The Development of Schooling in Floyd County, Virginia 1831-1900

by

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IN MEMORY OF

My grandparents:

TABLE OF CONTENTS

LIST OF TABLES

INTRODUCTION

The first state superintendent of public instruction in Virginia, William Henry Ruffner, argued against the union of politics and education. He maintained that schools were for teaching children. Ruffner warned against selecting school personnel based on political reasons rather than merit.[1]

Ruffner's fear of political interference in education went unheeded. Different political views about education were formed by the "peopling"[2] of early Virginia. Virginia's "peopling," from the Tidewater planter-aristocrats to the backcountry southern plain folk, exhibited diverse attitudes toward education due to the influence of cultural, geographic, and economic factors. These factors affected political decisions that shaped Virginia's education system at both the state and local levels.

This dissertation will focus on the cultural, geographic, and economic components that shaped the education system in Virginia. How these factors politically affected the development of education in one locale, Floyd County,

located in southwest Virginia, will be analyzed from its formation in 1831 to the beginning of the twentieth century.

FOOTNOTES

INTRODUCTION

[1] Virginia School Report, 1880, pp. 140-142.

[2] Bernard Bailyn, The Peopling of British North America (New York: Alfred A. Knopf, 1986). Bailyn defines peopling as "motion, process, evolution in time, but it is not abstract: it concentrates on individuals and their fortunes." (p.8).

CHAPTER I

ATTEMPTS FOR EDUCATION IN VIRGINIA'S TWO-CLASS SOCIETY 1607-1831

When Floyd County was formed in 1831, there existed in Virginia a two-class system of education. The wealthy took care of their own, while only rudimentary education was offered to the poor. Families, in a small but growing middle class, were left without educational opportunities unless they provided schools and teachers on their own. This upper-lower class attitude toward education had been shaped by economic, geographic, and cultural factors beginning in the 1600's. It was during the 1600's that a two-class society influenced by English customs began to emerge which affected educational offerings in Virginia.

Formation of a Two-Class Society

The Royal Governor of Virginia, Sir William Berkeley, in correspondence with the English Commissioners of Foreign Plantations in 1671, wrote:

> I thank God there are no free schools or printing presses and I hope we shall not have them these hundred years: for learning has brought

> disobedience and heresy, and sects into the world...God keep us from both.[1]

Maddox in his book The Free School Idea in Virginia Before the Civil War pointed out that Governor Berkeley feared the concept of self government which could be fostered through free schools and free presses. While free schools did occur during Berkeley's reign as governor, their purpose was in providing the mechanics of learning to the poor. Berkeley did not consider the poor to be an intellectual threat to royal rule.[2] He believed that the educational policy of Virginia should be the same as in England with every man according to his ability instructing his own children and separate provisions made for the indigent to be taught.[3]

This belief that Virginia's educational policies should be like those of England was a small part of a larger comparison. Heatwole in his book A History of Education in Virginia stated that colonial Virginia came closer to being a clone of English society than any other colony. Heatwole commented that "the English church was transplanted bodily to Virginia soil. Social customs, forms of government, and educational institutions were patterned after those in England."[4] Heatwole believed this transplanting process of English ways to Virginia was more successful here than in any other colony in America. He gave three reasons for this.

First, the majority of the early settlers were English. Second, Virginia offered a commercial purpose for English merchants. Finally, the religious, social, and political views of the Virginia settlers resembled the same ideals as those found in England.[5]

This bond increased in 1649 when supporters of Charles I came to Virginia after Cromwell seized control of England. Blair Buck through his book The Development of Public Schools in Virginia reported how the beheading of Charles I strengthened the autocratic tendencies already prevalent in Virginia's ruling class. This governing class tended to be negative toward tax supported schools.[6]

According to Maddox, this governing class of Virginia known as the "planter-aristocrat"[7] evolved not only from the upper classes of English society, but from the merchant class and the indentured servant class. The indentured servant after finishing his time of servitude to the planter (for paying his passage to the colonies) gained in economic status through a bonus of fifty acres of land. Maddox said of the planter-aristocrat:

> Virginia evolved of itself as a result of the natural operation of economic law. A bourgeois class passed quickly into a landed class. A part of England's middle class, with a few representatives of the English gentry, gained advantage first through land, later through negro slavery, and finally through shutting off competition and

> retarding the rise of a rival commercial class.[8]

This landed aristocracy was further described by Bernard Bailyn in his article "Politics and Social Structure in Virginia." Younger sons of prominent English families with ties to London business and government realms came to Virginia. These younger sons represented business and land interests of their families in Virginia.[9] They were, as Bailyn described, "ambitious younger sons of middle class families who knew well enough what gentility was and sought it as a specific objective."[10] By the beginning of the eighteenth century, Virginia's colonial aristocracy had evolved.

The colonial aristocracy depended upon tobacco as their cash crop. To operate the large tobacco plantations (most of the large plantations were located along the rivers in tidewater Virginia[11]), it took man power. At first the indentured servant filled this need. The indentured servants and slaves made up a large portion of Virginia's early population. By 1670 the population in Virginia totaled 38,000. Of this total, approximately 6,000 were indentured servants and 2,000 slaves.[12] As slavery increased in colonial Virginia, the planter-aristocrat replaced the indentured servants with this new form of permanent cheap labor.[13] David Galenson in his book White Servitude in

Colonial America discussed the rise and decline of indentured servants in America. In early colonial America, the need for labor rose as a staple crop was introduced. Skilled labor was needed to erect buildings and prepare the tobacco crop for market.[14] As white indentured servants fulfilled their time of servitude, they moved away from the plantation, acquiring their own land for personal use. This posed problems for the planters in trying to maintain enough skilled labor. An eighteenth century Virginia planter stated that 'we have no merchants, tradesmen, or artificers of any sort here but what become planters in a short time'.[15]

Slavery began to replace white servitude as the demand rose for unskilled field labor to maintain crop cultivation. White servitude was used for skilled labor until slaves were trained for these jobs. With slaves supplying a cheap, steady labor force, planters no longer found it necessary to import servants.[16] By the 1770's, white servitude represented a small fraction of the labor force. An example of this can be seen through 143 probate inventories made in ten counties of Virginia and Maryland in 1774. Of the 143 inventories, 63 percent listed inventories with more than eight slaves per owner while only six percent included indentured servants.[17]

Slaves, and to a lesser extent indentured servants, helped to form two distinct classes in early Virginia--rich

and poor. The planters composed the first class. The laborers, servants, and slaves made up the majority of the second class. A strong middle class would not be present in Virginia for nearly two centuries.[18] With this dominant two-class system, Maddox concluded that "Virginia may truly be said to have evolved its aristocracy of land and its class of dependent poor."[19]

The plantation system with the social structure it created, especially due to the absence of a middle class, had a major impact on schooling in colonial Virginia. From the plantation system, the role of education for the wealthy and the poor emerged.

Plantation System

Plantations in eastern Virginia were large and scattered far apart. A typical plantation could average six to ten miles in radius from the owner's home.[20] By 1700, the only congregated areas in Virginia were the small towns of Jamestown, Hampton, Norfolk, Williamsburg, and Richmond.[21] With few towns, the plantations became the "local centres of population"[22] with the planter-aristocrat the ruler.

The tidewater plantations were usually built along rivers where the planter-aristocrats had private wharfs. With the access of rivers, few roads were needed making Virginia known as a 'sylvan Venice'.[23]

Another prominent characteristic of the plantation was its self sufficiency. Slaves were used as carpenters, spinners, tanners, shoemakers, and in other assorted occupations to keep the plantation running smoothly.[24] By 1790 there were 305,493 negroes and 442,117 whites in Virginia.[25] This meant that slaves made up 40.9 percent of the total population.[26] As slavery increased, the distinction between rich and poor increased. The tax list for 1787 listed one fifth of Virginia's landowners as owning 500 or more acres of land. These planters possessed more than half of the total acreage and a large portion of the most valuable land in Virginia. This small group also owned two-fifths of the total slave and cattle population in Virginia.[27]

With plantations being independent 'baronages',[28] the establishment of schools became difficult. Settlers in Virginia were spread out over 64,284 square miles as compared to the New England states, where in 1790, for example, Massachusetts population of 378,787 was contained in 8,327 square miles.[29] This dispersal of the population explains why schools were less easily established in the Virginia colony. By 1647, there were eight Latin grammar schools in existence in Massachusetts.[30]

In Virginia, schooling rested primarily with imported tutors serving the children of wealthy plantation owners.

Plantation owners also sent their children abroad or later to academies built in Virginia.[31] However, tutors represented the most approved practice in education for the wealthy up to the Revolutionary War.[32] The wealthy took care of their own. According to Maddox, what schooling existed for the poor was done as a "protection to established society, taught to 'maintain themselves with labor.'"[33]

These early schools established as a means to "protect the established society" originated in the seventeenth century and lasted well into the nineteenth century. In other words, education for the poor was an ideal grounded in the concern for social order, not a quest for an egalitarian society.

Early Schools in Virginia

In 1617 King James I sought help from the Archbishops in raising money to help the Governor of Virginia (Yeardley) in erecting churches and schools to educate Indian children. King James and the leaders of Virginia viewed the Indians as 'These Barbarians.'[34] By 1618 Governor Yeardley had secured plans for a university in Henrico for Indian children. The Virginia Company gave 10,000 acres toward starting the Henrico University. All efforts toward completing the project ended with the Indian massacre of 1622.[35]

At approximately the same time that a school for the 'infidels' children'[36] was being planned, 100 orphan children from hospitals and asylums in London came to Virginia.[37] These children were sent to Virginia under the English Poor Laws. Because of these laws, a large number of English poor relied on the colonies to take care of them. This included training for a trade along with some education in the form of reading and writing.[38] This reliance of the poor on the rich helped to further the gap between the two classes in Virginia. Maddox explained:

> The odious distinction between the 'rich' and the 'poor' and the paternal attitude of the rich toward the dependent lower class, so characteristic of the English social system, became deeply rooted in the customary thinking of both classes and ran well into the nineteenth century.[39]

As orphans continued to come to Virginia, the Apprenticeship Law of 1643 was passed. This law specified that orphans would be instructed in 'Christian religion' and be exposed to the 'rudiments of learning.'[40]

The Apprenticeship Law of 1646 required that commissioners of several counties near Jamestown select a boy and a girl of poor parents to go to work in flax factories. These factories would be built in Jamestown. The children would learn carding, knitting, and spinning. Children would

be provided bed and board. This type of education was known as a workhouse.[41]

The Apprenticeship Law of 1672 mandated that county courts place out all children to tradesmen whose parents could not provide means for apprenticeships. The local parishes were responsible for finding and reporting these children to their Orphans' Courts.[42]

In 1705 a general law was passed that compelled masters to teach orphans to read and write. Heatwole called this the "first legislative provision requiring reading and writing to be taught."[43]

As laws were being passed providing for the poor, some wealthy landowners donated land for the establishment of poor schools. The Symms Free school was built in Elizabeth City County in 1634 on 200 acres of land donated by Benjamin Symms. In 1659 Dr. Thomas Eaton established the Eaton Free School. Between 1634 and 1775 there were nine other schools similar to Symms and Eaton operating as free or charity schools.[44]

Another type of school in colonial Virginia was the community school. Leading members in a community would band together and build a school on an abandoned field. Teachers of these Old Field Schools were paid by the parents or sponsored by a wealthy patron. These schools were under the control of the local citizens except for the licensing of a

teacher. If a teacher was licensed, it was done so by the government or established church. (Virginia was part of the Episcopal Diocese of London.)[45] Usually, the teacher was a clergyman in the community where the school was built. The schools typically ran from April to September.[46] The curriculum of the Old Field schools appears to have centered on reading, writing, and the 'casting of accounts.'[47]

Teachers for the community schools were paid in tobacco or in currency which amounted to an annual fee of approximately 25 dollars per child. The General Assembly in 1691 refused to adopt a resolution that would have required a teacher's salary to be set by law.[48] While the General Assembly would not interfere with localities in setting salaries, the New England colonies had already begun to take steps in that direction. Their governing bodies had set laws requiring that teachers be paid through general taxation or by parents.[49] Laws had also been passed in New England in the mid seventeenth century requiring that all children be given an education.[50]

The concept of providing education for the poor through Apprenticeship or Poor laws in Virginia continued into the eighteenth century. By the time of the American Revolution in 1776, Virginia's two class society with education for the wealthy and rudiments for the poor was firmly established. Without a strong middle class, educational opportunities for

families that were not wealthy or poor became, as Blair Buck described it, a "hit or miss" affair.[51]

Thomas Jefferson saw Virginia's two-class means of education as a stumbling block for building a democracy. He offered in 1779 a proposal for universal education in Virginia.

Jefferson's Plan

Thomas Jefferson saw universal education as a means for preserving and maintaining the republic. He believed that universal education would provide citizens with the capabilities for "performing their parts in the social order" and for protecting their rights.[52] He credited local self government as a cornerstone to liberty. Jefferson maintained:

> Liberty can never be safe but in the hands of the people themselves, and that, too, of the people with a certain degree of instruction. This is the business of the state to effect, and on a general plan.[53]

This general plan was Jefferson's Bill for the More General Diffusion of Knowledge submitted in 1779 to the House of Burgesses. This bill, as Button and Provenzo noted, would create a "natural aristocracy" through education to augment the aristocracy founded on birth and wealth.[54]

Jefferson's bill called for a three-tier educational system: wards (primary), districts (secondary), and, at the top, William and Mary College. At the primary level, each community would elect aldermen who would divide the county into districts or wards. Within the wards (100 students per ward) a common school site would be chosen where all the children in the district could attend. Each ward would offer an education to all free white children of both sexes. Children would be given a free education of three years in reading, writing, arithmetic, and European-American history.[55] Jefferson believed that Virginians should become well versed in history. By especially studying Greek and Roman history, people would "learn lessons of history" which would enable them to maintain their republican liberty.[56]

For every ten schools, an overseer would plan instruction. Each year the overseer would select a boy who appeared to have the most potential from his ward for one or two years of free tuition and board at the district academy.[57]

Virginia would be divided into 20 districts with an academy or secondary school established in each district.[58] Besides the most promising boy from each ward being able to attend free, those who had the means for the tuition could also enroll.[59] Of those who attended the secondary school in each district for two years, the best students in each was

allowed to continue for four more years. By this approach, Jefferson envisioned that "twenty of the best geniuses will be raked from the rubbish annually."[60] On alternate years, half of the districts in Virginia would each select its top student to attend William and Mary for three years free of charge.[61] The key component in Jefferson's bill centered on local taxation. The citizens of each ward would support their own schools.[62]

Jefferson's bill was not acted upon by the House of Burgesses in 1779. Heatwole argued that the reason for this was due to the aristocracy. The aristocracy controlled the government, and by doing so, saw no reason to tax themselves for an educational system their children would not attend.[63] James Madison, in writing to Jefferson in 1786, believed that the reason the education bill had not been adopted was due to the "inability of the country to bear the expense."[64]

In 1796, the General Assembly did adopt Jefferson's idea for a primary school system, but with an amendment. With the amendment, its adoption and operation was left up to the county courts for implementation. Jefferson believed the amendment defeated the success of his education bill. Since schools would be maintained by a general tax, the wealthy justices would not be inclined to take on this added expense for educating the poor. Free schools for the poor funded through private charity had long been the norm in Virginia.

