $3754.00, being the property of a minor who is 15 yr. 3 mo. 20 days old. He retires it until the owner is 21 yr. old. How much interest will then be due at 6% simple interest?

8. If 1 yd. of cloth costs 1 of a dollar, what will be the cost of 24 yards?

9. A hogshead of grease, containing 600 lb., was stored in a room, but having no roof; at the end of 5 months, it weighed as many of the original amount that the remaining provisions had brought. How many more men were taken away?

10. A merchant, failing in trade, pays 65 cents for every dollar which he owes; he owes $2375, and $5037.50. How much does he pay each?

(Time allowed for arithmetic, three hours.)

**Grammar.**

1. (a) To what is a phrase modifying a subject equivalent? Give an example.

(b) What parts of speech may connect clauses?

2. What two forms of the verb express action, being, or state of being, without asserting it?

3. How are good and happy parsed in the sentence, "To be good is to be happy"?

4. (a) Distinguish between relative and personal pronouns. (b) Name the compound relative pronouns. (c) The simple personal.

5. (a) Write sentences containing adverbs of time, cause, and manner. (b) Write one containing an adverbial phrase. (c) One containing an adverbial clause. Underline adverb, phrase, and clause.

6. (a) Give the plural of madman, dairy, basket, salmon, staff.

(b) Give principal parts of blow, hit, light, show.

7. Write in order sentences containing a descriptive, a demonstrative, a distributive, a numeral, and an indefinite adjective. Underline the adjectives.

**Biology.**

1. (a) What part of America was explored by the Spaniards under De Soto?

(b) What river was discovered in this expedition? (c) What nation disputed with Spain in the colonization of this part of America?

2. (a) Under the direction of what religious order were the Great Lakes and St. Lawrence river explored? (b) Give the names of the two most noted of those explorers.

3. (a) What was the first legislative body elected by the people that ever convened in America? (b) During whose reign in England did many cavaliers find refuge in Virginia? (c) What governor of Virginia crossed the Blue Ridge and explored as far as the highest peak of the Alleghenies?
4. How did the Dutch possessions in America pass into the hands of the English?
5. What war ended the French occupation of the Northern Continent? (b) What was the most important battle of this war?
6. For what reason did the English parliament close the port of Boston in 1774? (b) Who was sent from America to seek the aid of France in the Revolutionary War?

7. Who was the commissioner of the Alabama? (b) By what vessel was she attacked and destroyed, and where?
8. In what year was Grant made commander-in-chief of the Union forces? (b) Who was his trusted lieutenant in the West?
9. In what war was General Custer killed? (b) What was the McKinley Bill?

(Time allowed for history, one and a half hours)

PHYSIOLOGY AND HYGIENE

1. Why are we taller in the morning than at night? (b) At what age does man reach his full height?
2. Why should correct habits of posture be formed in youth? (b) Give directions for the posture of the body while standing and walking.
3. Tell the difference between the voluntary and involuntary muscles, and give an example of each. (b) What is the effect of exercise on the heart, skin, and appetite?
4. Describe the intestines.
5. What is coagulation of the blood? (b) What window is there in the law of the blood's coagulation?
6. Describe the ear and its use.
7. Are the two forms of nervous tension? (b) What is a limb said to be "asleep"?
8. By what means are vibrations transmitted from the tympanic membrane to the inner ear?
9. What is the function of accommodation of the eye? (b) In what does it essentially consist?
10. Why does the air of badly ventilated rooms cause dullness, drowsiness, and faintness in human beings?

(Time allowed for physiology, two hours)

THEORY AND PRACTICE OF TEACHING

1. The teacher being to a degree responsible for the bodily health of the pupil, should guard against what special dangers?
2. Why should the teacher always cultivate a pleasant countenance?
3. In arranging a school program, what sort of stores should come in the early hours of the day, and why?
4. Mention some (3) requisites in the teacher for good government.
5. What advantage is derived from training pupils to perform many details of school life, such as distributing books, etc., without the personal supervision of the teacher?
and Mrs. Westcott. Mistake would strike it out and none know who is best.

Respectfully,

Anna J. Sanders

Principal

Washington

2/14 - 1809
Annexed hereunto for your information and consideration:

[Handwritten text]

Beverly Hills, California

[Signature]

November 15, 1939

[Handwritten date]
Appendix G

TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE

For the Training of Colored Young Men and Women

...Tuskegee Institute, Alabama...

February 22, 1907,

"Miss Anna T. Jeannes,

Germantown, Pa.

My dear Miss Jeannes:

I have been talking with Dr. Washington, and he has shown me your letters. We have both agreed that if it can be so arranged, it would be better not to have the officers of the Trust Company placed upon the Board of Trustees of the Fund; while they would probably be very good business men, we could not count on their being interested in colored rural school education. From your letter I did not learn what your wish was as to the relation of Dr. Washington and myself to the Board of Trustees. We are to appoint the Board, are we to be members of it, and agents of the Fund?

It occurs to me that it might be well to state that this Fund is not for the use of Tuskegee or Hampton, or any such schools, but for rural schools, and, so far as possible, for those which the State is helping to support.

With sincere appreciation of your interest in the colored race,

I am,

Yours very truly,

H. S. Frizzell
Appendix H

Philadelphia, Pa., April 23-'07.

Miss Anna T. Jeanes,

Friends' Home,

Germantown, Pa.

My Dear Miss Jeanes:

While as I said to you to-day I know the publicity in connection with your gift is going to be disagreeable for a day or two, I hope you will realize that as an off-set to this annoyance that there will be thousands of colored people in the South who have little opportunity for education, whose hearts will be lifted up and encouraged to an extent that you cannot realize, when they hear of this gift.

This in connection with other considerations, I am sure will make you willing to bear the unpleasant features in connection with the public's knowing what you have done.

Yours truly,
HENRICO PUBLIC SCHOOLS
Office of the Superintendent
Henrico Court House
Richmond, Va.

May 21, 1908

Dr. James H. Dillard,
Chairman of the Board of the Jeanes Fund for Negro Education
DEAR SIR:

I am anxious to make industrial training an essential part of the work in the Negro schools of Henrico County. During the past session I have tried to interest our Negro teachers in this kind of work, and their response and cooperation has been so general as to lead me to believe that next session would be a most favorable time to begin the work in a systematic way. Many of the schools have organized Improvement Leagues in their communities and have made the school buildings and grounds more attractive in many ways. They have also made a beginning with various kinds of hand-work, such as sewing, making baskets of white-oak, mats of corn shucks, fishing-nets, brooms, etc., in every case using materials already at hand. They have gotten homes in some communities to agree to allow school children to come in at certain times each week for lessons in cooking.

The local school board have become interested and will in one community consolidate their one-room Negro schools and erect a suitable building maintaining a graded school with equipment for industrial work. There will also be about ten acres of land attached for agriculture. In another community we have already consolidated two neighboring one-room schools and are cooperating with Dr. R. E. Jones and other prominent Negroes in maintaining a graded and industrial school. But these are only two centers and there will remain eighteen other Negro schools in the county--most of them one-room--with an enrollment of 700 pupils. We would like therefore to have in the county two teachers to supervise and direct the industrial work, going from school to school, meeting pupils and teachers. They would have their headquarters at the two industrial schools, but from these they would reach out to all the others. We estimate that we would have to pay these teachers about $40.00 fda month, which would make $720.00 a year for the two.

While I have no doubt but that this movement would prove successful and would be a long step towards giving the Negro a true education, our local board feels that this year it can do no more than erect the building I spoke of, the demands of all the schools being unusually heavy just at this time. I therefore request your Board to assist us if possible in
getting this work begun in our Negro schools. I believe that, if you would allow us the pay of two teachers for next session, the work would become self-sustaining after one year.

I may add that Dr. S. C. Mitchell and Dr. H. B. Frissell are acquainted with our work.

In the hope that this request will appeal to you favorably, I am

Respectfully yours,

(Signed) Jackson Davis,
Supt. Schools

I cordially endorse the foregoing application of one of our most progressive and efficient division superintendents.

(Signed) J. D. Eggleson, Jr.,
Supt. Public Instruction

Richmond, Va., May 22, 1908
Appendix I

VIRGINIA RANDOLPH'S FIRST REPORT AS JEANES TEACHER

For Session, 1908-1909

Having taught Manual Training in Mountain Road School for sixteen sessions, I was recommended by the Supt. of Henrico Co., as Supervisor of the work for the entire county. My work began Oct. 26, 1908, under the auspices of the "Negro Rural School Fund" Dr. James H. Dillard of New Orleans, L.a. President. This work should begin in the primary grades and continue as long as the children remain in school. The destiny of our race depends, largely, upon the training the children receive in the schoolroom, and how careful we should be. The great majority of the children in the country schools will never reach a high school, therefore we must meet the demands of the schools in the Rural Districts by introducing this phase of training in every schoolroom.