The wealthy saw no reason to tax themselves for what they were already providing through private means.[65] With private charity and nearly two centuries of Apprenticeship and Poor laws providing rudimentary education for the poor, Virginia's two-class system of taking care of the wealthy and providing for the poor hindered the promotion of taxation for public education.[66]

Another problem to overcome in Jefferson's universal education system was the isolation of the people. Maddox noted that with tutors and private schools already available, building schools across the state where populations were uncertain further inhibited Jefferson's plan. Trying to find a centrally located spot for people to meet and to go to school was difficult.[67]

One other weakness to Jefferson's plan was cited by Dabney. Jefferson did not want any centralized form of government over the people, including education. Yet, Dabney argued that dividing counties into hundreds of wards spread over thinly settled areas left the people without leadership to direct the schools. Dabney believed that the state had to give some direction if a universal system was to be enacted.[68]

While Jefferson's plan was not successful, rumblings for an education system were being sounded. Charles Fenton Mercer made the next serious move in Virginia for an

education system through the establishment and use of the Literary Fund.

Literary Fund

Charles Fenton Mercer was from a prominent Virginia family in Fredericksburg. An active Federalist, Mercer gained a seat in the House of Delegates in 1810.[69] In 1810 the General Assembly under the leadership of Charles Fenton Mercer established the state Literary Fund from the allocation of 'escheats, penalties, and forfeitures.'[70] The money from the Literary Fund was to be used for the education of the poor.[71]

During the 1815-1816 General Assembly session, Mercer as Chairman of the House Finance Committee, mandated that $1,210,550 owed Virginia by the federal government from the War of 1812 be added to the Literary Fund. This addition increased the Fund to $3,115,894.[72]

With the increase in money, Mercer used his political influence to try in 1817 to build a state supported school system with the use of the Literary Fund.[73] Through a bill to the General Assembly, Mercer proposed having a board of public instruction with a permanent secretary. Free primary schools for all white children were to be established. At the next level of education, academies were to be built of which three were to be for females. The final phase of

Mercer's bill included establishing colleges and a university.[74] Mercer considered the primary schools as the most important part of his bill. No money would be provided for a university until all primary schools were provided for first.[75]

Jefferson opposed Mercer's bill. While advocating a free school system, Jefferson did not like the state control. He feared Mercer's plan would be a catalyst for a "new autocracy." Jefferson believed that education should be through local taxation and local self government.[76]

Another concern Jefferson had over Mercer's bill was the establishment of a university. While Mercer made higher education a matter of secondary importance, Jefferson viewed the university as a central institution to promote education.[77]

Jefferson, to offset Mercer's plan, proposed his own bill to the General Assembly with features very similar to his earlier bill in 1796. However, in his proposal, the university received the major emphasis.[78]

Both Mercer's and Jefferson's proposals were defeated in the General Assembly. Instead, the General Assembly restricted the Literary Fund to be used only for educating the poor. Joseph Cabell, a strong supporter of Jefferson in the General Assembly, was able to secure an amendment for the building of his friend's dream, a university. Thus, the

Literary Fund would annually give 45,000 dollars to educate the poor with 15,000 dollars allotted annually for support of Jefferson's university. Under the act of 1818, poor schools were to be governed by fifteen school commissioners in each county appointed by the county court. The statute was permissive in that commissioners determined whether to maintain charity schools or not. Money was given to school commissioners only on demand.[79]

Both Mercer and Jefferson wanted a system of public education. Mercer advocated central control; Jefferson, local planning. Their differences in views helped to defeat the establishment of public schools in Virginia for all white children. However, this was not the only reason for reducing Virginia to a "quasi-system"[80] of schools. For Jefferson, the wealthy planters had never supported his idea of paying taxes for an educational system they would not patronize.[81] In Mercer's case, he had problems gaining support in the General Assembly due to his image as being the "chief eastern spokesman for western rights."[82] Regional tensions coupled with political partisanship in the General Assembly helped to defeat Mercer. The western counties of Virginia resented the tidewater aristocracy's dominance of the General Assembly. Mercer's record of supporting western needs of the state aroused eastern distrust in the Assembly toward this Federalist.[83]

With the General Assembly pinpointing the Literary Fund for the poor, Virginia continued a two-class educational system with those in between left to fend for themselves. This latter group included new settlers coming into Virginia with political, religious, and social views different from the planter aristocracy. Conflicts arose between these groups, especially over education. The new immigrants described by John Otto as the "southern plain folk"[84] helped to generate the battles over education in the nineteenth century.

Southern Plain Folk

The backcountry of the southern colonies (Maryland, Virginia, Carolinas, Georgia) which included the piedmont and mountainous areas, was settled between 1725 and 1775. British (Celtic descent with roots in Scotland, Ireland, and Wales) and Germanic farmers from southeastern Pennsylvania first settled the backcountry. These southern plain folk had come to the American colonies to find a safe haven from economic, political and religious turmoil.[85] Lemon, in his book The Best Poor Man's Country, described the southern plain folk's migration habits in southeastern Pennsylvania and into the backcountry. Settlers coming to Pennsylvania were primarily from the middle class of western European society.[86] They found refuge in Pennsylvania for their

cultural and religious beliefs.[87] By 1740 southeastern Pennsylvania had been largely settled. Settlers or plain folk with their different religious, social, and political views immigrated from Pennsylvania to the backcountry.[88] They brought with them their belief for "liberal individualism" meaning they planned more for themselves than as communities with the idea that the frontier was open to conquest.[89]

John Otto described these plain folk settling in the backcountry as farmers with less than 20 slaves and land totaling fewer than 300 acres. Other plain folk, according to Otto, were the herders who had homesteads but grazed their livestock on unclaimed public lands and slaveless farmers who owned less than 200 acres.[90]

The plain folk held different religious views from their tidewater neighbors' belief in the established Church of England. Otto reported that the backcountry settlers were members of "dissenting British sects (Presbyterian, Baptist,and Methodist)."[91]

Dabney pointed to these dissenting sects as Scotch-Irish Presbyterians, Germans, and French Huguenots, all of which had common schools under church patronage. With backing from their churches, these settlers established schools. Dabney noted that "these church schools gradually educated the people of these regions to demand schools for all. It was

the people of the Virginia mountains who carried on the long struggle for schools in that state."[92] Blair Buck reinforced Dabney's argument by pointing to the Scotch and Scotch-Irish settlers as believing that education was not just for the wealthy, but for the "landless man" as well.[93]

Virginia was being divided not only by the differences in settlers, but also by its geographical features. 'The Great Barrier' of mountains which included the Allegheny and Blue Ridge spread across Virginia's "backbone" dividing the state into distinctly separate entities.[94] Maddox in reference to this separation stated:

> It became in fact a people segregated into many sections, and hopelessly divided by the Great Barrier; the East and West growing daily apart in distribution and character of wealth, in religion and customs.[95]

Maddox pointed to this change in distribution and wealth in Virginia from 1790 to 1829. During this time period, the population west of the Blue Ridge increased by 191,922 whites for a total of 319,516. At the same time the white population in the east increased by only 48,222 for a total of 362,745. Yet representation in the General Assembly stayed the same for the western counties as it had been in 1790.[96]

In terms of black population, there were 440,000 slaves in Virginia in 1829 with only 50,000 being found west of the Blue Ridge. Slaves made up two-thirds of a percent of the

western white population and 17 percent of the population in the Valley. However, in the East, there were 40,000 more slaves than whites.[97]

This dominance of the slave population in the East was used by the plantation owners in helping them to maintain their hold over how the General Assembly distributed state funds. In 1815, for example, people living in eastern Virginia paid 350.00 dollars in taxes for every dollar paid by those inhabiting western Virginia. This proportion was still the case in 1829 as twenty eastern counties paid three fourths of all the state taxes with the forty western counties paying the rest.[98]

Dabney, in analyzing this distribution of wealth, remarked that "the most important kinds of property in the South were lands and slaves."[99] He pointed out how the large plantation owners opposed giving any political power to the rising white middle class in Virginia because they paid so little in taxes compared to the planters' share.[100] Eugene Genovese, in his book The Political Economy of Slavery, pointed to an "aristocratic spirit" that developed in planters as they accumulated land and slaves. Genovese stated that "in the planter's community, paternalism provided the standard of human relationships, and politics and statecraft were the duties and responsibilities of gentlemen."[101] These "gentlemen owners" of land and slaves

with easy access to rivers as a source of transportation were disinterested in providing money for building roads in the mountainous areas of Virginia. Dabney said of the landed aristocracy:

> They looked upon internal improvements as they did upon education, as mere excuses for taxation, and all taxation to them was evil. Schools and internal improvements were classed together by the planters as evils to be avoided.[102]

While the landed aristocracy wished to avoid the "evils" of education, the plain folk continued their battles for schooling. This rising middle class resented the Literary Fund compromise of 1818 whereby pauper schools were established. For parents to send their children to a poor school they had to make a formal declaration of poverty.[103] Due to this declaration, a strong resentment arose among the plain folk toward the charity schools. By 1820 only four counties had started charity schools.[104]

This resentment was fully expressed by Alexander Campbell (minister and founder of the sect Disciples of Christ) who was a western delegate to the Constitutional Convention of 1829-1830. He testified:

> Aristocracy does not thrive in rough and high country like Western Virginia; our farms are small...this makes the district system seem possible to us....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.[105]

While charity schools were not popular, education remained an issue in Virginia. An attempt was made in 1829 to convert the charity schools into a common school system that would allow middle class patronage without the declaration of poverty. This was known as the District Free School Act of 1829.[106]

District Free School Act

On February 26, 1829, the General Assembly passed the District Free School Act giving a county or city the option of converting the charity schools of 1818 into a common school system for all. This law included the following provisions:

1) Schools created under the new law would be directed by the Second Auditor with the title of "Superintendent of the Literary Fund." The Board of Directors of the Literary Fund would include the Governor, Treasurer, and the Second Auditor.

2) There would be no mandated taxing for schools. Voluntary contributions would be used to supplement the Literary Fund Quota.[107]

3) A per diem payment of four cents per child was established.[108]

4) Localities had the option of establishing schools free for all white children as follows: (a) Each locality would be divided into districts three to seven square miles with a

> school being built at a convenient location; (b) Citizens of a district who donated three-fifths of the total required to build a school would receive the other two-fifths from their quota of the Literary Fund provided that the amount spent did not go over ten percent of the local county quota; (c) County School Commissioners could give 100 dollars from the Literary Fund allocation for a teacher's salary if the community would match it with an equal amount; (d) Schools were free to all white children. The County School Commissioners would appoint one district trustee with two other trustees elected.[109]

By 1832 only three counties had taken advantage of the District Free School Act. These western counties were Washington, Franklin, and Monroe (now West Virginia). As of 1846, only six counties and towns out of a 110 in Virginia had enacted the district free school plan.[110]

The reason for the failure of this act both in the eastern and western part of the state, according to the Superintendent of the Literary Fund, had to do with taxation. The Superintendent felt that since the citizens were not required to have local taxation for the support of schools, the act would not succeed.[111] Evidence of this was found in Franklin County which opted for the law. In districts that relied heavily upon the Literary Fund, the quota could provide only about one sixth of the total necessary to run the schools.[112]

Another reason for failure had to do with thinly settled areas. Some counties could not spend their annual quota from

the Literary Fund because of sparsely settled areas. Nicholas County commissioners, in a report to the Literary Fund Board, complained of being unable to spend their quota due to the fact that "a common convenient site cannot be found."[113]

This problem was especially true for the western counties of the state. While this section had pushed for district schools, they lacked the transportation and neighboring cooperation necessary for building a successful school system. Maddox stated:

> 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.[114]

Thus, the District Free School Act failed to arouse the eastern or western sections of the state toward financing a common school system. Schooling continued in a two-tier system for the wealthy and the poor. The middle class continued to provide an education for their children through the hit or miss approach.

A common problem for all levels of Virginia's classes was providing qualified teachers. Finding tutors for the wealthy and supplying teachers for the charity schools remained a serious problem in post Revolutionary War

Virginia. This need for quantity and quality focused attention on the need for teacher education, resulting in the formation of the Institute of Education in 1831.

Institute of Education

The Institute of Education was organized in 1831 as an attempt to educate teachers by providing them with current information related to schooling. This need for educating teachers had been recognized fifty-five years earlier, at the time of the Revolutionary War, when two-thirds of Virginia's qualified teachers had returned to England. The Church of England had provided the pool of teachers. (Out of 91 clergy in 95 parishes before the Revolutionary War, only 36 clergy in 36 parishes remained.[115]) These ministers loyal to the Crown left Virginia, leaving behind few "qualified" people to take their places as teachers.[116]

Thomas Jefferson recognized that to build an education system, Virginia needed qualified teachers. He stated:

> The mass of education in Virginia before the Revolution placed her with the foremost of her sister colonies. Where is her education now? The little we have is imported, like beggars, from other states or we import their beggars to bestow on us their miserable crumbs.[117]

Jefferson's low opinion of Virginia's teachers after the Revolutionary War was shared by others. With the Literary Fund Act of 1818 calling for teachers for charity schools,

the demand for quality teachers could not be met. Getting teachers to travel to a location to teach for four cents per day per poor child did not attract Virginia's finest. County commissioners of the Literary Fund reported to the Second Auditor how the small salary attracted "a low grade of teacher."[118]

This sentiment was expressed in the Richmond Enquirer. The newspaper gave as reasons why, economically, poor men stayed as teachers and the good left: teaching not considered reputable for good men; pays too little; too "laborious"; poor teachers cannot do anything else; and poor teachers have some "physical misfortune."[119]

Another problem in attracting good teachers had to do with changes in population. As with the failure of the 1829 District Free School Act, sparsely settled areas made it difficult to find a location for a school and attract teachers.[120]

James Brown, superintendent of the Literary Fund, recognized the problems of procuring teachers. In 1830, he began to push for better teachers and methods of teaching. His efforts at trying to get consistency, quality, and uniformity in teaching were aided by Reverend Dr. Jonathan P. Cushing who was president of the Presbyterian College named Hampden-Sidney.[121]

Cushing formed the Institute of Education of Hampden-Sidney College. The first institute was held on September 29, 1831. Its purpose was to improve teacher education. Information gathered on subjects relating to education was to be distributed to teachers and the general public. Cushing's Institute of Education was the first society established in Virginia with the intent of promoting public schools.[122]

The Institute's desire was to spread common schools across Virginia with well trained teachers. The Institute reported that in 1833 there were approximately 33,000 students which were "declared" paupers from 100 counties in Virginia. Of this total, only 17,081 attended school and then for only an average of 65 days out of the year.[123]

This scattering of education was discussed by Lucian Minor, a William and Mary law professor, in 1835 at a meeting of the Institute of Education. Minor called for universal education as the only remedy to "enlighten the people" for a strong government.[124]

Summary

Virginia evolved into a two-class society with the wealthy plantation owners at the apex and laborers-slaves making up the second class. Education was provided for children of the wealthy through tutors, academies, and

schooling in England. Education for poor children was provided through Apprenticeship and Poor laws. Some wealthy landowners established free or poor schools for children to attend as a philanthropic means to "protect the established society."[125] Without a strong middle class in colonial Virginia, children in this group had few chances for an education. What education existed was provided through community or Old Field schools.

By the mid 1700's, settlers were migrating from southeastern Pennsylvania and western Europe into the backcountry of Maryland, Virginia, Carolinas, and Georgia. These settlers held different religious, social, and political views from their English, tidewater neighbors. The rising middle class group of southern plain folk viewed education as a right for the landless man as well as that of the planter's child.

Attempts were made to establish universal education in Virginia in the late 1700's and early 1800's. Schools had to be built with the necessary funding to keep them in operation. Before teachers and schools would become a consistent reality, sectional differences needed to be remedied. This meant finding solutions to transportation, taxation, and equitable representation in the General Assembly. Solutions would be difficult with two centuries of entrenched religious, economic, social, and political

upper-lower class differences. An emerging middle class had begun to work with some of the upper class aristocrats such as Mercer to start the political machinery necessary for a common school system. But without a financial base, these attempts had gained little in producing quality teachers and district schools.

By the time of the formation of Floyd County in 1831, Virginia's quasi-system of education revolved around charity schools, hit or miss community schools, some private academies, tutorial system, and a few colleges. How Floyd County fit into this quasi-system of education will be analyzed in the next chapter.

FOOTNOTES

CHAPTER I

[1] J.L. Blair Buck, The Development of Public Schools in Virginia 1607-1952 (Richmond: State Board of Education, 1952), p. 3.

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[3] Ibid.

[4] Cornelius J. Heatwole, A History of Education in Virginia (New York: MacMillan Company, 1916), p. 2.

[5] Ibid., p. 27.

[6] Buck, p. 4.

[7] Maddox, p. 3.

[8] Ibid., p,. 4.

[9] Bernard Bailyn, "Politics and Social Structure in Virginia," Seventeenth-Century America, ed. by James Morton Smith (Chapel Hill: University of North Carolina Press, 1959), p. 98.

[10] Ibid.

[11] Heatwole, p. 24.

[12] Buck, p. 6.

[13] Maddox, pp. 4-5.

[14] David W. Galenson, White Servitude in Colonial America (Cambridge: Cambridge University Press, 1981), p. 126.

[15] Ibid., p. 127.

[16] Ibid., p. 174.

[17] Ibid., pp, 177-178.

[18] Heatwole, p. 26.

[19] Maddox, p. 4

[20] Heatwole, p. 21.

[21] Ibid., p. 25.

[22] Ibid., p. 22.

[23] Ibid., p. 24.

[24] Ibid., p. 22.

[25] Negro Population 1790-1915 (Washington: Government Printing Office, 1918), pp. 43-45.

[26] Ibid., p. 51.

[27] Jackson Turner Main, "The Distribution of Property in Post-Revolutionary Virginia," The Mississippi Valley Historical Review, XLI (June 1954): 246.

[28] Maddox, p. 3.

[29] Ibid., p. 16.

[30] H. Warren Button and Eugene F. Provenzo, History of Education and Culture in America (Englewood Cliffs, New Jersey: Prentice-Hall, 1983). p. 17.

[31] Buck, p. 7.

[32] Maddox, p. 6.

[33] Ibid., p. 9.

[34] Buck, p. 14.

[35] Ibid.

[36] Ibid., p. 7.

[37] Heatwole, p. 28.

[38] Maddox, p. 5.

[39] Ibid.

[40] Heatwole, pp. 28-29.

[41] Buck, pp. 9-10.

[42] Heatwole, p. 33.

[43] Ibid.

[44] Buck, pp. 16-17.

[45] Charles William Dabney, Universal Education in the South, I (Chapel Hill: Univeristy of North Carolina Press, 1936), p. 32.

[46] Buck, p. 17.

[47] Heatwole, p. 52.

[48] Ibid.

[49] Buck, p. 10.

[50] Ibid. Bernard Bailyn, in his book Education in the Forming of American Society, argued that the mandatory New England school laws as well as Virginia's Apprenticeship laws were a means of forcing parents and masters to perform their duties of providing an education for their children. Bailyn said of the passage of the school laws that "it flowed from the fear of the imminent loss of cultural standards..." (p. 27).

[51] Buck, p. 21.

[52] Dabney, p. 5.

[53] Ibid., p. 8.

[54] Button & Provenzo, p. 59.

[55] Maddox, pp. 13-14.

[56] Merrell D. Peterson, Thomas Jefferson A Profile (New York: Hill & Wang, 1967), p. 202.

[57] Maddox, pp. 13-14. Roy J. Honeywell, The Educational Work of Thomas Jefferson (New York: Russell & Russell, 1964), p. 10.

[58] Roy J. Honeywell, The Educational Work of Thomas Jefferson (New York: Russell & Russell, 1964), p. 10.

[59] Button & Provenzo, p. 59.

[60] Honeywell, p. 11.

[61] Ibid.

[62] Dabney, pp. 9-10.

[63] Heatwole, p. 101.

[64] Honeywell, p. 14.

[65] Honeywell, pp. 14-15.

[66] Maddox, p. 16.

[67] Ibid., pp. 16-17.

[68] Dabney, p. 20.

[69] Thomas C. Hunt, "Popular Education in Nineteenth-Century Virginia: The Efforts of Charles Fenton Mercer," Paedagogica Historica, , 21 (1981): 339.

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

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[72] Egerton, p. 158.

[73] Ibid., p. 161.

[74] Buck, pp. 29-30.

[75] Dabney, p. 38.

[76] Ibid., p. 39.

[77] Egerton, p. 169.

[78] Ibid., p. 160.

[79] Dabney, p. 39.

[80] Ibid., p. 40.

[81] Ibid., p. 39.

[82] Egerton, p. 164.

[83] Ibid., pp. 163-164.

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[87] Ibid., p. xiii.

[88] Ibid., p. 43.

[89] Ibid., p. xv.

[90] Otto, p. 183.

[91] Ibid., p. 186.

[92] Dabney, p. 24.

[93] Buck, p. 7.

[94] Maddox, p. 18.

[95] Ibid., p. 20.

[96] Ibid., p. 93.

[97] Ibid.

[98] Ibid.

[99] Dabney, p. 30.

[100] Ibid.

[101] Eugene D. Genovese, The Political Economy of Slavery (New York: Pantheon Books, 1961), p. 28.

[102] Dabney, p. 30.

[103] Maddox, p. 77.

[104] Dabney, p. 40.

[105] Maddox, p. 96.

[106] Ibid., p. 97.

[107] Ibid.

[108] Buck, p. 39

[109] Maddox, pp. 97-98.

[110] Buck, pp. 40-41.

[111] Maddox, p. 98.

[112] Ibid., p. 99.

[113] Ibid., p. 102.

[114] Ibid., p. 104.

[115] Thomas C. Hunt, "Episcopal Schooling: A Time for Reconsideration," NAES (Winter 1985): 12.

[116] Buck, p. 25.

[117] Maddox, p. 109.

[118] Ibid., p. 108.

[119] Ibid., p. 109.

[120] Ibid., p. 113.

[121] Ibid., pp. 115-116.

[122] Dabney, pp. 69-70.

[123] Ibid., pp. 72-73.

[124] Ibid., p. 73.

[125] Maddox, p. 9.

CHAPTER II

A QUASI-SYSTEM OF EDUCATION 1831-1870

By 1831, Virginia was divided into two distinct regions, east and west. These two sections were separated in their political ambitions by economic, geographic, and cultural factors. The western portion of the state was located in mountainous terrain and peopled by southern plain folk. Floyd County, by its location, was part of this western province. When the county was formed in 1831, its citizens shared concerns associated with the western half of the state, which included providing charity-common schools in Virginia's quasi-system of education.

Formation of Floyd County

Floyd County was created from the county of Montgomery by an act of the General Assembly on January 15, 1831.[1] The county was named for the Governor of Virginia, John Floyd, who held this office from 1830-34.[2]

The town of Floyd was first known as Jacksonville, named for Andrew Jackson who was then President of the United States. Jacksonville was incorporated on March 3, 1858 by an act of the General Assembly.[3] On February 19, 1892,

Jacksonville was incorporated again into boundaries specified in relation to the courthouse.[4] Jacksonville was changed to the current name of Floyd by the General Assembly on January 23, 1896.[5]

Floyd County encompasses an area of 383 square miles[6] with an approximate elevation of 2500 feet.[7] Some ridges and peaks are as high as 3200 feet with Buffalo Mountain being the highest point in the county at 3971 feet.[8] From the Industrial Survey of Floyd County comes this information concerning the elevation of Floyd County:

> Floyd County is a plateau which stands with its uplands somewhat over 1000 feet above the general surface of the Piedmont to the southeast and somewhat less than 1000 feet above the surface of the limestone valley to the northwest. On the northwest and on the southeast borders and within the county there are ridges and peaks which rise to the height of 3000 to 3200 feet.[9]

Floyd County is bordered on the north by the counties of Montgomery and Roanoke, on the west by Pulaski and Carroll, on the east by Franklin, and on the south by Patrick.[10] The 1835 Virginia Gazetteer described Floyd County's main water source as that of Little River with subbranches known as South, Middle, and West Forks. Around these water sources are "the most fertile and extensive meadows in the county."[11] Further information from the Gazetteer depicts Floyd County as being part of the Allegheny

and Blue Ridge mountains. Due to the rugged terrain, some land cannot be cultivated but lends itself to grazing instead.[12]

To this western mountainous county came John Otto's southern plain folk. These early settlers arrived in the New River Valley around 1745.[13]

Mary and F. B. Kegley in their book Early Adventurers on the Western Waters described the pioneer families as follows:

> Their cultural heritage--Swiss, German, English, Scotch-Irish was transported with them. Their knowledge, skills, education, and religion--each unique in its own origins and applications--become Americanized and melded in many cases beyond recognition...Their migration to the mountains demanded modifications and the times required change, and they were able to meet the challenge.[14]

The early settlers in Floyd County had an interest in education. In 1813 (while Floyd County was still part of Montgomery County) schooling was known to exist. This was noted in the records of the Zion Lutheran Church in Floyd. The Zion Lutheran Church was organized as a German congregation. The first building used for church purposes was a "little log school-house" which was built prior to 1813.[15]

The early settlers or southern plain folk in Floyd were mainly small farmers. The average size farm for persons

known to be living in Floyd County in 1831 approximated 282 acres.[16] Slaves represented a very small portion of the population in Floyd compared to the state total. In 1830, blacks comprised 42.7 percent of the total population in Virginia.[17] For the newly formed Floyd County in 1831, 62 men and women were listed as owning 139 slaves over the age of twelve.[18]

Some of the crops produced by these small farmers in the 1830's were wheat, buckwheat, oats, and rye. Livestock raised for market included horses, hogs, and sheep. The town of Jacksonville offered the only businesses available to the farmers. In 1835 there were "2 mercantile stores, 1 house of public entertainment, 1 tan yard, 1 saddler, 1 blacksmith shop, and a post office."[19] One doctor served the entire county.[20]

Taxes for Floyd Countians in 1833 totaled $294.46. For 1834 taxes were as follows:

> on lots, $11 54--on land, $171 56--151 slaves, $37 75--1191 horses, $71 46--6 studs, $27 00--1 coach, $2 00--5 carryalls, $5 00. Total, $316 31.[21]

Farming and starting businesses were not the only concerns in the early 1830's for Floyd Countians. Education represented another interest. In 1832, $105.52 was expended in educating poor children under Floyd County's share of the Literary Fund quota. By 1833, this figure had risen to

$544.50.[22] The Literary Fund quota was based upon the free white population of each county. It was up to the school commissioners of each county to see that the money was properly spent in educating the poor.[23]

School Commissioners and Their Duties

School Commissioners played a crucial role in the establishment and maintenance of charity schools. These men had absolute authority over the selection of poor students, controlling how their Literary Fund quota would be used. Commissioners were appointed by the Court of Justices, which was a governing body similar to the present day Board of Supervisors.[24] One of the first tasks for Justices of the newly formed Floyd County was selecting school commissioners. In October 1831, the Justices appointed five prominent Floyd Countains to serve as school commissioners:[25]

> James Litrell--He owned 119 acres and two slaves. He ran a 'House of Private Entertainment' in Floyd.[26]
>
> Daniel Shelor--His father, Daniel Shelor (1750-1847) served in the Revolutionary War and the War of 1812. He owned 1000 acres in Floyd County and operated the first iron furnace in Southwest Virginia.[27]
>
> Archelaus Hylton--He owned 2,711 acres and two slaves.[28]