It must be impressed upon the minds of the pupils that "Cleanliness is next to Godliness," and when this law of Hygiene is obeyed, they have conquered a great giant. They must also see that their schoolroom is neat and attractive with curtains at their windows, pictures on the walls, stoves kept neatly polished and the grounds neat and clean, have a book on the "Laws of Health" hung in the schoolroom and each child be made to make himself familiar with it. The teacher should also give instructions along these lines which will be of great benefit because the teachers are models for the schoolroom.

My first step was to organize School Improvement Leagues, the constitution says, that the grounds must be beautified and everything done to make an attractive school. Each scholar is expected to pay the sum of five cents per month and from time to time, give entertainments to strengthen the treasury but they must have a tendency to elevate the community morally and educationally.

During the term Mr. Wood gave me one thousand plants of hedge and twenty shade trees which I have distributed in each District. Hon. John Lamb of Washington, D. C., sent seeds for the school garden. Mr. Horace Peterson of Glen Allen, gave shucks to five schools for mats.
The schools are progressing nicely and with a few recommendations for next term, I will give a report from each school. I recommend:

I. The time given for Manual Training be six hours a week instead of three and that time divided in periods to suit the teacher.

II. That the schools furnish their cooking materials and that the community may feel that they can order bread, cakes, etc. to be cooked at school and the proceeds made, go into the school treasury.

IMPROVEMENTS MADE AT EACH SCHOOL

Brookland District

Barton Heights School, Principal, Mary M. Scott

Fenced in the yard, granolithic walk, set out hedges, trees, and rosebushes, white washed the trees and fence, taught sewing, needlework, carpentry, and shuck mats. Amount collected during the term, $50.05, Expended, $10.95. Balance in the treasury for next term to fit up kitchen, $39.10.

Geter's School, Teacher, Mildred A. Cross

Enclosed the school with hedges, set out trees and flowers, taught sewing, making mats, and carpentry. Much interest is being manifested in the school garden. Amount collected, $22.23, Expended, $6.63. Balance in treasury, $15.60.

Pole Road School, Principal, Emma J. Washington

Set out hedge, built a large pavilion, white washed the trees, planted flowers, taught domestic science, sewing, fancy work, laundry work, paper cutting, mats and carpentry. Much interest is being manifested in the school garden. Amount collected, $25.00, Expended, $10.00. Balance in treasury, $15.00.

Mountain Road School, Principal, Margaret L. Brooks

White washed trees, taught domestic science, sewing, and carpentry, kept the yard in good condition. Amount collected, $23.00, Expended, $12.63. Balance in treasury, $10.37.
Brookland School, Teacher, Lucy Wallace

Planted trees, flowers and hedge, taught sewing and paper cutting. Amount collected, $10.00, Expended $4.00. Balance in treasury, $6.00.

Coal Pitt School, Teacher, Beulah T. Harris

Taught sewing and paper cutting, could do no improvements on yard because property did not belong to the county. Amount collected, $5.00, Expended, $2.00. Balance in treasury, $3.00.

FAIRFIELD DISTRICT

Woodville School, Principal, Ernestine Christian

Set out hedge, white washed fence, planted trees, taught sewing, making mats, bead work and carpentry. Have a stove and cooking utensils ready for a kitchen. Amount collected, $7.85, Expended, $2.85. Balance in treasury, $5.00.

Benedict School, Teacher, Marion Steward

Taught sewing, making baskets, mats, boxes and carpentry. Amount collected, $3.02, Expended, $3.02. Balance in treasury, ___.

New Bridge School, Teacher, Racilia Steward

Taught sewing, making baskets, mats, boxes and carpentry. Amount collected, $8.38, Expended, $8.38. Balance in treasury, ___.

Boa Swamp School, Teacher, Annie M. Whiting

Planted trees and flowers, taught sewing and making baskets. Amount collected, $3.00, Expended, $1.00. Balance in treasury, $2.00.

Seven Pines School, Teacher, Corinne Stutely

Planted trees and hedge, built wood house, belfry, bought a large bell. Amount collected, $10.35, Expended, $4.00. Balance in treasury, $6.35.
TUCKAHOE DISTRICT

Westwood School, Teacher, Virginia A. Taylor

Planted trees and flowers, white washed, taught sewing, shuck mats and carpentry. Amount collected, $12.00, Expended $2.00. Balance in treasury, $10.00.

Green's School, Teacher, Pearl B. Rowe

Planted trees and flowers, taught sewing and needlework. Amount collected, $9.00, Expended, $6.00. Balance in treasury, $3.00.

Zion Town School, Teacher, Amanda Brown

Cleaned up an acre of ground and turned it into a lawn, taught domestic science, sewing and needlework. Much interest is being manifested in the school garden. Amount collected, $29.47, Expended, $16.69. Balance in treasury, $12.78.

Carbon Hill School, Teacher, Mabel V. Harris

Plowed up ground and made a twenty ft. walk, planted trees, rooted up stumps, taught domestic science and sewing. Amount collected, $14.18, Expended, $4.00. Balance in treasury, $10.18.

Springfield School, Teacher, Bessie B. Langhorne


Quioccasin School, Teacher, Mattie E. Tyler

Plowed up ground and made a thirty ft. walk, planted trees, set out hedges, put benches in the yard, taught domestic science, sewing and carpentry. Amount collected, $15.34, Expended, $3.00. Balance in treasury, $12.34.

VARINA DISTRICT

Sydney School, Teacher, Martha Ross

The Chairman of Varina Board, Mrs. S. C. Freeman, knowing how hard the teacher and patrons were working to build up
their school, sent a good many workmen that he employed at Curts Neck Farm, to the school and fenced in the yard, put up belfry and bell, graveled the walk, built a porch, made benches and set out hedges; free of charge. He also assisted many of the other schools whenever called upon. Taught sewing and needlework. Amount collected, $5.30, Expended $1.50. Balance in treasury, $3.80.

Bethel School, Principal, Estelle Ford

Made a ten ft. walk in front of school with flower borders, taught sewing and making shuck mats. Amount collected, $9.42, Expended 1.91. Balance in treasury, $7.51.

St. James School, Teacher, Susie Monroe

Planted trees and flowers, taught sewing. Amount collected, $10.00, Expended, $1.05. Balance in treasury, $8.95.

Chatsworth School, Teacher, Blanche M. Kenny

Owing to the teaching in a rented place, could not do any planting, but taught agriculture in the schoolroom, also taught sewing, and making baskets. Amount collected, $3.00, Expended, $1.10. Balance in treasury, $1.90.

Gravel Hill School, Principal, Mannie B. Jackson

Fenced in the school grounds, planted trees and flowers, taught domestic science, sewing and needlework. Amount collected, $40.80, Expended, $3.00. Balance in treasury, $37.80.

No. of schools, 22.
No. of visits during term, 190.
Amount collected, $331.49.
Amount expended, $108.81.
Balance in the different treas. to date for stoves and cooking utensils next term, $222.68.

I am indeed proud of the interest manifested by each teacher in carrying on the Manual Training work. Every school without any exception took hold of the work willingly and cheerfully, one can but admire the energetic efforts put forth by each teacher to carry out every suggestion that pertained to the advancement of the work. I hope by the beginning of
next term, kitchens will be built in all the schools.

Respectfully submitted
Virginia Estelle Randolph
Appendix J

A BRIEF REVIEW OF WORK IN HENRICO COUNTY, VIRGINIA

BY FIRST JEANES TEACHER

VIRGINIA E. RANDOLPH

In September 1894 I was appointed as teacher in a little one-room school on the Mountain Road in Henrico County. This school was known as the Mountain Road School. This school opened with an enrollment of 16 pupils. Before the close of the day I asked each child to try and see if he could not bring in another in order that my enrollment might be increased. Mr. John Broaddus, Chairman of the School Board, had informed me that the attendance had been very poor for the two years previous. He further stated that the enrollment would have to increase in order to keep the school open any longer. I then began to think of several things I might bring before the people. The first thing that I felt might be of interest to them was beautifying the school grounds. The school at this time was on a red clay hill.

I visited the homes and got twelve people to bring twelve trees. We worked on the yard and planted the trees with special exercises on Arbor Day. The twelve trees were named after the twelve Disciples. The patrons thought that this was wonderful and began to take a great deal of interest in the school. Upon visiting some of the homes I found that the children were not trained as they should be. The idea then came to me that I might assist in meeting this need by starting classes at school in order to teach them sewing, knitting and other domestic work. The storekeepers were very friendly. I would ask them for boxes for making doll beds and flour bags for bed linen. They would always give this material to me. My training along this line was received from my mother in early childhood. I used this experience to train the children the proper way to furnish a bed and to think and solve problems for themselves.

Mr. Jackson Davis, at that time Superintendent of Henrico County Public Schools, would frequently visit the school and encourage me to continue with industrial training as well as academic. The school was now overcrowded. The patrons were interested and asked the Board for an additional room. Mr. Davis contacted Dr. James H. Dillard in New Orleans and told him about the school and how it had grown. He also invited
him to visit us. One day, while we were working on the yard, a gentlemen stopped in front of the school and inquired the way to Ashland. I gave him the directions. In the meantime he asked what we were doing. I was delighted at his interest and tried to tell him the whole story of my situation. I told him of my coming to the County with an enrollment of sixteen pupils and how it had increased; about my visits to the homes; the planting of the twelve trees and naming them, and the industrial training. In amazement he listened and said the interesting things I had told him had caused him to forget the directions given him for reaching Ashland. I repeated the directions. He shook hands with me and left without telling me his name and the reason for his errand.

Two weeks later Mr. Davis told me who Dr. Dillard was and I felt very proud of having had such a distinguished guest. It was at this point that I learned the children only had Sunday School during the summer months. I then organized a yearly Sunday School and met with them each week.

We needed additional land for our school plant. I found that the School Board could not give it so I called a meeting of my friends. They were willing to help me and we organized an agency which worked for the improvement of the school. Mrs. Egwenia Fairfax was appointed treasurer. The first activity was to raise money with which to purchase the ground adjoining the school on which to erect a dormitory. This building had been promised to us by Miss Anna T. Jeanes of Philadelphia. We raised $1,000.00. The Misses Stewart, of Brook Hill, in Henrico County, took an active part in every undertaking. Mr. John Stewart Bryan, then a member of the School Board, interested his father in our work and this family took the lead in making the school what it is today. The school is now known as the Virginia Randolph High School. It is a fully accredited high school by the Virginia State Board of Education and has made application for admission to the Southern Association of Colleges and Secondary Schools.

Across the road from the school a 50 acre plot was for sale. The cost of it was $20,000.00. We worked and soon raised $15,000.00 leaving a balance of $5,000.00 unpaid. We dedicated a monument in front of the main building to Miss Hepa E. Stewart. During our exercises Mr. Willard F. Day, at that time County Manager, requested me to make a report on the progress of the school. I reported on the purchase of the land in front of the school and stated that a balance of $5,000.00 remained unpaid. He listened and then
said, "Virginia, I think the County should pay the balance of $5,000.00 and since you have given it nearly everything you have made I will see that it is done.

Today, we have a structure which houses approximately 450 children about 200 in the elementary grades and 250 in the high school. The school has a staff of 21, including the principal. The school owns 60 acres of land on which is located a main building (14 classrooms, library and office); shop building for boys who are performing general shop work; home economics cottage where the girls are taught homemaking; a dormitory that is the home for teachers, with a school cafeteria in the basement. A portion of the land at one time served as a demonstration farm for students in the agriculture department. A cannery is also located on the school grounds. This serves the residents of the County.

My services are not solely confined to the school which bears my name, but extend throughout the entire County reaching the twelve schools. Home visitation is also continued and regular teachers' meetings are held with 100% attendance.

Respectfully submitted

Virginia E. Randolph,
Jeanes Supervisor.*

March 13, 1946.

*Miss Virginia E. Randolph submitted this history of her school on the above date to county officials, and the present County Superintendent of Schools, Mr. C. E. Helsinger, received the copy. This copy is made from the Superintendent's copy.

Source: Virginia Randolph Museum, Glen Allen, Virginia
Appendix K

Read 1906.

The Lord's Teacher
Sam Bowe's Community Educational Inst. No. 1

Going about eight miles in the upper District of Demise on the Mountain Road you come to a school house with the name of the Road Fruit by your humble servant.

When I took charge of the school I could scarcely make an answer. I began to wonder if some thought by visiting the school and coming in closer contact with the children would make improve the school. The teachers were glad to have my company and in three months time enrolled forty pupils.

The school continued two sessions after session in night became so crowded they held
to the School Board for my vote. I
announced to the school that
the school could not be split
for all reasons as one of the sub-
directors made out the best as a
rule. One morning I was in
the school at the door and
and three stout gentlemen
who introduced themselves
new member. Mr. Beech and Mr. Beech
were in the room.
around the room and using
children before the...at
from in a seat in front
he stood and see that the
room is added with an
assistant. Mr. Beech
he was from that day.
The attendance of the school
very good. Each week we turn
over the boys and girls are
appointed, they report on Friday
end of the week.
dismissed earlier that morning, and the
prophecy again makes
large bell that runs in the
morning at a quarter past
that helps them to be on time
as it can be heard at a
distance of two miles. He als
have the slogan - of the
Sunday School record end
Friday, June 1920.
W. W. Smith wrote:
"Of course, school in the forty
to three and one-half, but
of it each year would to
pleasure in finding that the
present Governor and those
that preceded him, sent letter
of appreciation to me concerning
Labor Day and the State four
sent me a letter stating that the
last year Labor Day program
had been filed in the State
We have one hour each day for Manual Training in our school. Our work has been of the same nature as that in other schools last year. At the Jamestown Exposition, we had also found made by our own.
all good work. Last year, we entered a contest at school with the Public School as members of our children, we were winners. The judges of the Times decided we decided to see if we could do what we could. Our school was the only school in the contest from the County. We went to see Miss Bank we told her the condition of our school, she complimented me for my ambition. She asked me to come after she left. We knew we could not win, but our aim was always to do what you can. Mr. Joseph couple said how hard we were working and had a lovely piece of work made from bullet.
the Madonna which now hangs in our school room.

Four years ago thinking I could do more good in the religious work with the assistance of my family, and some students at the Va. U. University we organize an evening Sunday School at the school house first by permission of the Board. This school was inaugurated every Sunday in the year but it missed four Sundays in the four years the church was to have Sunday School only in summer, now they are going strong. We have a Missionary Society in our Sunday School and many homes have been benefited thereby. A good kind gentleman whose name
mentioned about the Bible.

Bible, hymnbooks, and even
often money to help

in the world.

The lesson, too, the try to

teach is to train the child

from beginning that the

fully educated beyond

and those that will do full

and all honest labor. This

c School is giving in the kind

of manhood and woman

that is needed. The

world is held back today

not so much by but more

as by good men that have

stopped growing. The fewer

one stops his own education

he begins to lose the power

to educate others. Teach the

child that he must never

stop trying to learn all the
good book from mere sloth? you are standing in the way of progress.

Let us conclude with the prayer that the school in fourteen sessions has made a rapid progress. Some have gone from the school the cold in death and have left a monument for the blind. Others are still laboring. There is yet much work to do and may each teacher be inspired to go forward doing all the good she can in her community, not counting on the dollar but for her allegiance to God.
Appendix L

George E. Haynes, Esq., Sec.,
Commission on Church and Race Relations
Federal Council of the Churches of
Christ of America.

Dear Mr. Haynes:

In reference to Miss Virginia Randolph, of
Richmond, Va., whose name has been submitted as a
candidate for the William E. Harmon Award for Distinguished Achievement, it gives me the greatest pleasure
to make this contribution.

I have known Miss Randolph for possibly thirty-five years. Our official relations have been intimate and mutual in fraternal and community welfare interests.

Miss Randolph's present position, Supervisor of Negro Rural Schools of Virginia, a most responsible worth while occupation, is practically of her own making, based on her individual efforts for racial uplift and cooperative racial understanding.

In 1891, Miss Randolph began teaching in the country in a little one room shanty, with not one modern convenience; with an indomitable will and inspired to help her race, she worked incessantly with material at hand, making friends with all with whom she came in contact, from the humblest to the most influential, with the one purpose always foremost, racial benefit.

Interested attention was drawn to this effort, dependable friends were drawn around her, and during this crucial period, Miss Randolph made friends of some of Richmond's most influential white citizens, who have proven of inestimable value to education and the race relationship now so valued in this community, to state and nation.

Miss Randolph organized the first Club to function in the rural districts now grown into the worth while Leagues. She brought about that understanding, sympathetic, friendly feeling between the races in the rural districts, from which large and beneficial results have sprung. She also held the first Arbor Day which is now universal. One of the first Arbor Day programs is on file at the State Library.
The splendid success of this work attracted special attention of school authorities, which was directly responsible for the adoption of the work of the Jeans Foundation.

Reports of Miss Randolph's work have been forwarded by Dr. Cillard, throughout the south for race inspiration and encouragement. The first $5000 for improvement to the one-room school house mentioned, was raised by her, also $25,000 for rural school buildings.

The school started in a shack, now employs ten teachers, and has a modern dormitory, housing students, a memorial to Miss Annie Jeans. Graduates from this school are filling positions in many communities to her credit and that of our racial group.

For reasons stated above, and others as numerous that could be added for benefit, I am endorsing Miss Randolph.