> Ira Howard--He owned 138 acres and was a merchant. Later he became a trustee of the Jacksonville Male Academy.[29]
>
> Robert Kent--He kept on ordinary (tavern) in the Town of Jacksonville. He was one of five heirs of land containing 1035 acres. Kent granted his interest in the land to John Headen in 1834.[30] He was appointed postmaster in Jacksonville in 1834.[31]

Ruby B. West in writing about the history of the Floyd County schools said of these five men that "under these gentlemen, the system of public, or free schools for the county was begun."[32] Some of the duties of these trustees included:

> --Making financial reports to the Second Auditor
>
> --Dividing the county into districts with a trustee per district
>
> --Determining the eligibility of poor children and deciding upon the ages for which children could attend school along with the proportion of boys and girls
>
> --Setting the rate of tuition not to exceed four cents per diem each day a poor child attended school
>
> --Limiting the purchase of books to five percent of what each commissioner may use from his quota[33]

Attendance of poor children was a major responsibility of the school commissioners. The Second Auditor of the Literary Fund suggested to the commissioners that the

declared paupers attend school for at least six months. The Auditor further suggested that for economic reasons, children who lived long distances from a school, which could cause their attendance to be spotty, should not be allowed to enter school. Further, commissioners should select the oldest child in the family for schooling in order to gauge consistency in attendance. This, the Second Auditor believed, would set the tone for judging whether younger members of a family should be allowed to attend at a later date. Two years of instruction were felt adequate for these older children. The Auditor pointed out that with the Literary Fund usually providing tuition for only one fourth of a county, allowing only the oldest child per family to enter school would make for better use of the money allotted.[34] (In 1828-29, of the 26,690 children declared eligible for schooling, only 12,642 could be provided for due to lack of funds.)[35]

School Commissioners were also encouraged to visit schools. They were to examine the "qualifications and attention of the teachers, their mode of instruction, and the regular attendance, behaviour [sic], and improvement of the children."[36]

Housing poor children in schools posed another problem for school commissioners. The Literary Fund quota did not provide money for the building of schools.[37] The Act of 1818

provided no regulations for school houses, teachers, or pupils.[38] The only way money could be directly allotted from the Literary Fund towards a building program was through the District Free School Act of 1829 that allowed for two-fifths of a county's quota to be used for erecting a school if the other three-fifths of the money needed was raised by the community. Under this plan, schooling would be available to all children.[39] Yet few counties took advantage of the law due to a scattered population, lack of mandated taxation, stigma of being poor, and the Literary Fund quotas that were too low to cover all needs.[40] Thus, the only real means that commissioners had of funding schools for indigent children represented pay schools. This worked in two ways. First, in communities that had already built schools and hired teachers on their own, poor children could attend on the tuition rate of four cents per day.[41] The second method concerned communities that wished to start schools. After determining the number of available pay scholars, a community could petition the local school commissioner to furnish poor children as the quota allowed to make up any deficit in building a school and hiring a teacher.[42] However, in some cases, teachers did not want to accept the pauper children at the low pay of four cents per day.[43] This posed additional concerns for the commissioners.

One final means of providing schools for poor children had to do with voluntary contributions. Norfolk in 1855 raised $1800 to build a school house.[44] An example of a voluntary contribution in Floyd County for schools was found in the court records for 1843. A land transaction dated April 27, 1843 included the following information:

> Issac Moor, Clark Hungate & Joel Sowers grant, make and convey to the President & directors of the Literary Fund...in conformity with the District School law for poor schools in that case made and provided on the __ day of __ by the Legislature of Virginia,...a certain piece or parcel of land being and lying in Floyd County and near the centre [sic] of the School district No. 1 and containing one acre one rood and 32 poles and bounded as follows...for the benefit & use of schools in school district No. __ in the said county. (The blanks in this quote are in the original deed.)[45]

Dr. George Milton Wells attended the community school built on the land donated by Issac Moore, Clark Hungate, and Joel Sowers. Dr. Wells stated that prior to the Civil War a common school education in Floyd County could only be provided by the cooperation of communities. Citizens of school age children would work together to provide schoolhouses and teachers. Dr. Wells described the building of Moore Schoolhouse, named for Issac Moore, as follows:

> A subscription was circulated; patrons assembled; trees felled; logs hewn; other materials assembled, as donated, and a 'House-raising Bee' soon saw the schoolhouse ready for occupancy.

> Such schoolhouses were used for religious worship and other meetings in the neighborhood.[46]

Thus the first Floyd County School commissioners had to solicit not only community support for building schools, but had to decide upon eligibility for attendance, qualifications for teachers, instruction, and student improvement. These men had to make judicious use of their Literary Fund quota in order to pay teachers and educate the poor. The product of their work represented the charity-common school system in Floyd County.

Charity-Common School System 1831-1860

In antebellum Virginia, charity-common schools represented a quasi-system of education. It took community support to build and maintain schools with the state providing limited funds for educating the poor. Records on the number of poor children that attended schools were kept by the school commissioners. They did not keep data on the number of pay students as their responsibility rested with educating the poor. Thus, Table 2.1 on the following page reflects only those percentages based on children identified as poor.

The number of charity-common schools, student enrollment, attendance, amount paid per child, and quota of the Literary Fund for Floyd County continually fluctuated.

TABLE 2.1: YEARS, SCHOOLS, STUDENTS ATTENDANCE, AND QUOTA OF THE LITERARY FUND FOR FLOYD COUNTY AND VIRGINIA

YEARLY REPORTS BY COMMISSIONERS MADE BETWEEN 30 SEPTEMBER __, OCTOBER 1, __	# OF COMMON SCHOOLS IN FLOYD	# OF POOR CHILDREN IN FLOYD	# OF POOR CHILDREN IN FLOYD SENT TO COMMON SCHOOLS	% OF POOR CHILDREN IN FLOYD SENT TO COMMON SCHOOLS	% OF POOR CHIL-DREN IN VIRGINIA SENT TO COMMON SCHOOLS	AVERAGE # OF DAYS SENT TO COMMON SCHOOLS IN FLOYD	AVERAGE # OF DAYS SENT TO COMMON SCHOOLS IN VIRGINIA	AVERAGE AMOUNT PAID FOR EACH POOR CHILD IN FLOYD, ALL EXPENSES INCLUDED	AVERAGE AMOUNT PAID FOR EACH POOR CHILD IN VIRGINIA, ALL EXPENSES INCLUDED	FLOYD'S QUOTA OF THE LITERARY FUND
1831 - 1832	NO FIGURES FOR THIS YEAR DUE TO BEING A NEW COUNTY ----------									
1832 - 1833	6	150	33	22	51	44	65	$3.20	$2.53 1/2	$298.14
1833 - 1834	17	200	128	64	51	44	62	$2.03	$2.45	$298.14
1834 - 1835	26	275	242	88	51	32	64	$1.61	$2.41	$298.14
1835 - 1836	20	428	263	61	47	36	62 1/2	$1.55	$2.36 1/2	$481.82
1836 - 1837	13	450	88	20	44	54	60	$1.87	$2.37 1/2	$522.63
1837 - 1838	16	450	232	52	56	52	64	$1.77	$2.53	$511.35
1838 - 1839	21	450	258	57	56	39	64	$1.53	$2.64	$484.78
1839 - 1940	16	450	231	51	56	46	64	$1.57	$2.64	$463.77
1840 - 1841	25	450	280	62	55	45	62	$1.51	$2.62	$463.77
1841 - 1842	25	450	305	68	57	46	60	$1.76	$2.53 1/4	$373.04
1842 - 1843	26	400	244	61	54	63	61 1/2	$2.40	$2.63 1/4	$349.31
1843 - 1844	23	450	335	74	51	36	59	$1.44	$2.46	$356.98
1844 - 1845	24	450	315	70	51	39	58 1/4	$1.49	$2.39	$389.51
1845 - 1846	25	500	275	55	50	31	59	$1.19	$2.37	$389.51
1846 - 1847	26	500	235	47	51	42	58	$1.60	$2.41	$389.51
1847 - 1848	N/A	500	285	57	40	36	57 1/4	$1.34	$2.33	$389.51
1848 - 1849	21	N/A	189	N/A	*	37	55 1/2	$1.39	$2.30	$389.51
1849 - 1850	35	500	281	56	43	42	53	$1.66	$2.15	$412.88
1850 - 1851	32	N/A	240	N/A	*	42	54	$1.60	$2.20	$413.57
1851 - 1852	35	N/A	313	N/A	*	37	56	$1.33	$2.21	$502.62
1852 - 1853	30	N/A	273	N/A	*	37	54	$1.40	$2.16	$502.62
1855 - 1856	46	927	626	68	*	41	55	$1.63	$2.85	N/A
1856 - 1857	65	N/A	717	N/A	*	40	53	$1.77	$2.77	$536.13
1857 - 1858	55	N/A	606	N/A	*	36	55	$1.51	$2.74	$536.13
1858 - 1859	54	N/A	625	N/A	*	41	59	$1.63	$2.96	$536.13
	The years 1853 to 1855 were not available									$536.13

*A large number of counties did not report the total number of poor children to make a percentage accurate. N/A Not Available

Source: Journal of the House of Delegates Doc. No. 4 for the years 1832 to 1846.
Doc. No. 4 Second Auditor's Report on the State of the Literary Fund for the years 1847-1853.
Doc. No. 7 Second Auditor's Report on the State of the Literary Fund for the years 1856-1859.

This fluctuation for Floyd County from 1831 to 1859 can be seen from Table 2.1.

Reasons for variance in schools, attendance, and poor children sent to school in Floyd County centered on four causes. The first reason had to do with the school commissioners. The commissioners had the responsibility to promote schooling. The time and effort put forth by the commissioners went without economic rewards. The Second Auditor, Brown, reported in 1853 that without pay for school commissioners, their reports and duties were at times poorly performed.[47] The commissioners may in some cases have viewed their task as a burden rather than as a position of honor. This issue was discussed in the 1832 Second Auditor's report. Brown argued that the role of a school commissioner should be viewed with honor instead of as "an oppressive grievance" as many felt it was.[48]

With no pay and responsibilities that appeared to be viewed as burdens, the turnover rate for commissioners was high. This kept districts from building up schools and identifying the number of poor on a consistent basis. This point was made by the Floyd school commissioners in their report to the Second Auditor in 1834. Their report included the following comment:

> The school commissioners appointed by the court in this county, know but little about the business and therefore

> they hold the office but a short space of time, and then resign, which causes frequent changes in the districts.[49]

The commissioners varied in number from six to nine per year. Below is a list of Floyd County commissioners and their years served. (Commissioners for Floyd County were not listed by name in the Literary Reports until 1843. This was also true for the year 1856.) Thus, the commissioners named include those for 1831 and the years 1843-1852, 1855, 1857-1858.

# YEARS SERVED	COMMISSIONERS	YEARS SERVED
11	Thomas Banks	1843-49, 1851, 1852, 1855, 1857, 1858
1	W.H. Boyd	1857
12	Henry Bishop	1843-52, 1855, 1857, 1858
8	Harvey Deskins	1847-52, 1855, 1857, 1858
	(Superintendent beginning in 1849)	
1	S.M. Helms	1858
11	John W. Helms	1843-47, 1849-52 1855, 1857, 1858
?	Ira Howard	1831-?
8	Joseph Howard	1847-52, 1855 1857, 1858
8	David N. Howell	1847-52, 1855, 1857, 1858
?	Archelaus Hylton	1831-?
?	Robert Kent	1831-?
4	John Lester Jr.	1847, 1849-52
?	James Litrell	1831-?
3	Thomas M'Cabe	1843-1846
3	Issac Moore	1843-1846
5	Lewis Payne	1847, 1849-52, 1855
1	S. Payne	1848
1	Charles B. Reynolds	1843
?	Daniel Shelor	1831-?
2	James Simmons	1857, 1858
1	Thomas W. Simmons	1855
1	John Soster (Lester)	1848
12	Valentine Thrash	1843-52, 1855, 1857, 1858[50]

Of the above mentioned men, two served for the entire time period listed. Six served for only one year.

The second reason for variability in schools, attendance, and poor children sent to school in Floyd County had to do with the Literary Fund quota. An example of this can be found in the 1836-37 school year. Floyd County dropped from 20 schools and 263 enrolled poor students in 1835 to just 13 schools and 88 pupils in 1836. The reason given for this by the commissioners had to do with the quota. More students were enrolled and taught in 1835 than the current quota could cover. To rectify this problem, the commissioners deliberately cut back the number of students to 88 in 1836 to make up for the shortage of funds from the previous year.[51]

The quota that Floyd County received varied. While the allotment of $45,000 from the Literary Fund was based on the free white population per county, a surplus in revenue was added to this. This surplus in revenue came from investments made with the principal of the Literary Fund. At any given year this added revenue could vary. An example of this can be seen in the 1843-44 school year. Floyd County's quota for 1844 totaled $356.98. Of this amount $250.40 was appropriated from the $45,000 of the Literary Fund. The remainder, $106.58, came from the surplus revenue available for the year.[52] Under laws enacted by the General Assembly

in the 1830's, the additional surplus was limited to $25,000 per year. This brought the total to $70,000 which could be used to educate the poor.[53] (It changed again in the 1840's by the General Assembly allowing more than $25,000 in surplus revenue to be used for education.[54]) Thus, a quota could vary depending upon the surplus revenue available. The variance in quota coupled with a turnover in commissioners, made it difficult to plan for expansion of schools and students.

In 1855, Floyd County's commissioners identified 927 children as being poor. This was a 46 percent increase over the number last reported in 1849. Of this 927 total, 68 percent attended school. These students were able to enroll in school due to another increase in funds. In 1853, the General Assembly appropriated the entire amount of the capitation tax (tax upon white population) for the purpose of free and primary schools.[55] This increase allowed the commissioners to identify and enroll more students. An example of this can be seen in 1856. Floyd County had 717 students enrolled in school. The quota for that year was $536.13. The capitation tax allotment amounted to an additional $402.10 to spend.[56]

Another way the quota affected schooling in Floyd County concerned the school commissioner's use of the fund. The maximum rate of tuition for a poor child was four cents per

day attended. A school commissioner could limit the number of children enrolled, thereby increasing the amount spent per child, or decide to enroll as many children as the quota allowed but with usually a decrease in attendance and money spent per child.[57] The variability in student enrollment can be seen from the chart for the years 1832-1833 for Floyd County. In 1832, only 33 poor children were actually sent to school. Thus, allowing the commissioners to be able to spend $3.20 per child. Due to this high expenditure, Floyd County exceeded the state average for amount paid for each poor child, but for only one year. In 1833, the commissioners sent 128 poor children to school with the same quota as the previous year. The increase in attendance dropped the average amount spent per child in Floyd County to $2.03.