Yours very truly,

Maggie L. Walker.
Appendix M

LIST OF ONE AND TWO ROOM SCHOOLS FOR BLACKS IN
HENRICO COUNTY, 1907 - 1916

**BROOKLAND DISTRICT**

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>GRADES</th>
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</thead>
<tbody>
<tr>
<td>Barton Heights</td>
<td>1 - 6</td>
</tr>
<tr>
<td>(1909 - 1914)</td>
<td></td>
</tr>
<tr>
<td>Broad Street Road</td>
<td>1 - 4</td>
</tr>
<tr>
<td>(possibly defunct after 1912)</td>
<td></td>
</tr>
<tr>
<td>Carlton Street</td>
<td>1 - 4</td>
</tr>
<tr>
<td>(defunct 1913 - 1914)</td>
<td></td>
</tr>
<tr>
<td>Coal Pit</td>
<td>1 - 5</td>
</tr>
<tr>
<td>(1908 - 1955)</td>
<td></td>
</tr>
<tr>
<td>Jeter</td>
<td>1 - 5</td>
</tr>
<tr>
<td>(defunct 1915 - 1916)</td>
<td></td>
</tr>
<tr>
<td>Mountain Road</td>
<td>1 - 6</td>
</tr>
<tr>
<td>(1892 - 1914)</td>
<td></td>
</tr>
<tr>
<td>Pole Road</td>
<td>1 - 6</td>
</tr>
<tr>
<td>(defunct 1916)</td>
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</tr>
<tr>
<td>Brookland</td>
<td>Unknown</td>
</tr>
<tr>
<td>(1908 - 1913)</td>
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</tr>
<tr>
<td>Providence</td>
<td>1 - 8</td>
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<tr>
<td>(defunct 1915)</td>
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<tr>
<td>Union</td>
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**FAIRFIELD DISTRICT**

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<tr>
<td>Dry Bridge</td>
<td>Unknown</td>
</tr>
<tr>
<td>(defunct 1917)</td>
<td></td>
</tr>
<tr>
<td>Boar Swamp</td>
<td>1 - 6</td>
</tr>
<tr>
<td>(nd)</td>
<td></td>
</tr>
<tr>
<td>Jonesboro</td>
<td>1 - 5</td>
</tr>
<tr>
<td>(1911 - 1942?)</td>
<td></td>
</tr>
<tr>
<td>New Bridge</td>
<td>Unknown</td>
</tr>
<tr>
<td>(1908 - 1925)</td>
<td></td>
</tr>
<tr>
<td>White Oak Swamp</td>
<td>Unknown</td>
</tr>
<tr>
<td>(defunct for blacks in 1910; after 1910 White Oak Swamp was listed with the white schools)</td>
<td></td>
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<tr>
<td>Woodville</td>
<td>4 - 6</td>
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<tr>
<td>(1908 - 1942)</td>
<td></td>
</tr>
<tr>
<td>Benedict</td>
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</tr>
<tr>
<td>(1908 - 1916)</td>
<td></td>
</tr>
<tr>
<td>Fair Oaks</td>
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<tr>
<td>(defunct 1926?)</td>
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### Tuckahoe District

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<tbody>
<tr>
<td>Carbon Hill</td>
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</tr>
<tr>
<td>(defunct 1918 - 1919)</td>
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</tr>
<tr>
<td>Greene's</td>
<td>1 - 2</td>
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<tr>
<td>(1908 - 1921)</td>
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<tr>
<td>Quioccasin</td>
<td>1 - 5</td>
</tr>
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<td>(earliest date 1908)</td>
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<tr>
<td>Springfield</td>
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<tr>
<td>(earliest date 1908)</td>
<td></td>
</tr>
<tr>
<td>Westwood</td>
<td>1 - 6</td>
</tr>
<tr>
<td>(1908 - 1942)</td>
<td></td>
</tr>
<tr>
<td>Ziontown</td>
<td>1 - 7</td>
</tr>
<tr>
<td>(earliest date 1908)</td>
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<td>Nat Record</td>
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<td>Slabtown</td>
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<td>(existed prior to 1900)</td>
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<td>Flatbranch</td>
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<tr>
<td>(existed prior to 1900)</td>
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</tr>
<tr>
<td>Hamms</td>
<td>Unknown</td>
</tr>
<tr>
<td>(existed prior to 1900)</td>
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### Varina District

<table>
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Appendix N

The Virginia E. Randolph Sycamores

Remarks - Dedication Ceremony - October 10, 1976

Presentation by Leon E. App, Forester-Planner, Virginia Division of Forestry

It is indeed an honor for me to dedicate the Virginia E. Randolph Sycamores as the First Notable and Historic Trees of Virginia.

It has been said that a street without trees is shadeless, a park without trees is purposeless, a home without trees is cheerless, and a country without trees is hopeless. Fortunately, Virginia has a wide variety of useful trees. Trees that provide Virginia landowners with millions of dollars of income each year as trees are sold for processing into the forest products we use. Our urban trees are useful also in providing amenities and benefits which make our urban environment more livable.

On April 2, 1902, the General Assembly of Virginia empowered the Governor of Virginia to declare an "Arbor Day" annually throughout the State as a day of planting of trees, shrubs, and vines about the houses and along the highways, and about public grounds in this State, thus contributing to the health, comfort, and attractions of the State.

On March 19, 1908, Governor Claude A. Swanson designated March 30, 1908 as Arbor Day. Miss Randolph then organized the first Arbor Day in Hanrico County, the first Arbor Day ceremony at a Black School in Virginia and very likely the first such ceremony at any Black School in the United States. In the short space of eleven days, between March and March 30th, Miss Randolph organized a two day ceremony for Sunday, March 29th and Monday, March 30th. A copy of the original program is on display inside the Museum. It was on the second day, Monday, March 30th that Miss Randolph, her students and Faculty planted the twelve Sycamores, one for each of the twelve disciples. Sycamores that were purchased with her own money.

Unfortunately, through the years, due to improvements to parking lots and roadways, two of these trees were destroyed. However, there are ten remaining trees which stand as living monuments to Miss Randolph's interest in teaching her students the value of our natural resources. Green antiques, if you will, as a heritage from one who cared.

It is for these reasons that these Sycamores have been designated as the First Notable and Historic Trees of Virginia. Actually, I have the honor of representing three State organizations that have made this Historic and Notable Tree Dedication possible: The Virginia Division of Forestry, The Virginia Polytechnic Institute and State University's Forest Extension Service, and The Virginia Forestry Association. There are two plaques; one states the reasons for the award and the other is the first certificate ever issued for Historic and Notable Trees. Let me read to you the letter from the State Forester, Mr. Wallace F. Custard.
Dedication Ceremony - October 10, 1976
Virginia E. Randolph Sycamores

explaining the designation.

Whereas, Virginia Estelle Randolph, Principal of the Mountain Road School, Henrico County, Virginia did organize the first recorded Arbor Day Ceremonies to be held at a Negro school in Virginia on Monday, March 30, 1905, in response to Governor Claude A. Swanson's 1905 Arbor Day Proclamation, dated March 15, 1908, setting forth March 30, 1908 as Arbor Day; and

Whereas, Miss Randolph did purchase at her own expense numerous trees, shrubs, and rose bushes including twelve (12) American Sycamores - Platanaceae Platanus occidentalis - that were planted by Miss Randolph, the faculty and students of the Mountain Road School on March 30, 1908; and

Whereas, Miss Randolph was the first Jeans Supervising Industrial Teacher who achieved a world-wide reputation for her educational achievements, her philosophy and her ability to impart her awareness to her students and associates; and

Whereas, ten of the original twelve Sycamores planted by Miss Randolph on March 30, 1908, are still alive and standing in front of the "museum in honor of Virginia E. Randolph", formerly known as the Virginia Randolph Home Economics Cottage, and now designated as a National Historic Shrine,

It is, therefore, the purpose of this letter to honor the memory of Miss Virginia Estelle Randolph, a pioneer educator in the appreciation of natural resources, and to proclaim the ten remaining Sycamores as the Virginia E. Randolph Sycamores, and as Historic and Notable Trees of Virginia.

Wallace F. Custard
State Forester

October 10, 1976

The certificate itself is the forerunner of a new program to recognize specific trees as Notable and Historic Trees of Virginia. This program will be administered by the Virginia Forestry Association and is the product of the efforts of Mr. Will A. McElfresh of VPI & SU. It is hoped that the Virginia E. Randolph Sycamores will be only the first of many valuable green antiques that will be given formal recognition as Notable and Historic Trees of Virginia.
Dedication Ceremony - October 10, 1976
Virginia E. Randolph Sycamores

In addition, on a national scale, the Virginia E. Randolph Sycamores have been submitted to and accepted by the American Forestry Association for membership on their roster of Historic Trees in the United States.

It is with great pleasure that I present these two plaques to the Virginia Randolph Museum.

Thank you!
Appendix O

EXCERPTS FROM PERSONAL INTERVIEW WITH MR. WARNER JONES
VIRGINIA RANDOLPH MUSEUM, GLEN ALLEN, VIRGINIA
NOVEMBER 3, 1989

The Anna T. Jeanes Dormitory as a "Sore Spot" to Henrico
"This [Jeanes Dormitory] was a sore spot to the county for many years. Instead of making a museum to represent the history of the county, they tore it down. I guess that they were embarrassed because it showed up what they had not done for the black students of the county. The white students had transportation. Out of this idea, it proved success for getting students in the school."

After the Burning of the Virginia Randolph Training School
"Before the school burned, William Jones [Warner Jones' father] sent lumber for them to build stables [seven] for the horses to be kept during the day. These were built by the children themselves—the industrial arts class. When the school burned, the stables were fixed for .... They put flooring and doors on them and became classrooms. The county did that because they had to provide a room for us because our building was gone. So they used the girls' dormitory and the boys' dormitory and the stables for classrooms. It reminds you of the Christmas story—there was no room in the inn for Christ, so they had to go to the stable. So we couldn't go to the white schools, and because we couldn't go there, we had to go to the stable."

The Selling of the Boys' Dormitory Land
"They did sell that land to the county—the dormitory. It was the largest school area in the county. We had fifty acres plus and the two or three acres over here. It was the largest land area in the county, but the building didn't come with it. They paid off except the .... It was one or two thousand dollars that she [Miss Randolph] owed on the land, and the county took it over. She signed it over to the county. This was one of the first arguments that the people in the county disagreed on."

The Question of the Sycamore Trees
"This is one controversial ... and I'm unable to add to it, but those trees are supposed to be historical trees—the sycamore trees. There is a question as to when the first date she had to honor this program. We do not believe the sycamore trees are old enough to meet that date. Now this is controversial. But a lot of people say they can remember when the trees were put there and said she had this program for the county. People brought in trees... I don't know because she said that when they had to make an addition, they had to take some trees down. I know every
year as students we would take one day to work on the yard and set out trees. When I became principal, I guess I got the idea to set out trees in front of the new building."

The Caldwell-Creighton Cottage

"They used to teach home economics in the basement of the girls' dormitory, and they used to sell hot dogs for lunch until we got the cafeteria program started. I think this cottage was federally supported. A lot of the schools had these cottages. They set it [Caldwell-Creighton Cottage] as a museum, so all of these pictures, everything, Miss Davies was the supervisor, her niece, this was her office in here. She had all the things placed in the museum herself practically. When the schools closed in '69, they had everything in this building taken down to the school board office to be kept there, and then finally they decided to come back and make a museum out of this building. That was controversial. We thought the school itself should have been the museum, that the things should have been there. But when they put it here, it was almost off limits to the children who attended the school. Unless they came here they didn't see it; and unless the teacher brought a group over, they didn't see it. The bronze bust and the picture [of Miss Randolph] was placed in the niche over at the Virginia Randolph High School. They took it out; we put it there because we thought it represented the school itself, and they brought everything in here and this is where you kind of see what happened. But we felt that if they could come and see that beautiful building with all the land and all the development at Virginia Randolph. When they closed the building-- when '69 came--we found out about three days in the middle of June--I guess maybe the first or second week of June--they called me and called the other person and said 'Your school will be closed next year.'"

Transportation and School Buses

"They (school buses) stayed on the road broken down quite a bit. It was a number of years before they decided to give us new school buses. It was so embarrassing to the county. Now we did not get a bus system for all of us until they had these consolidated schools. That was the first time we had complete transportation for all students because I remember students who went to Coal Pit School. He used to have a club foot, and he had to walk two and half miles to Coal Pit. A lot of white folks criticized the county for letting that happen. One lady said she went to the school herself and complained about it. But when they consolidated Vandervall, they closed Union School, Ziontown School, and Old Quiocassin School, and Coal Pit School and gave buses to this new Vandervall School. Then they did the same thing in closing those one-room schools in the east end, and they sent them over to Henrico Central. That's the first time we had complete bus transportation for all"
kids—of our kids, but the white kids had had it all the
time. We used to be on the road, and they used to throw sand
in our eyes.

I'll never forget one day I was here, and the school
burned. We came down that morning, and the school was in
ashes. My sister got out crying. I hadn't realize what it
was. I didn't understand it. A lot of boys came over, and
some girls came over and joined that group. I just went on
and started crying. Miss Randolph came out, and they had to
restrain her to keep her from going into the building. She
had a job to do. Everything she had done seemingly was
gone. While we sat there—we were sitting there just talking—
we saw these school buses coming—that was the first time we
had ever noticed that. We knew that they were riding, but
we never thought. And we saw the white kids coming by, and
they were looking at us and grinning at us. I don't know
what they said or what their reaction was—we just didn't
know. Then somebody started saying, 'Well, why is they are
riding and we have to walk to school?' And we began to
realize. That afternoon I think most of us had tears in our
eyes. That fire was a good thing to us because we realized
then we didn't have any place to go, and we wondered why we
couldn't have gone to Glen Allen and why we couldn't have
gone to another school down here. But because of our color
we couldn't do it, and then we began to see what was
happening. And I think for the first time in my life, I
realized what discrimination was.
Appendix P

Janes Memorial Dormitory
Virginia Randolph Training School
Amherst County, Virginia

Dedication
November 16, 1924, 2 P.M.

Call to Order:
Superintendent A. C. Cooper

Prayer:
Rev. Beverly D. Tucker, Jr., D.D.

Introduction and Brief Addresses:
Dr. James R. Dillard
Mr. Jackson Davis
Mr. W. D. Greenley
Hon. New Sewall Broyl
Miss Virginia C. Randolph

Presentation:
Miss George Foster Purbey

Acceptance:
Superintendent A. C. Cooper

Brief Greetings:
Former Superintendents:
Ms. Minnesoty Branch
Mr. James Davis
Mr. W. D. Greenley
Mr. New Sewall Broyl

State Teachers' Association
Virginia Normal and Industrial Institute

Dr. James E. Gemmell
Representing Hampton Institute

Dr. R. B. Milward
Representing State Board

Benediction

263
Field Day Exercises at
Virginia Randolph Training
School
Virginia Randolph Training
School 1915 - 1929
Faculty at the Virginia Randolph Training School
Appendix R

Virginia Randolph High School
Appendix S

Faculty at Virginia Randolph High School

Date Unknown
Appendix T

Students of Virginia Randolph High School
### Appendix U

**List of Principals and Other Data for the Virginia Randolph Training School 1915-1943.**

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*Data for years 1916 and 1919-1923 are not recorded in these records.

\$Per Month

\$Per Year

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**Annual High School Reports, 1915-1945.**

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Appendix V

Virginia Randolph High's School Song

SCHOOL SONG

Tune: "How Can I Leave Thee"

I

Dear Virginia Randolph
We thy proud children are
Whether we're near or far
Near one believe
When hast this soul of thine
So closely bound to thine
No other can I love
But thee alone

II

Dear Virginia Randolph
Thou art among the few
Who will lead me onward for
A higher view
I must be true to thee
For I know you trust me
No other can I serve
Save thee alone.
With sad regret and fond recollection, I write to the colored teachers and superintendents of Henrico County, who have labored for the past two sessions under the careful and instructive supervision of W. E. Price, as our beloved superintendent, to express our appreciation for the interest he has shown and for every sacrifice he has made in keeping for our good. But we feel that his interest in us will be the same.

We feel benefited by his advice and especially by his lectures and especially by his advice to the parents in starting their children in school at an early age and continuing them until they have completed the course designed for them in our State, and then seeking a higher education which will help them to make better teachers, better homes, and better citizens.

We wish to commend him for
his untiring and unceasing efforts during his term of service with us.

Our cooperative have been pleasant as well as instructive, and in leaving us, we wish for him success in his new field of labor and continued interest in us as teachers of Henrico Co.

Our interest in a corps of teachers with our supervisor will never cease.

Yours for the School Work,
Henrico Teacher Association.