The third rationale for the gains and losses in the charity-common school system in Floyd County had to do with the sparse population. The census for 1830 listed less than 11 white persons per square mile in Virginia. The Second Auditor, J. Brown, estimated that children between the ages of 5 and 16 represented approximately one-fourth of the total white population. These small numbers meant, according to Brown, that Virginia averaged two and three-fourths white children per square mile.[58] The state average of 1830 was accurate for Floyd County according to the first census

records available. Floyd County's total population was 4,453.[59] By removing the slave population which totaled 173,[60] Floyd County averaged 11.3 white persons per square mile. This sparse population located in a rugged, mountainous terrain helped to keep the school commissioners from building up schools across the county. Floyd's commissioners complained to the Second Auditor in 1836 that the sparsely settled population kept them from adopting the district free school plan established in 1829.[61] However, in 1838 the commissioners considered adopting the district free school plan in parts of the county where the population density was sufficient to try it. The county would be laid off into 28 districts.[62] By 1840, the commissioners had given up on the district plan as the people were "somewhat inimical."[63] The reasons for the hostility may have been similar to Maddox's views on the failure of the district free plan. He pointed out that with rough roads and long distances to travel neighboring communities were not friendly in helping each other build schools.[64] Another reason for the lack of cooperation among communities in supporting neighboring schools may be due to what James T. Lemon in his book The Best Poor Man's Country called "liberal individualism." The early settlers in the backcountry viewed the frontier as open to conquest. They planned more for themselves than as communities.[65]

The sparse population also affected attendance. Brown noted in his 1837 report that thinly settled populations in mountainous areas helped to confine school attendance to approximately three months in portions of Virginia.[66] Besides the difficulty of getting to school, Brown also pointed out that attendance was lowered due to poor children being needed at home for labor.[67]

Floyd County's thinly settled population in a mountainous setting helped to keep attendance below the state average in every year but one. Floyd's attendance was typical of most of the western portion of the state. The eastern section of Virginia with milder weather and better roads kept schools open for the "calendar year."[68]

The final reason for the fluctuation in numbers for the years 1831 to 1860 in Floyd County and Virginia had to do with the charity system itself. The second auditor wrote in his reports of the continued "low feeling" toward the indigent. Brown argued that the greatest sin of the poor was their poverty.[69] The second auditor noted in 1839 that the charity system was hurt due to "contempt and neglect...from many of the highly educated portion of our fellow citizens."[70] This attitude toward the declared poor could have affected attendance. As Heatwole noted in his book History of Education in Virginia, teachers would refuse in many cases to admit poor children to their classes.[71]

Another problem with the charity system centered on the definition of poor which was determined by the commissioners in each locality. Definitions for poor, according to Maddox, included the following reasons: parents with no property, parents with property but not enough to support a family, parents not worth $150.00, parents who could not pay the tuition charged without hurting the family economically, orphans, day laborers, widows, and the pauper class which included parents who were "lazy and intemperate."[72] The commissioners for Floyd County defined poor as "children of those parents who are so poor as to be unable to educate them, and orphans having no estate, as coming within the term '*indigent*' [italics added].[73] With the numerous definitions for classifying the poor, a county could increase or decrease its enrollment. The commissioners made the decision.

Thus, the increases and decreases in the charity-common school system in Floyd were affected by the Literary Fund quota, thinly settled population, stigma of being poor, and the school commissioners. The later group identified the number of poor, defined the poor, and decided upon how many could attend school. They received no compensation for the time and effort put into their work. How successful a district or county was in building and maintaining schools depended largely on the diligence of the school commissioners.

Other areas of concern besides housing during the charity-common era centered on teachers and instruction. Trying to provide teachers and textbooks created additional problems for school commissioners.

Instruction, Students and Teachers

Students attended charity-common schools for short periods of time. While in school, their instruction was often provided by teachers who had little formal education. Yet, Virginia's school commissioners, according to Second Auditor Brown, were required to see that a rudimentary education was provided to the "destitute class of our fellow-citizens."[74] This "destitute class" included both males and females. The 1833 school commissioners of Floyd County made no distinction between the number of males and females allowed to enter school.[75] The enrollment appeared to be evenly divided as shown by the 1836 Literary report. Of the 88 students enrolled, 45 were males and 43 were females.[76] This trend continued into 1844. The Floyd commissioners stated in their report to the Second Auditor that "no preference is given to boys or girls."[77]

The ages of poor children attending school varied. In 1833, children attended school in Floyd County between the ages of seven and fifteen.[78] By 1838, this had changed to

the ages of eight to eighteen.[79] In 1844, the age span ranged from seven to eighteen.[80]

The poor children in Floyd County attended community schools with pay students. In their reports, the commissioners compared the academic progress of poor students to that of other children. The commissioners believed the progress to be the same for both groups. This was noted in the 1843 commissioners' report. They stated that "the progress of the indigent children is fully equal to that of other children."[81] An example of a pay school in Floyd County was reported through the WPA Historical Inventory project in 1937-38. Six citizens of Floyd County discussed the early history of White Oak Grove Church. They reported that the log church was built in 1856. This structure was also used as a school. The six citizens interviewed for the WPA Historical project commented "there were no free schools and the teacher was hired or was what was known as a private teacher or instructor."[82] Amos L. Roop enrolled in the White Oak Grove school during this period with Andrew Simmons as his teacher.[83]

Obtaining "qualified" teachers remained a problem for the commissioners in Floyd County as well as other school commissioners throughout Virginia. J. Brown noted the concern for quality in his 1836 report. He argued the necessity of hiring a teacher with "good moral character."

However, it was not necessary for teachers to be proficient beyond the ability to "read, write, and cypher well." [italics added][84] To obtain teachers who could "read, write, and cypher well," Brown suggested that commissioners select the "most promising children" of either sex enrolled in the charity-common schools. Brown pointed out that students attending colleges and seminaries in Virginia were not inclined to become teachers in the charity schools. The Second Auditor argued that the main resource left available for commissioners would have to be from the charity-common schools. Brown discussed the need for the commissioners to make agreements with parents of promising students. The agreement would require the students selected to "superintend schools in the county for a term of years, on conditions stipulated at the time."[85]

The teachers in Floyd County appeared to satisfy the school commissioners in most cases. In their 1837 Literary report, the commissioners made the following statement:

> There has been no particular examination of the qualification of the teachers, [italics added] but it is believed they are as well qualified as teachers generally are in this part of the state and their moral characters are generally good.[86]

This same viewpoint of the Floyd Commissioners continued in 1845. They reported that teachers were "generally as well

qualified as could be expected, where their salary is so low as in this section of country."[87]

A well known and "qualified" teacher in Floyd County during the charity-common school era was Nathaniel Henry (1790-1851). He was born in Henry County to Patrick and Dorothea Dandridge Henry. In the early 1820's, he was operating a school for boys in Leaksville (now Eden), North Carolina. Nathaniel Henry was known to have a large personal library. He appears to have moved to Floyd County in the late 1840's. He taught school at Turtle Rock (now Pizarro community) in Floyd County. When he died in Jacksonville in September 1851, the Richmond Enquirer included a notice of his death with the statement that Nathaniel Henry had "great conversational powers and attractive manners endearing him to all around."[88]

The main purpose of teachers in the charity-common schools was to instruct children in the basic subject areas of reading, writing, and arithmetic. The Second Auditor acknowledged in his 1838 report that providing such rudimentary subjects for the poor was not the means for a perfect education. However, he felt this basic education was better than none for the poor.[89]

For at least one school in Floyd County, the basic education went beyond reading, writing, and arithmetic. Dr. George Wells recalled the curriculum taught during his tenure

as a student in a community school (with a Mr. Payne as teacher) as including "English Grammar, Natural Philosophy, Bookkeeping, Surveying, Geography, and other courses of study."[90] Penmanship was also considered a vital component of a student's education. Dr. Wells stated that a teacher who could make a good quill-pen was excused from any weaknesses displayed in the classroom.[91]

Whatever subjects may have been taught in the charity-common schools, textbooks played a role. Brown cited the lack of textbooks in schools as a major problem. He discussed this concern in his 1836 report. The second Auditor stated:

> The inadequate supply of school books and stationery is a serious obstacle to the improvement of the children in their studies; for unless their parents or friends have the means of making up the deficiency, it is plain either that numbers of the children must remain at home for want of books, or if they attend the schools, that they must depend upon borrowing from their schoolmates.[92]

Brown argued that commissioners were not prudent in spending the five percent of their quota allowed for textbooks. He chided Virginia's commissioners for buying books retail instead of wholesale.[93] Textbooks in use in Floyd County in 1834 included arithmetic and Webster's Spelling.[94]

With the Literary Fund providing instruction and teachers for only a portion of Virginia's declared poor, a renewed effort was made in the 1840's for universal education. Three separate education conventions were held across the state for the purpose of promoting universal schooling.

Education Conventions in Antebellum Virginia

When in 1835 Lucian Minor, William and Mary law professor, called for universal education as the only remedy to "enlighten the people,"[95] he echoed a theme that was to crest in the 1840's. The 1840 census helped to spur this renewed interest in a state school system. In 1840, the school population (between the ages of 5 and 20) for the East was 134,052 and for the West totaled 142,621. Even though the West had more school population, the East had 323 academies and 978 common schools compared to just 59 academies and 583 common schools for the West. Along with the discrepancies in the number of schools between East and West, the 1840 Census also reported Virginia's illiteracy rate to be approximately one in thirteen.[96] The disparity in schools between East and West and the high illiteracy rate renewed debates in the General Assembly over education and representation. Newspapers such as the Richmond Enquirer and magazines such as The Southern Literary Messenger supported

the push for the establishment of common schools. Out of this effort came three common school conventions across the state in 1841.[97]

The first school convention was held in Clarksburg (now West Virginia) on September 9, 1841. Representatives to this convention included some of western Virginia's most capable men.[98] Henry Ruffner, President of Washington College and father of William Henry Ruffner, presented his plan entitled "A Plan for the Improvement of the Common Schools in Virginia." Ruffner's plan included a district school system free to all white children to be supported by a tax on property.[99]

The second convention was held on October 26, 1841 in Lexington, Virginia under the auspices of Washington College. The convention's delegates from the counties of Augusta, Botetourt, Bath, and Rockbridge adopted the Ruffner Plan for District Schools first submitted at Clarksburg.[100] Ruffner's plan was given wide publicity by the press. Besides a district free school system supported by a school tax and the Literary Fund, Ruffner's plan included a State Board of Education, county superintendents, and normal schools for teacher preparation.[101] The alumni of Hampden-Sydney College (a Presbyterian school founded on principles of religious, political, and intellectual liberty) promoted Ruffner's proposal in the hopes of gathering support from the eastern

section of the state. Delegates representing fourteen counties and the cities of Williamsburg, Petersburg, Lynchburg, and Fredericksburg attended the convention held in Richmond on December 9, 1841. James M. Garnett, an advocate of education for women and of universal education, acted as president of the convention. The report prepared by the delegates under Garnett's leadership to the General Assembly pointed out that in forty counties in Virginia less than one half of the poor children attended school. A plan for small, permanent school districts to be funded by a property tax was proposed to the legislature. The school bill drawn up in this state convention passed the House of Delegates, but failed in the Senate. The eastern aristocrats, according to Dabney, had "defeated the schools again."[102]

While the momentum from the Clarksburg, Lexington, and state convention in Richmond was temporarily halted, the effort for universal schooling continued. A second state educational convention in Richmond convened on December 18, 1845 with the eastern aristocrats in control. Under their influence, the majority report declared that each county should select a school system based on what the majority of the people wanted. The present pauper system funded through the Literary quota was defended as "the only system that is

suited to the present finances and public temper of the Commonwealth."[103]

The western section of the state dissented from the eastern viewpoint through a minority report. In the report, a district school plan supported by local taxation was proposed. The General Assembly rejected the minority report in 1846.[104]

To placate the different sections of the state, the majority and minority reports were enacted into permissive statutes by the General Assembly. These statutes were the Twin Acts of March 5, 1846 and the Special Act of February 25, 1846.[105]

Twin and Special Acts of 1846

The Twin Acts of March 5, 1846 comprised both the majority and minority reports out of the second state convention. The first act entitled "The Act to Amend the Present Primary System" represented the majority report and was largely obligatory.[106] This act applied to whatever type of primary system already existed in each locality. The act stipulated that the commissioners from each school district would comprise a county school board.[107] The board would elect a superintendent of schools for the county on a yearly basis. His salary would consist of five percent of the school quota.[108]

Floyd County's first school superintendent under this act was Harvey Deskins. He was first listed as a superintendent in the Literary Fund reports beginning in 1849.[109] Court records for 1850 include the following school report:

> Harvey Deskins was on the 17th day of October by the board of School Commissioners in and for the County of Floyd appointed Superintendent of schools for said county for the year commencing the 1st of January 1851.[110]

Harvey Deskins was a native of Tazewell County, Virginia. After moving to Floyd County (date unknown), Deskins in 1832 was appointed postmaster. In 1833, he was granted a tavern license and elected to the Court of Justices. Deskins built a two-story frame house with a store next to it in the town of Jacksonville. Besides operating a store, Deskins was a land speculator and slave owner. He was elected to the General Assembly, serving several terms (nonconsecutive) between 1836 and 1850. He voted in the affirmative as a member of the Convention in 1860-61 to decide the issue of secession for Virginia. Prior to the Civil War, Deskins was considered a leading and influential citizen in Jacksonville. After the war, money was devalued and Deskins was apparently over extended in his land speculations causing him to lose his property and take several people down to ruin.[111]

The second of the twin acts entitled "An Act for the Establishment of a District Public System" represented the minority report. This act was optional in that it was left up to each locality to accept or reject. The main provision in the act stipulated that all white children receive an education free of charge.[112]

The Special Act of February 1846 provided that district free school systems be established in those counties which had declared through voluntary petitions for "a favorable attitude toward local taxation for education."[113] The few counties that at first supported the Special Act withdrew their enthusiasm after figuring the cost involved for free schools.[114]

These three acts left Virginia with a mixture of school systems. Brown in his 1847 report complained of the inconvenience in trying to prepare a comprehensive general report for the legislature because of the different types of school systems in operation. He argued for the need to maintain one general law to cover all district schools.[115] Attempts were made again in the 1850's for a state supported school system in order to rid Virginia of this menagerie. Governor Henry Wise through the state conventions held in Richmond in 1856 and 1857 argued that 'schools should not be a state charity, but the chief element of the freedom of the state'. [116] The pleas of Governor Wise went unheeded in the

General Assembly. With the start of the Civil War, the primary system of schools ceased to exist due to the Literary Fund being used for military purposes.[117] Thus, Virginia's quasi-system of schools begun after the establishment of the Literary Fund in 1810 ended in 1861 without settling the issue of universal education.