Com.
Mrs. Quinie Moore
Bessie Taylor
Mrs. Hazel Tyler
Allie Jackson
Mrs. Emma Washington
Miss  V. E. Randolph, Superintendent.
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| Reading     | 85  | 85  | 85  | 95  | 95  | 95  | 95  | 95  | 95  | 95  |          |
| Spelling    | 85  | 85  | 85  | 85  | 85  | 85  | 85  | 85  | 85  | 85  |          |
| Penmanship  | 75  | 75  | 75  | 85  | 85  | 85  | 85  | 85  | 85  | 85  |          |
| Language    | 80  | 80  | 80  | 85  | 85  | 85  | 85  | 85  | 85  | 85  |          |
| Grammar     | 75  | 75  | 75  | 90  | 90  | 90  | 90  | 90  | 90  | 90  |          |
| Arithmetic  | 85  | 85  | 85  | 85  | 85  | 85  | 85  | 85  | 85  | 85  |          |
| History     | 75  | 75  | 75  | 90  | 90  | 90  | 90  | 90  | 90  | 90  |          |
| Civics      | 80  | 80  | 80  | 90  | 90  | 90  | 90  | 90  | 90  | 90  |          |
| Geography   | 75  | 75  | 75  | 90  | 90  | 90  | 90  | 90  | 90  | 90  |          |
| Physiology  | 75  | 75  | 75  | 90  | 90  | 90  | 90  | 90  | 90  | 90  |          |
| Drawing     | 75  | 75  | 75  |     |     |     |     |     |     |     |          |

**HENRICO COUNTY PUBLIC SCHOOLS**

**Pupil's Report Card**

**Through the Seventh Year**

**Name:** Newton

**School:** Richmond

**Grade:** 3

**Parent's Signature:**

**Teacher's Assessment:**

**Promoted to Grade:**

**Teacher's Remarks to Parents:**

---

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HENRICO COUNTY PUBLIC SCHOOLS

Colored Industrial Exhibit Certificate

This Certificate is evidence of the fact that Mary Mollon, 3rd Grade pupil in the Colored Training School, has been declared the winner of the 3rd Prize, for excellent work in sewing at the Exhibit of Industrial Work of the Colored Schools of Henrico County, for the Session 1921-1922, held May 20, 1922.

Superintendent

An Industrial Exhibit Certificate, 1921 - 1922
Appendix Z

AGREEMENT WITH RURAL SCHOOL SUPERVISORS

School Year 1957-1958

This AGREEMENT between the SCHOOL BOARD OF NARROWS COUNTY, STATE OF VIRGINIA, party of the first part, and Virginia E. Randolph, party of the second part;

WITNESSETH:

That the said party of the second part under the lawful authority of said school board, and subject to the supervision and direction of the division superintendent and the State Superintendent of Public Instruction, agrees to supervise the work of teachers of the rural elementary schools of Narrows County for the term of 10 calendar months commencing on July 1, 1957, at a compensation of $333.00 for the calendar month.

The said party of the second part agrees to direct and supervise in the classroom in intensive form on the teachers in the program of instruction to the end that each teacher supervised will receive assistance in making her teaching more effective.

It is also agreed that said party of the second part shall be on duty full time during the period of this contract. Full time shall be interpreted to conform to the hours established by the local school administrative office and not by the hours or days that schools are actually in session. The party of the second part agrees to attend all meetings and conferences called by the State Superintendent of Public Instruction for study of problems of instruction and to make such monthly and term reports to the division superintendent and to the State supervisor of rural schools as may be required.

The party of the first part will pay said party of the second part the salary fixed in this agreement in monthly installments, the said salary to be subject to the legal reduction of one per cent for teachers' pensions. (In addition to the salary the party of the first part will pay for traveling expenses $ per month.)

The said supervisor hereby swears or affirms allegiance to the Government of the United States.

SPECIAL COVENANTS

IN WITNESS WHEREOF, the parties hereto have set their hands and seals, 1957, day of May, 1957.

Note: This contract should be executed in triplicate, one for the Supervisor, one for the local board and one for the State Supervisor.
Appendix AA

March 27, 1937

Dr. Arthur D. Wright

Miss Virginia L. Randolph,
817 West Marshall Street,
Richmond, Virginia.

My dear Miss Randolph:

I have your letter of March 26th. I am sorry not to have seen you when you were here. I am sending the copies of the Slater report by this mail to the people mentioned in your letter. If you think of any others later I shall be glad to send it to them.

I shall look forward to seeing you in King William and if it is at all possible will be with you that night, although I am not entirely sure of that as I am uncertain of my travel plans for that day. I had expected to return immediately to Washington and if Mrs. Wright is with me, I shall have to do so.

With all good wishes, I am

Cordially yours,

[Signature]

Dr. Arthur D. Wright
May 20, 1937

University of Richmond
Richmond, Virginia

Dear Mrs. Lawrence:

Mrs. Mitchell and I appreciate your kind invitation. If possible, we hope to get there at some time in the near future.

You should be happy in the beautiful climate of your example in supervising the Cuban, British, and South American. We are in the South and-Since 1923-our beneficial are influence as you. Heaven's benediction upon you and your noble school.

Your friend, J. C. Mitchell.
Appendix CC

Received of Virginia Randolph

Three Hundred Three and 88/100 Dollars

As Wm. CURRY

[Signature]

May 15, 1939

$303.88

To Wm. Irvin

[Signature]
May 31, 1937

My dear Miss Virginia:

Thank you so much for your kind invitation to come to your Field Day on Wednesday May 31. I assure you that my plans are to be with you for the day. It is of course my Regular Meeting Day but I am to get away early, my plans are to be with you about Twelve o'clock.

You have indeed wrought a wonderful work and the world is in your debt for the contribution that you have made to civilization.
I pray God's richest blessings on your work and that He may as He has done crown every effort with success.

With very best wishes.

I am very sincerely your,

[Signature] Hamilton
February 25, 1938

Miss Virginia Randolph
817 West Marshall Street
Richmond, Va.

Dear Miss Randolph

It has been sometime since I have written you, but I often think of you and was especially pleased this winter to learn of the new foundation being established in your name. It is good to know that your remarkable achievement in initiating Jeane's work not only in the South but throughout much of the world is to be commemorated in this way. I congratulate you on this and hope the fund will prosper.

The special purpose of this letter, however, is to tell you of a most capable and interesting woman who is touring the Southern States this spring in her own car and who will be stopping in Richmond on Wednesday, March 9, for the purpose of meeting you, Mr. Richardson, and possibly, Mr. Fred Alexander and Miss Ruth Henderson. I am referring in this to Dr. Alethea H. Washington, Professor of Education, at Howard University, who is now on sabbatical leave and using this time for observation of rural schools in the South.

Miss Washington will be in Richmond on Wednesday afternoon, March 9 and all day Thursday, March 10. On Friday, the 11, she will drive to Williamsburg and Hampton.

You will find Miss Washington a most interesting and alert visitor, and anything you can do for her will be greatly appreciated.

Sincerely yours

Mabel Carney

Mabel Carney

MC/ENS
Appendix FF

VIRGINIA STATE COLLEGE FOR NEGREOS
PETERSBURG, VIRGINIA

JOHN M. GANDY, PRESIDENT

LUTHER H. PORTER
TREASURER, BUSINESS MANAGER

WILLIAM A. ROGERS, SR.

May 2, 1938

Miss Virginia Randolph,
317 West Marshall,
Richmond, Virginia

My dear Miss Randolph:

It is a pleasure to inform you that the State Board of Education, at its last meeting, approved a recommendation by this college to grant you a certificate of merit during the Commencement Exercises this June. I shall appreciate it very much if you will come to the College on Monday, June 6th, to receive this honor. The procession will begin promptly at four o'clock in the afternoon, so you should plan to come by three-thirty o'clock. Inasmuch as such awards must be received in person, I hope that we may expect you on this occasion.

Very sincerely yours,

[Signature]

John M. Gandy
President
Appendix GG

GENERAL EDUCATION BOARD

May 17, 1944

Dear Miss Randolph:

I can't realize that you are about to end your fifty-second year of service in Henrico County. I wish I could participate with you and your other friends in your Field Day program on May twenty-fourth, but unfortunately the trip will be impossible because of engagements here.

We shall all think with gratitude and appreciation of what these years of remarkable service have meant. Your work in Henrico County has been an inspiration to many others.

With best wishes and sincere regret that I cannot be with you this year.

Sincerely yours,

Miss Virginia Randolph
817 West Marshall Street
Richmond, Virginia
Appendix III

INVENTORY OF LA. RUDOLPH MUSEUM

A Tribute to Maie Virginia Rudolph
A vision ahead, a planned goal intent on being of others' kind.
This was the year for growth one paved
A way of honor for them she created.

Her life nearly cleared from the beginning,
The task so huge there seemed no ending
For the feebly girls that hope to learn,
Told things their hearts as well as minds could understand.

Her motto was, "One shall never shrug
From honest labor, whatever the work."
No task was ever too great if one tried
And trusted in the almighty God.

In a one room school six miles her ratio.
To teach to cherish all of her heart.
For a memorial to the Holy One.
The foundation of a distinct fate.

Today we recall the stimulating story
Of how the toiled not just for glory,
But gave service to one so divine,
When work was added to land for it.

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As State Supervisor, she was the first to start the daily work which made her feel best of all, for this work she did, without thought of fame or pay. Her only thought was to help teachers and children find a way.

The best is receive the highest award, for outstanding service to her race, but she had found a far greater reward in helping children find life's perfect peace.

By Mrs. R. F. Driver
Appendix II

Miss Virginia W. Randolph,
617 West Marshall Street,
Richmond, Virginia.