The charity-common schools in Virginia represented one source of education for some children. Other forms of education existed in antebellum Virginia. Private schools gave children whose parents could afford the tuition, the opportunity for an education. For citizens of Floyd County, private schools were available.

Private Schools in Floyd County 1831-1870

Floyd County was known to have three private secondary schools during this time period. Two of the schools were for women and one for men.

Jacksonville Male Academy. The Jacksonville Male Academy was incorporated on February 28, 1846.[118] The deed and "laying of the cornerstone with Masonic rites" took place in 1847.[119] However, according to the September 15, 1845 issue of the Fincastle Democrat the Academy had commenced in 1845 "with every prospect of success."[120] Trustees for the Academy listed on the November 16, 1847 deed included:

Harvey Deskins (also a school commissioner and superintendent under the Literary System), David Kitterman, Thomas McCabe (school commissioner from 1843-1846 under the Literary System), Tazewell Headen, Samuel Dobyns, Major Howard, Manasseh Tice, Asa L. Howard, Samuel A.J. Evans, J.M. Zentmeyer, Alvin Graham, Fleming W. Lester, James B. Headen, Ira Howard (school commissioner in 1831 under the Literary System), and Jackson Godby.[121]

On March 15, 1849 the General Assembly was petitioned to change the name of the Academy to that of the Floyd Institute. The trustees of the school were authorized to hold property worth 50,000 dollars.[122] While the name for the school was officially the Floyd Institute, it was known under a variety of names which included: Jacksonville Academy, Jacksonville Male Academy, Floyd Academy, and the Old Brick Academy.[123]

The Academy was constructed by Henry Dillon who was known as a master builder, later building the Jacksonville Presbyterian Church in 1850 and the courthouse. The Academy was a two story brick building having two rooms downstairs with fireplaces in each and two rooms upstairs.[124] Classes were conducted on the first floor.[125] The second floor was used by such groups as the Sons of Temperance in 1853.[126]

The Jacksonville Male Academy does not appear to have been formally affiliated with any church denomination. The

trustees represented a variety of church denominations including Presbyterian, Lutheran, Methodist, and Old Baptist.[127] The first principal of the Academy was William T. Gannaway, a native of Wythe County and a graduate of Emory and Henry College (Methodist sponsored). Other teachers during the Academy years included: Reverend A. Poe Boude (Methodist minister), Mr. John C. Rogers, Reverend Abram Hogan (Methodist Minister), Reverend J.D. Shirey (Lutheran), Dr. Andrew Hoback, Reverend J.P. Obenshain (Lutheran), and Reverend Benjamin W.S. Bishop who was a "noted pastor of the Methodist Church."[128] Besides ministers serving as teachers, the Methodist Church held Sunday School in the Academy for a period of years.[129]

The Jacksonville Male Academy served young men from Floyd and the surrounding counties. Some of those attending from outside of Floyd County included:

J.E.B. Stuart of Patrick County--later served as cavalry general in the Confederate Army
John Stuart of Patrick County--brother of J.E.B. Stuart and a medical doctor
John Staples of Patrick County
Elijah D. Via of Patrick County
Taliaferros of Franklin County
Penns of Henry County
Swansons of Pittsylvania County
Tompkinses of Bedford

Students of William Gannaway from Floyd County included:

Samuel Scott
Dr. Callehill M. Stigleman (first school superintendent of Floyd County under the state system of education)
Colonel Joseph Howard

Giles Cannaday
John Tredwell Cannaday
Erasmus Graham
Cornelius W. Wickham
Abraham Hogan (later a teacher at the Academy
Dr. Andrew J. Hoback (later a teacher at the Academy)[130]

Male students attending the Academy received a classical education. A former student, Dr. George Milton Wells, said this of his training at the Academy:

> At the time I entered Jacksonville Academy it was patronized by a large class of young men from Floyd and adjacent counties. The principal was a college-bred man, of fine personal and literary accomplishments, who introduced better methods and more advanced training than had been previously enjoyed.[131]

The advanced training at the Academy as advertised in the September 8, 1845 issue of the Fincastle Democrat included the following subjects and fees:

> Boarding may be had here in the most respectable families at the rate of five dollars per month, and the prices of tuition are as follows for the term of five months:
> Spelling, Reading, Writing, Arithmetic, Grammar & Geography, $5 00.
> Natural Philosophy, Chemistry, Surveying, Algebra and lessons in Elocution, $5 00.
> Instruction in the higher branches of English Literature and in the Latin and Greek languages, $12 00.[132]

This classical education offered by the Jacksonville Male Academy was similar to other academies in Virginia. Heatwole in his book A History of Education in Virginia

described a typical academy's course offerings in Virginia as that of the classics, higher mathematics, and sciences. From 1800 to 1860 the General Assembly incorporated approximately 250 academies in Virginia.[133]

In 1871 the Academy ceased to operate as a private secondary school and was used instead for public school purposes. (The state public school system began in 1870). Minutes from the Jacksonville Public School District for 1871 list a public graded school being kept in both the Jacksonville Male and Female Academies.[134]

Jacksonville Female Academy. The Jacksonville Female Academy was incorporated in 1856 by the General Assembly.[135] The Academy was located in "The School House" on lot number one on the northside of Back street in Jacksonville. This schoolhouse existed as early as 1842 and was designated as the Female Academy in 1856.[136]

In a 1951 Floyd Press article, Miss Jessie Peterman discussed the childhood of her mother, Virginia Williams Peterman, who had attended the Female Academy prior to the Civil War. Mrs. Peterman recalled that the school had one large room with a stove in the center and a large fireplace at one end. Her classmates included: Gay Godbey, Bess Kirby, Sue Lester, Josephine Howell, Eliza Lesueur, Emma, Sallie and Nan Shelor, Alice and Julia Godbey, Lou Howell,

Octavia Simmons, Lucy, Mollie and Amanda Wygal, Mary and Ellen Phlegar, Berta Kirby, Laura Zentymeyer, Julia Kitterman, Laura Howard, Lizzie Howard, and Sarah Tuggle.[137]

Dr. Amos Wood in his book Floyd County A History of Its People and Places named some of the early teachers at the Female Academy as follows: Miss Lizzie Ligon of Lynchburg, Miss Emma Poston, Miss Della Huff of Lynchburg, and Mrs. Nancy Rogers (her husband taught at the Male Academy). A Lutheran minister, William Wier (Weir) served as pastor and teacher from 1863 to 1867. Dr. Wood said of Reverend Wier: "He would hold the final examination in the Presbyterian Church during the day and the commencement exercises at night--each pupil bring a tallow candle for lighting the church..."[138]

The Jacksonville Female and Male Academies were located close to each other. The Male Academy was located on what is now North Locust Street.[139] The Female Academy was located on what is now Oxford Street at the back of Gardner's Funeral Home.[140]

Both the Male and Female Academies were still in existence at the time of the 1870 Floyd County Census. Under the heading "Colleges, Academies, and Schools," two academies were listed, one being for males and the other for females. One teacher was listed for each academy with the Male Academy having 20 students and the Female Academy enrolling 15

pupils. Income to operate the two schools including tuition totaled $800.00.[141] The designation for both academies changed from private to public graded schools in 1871 and the formation of the state public school system. Minutes from the Jacksonville School District for 1871 recorded a public graded school being kept in both academies.[142] Miss Annie Maria Smith taught in the public graded school held in the Female Academy in 1871-1872. She was the first woman who taught in the public schools in Jacksonville and was considered the "most popular teacher who ever taught in the old Female Academy."[143] In 1872 the Jacksonville Male Academy was made coeducational for public school purposes with the Female Academy being abandoned as a school.[144]

Ellen C. Staicos School. In the 1872 Virginia School Report, a private high school for women was cited. The principal-teacher was Ellen C. Stairs (Stairs is a misprint for Staicos-see footnote).[145] The Staicos school was incorporated in 1868. Ten young women were enrolled for a session of ten months. The students' fees each month included: board-ten dollars, tuition-two dollars, and incidental charges-one dollar for a total of $130.00 during the scholastic year. The date for the closing session of school was given as June 29.[146] This school also went under the name Jacksonville Female Institute. The Institute

operated from approximately 1870 to the mid 1880's. Ellen C. Staicos and her sisters, Annie Maria and Sarah Smith were all involved in running the Institute (see Chapter V).

While the Jacksonville Female Institute and Jacksonville Male and Female Academies provided secondary education for some students, primary schooling had become almost non existent due to the Civil War. At the start of the Civil War, one out of seven whites in Floyd County over the age of 20 could not read or write.[147] For the state, 74,055 whites over the age of 20 were illiterate,[148] representing nearly 22 percent of the white population.[149] With the conclusion of the Civil War, efforts were renewed to begin a state school system in hopes of reducing illiteracy by offering education to all children, black and white. The renewed effort for education culminated in the Underwood Constitution.

Underwood Constitution

The period of reconstruction was a time of change for Virginians. The state became Military District Number One under the Union General John M. Schofield.[150] Under orders from Congress, Schofield was to call for a convention to write a new constitution for Virginia. The constitutional convention (1867-68) was presided over by John Curtiss Underwood. A native New Yorker, Underwood had moved to Virginia several years before the Civil War. He was the

federal district judge for eastern Virginia having been named to this position by Abraham Lincoln. Underwood presided over a constitutional convention that contained 33 conservatives and 72 radical Republicans, of which 25 were black.[151] The majority of the white radicals were northerners having come to Virginia with the Union Army.[152] Underwood and his radical allies helped to formulate the new Virginia constitution.

During the constitutional convention, a proposal was made for racially mixed schools. Dr. Barnas Sears, representative of the Peabody Board and spokesman for a group of Virginians opposing racially mixed schools, worked to defeat the clause.[153] Dr. Sears had found on his tour of the South in 1867-68 a fear of federal interference to force integration.[154]

With the racially mixed school clause defeated at the convention, a push for a separate statewide system of schooling for blacks and whites was proposed.[155] John Barbee Minor, a law professor at the University of Virginia, rallied new support for the old theme of universal education. Minor believed that education was the duty of the state. He used the Virginia Education Association, organized by the President of Hampden-Sydney College in 1863, as a vehicle to focus attention on the issue of a state supported public education system. Through the efforts of Minor and other

supporters of education, such as Robert E. Lee of Washington College, the delegates at the Underwood Convention included a clause in the constitution for universal education.[156] The main thrust of the clause stipulated that the Underwood Constitution could never be so amended as to deprive Virginians of free public education. Further, a "uniform system of public free schools" had to be in all the counties by 1876.[157] Through the use of the word "uniform" in the new state constitution conservatives and other interested groups were able to keep schools separate for blacks and whites.[158]

Though universal education was now mandated by the state constitution, serious opposition remained. Two reasons were cited by Dabney. The first dealt with finances. Virginia had been devastated by the war. With a huge debt to repay, there was concern expressed as to how a state school system could be financed. The second point centered on the aristocratic-conservative element still in control of the General Assembly. Long accustomed to educating their own children and providing rudimentary education for the poor whites, they saw universal education as a "social menace" to their established way of life. A public free education system was equated with the charity-common schools during the Literary Fund era.[159] This conservative attitude in a poverty stricken state faced the first state superintendent of public instruction, William Henry Ruffner. The General

Assembly elected Ruffner in March 1870. Ruffner, son of Henry Ruffner, had to report within thirty days to the General Assembly a plan for a statewide system of schools.[160] Before Ruffner's plan could take effect, he needed to gain some measure of support from the conservatives. John Minor, in a letter to Ruffner in May 1870, gave him the following advice to use with the conservatives in gaining support for his education plan:[161]

> 1. That failure to proceed with the system devised, would probably provoke further humiliations from the wicked people who control our fortunes....
>
> 2. That such default would go far to secure the passage of a free school bill by Congress for the 'delinquent states' from which my soul recoils with unexpressible loathing.
>
> 3. That it would afford a rallying point and cry which would weld the colored vote inseparably into one,...whilst it would cool no small portion of the white vote....The conservatives cannot afford the deadly risk of arraying themselves in opposition, really or seemingly, to popular education.

This fear of federal interference, black power and rising lower-middle class white power forced the wealthy conservatives in Virginia to support Ruffner's education plan. While still opposing public schooling, they liked even less the notion that Congress, aided by radicals and Negroes, would set up a system for them if they did not. Due to this perceived pressure, Ruffner submitted his education plan to

the General Assembly. Under the new system (which was similar to Henry Ruffner's plan in 1841), public schools would be controlled "by a state board of education, a state superintendent of public instruction, division superintendents of schools, and district trustees."[162] The State Board of Education would include the governor, attorney general, and the state superintendent. This board with the concurrence of the senate would appoint the local county and city superintendents. The superintendents would be paid primarily from the Literary Fund. Three trustees per school district would be appointed. Each county would be divided into districts to correspond with the magisterial districts. Each district would be subdivided into local districts of not less than 100 persons. The county would still be recognized as the unit of government with the local districts being the subcomponents. Teachers would be hired by district trustees and certified by the county superintendent. Funding under the new state system called for an annual tax on property of the state for not less than one mill (tenth part of a cent) nor more than five mills on the dollar. The Literary Fund, redirected to the war effort, would be used again for school purposes. A capitation tax of one dollar which originated in 1851 was added back to the Underwood Constitution for all men over the age of 21 in support of public education. Local

districts could tax themselves for educational purposes not to exceed five mills per dollar.[163]

Ratification of the new state constitution coupled with the ratification of the Fourteenth and Fifteenth amendments to the U.S. Constitution brought Virginia back into the Union in 1870.[164] The approval of the constitution did not mean easy acceptance of the state school system. The General Assembly was still controlled by conservatives. Allen Moger in his book Virginia Bourbonism to Byrd discussed this conservative power by stating "Virginians would live under the 'reconstruction constitution' which had been framed by radicals for a political democracy, but Conservatives would control its application and determine state policies."[165]

Summary

At the start of the Civil War, Virginia's public education system revolved primarily around the pauper system. School commissioners in each county decided upon eligibility for attendance, qualifications for teachers, instruction, and student improvement without receiving compensation. They played a key role in determining the success or failure in establishing and maintaining schools built with community support that included poor children. In trying to establish and maintain schools, commissioners faced problems which included: inadequate funding, stigma associated with being

indigent, parents needing children at home for labor, sparse populations, and obtaining teachers.

This quasi-system of education left Virginians with few alternatives for schooling. Among the few alternatives were private schools, providing that parents could afford the tuition. For Floyd County, three private schools were available. These schools affected education on an economic, cultural, and geographic basis. The Male and Female Academies had close ties with the churches in Jacksonville. Both academies had ministers as teachers and principals. With all three schools located in the town of Jacksonville, students for economic and geographic reasons had a better opportunity to receive courses in higher learning that may otherwise not have been feasible for them. Another economic factor was the attraction of students from outside of the county to the Male Academy which helped to bring in added revenue.

The charity-common system and private schooling remained Virginia's major sources of education until the Civil War. After the war, the old issue of universal education again received attention, but with a new twist. Northern radical Republican delegates, who controlled the Underwood Constitutional Convention due to their majority, called for racially mixed schools. Dr. Barnas Sears of the Peabody Board helped to block this proposal, arguing that federal

interference to enforce mixed schools would defeat universal education in the South. Instead, a clause was adopted for universal education under the guidance of John Minor and other members of the Virginia Education Association. They were able to propose separate schooling for blacks and whites through the word "uniform" in the new law.

Conservatives, still in control of the General Assembly, resisted the mandate for universal education. Their culture, tied to the English upper-lower class society, saw universal education as a social menace to their established way of life. Economically, they saw no reason to tax themselves for a system they did not want to patronize. They were concerned that with Virginia being in debt 45,000,000 dollars[166] a state school system would add a further financial burden.

William Henry Ruffner, as the first state superintendent, pointed out to the conservative element that failure to adopt universal education would provide a rallying point for blacks, radicals, and lower-middle class whites. Refusal to accept the constitutional mandate would give Congress the excuse to create a system of their choosing. By this argument, Ruffner with the help of John Barbee Minor was able to persuade the conservatives to accept his plan for universal education.

In 1870, Virginia began a system of public education that had first been voiced by Thomas Jefferson in 1779 and

again by Charles Fenton Mercer in 1818. Economic, cultural, and geographic differences between eastern and western portions of the state had helped to defeat universal education prior to the Civil War, forcing a quasi-system of education to be in effect. Political reasons after the war had finally forced the governing powers of Virginia to accept state supported education in Virginia. However, as Allen Moger pointed out in Virginia Bourbonism to Byrd, conservatives would control the application for the mandate of public education. How the conservatives controlled its application would affect not only the state system but local level as well. Floyd County's adaptation to universal education will be analyzed in the next chapter.

FOOTNOTES

CHAPTER II

[1] Material prepared by Ruby West for use by the schools in Floyd County in the 1950's. The material contained Curtis A. Sumpter's "Beginning of the Present Floyd County", 1951, p. 10. From the papers of Ruby B. West donated by the Floyd County Historical Society to the Special Collections Department, Newman Library, Virginia Tech.

[2] R.L. Humbart et al., Industrial Survey of Floyd County (Blacksburg: Engineering Extension Division, VPI, 1930), p. 8.

[3] Acts of the Assembly, 1857-58, p. 201.

[4] Acts of the Assembly, 1891-92, p. 501.

[5] Acts of the Assembly, 1895-96, p. 245.

[6] Map of Floyd County with Primary and Secondary Highway Systems (Richmond: Department of Highways, January 1, 1959).

[7] Charles G. Gibbs, "Some Factors Influencing Education in Floyd County," MS Thesis, VPI, 1949, p. 3.

[8] United States Department of Interior Geological Survey on the State of Virginia (Washington: Geological Survey, 1973).

[9] Humbart et al., p. 20.

[10] Virginia Business Directory and Gazetteer (Richmond: Hill Directory Co., 1911), p. 384. Special Collections Department, Newman Library, VPI.

[11] A New and Comprehensive Gazetteer of Virginia and the District of Columbia (Charlottesville: Joseph Martin, 1835), p. 336. Special Collections Department, Newman Library, VPI.

[12] Ibid.

[13] Mary B. Kegley and F.B. Kegley, Early Adventurers on the Western Waters, I (Orange: Green Publishers, Inc., 1980), p. 9.

[14] Ibid., p. v.

[15] Zion's Centennial Celebration 1813---1913. Floyd County, Virginia, p. 4. C.W. Cassell, W.J. Finck, and Elon O. Henkel eds., History of the Lutheran Church in Virginia and East Tennessee (Strasburg: Shenandoah Publishing House, Inc., 1930), p. 172.

[16] Dr. Amos Wood, Floyd County A History of Its People and Places, ed. Ann Scott Swain (Radford: Commonwealth Press, 1981), pp. 302-319. Note: Of the 467 different names listed in the Land Tax in 1831, 132 had residents listed as unknown or out of Floyd County. The average used in this dissertation concerned only those people known to be living in Floyd County. One man's representatives, Benjamin Bostwick of New York, owned 40,000 acres of land (p. 303).

[17] Negro Population 1790-1915 (Washington: Government Printing Office, 1918), p. 51.

[18] Wood., pp. 326-327.

[19] A New and Comprehensive Gazetteer of Virginia, p. 337.

[20] Ibid.

[21] Ibid.

[22] Ibid.

[23] An Act of the General Assembly, 1829, Abstract of the Laws Relating to the Appointment, Powers and Duties of School Commissioners and Their Officers; as Also to the Duties of the County and Corporation Courts, and the Clerks Thereof, and of the Commonwealth's Attornies, Relative to the Said Appointment and Duties, [J. Brown, Second Auditor] (Richmond: Samuel Shepherd & Co., 1830), p. 12.

[24] Sumpter, "Beginning of Floyd County," p. 10.

[25] The Floyd Press [Floyd], 15 November 1962, p. 1., col. 1.

[26] Wood, pp. 138, 311, 326.

[27] Ibid., p. 169-171. Sue Jefferson Shelor, Pioneers and Their Coat of Arms of Floyd County (Winston Salem: Hunter Publishing Co., 1961), pp. 6-7.

[28] Wood, pp. 308, 326.

[29] Ibid., pp. 103, 308.

[30] Floyd County Court Order Book 1831-1840, p. 116. Deed Book A, p. 296. Deed Book C, p. 237. Floyd Court House.

[31] Telephone interview with Marguerite Tise, retired as Secretary to the Assistant Secretary of State for European Affairs in Washington, D.C., 30 March 1986.

[32] Floyd Press [Floyd], 15 November 1962, p. 1., col. 1. The Act of 1829 changed the number of school commissioners set up under the Act of 1818. Under the 1829 statute, commissioners were appointed for the number of districts needed. Heatwole noted the number varied from 2 to 32 commissioners per county. (p. 105)

[33] Abstract of Laws Relating to the Appointment, Powers and Duties of School Commissioners, p. 4.

[34] Ibid, p. 5.

[35] William Arthur Maddox, The Free School Idea in Virginia Before the Civil War (New York: Columbia University, 1918), p. 81.

[36] Abstract of Laws Relating to the Appointment, Powers and Duties of School Commissioners, p. 5.

[37] Cornelius J. Heatwole, A History of Education in Virginia New York: MacMillan Company, 1916), p. 106.

[38] Maddox, p. 76.

[39] J.L. Blair Buck, The Development of Public Schools in Virginia 1607-1952 (Richmond: State Board of Education, 1952) p. 39.

[40] Maddox, pp. 98-104.

[41] Heatwole, p. 115.

[42] Maddox, pp. 76-77.

[43] Heatwole. p. 115.

[44] Buck, pp. 60-61. Note: There were some charity-common schools in Virginia that contained only "poor children." For example, commissioners in Fluvanna County reported that while they did not "especially establish" any schools, some comprised only indigent children. (Buck, p. 59).

[45] Deed Book C., p. 242. Floyd County Court House, Floyd, Virginia.

[46] Wood, pp. 401-402.

[47] Doc. No. 4. Second Auditor's Report on the State of the Literary Fund for the year 1853, p. viii. Virginia State Library, Richmond, Virginia.

[48] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1832), p. 4.

[49] Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1835), L Extracts.

50 The Floyd Press [Floyd], 15 November 1962, p. 1, col. 1. Journal of the House of Delegates, Doc. No. 4 for the years: 1844 p. 30; 1845 p. 30; and 1846 p. 27. Second Auditor's Report, from the Virginia State Library for the Years: 1847 Doc. No. 4, p. 41; 1848 Doc. No. 5, p. 50; 1849 Doc. No. 4, p. 43; 1850 Doc. No. 4, p. 42; 1851 Doc. No. 4, p. 52; 1852 Doc. No. 4, p. 36; 1853 Doc. No. 4, p. 47; 1856 Doc. No. 7, p. 31; 1858 Doc. No. 7, p. 39; and 1859 Doc. No. 7, p. 111.

51 Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1837), p. 21.

Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1836), p. 22.

52 Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1843), Abstract N: Apportionment of the Appropriations.

53 Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1839), p. 2.

54 Doc. No. 4, Second Auditor's Report on the State of the Literary Fund for the Year 1850, p. 6. Virginia State Library, Richmond, Virginia.

55 Doc. No. 4, Second Auditor's Report on the State of the Literary Fund for the year 1853, p. vi. Virginia State Library, Richmond, Virginia.

56 Doc. No. 7, Second Auditor's Report on the State of the Literary Fund for the Year 1857, J Abstracts. Virginia State Library, Richmond, Virginia.

57 Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1845), p. 3.

58 Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1840), p. 6.

59 Statistical View of the United States. Compendium of the Seventh Census (1850) (Washington: A.O.P. Nicholson, 1854), p. 320.

60 Journal of the House of Delegates, Doc. No. 2 (No. 3 Revenue) (Richmond: Samuel Shepherd, 1840).

[61] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1837), pp. 21-22. The average of 11.3 white persons per square mile was derived by dividing Floyd's white population by 378. Floyd County totaled 378 square miles. In the 1872-73 General Assembly session, Floyd County annexed territory from Franklin County. This is the only known increase in Floyd County territory according to the Clerk of Court, Margaret Harman. Since Floyd County's total mileage is now 383 square miles, I subtracted five miles from this total to use the sum of 378 square miles. The Virginia Gazetteers list Floyd County as having approximately 378 square miles. This was the total square miles before the annexation of land from Franklin County. The State Highway system did not evolve until 1932. There are no records available from the state prior to this date for total square miles. Each locality was responsible for the upkeep of their roads until 1932.

[62] Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1839), p. 23.

[63] Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1841), p. 27.

[64] Maddox, p. 104.

[65] James T. Lemon, The Best Poor Man's Country (Baltimore: John Hopkins Press, 1972), p. 5.

[66] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1837), p. 4.

[67] Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1840), p. 4.

[68] Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1845), p. 3.

[69] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1833), p. 3.

[70] Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1839), p. 3.

[71] Heatwole, p. 115.

[72] Maddox, p. 103.

[73] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1838), p. 23.

[74] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1832), p. 3.

[75] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1833), p. 21.

[76] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1837), p. 21.

[77] Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1845), p. 30.

[78] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1833), p. 21.

[79] Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1839), p. 23.

[80] Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1845), p. 30.

[81] Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1844), p. 30.

[82] Works Progress Administration of Virginia Historical Inventory 1937-1938. Sponsored by the Virginia Conservation Commission under the Direction of its Division of History, p. 2. Six citizens interviewed for the history of the White Oak Grove church were: Amos L. Roop, E.E. Slusher, Mrs. Charlie Phlegar, G.W. Agnew, H.L. Aldredge, and J.M. Dickerson.

[83] Ibid.

[84] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1836), p. 3.

[85] Ibid, p. 4.

[86] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1838), p. 23.

[87] Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1846, p. 27.

[88] Telephone interview with Marguerite Tise, retired as Secretary to the Assistant Secretary of State for European Affairs in Washington, D.C., April 30, 1986.

[89] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1838), p. 4.

[90] Wood, p. 403.

[91] Ibid., p. 402.

[92] Journal of the House of Delegates, Doc. No. 4 (Richmond: Thomas Ritchie, 1836), p. 4.

[93] Ibid.

[94] Journal of the House of Delegates, Doc. No. 4 (Richmond: Samuel Shepherd, 1835), L. Extracts.

[95] Charles William Dabney, Universal Education in the South, I (Chapel Hill: University of North Carolina Press, 1936), p. 73.

[96] Maddox, p. 132.

[97] Ibid, pp. 128, 152.

[98] Journal of the House of Delegates, Doc. No. 7 (Richmond: Samuel Shepherd, 1841), pp. 5-7.

[99] Charles W. Dabney, I, p. 83.

[100] Maddox, p. 140.

[101] Ibid., pp. 140-141.

[102] Charles W. Dabney, I, pp. 84-86.

[103] Ibid., p. 86.

[104] Ibid.

[105] Maddox, pp. 153-154.

[106] Ibid., p. 154.

[107] Buck, p. 53.

[108] Acts Concerning Education, Part II, Chapter 81 (Code of Virginia 1849. Title 23), pp. 19, 21. Virginia State Library, Richmond, Virginia.

[109] Doc. No. 4 Second Auditor's Report on the State of the Literary Fund for the Year 1850, p. 42. Virginia State Library, Richmond, Virginia.

[110] Deed Book F., p. 109. Floyd Court House, Floyd, Virginia.