Dear Miss Randolph:

I am in receipt of a check for $100.00 to be credited to Henrico County as a contribution from various people and schools to the Virginia Randolph Fund.

I want to thank you and all those who have contributed so generously to this undertaking. This makes a total contribution from Henrico County of $232.55. As you know, Henrico County heads the list as having made the largest contribution to the Virginia Randolph Fund, the total of which is now more than $86,000.00. It is certainly encouraging to all of us to know that the James Teachers and their friends continue to have interest in this Fund, and I greatly appreciate the check just received.

With best wishes, I am

Sincerely yours,

J. C. Dixon
Vice-President and Executive Director

CC: Mr. Alexander
Mrs. Davis
Appendix JJ

GENERAL EDUCATION BOARD

FORMED BY JOHN D. ROCKEFELLER 1902
INCORPORATED 1943
49 WEST 49TH STREET, NEW YORK 20

May 17, 1944

Dear Miss Randolph:

I can't realize that you are about to end your fifty-second year of service in Henrico County. I wish I could participate with you and your other friends in your Field Day program on May twenty-fourth, but unfortunately the trip will be impossible because of engagements here.

We shall all think with gratitude and appreciation of what these years of remarkable service have meant. Your work in Henrico County has been an inspiration to many others.

With best wishes and sincere regret that I cannot be with you this year,

Sincerely yours,

Jackson Davis

Miss Virginia Randolph
817 West Marshall Street
Richmond, Virginia
Appendix KK

HENRICO COUNTY SCHOOLS
P. O. BOX 40
HIGHLAND SPRINGS, VA. 23075

Dedication of Virginia Randolph Cottage and Virginia Randolph Sycamores
October 10, 1976

It is an unusual pleasure for me to participate in this historic event this afternoon. The occasion is unique in that I have been told that this is probably the first dedication of a State and National Historical Landmark of this type in the United States. The Virginia Randolph Cottage and the Virginia Randolph Sycamores serve to remind us of the outstanding contributions of this noble lady to the field of education in Henrico County, particularly to the black students of the county.

I, of course, did not know Miss Randolph personally. Some of you present here today have experienced that pleasure. However, having recently read an account of her work in Dr. Archie Richardson's publication, The Development of Negro Education in Virginia, 1831-1970, only substantiates the things I have heard about this remarkable teacher.

Her dedication to the work to which she was assigned went far beyond normal expectations. As I learned of the experience she had in leaving home by horse and buggy in the very early morning, 6:30 a.m., and returning home around 9:00 p.m. on a normal working day I became somewhat ashamed of even the long hours I experience from time to time. Certainly she exhibited qualities such as enthusiasm, determination, and love of students which are highly desirable for all teachers.

We are proud that this event is taking place in Henrico County and we are pleased that all of you can join with us in sharing this historic occasion. Welcome you here and hope that you have a pleasant visit as you visit the museum and the surrounding area.

Joseph E. Sellers
Superintendent of Schools

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Appendix LL

SIGNIFICANT DATES CONCERNING VIRGINIA E. RANDOLPH

1874 - Born, June 8, Richmond, Virginia
1890 - Graduated Richmond City Colored Normal School
1890-1892 - Taught in Goochland County
1892-1908 - Taught in Henrico County, Old Mountain Road School
1908 - Conducted First Arbor Day in Virginia
       12 Sycamore trees planted
1908 - Appointed first Jeanes Supervisor Industrial Teacher
       by Superintendent Jackson Davis, Henrico Co. Schools
1915 - Virginia E. Randolph Training School named in her
       honor
1923 - Anna T. Jeanes Memorial Dormitory dedicated
1926 - Harmon Award for meritorious achievement in education
       by the Southern Education Foundation
1929 - School destroyed by fire
1929 - Building replaced with Rosenwald Foundation Fund
1934 - Portrait painted by Sidney E. Dickinson (hangs
       permanently at the Hampton Institute Library,
       Hampton, Virginia)
1938 - Awarded Certificate of Meritorious Service by
       Virginia State College
1939 - Caldwell-Creighton Home Economics Cottage built
       (presently museum in honor of Virginia E. Randolph)
1949 - Retired - 57 years of service
1950 - New addition
1954 - Bronze bust unveiled
1954 - The Virginia Randolph Foundation, Incorporated
1958 - Died, March 16
1960 - Virginia E. Randolph Elementary School built
1970 - Museum in Honor of Virginia E. Randolph dedicated
1976 - Museum dedicated as National Historic Landmark and the
       Virginia Randolph Sycamores as National Historic Trees
       in Virginia, also registered as a Virginia Historic
       Landmark by the Virginia Historic Landmarks Commission
BLACK TEACHERS IN HENRICO COUNTY, VIRGINIA 1893 - 1933
(Teachers who taught in the 1890's are highlighted.)

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Years</th>
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<tbody>
<tr>
<td>Addison, Herman</td>
<td>1915-1916</td>
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<tr>
<td>Allen, Vera</td>
<td>1928-1942</td>
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<td>Ammons, Sanada</td>
<td>1923-1926</td>
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<tr>
<td>Anderson, Ashley</td>
<td>1925-1926</td>
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<td>Anderson, Elvira</td>
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<td>Anderson, Percy</td>
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<td>Anderson, Robinette</td>
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<td>Andrews, Blanche (also principal)</td>
<td>1927-1970</td>
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<tr>
<td>Archer, Sallie</td>
<td>1921-1922</td>
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<td>Armstead, Beatrice</td>
<td>1927-1928</td>
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<td>Armstead, Etta</td>
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<td>Bacon, Drucilla</td>
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<td>Baker, Eugertha</td>
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<td>Banks, Naomi J.</td>
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<td>Beard, Agnes V.</td>
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<td>Bright, Roy</td>
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<td>Brock, Sallie</td>
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<td>Brooks, Margaret L.</td>
<td>1910-1913</td>
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<td>Brown, A. M.</td>
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<td>Brown, Mamie</td>
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<td>Brown, Mary</td>
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<td>Carter, Bessie</td>
<td>1918-1935</td>
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292
Gee, Irma T. (also principal)  1924-1964
Gee, Lloyd T. (also principal)  1916-1964
Gibbs, Edna  1918-1919
Gilpin, Katie  1909-1913
Gilpin, Marion M.  1910-1911
Goodman, Emmaline  1920-1929
Gordon, Annie W.  1915-1955
Graves, Elijah  1910-1912
Graves, Estelle  1910-1915
Graves, H.T.  1893-1894
Green, Bertha  1914-1916
Green, Ethel  1918-1920
Greene, William  1932-1938
Griffin, Elise B.  1893-1896
Griffin, Louise  1896-1897
Griffis, Ellen  1917-1918
Griffis, Ida  1912-1913
Guerrant, Ollie  1910-1915
Haney, Nellie J.  1927-1931
Harris, A.B.  1896-1897
Harris, Bertha J.  1919-1921, 28-31
Harris, Beulah  1908-1910
Harris, Blanche  1921-1922
Harris, C.B.  1892-1894, 1918-33
Harris, Ernestine  1927-1929
Harris, George W.  1893-1897
Harris, Mabel  1908-1911
Harris, R.E.  1896-1897
Harris, S.E.  1892-1896, 1915-17
Harrison, Isabelle  1916-1917
Hatch, Margaret  1915-1916
Holmes, V.B.  1893-1897
Houston, Alibee (also principal)  1926-1942
Huber, Mary E.  1916-1917
Hucies, Ruth H.  1913-1914, 17-20
Hudson, Carrie  1915-1917
Hudson, Corrine  1914-1918
Hughes, Alberta  1909-1910
Isham, Carsie  1910-1912
Jackson, Charlotte V.  1910-1915
Jackson, Ethel  1912-1914
Jackson, L.C.  1926-1927
Jackson, L. Pearl  1910-1911
Jackson, Leona  1932-1935
Jackson, Wannie  1896-1897
Jackson, Ollie  1918-1923
Jasper, Lena  1923-1925
Jefferson, Susie  1895-1897
Johns, Lillie P.  1921-1948
Johnson, Bertha  1909-1910
Johnson, Esther  1922-1928
Johnson, Helen  1892-1894
Johnson, Mildred  1916-1932
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<tr>
<td>Jasper, Lena</td>
<td>1923-1925</td>
</tr>
<tr>
<td>Jefferson, Susie</td>
<td>1895-1897</td>
</tr>
<tr>
<td>Johns, Lillie P.</td>
<td>1921-1948</td>
</tr>
<tr>
<td>Johnson, Bertha</td>
<td>1909-1910</td>
</tr>
<tr>
<td>Johnson, Esther</td>
<td>1922-1928</td>
</tr>
<tr>
<td>Johnson, Helen</td>
<td>1892-1894</td>
</tr>
<tr>
<td>Johnson, Mildred</td>
<td>1916-1932</td>
</tr>
</tbody>
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Johnson, W. A.  1893-1897
Johnson, Walter  1918-1926
Jones, Daisy T.  1927-1966
Jones, Emma S. (also principal)  1913-1964
Jones, Ethel  1918-1920
Jones, Ida B.  1895-1897
Jones, J. W.  1895-1897
Jones, John  1895-1897
Jones, Louise J.  1927-1966
Jones, Maggie V.  1913-1916
Jones, Mary M. (also principal)  1932-1970
Jones, Vashti  1927-1930
Jones, Z. D.  1895-1896
Jordon, Virginia  1916-1917
Kenney, Louise  1921-1922
Kinney, Blanche  1908-1912
Langhorne, Bessie  1908-1911
Lawson, Sophie F.  1918-1958
Lewis, Delia  1896-1897
Lewis, Emily  1910-1911
Lewis, H. G.  1893-1897
Lewis, Lillian  1926-1928
Lewis, Ruby  1913-1915
Liggon, Mabel  1909-1913
Lucas, Alice A.  1923-1927
Madden, Ruth  1913-1915
Martin, Virginia  1908-1911
Meredith, Pattie A.  1892-1897
Miles, Beatrice H.  1927-1970
Miles, Marion  1914-1917
Miller, Christine  1910-1911
Minor, Rosa  1911-1912
Monroe, Susie  1908-1910
Moore, Gussie  1917-1925
Moore, Louise H. (also principal)  1923-1962
Moore, Mary E.  1908-1910
Morgan, Henry  1932-1937
Morgan, Irene  1919-1920
Morris, S. E.  1893-1894
Morris, Sanada  1916-1917
Mosby, B. L.  1892-1893
Moseley, Mathilda  1911-1913
Mundin, Minnie  1894-1895
Murray, M. A. V.  1892-1897
Nelson, Fannie H.  1927-1967
Nelson, Maxine  1929-1930
Nixon, Amanda B.  1908-1932
Payne, Lottie  1911-1913
Payne, Mildred  1909-1915
Perry, Harvey  1927-1930
Puryear, Ruth  1927-1928
Rainey, Irma F.  1930-1934
Randolph, Virginia E. (also principal/supervisor)  1892-1949
Randsome, Ethel O. 1913-1927
Reid, Pearl J. 1928-1964
Roane, Rosa 1915-1918
Robinson, Alice O. 1892-1897
Robinson, Charles P. 1892-1897
Robinson, Fannie 1918-1921
Rogers, Percy 1910-1933
Roper, M.W. 1892-1897
Ross, Martha 1908-1916
Rowe, Pearl 1908-1911
Roayal, Mary Jane 1915-1916
Sallee, Rosa 1917-1918
Scott, Alma 1914-1915
Scott, Mabel 1926-1928
Scott, Mary M. 1892-1915
Scott, S.L. 1894-1895
Sears, Minnie 1892-1894
Settle, Marian R. 1927-1928
Shelton, Mildred d. 1908-1912
Simmons, Grace c. 1922-1970
Singleton, W.P. 1895-1897
Smith, Allice E. 1908-1909
Smith, Florence 1928-1941
Smith, Leora P. 1910-1913
Smith, Nina 1919-1922
Smith, Ulysses 1917-1918
Spriggs, Martha 1927-1953
Stallings, Ross 1917-1918
Stepoe, Marion 1932-1934
Steward, Racilia 1908-1910
Stewart, Edna 1912-1913
Stewart, Marion 1908-1910
Stokes, Armita 1913-1914
Stokes, Eunice 1911-1914
Stokes, Irene S. (also principal) 1912-1957
Stutely, Corrine 1908-1921
Sweete, Martha 1908-1910
Taylor, Lizzie C. 1912-1920
Taylor, Lucy N. 1923-1968
Taylor, Virginia A. 1908-1910
Templeton, James E. 1892-1895
Thomas, Saphronia 1916-1919
Thomas, Y. Henry 1911-1915
Thompson, Alice 1921-1926
Thompson, Gladys 1917-1919
Thompson, Julia D. 1913-1915
Thompson, Willie 1919-1920
Thompson, Fannie 1921-1923
Thompson, Mary V. (also principal) 1928-1970
Thurston, R.N. 1892-1897
Tomlin, Irene (also principal) 1915-1922
Turner, Fannie 1920-1923
Tyler, Hazel 1916-1923
Tyler, Mattie E. 1892-1928
Tyler, S. Elise 1912-1914
Tyree, Esther B. 1932-1936
Valentine, Arnetta 1927-1928
Vandervall, William L. 1893-1897
Vaughan, Fannie 1910-1942
Walker, Grace 1917-1919
Wallace, Adelina 1923-1924
Wallace, H.E. 1893-1894
Waller, Blanche 1922-1923
Washinton, Emma R. 1908-1942
White, E.P. 1895-1897
White, Mamie K. 1911-1957
Whiteley, Gabrielia 1910-1911
Witting, Annie 1908-1909
Wilkinson, D.H. 1893-1896
Williams, I.J. 1914-1915
Williams, Jessie 1920-1921
Willis, Pearl 1915-1917
Wingfield, Ora H. 1932-1964
Winston, Alma 1929-1932
Wood, Zemoria B. 1932-1948
Woodard, Fred O. 1932-1934
Wyche, G.L. 1893-1897
Yancy, L.G. 1893-1894

Source: Data gathered through personal interviews conducted by Mrs. Irene Lester and Mrs. Virginia Scruggs and compilation of the Reports of Instructional Personnel: Census of Colored Teachers of the County of Henrico, for the School Years 1893-1933.
VITA

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DOB: 12/8/51
Married

Educational Background

Ed.D. Virginia Tech May, 1990 Education Administration
M.Ed George Mason May, 1982 Education Administration
B.A. Virginia State May, 1974 English

Professional Experiences


1981 - 1987 English Department Chair, Eighth Grade English Teacher. Edgar Allen Poe Intermediate, Fairfax County Public Schools.


1974 - 1976 Drama, Speech, and Creative Writing Teacher, Walker Middle School, Charlottesville Public Schools.

Linda Bigger Brown

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SCHOOLING FOR BLACKS IN HENRICO COUNTY, VIRGINIA
1870 - 1933

by

Linda Bigger Brown

Committee Chairmen: Thomas C. Hunt & Kenneth Underwood
Education Administration

(ABSTRACT)

This dissertation recounts the years of struggle, frustration, failure and success that blacks in Henrico County, Virginia, confronted in acquiring an education. Before the establishment of free universal public schooling in Virginia in 1870, there was strong public opinion against the schooling of blacks. After the outbreak of the Civil War, various missionaries and philanthropic agencies strove to aid blacks; and the creation of the Freedmen’s Bureau in 1865 brought an overall renewal of education for blacks. The Freedmen’s Bureau aided in the construction of school buildings, and the philanthropic agencies supported teachers for the established schoolhouses. The Freedmen’s Bureau ceased operation in Virginia in 1871; but by then, Virginia’s public school system had been put into operation.

Henrico County was divided into four school districts: Tuckahoe, Varina, Brookfield, and Fairfield. By the end of
the school year in 1871, Henrico had a total of ten schools for 467 black children, employing ten black teachers; whereas, there were twenty-three schools for 821 white children, with twenty-five white teachers. Disparities of this sort led to educational conferences which influenced the educational setting in Henrico. When the Constitution of Virginia in 1902 reiterated that blacks and whites should not be taught in the same schools, disparities in schooling for blacks and whites continued.

The Anna T. Jeanes Fund was established in 1907. It was during this time that Henrico's black educational pioneer, Miss Virginia Estelle Randolph, began her work. She was appointed as the first Jeanes teacher, and she quickly proved to be an asset in the institution of industrial education for blacks. She was a leader in the instillation of the "self-help" principle that became prevalent in the black community schools.

There were several one- and two-room schools for blacks in each of Henrico's four districts in the early twentieth century. However, much improvement was still needed in school equipment, teacher training, and renovations in these poor representations of educational facilities. The Jeanes Fund became a channel for other philanthropic agencies to help promote education for blacks, either by donating money for teacher salaries, building or
renovating schoolhouses and equipment, or by promoting the extension of the work of the Jeanes teachers.

Virginia witnessed the county training school movement in 1915. The Virginia Randolph Training School, named in Miss Randolph's honor, was the first step toward public secondary education for blacks in Henrico County. Despite the barrier of non-public school transportation for blacks at this time in Henrico, Miss Randolph created ways of getting black students—not only students from various districts in Henrico County but students from surrounding counties—to attend the school. When a tragic fire caused ruination to the building in 1929, a bigger and better school of eight rooms, a library, and an auditorium was built. It later became known as Virginia Randolph High School. It was the first and only high school for blacks in Henrico County until 1969.