[111] Interview with Marguerite Tise, retired as Secretary to the Assistant Secretary of State for European Affairs in Washington, D.C., 28 March 1986.

[112] Maddox, p. 156.

[113] Ibid., p. 157.

[114] Ibid.

[115] Doc. No. 4 Second Auditor's Report on the State of the Literary Fund for the Year 1847, p. 8. Virginia State Library, Richmond, Virginia.

[116] Virginius Dabney, Virginia the New Dominion (Charlottesville: University Press, 1971), p. 250.

[117] Ibid.

[118] Acts of the Assembly, 1845-1846, p. 112.

[119] Floyd Press [Floyd], 1 July 1976, p. 13 B. Wood, p. 359.

[120] Fincastle Democrat [Fincastle], 15 September 1845, p. 3, col. 3. Library of Congress, Washington, D.C.

[121] Floyd Press [Floyd], 1 July 1976, p. 13 B.

[122] Acts of the Assembly, 1848-1849, p. 172.

[123] Wood, p. 358. Gibbs, p. 12. Floyd Press [Floyd], 21 June 1984, p. 1.

[124] Floyd Press [Floyd], 1 July 1976, p. 13 B.

[125] Floyd Press [Floyd], 21 June 1984, p. 1.

[126] Floyd Press [Floyd], 1 July 1976, p. 13 B.

[127] Telephone Interview with Marguerite Tise, retired as Secretary to the Assistant Secretary of European Affairs, Washington, D.C., 30 April 1986.

[128] Wood, pp. 371, 374, 358, 334. Marguerite Tise furnished the first names for Mr. Rogers, Reverend Obenshain, and Reverend Shirey. She found these names in census and church records.

[129] Ibid., p. 334.

[130] Ibid., pp. 358, 374.

[131] Ibid., pp. 358-359.

[132] Fincastle Democrat [Fincastle], 8 September 1845, p. 3, col. 6. Library of Congress, Washington, D.C.

[133] Heatwole, pp. 126-127.

[134] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, p. 15.

[135] A.J. Morrison, The Beginnings of Public Education in Virginia, 1776-1860 (Richmond: Davis Bottom, 1917, p. 182.

[136] Record of Surveys, p. 97. Deed Book C, p. 231. Deed Book N, p. 608. Floyd Courthouse, Floyd, Virginia.

[137] Floyd Press [Floyd], 1 July 1976, p. 1 C.

[138] Wood, p. 371.

[139] Floyd Press [Floyd], 1 July 1976, p. 13 B.

[140] Floyd Press [Floyd], 21 June 1984, p. 1.

[141] 1870 Census Records for Floyd County, Schedule Five, Social Statistics of the County ending June 1, 1870. Floyd Courthouse, Floyd, Virginia.

[142] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, p. 15.

[143] Floyd Press [Floyd], 1 July 1976, p. 1 C.

[144] Ibid.

[145] Virginia School Report, 1872, p. 211. Ellen C. Staicos operated the Jacksonville Female Institute with her sister Annie Maria Smith from the 1870's to the 1880's. Mrs. Staicos is listed in the 1884-85 Virginia Gazetteer as operating the Female Institute. The Ellen C. Stairs listed in the Virginia Report appears to be a misprint for the Ellen C. Staicos known to teach and live in Floyd County.

[146] Ibid.

[147] Journal of the House of Delegates. Session 1866-67, Doc. No. 3, p. 10.

[148] Eighth Census of the United States (1860). Mortality and Miscellaneous Statistics (Washington: Government Printing Office, 1866), p. 508.

[149] Charles W. Dabney, I, p. 132.

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

[151] Ibid., pp. 5-6.

[152] Virginius Dabney, p. 367. Thirteen of the delegates were from New York with others coming from Ohio, England, Scotland, Ireland and elsewhere.

[153] Charles W. Dabney, I, p. 150.

[154] Ibid., p. 110.

[155] Ibid., p. 150.

[156] Ibid., pp. 133-135, 139-143.

[157] Ibid., p. 132.

[158] Ibid., p. 150.

[159] Ibid., pp. 142-143.

[160] Ibid., p. 144.

[161] Ibid., p. 143.

[162] Gibbs, p. 13.

[163] Maddox, pp. 172-173.

[164] Virginius Dabney, p. 373.

[165] Moger, p. 12.

[166] Ibid., p. 13. The vast majority of the 45,000,000 debt was owed to bond holders who had invested in the railroads prior to the Civil War. This debt was not the result of the war itself.

CHAPTER III

BEGINNING OF THE FREE PUBLIC SCHOOL SYSTEM 1870-1876

In 1870 when the new state system for public education began, Virginia was heavily in debt. Besides economic woes, conservatives, still in control of the General Assembly with their two centuries of upper-lower class attitudes, regarded universal education as little more than an expanded charity system. They had grudgingly accepted Ruffner's education plan to avoid further northern and black interference. Their cool reception toward universal education posed a powerful obstacle for the fledgling system both politically and economically.

Besides the turmoil over universal education at the state level, local divisions faced their own problems. For Floyd County, geographic conditions created additional concerns. Rugged terrain with poor roads complicated school construction with a sparse population of 25.98 per square mile.[1] Trying to find suitable locations for building schools with a scattered population posed political and economic problems.

The southern plain folk of Floyd County were primarily small farmers. The 1870 Census listed 1051 farms in the county. Products included wheat, oats, rye, Indian corn, tobacco, and potatoes. Animals raised for market included

cattle, sheep, swine, and horses. The businesses that existed in Floyd County focused largely on the agrarian life style. Some of the businesses included grist mills, blacksmith shops, saddle shops, wagon makers, tanners, boot/shoe shops, cabinet makers, and saw mills. These businesses recorded in the 1870 Census helped to comprise the 99 "productive" industries situated in Floyd County.[2] Revenue from these small businesses and farms coupled with state funding determined the amount of money available for education in Floyd County.

Floyd County's church affiliations were similar to those of the western portion of the state. Church denominations in 1870 included Lutheran, Presbyterian, German Baptists, Missionary Baptists, Methodist Episcopal South, Methodist Episcopal, and Old School Baptists. These denominations had for years pushed for education in the western regions of the state. Some of these churches in Floyd County housed libraries. There were three Sabbath school libraries and one church library in Floyd County in 1870. The remaining twenty private libraries in the county were primarily owned by clergymen and lawyers. In all, these 24 libraries contained 2270 volumes.[3] Under this rural setting, Floyd County's first superintendent was appointed to build a public school system for blacks and whites.

School Superintendents and Their Duties

Virginia's school superintendents faced the mandated task of providing public education for blacks and whites by 1876. These educational pioneers had the responsibility of organizing, building, and funding their school systems with the aid of their district trustees. These individuals needed public support in order to successfully promote schooling. Floyd County's first school superintendent, Dr. Callohill Minnis Stigleman who was appointed by the State Board of Education[4] was well respected. Dr. Stigleman (1833-1905)[5] was a native of Floyd County. He received his early academic training at the Jacksonville Male Academy under William T. Gannaway.[6] From June 30, 1854 to October 4, 1854, he served as postmaster at Alleghany Springs (near Shawsville) in Montgomery County[7] A year later Callohill Stigleman was in New York City. In a letter to his fiancee, Ellen Shelor, dated October 1855, Stigleman wrote about his stay in New York City while attending college. His aspiration to become a doctor was cited in another letter to his fiancee in 1856. By this time, he was enrolled as a student at the Medical College of Virginia in Richmond. In the November 3, 1856 letter to Ellen Shelor, Callohill Stigleman wrote of his hard study. He told Ellen that "it will be the 8th of March [1857]...But if I can become an 'MD' I am willing to forgo the pain of absence."[8] After Dr. Stigleman graduated from

the Medical College of Virginia in 1857, he returned to Floyd County to start his medical practice. He was one of the charter members of the Virginia Medical Society.[9]

At the start of the Civil War, Dr. Stigleman organized and commanded the first company from Floyd County that went into the Confederate Army. He was Captain of Company A, 24th Virginia Infantry known also as the "Floyd Grays"[10] or the "Floyd Rifles."[11] His loyalty to the Confederacy did not end with the surrender. Dr. Stigleman was instrumental in getting a monument erected on the Courthouse lawn in honor of the Confederacy. His granddaughter, Annie Lee Stigleman Wray, believed Dr. Stigleman's death was brought on by the cold weather conditions that were present the day of the monument's placement on the Courthouse lawn. Dr. Stigleman remained outside the entire day watching the proceedings. He took pneumonia and died afterwards.[12]

At the same time he practiced his profession as medical doctor, Dr. Stigleman served as superintendent of schools for Floyd County from 1870 to 1881.[13] Dr. Stigleman's title included Superintendent and President of the Board.[14] President of the Board, according to William Henry Ruffner, meant having the power to "give the casting vote" in a county school board meeting. At the district level, the superintendent served as an advisory member.[15]

In addition to working with the district trustees, Stigleman had a wide range of duties to perform. He looked after the finances of the school system, examined teachers (44 in 1874),[16] visited schools (34 of 40 in 1874),[17] held teacher institutes, and made long range plans to expand the educational programs in the county. Ruffner said of the local superintendent that "his duty is to see that everything is done, and done properly."[18]

Getting things done "properly" was not always an easy task. In 1874, Dr. Stigleman traveled 302 miles (during the 143 days employed) on school business as compared to the state average for superintendents of 846 miles.[19] One reason for the fewer miles traveled may have been due to poor road conditions. With the county being mountainous, roads were crude and few.

School superintendents also had image problems to overcome. Ruffner complained in 1874 of the "Old School Commissioner" image plaguing superintendents. He argued that "public school children are no longer Oliver Twists, to whom a set of Bumbles are doling out small bowls of educational soup."[20] Ruffner maintained that superintendents were expected to set examples for everyone to follow. He cautioned in 1872 that the man selected for the superintendency should "never grow old." Ruffner cited a Dutch proverb concerning the quality of leaders: 'Take care

how you choose your inspectors [of schools]: they are men whom you ought to look for with a lantern in your hand.'[21]

Ruffner's belief in hiring effective leaders as superintendents was shared by the Floyd County School Board. The Board which was made up of the district trustees requested of William H. Ruffner in 1873 that Dr. Stigleman be reappointed. The Board adopted this resolution:

> The Board unanimously recommended that Dr. C.M. Stigleman County Superintendent be proposed for reappointment as such in appreciation of his most efficient management of the school system in this County.[22]

This appreciation for Dr. Stigleman's leadership as a superintendent was noted in his obituary in 1905:

> Without any disparagement of the services of his successors in this office it may be said that Floyd County never had a more able and faithful superintendent of schools, and one who took more pride in his work. Dr. Stigleman organized the schools of the county with more dispatch and with better school houses than was done in any other county in this section of the State.[23]

To organize and plan for building the Floyd County school system, Dr. Stigleman relied upon the district trustees for support. The trustees worked with the local communities to build schools for both blacks and whites. Their effort resulted in the opening of 33 schools in 1870-1871.[24]

Early Schools in Floyd County
Under the State System of Education

Schools were under the direct control of district trustees. Floyd County had three district trustees for each of its six districts (see Appendix B). These men were appointed every three years by the county electoral board.[25] District trustees wielded political power. Their duties, as described by Ruby West, elementary supervisor, in a 1962 Floyd Press article included:

> Administered the school business for the district. Meetings of all [districts] were held two to four times a year for the purpose of setting the school levy (this varied by district), deciding upon construction of new buildings, changing sites of schools, setting salary scales, deciding upon the opening dates for school, length of term, choosing textbooks, and general policy.[26]

The first county school board meeting in Floyd County was held on December 5, 1870. At the meeting, Dr. Stigleman and the trustees passed a resolution that a school should be maintained for every 100 pupils in a district. By this date no buildings had been erected for public education. To obtain housing, the trustees had to use buildings already in existence[27] by absorbing school houses that were available under the common or pay system prior to 1870.[28] An example of a pay school becoming part of the county system was cited by Dr. R.T. Akers in a 1937 Floyd Press article. (Dr. Akers

attended pay and public schools in Floyd County and the Oxford Academy. He was a school teacher and served on the Floyd County School Board for 45 years.[29]) Dr. Akers recalled that a school house built by Jacob Slusher prior to 1870 was later used by the county system. He stated that "this was a neat building and was used for a number of years by the county school system."[30]

Besides absorbing pay schools into the county system, vacant buildings were used as well. Dr. Akers attended a public school established in a vacant house whose original owner had died in the Civil War.[31] This same vacant house had previously been used as a pay school in the winter of 1868-69. Dr. Akers attended this pay school from December through February with Lawyer C. Duncan as the teacher. Mr. Duncan received free board and $15.00 per month as his salary.[32]

Temporary housing was arranged for the county system until buildings could be erected or purchased. One district, Jacksonville, arranged for the formation of eight schools for whites and one black school. The "Scholastic Year" would run from August 31, 1870 to August 31, 1871. These schools were as follows:

School No. 1	Jacksonville	114 White Scholars
School No. 2	Phlegar's School House	89 White Scholars
School No. 3	Sowers' School House	110 White Scholars
School No. 4	Slusher's School House	101 White Scholars
School No. 5	Weddle's School House	87 White Scholars
School No. 6	Furnace School House	90 White Scholars
School No. 7	Agnew's School House	115 White Scholars
School No. 8	New Haven School House	98 White Scholars

TOTAL: 804 White Scholars

While schools were built for white children in various locations in the district, only one black school was formed for the 98 black scholars in Jacksonville.[33] By the time the Jacksonville district trustees met again on January 27, 1871, they had increased the number of schools for whites to ten, still leaving only one school for the black school population.[34] Whether having only one school for black children in the entire district affected their attendance is unknown. Attendance records for the Jacksonville District do not exist.

The above named schools varied in the opening date. According to the Jacksonville School District minutes, schools in operation were numbered according to the date of commencement as follows:

SCHOOL	TEACHER	DATE	TERM
No. 1	Mary Phlegar	November 28, 1870	5 months
No. 2	Samuel Cannaday	January 2, 1871	5 months
No. 3	Sallie Albright	January 9, 1871	5 months
No. 4	Frank Edwards	January 23, 1871	5 months
Colored	William C. Dennis	February 13, 1871	5 months
No. 5	J.P. Obenshain	May 8, 1871	3 months
No. 6	E.M. Jett	May 15, 1871	3 months
No. 7	James M. Stigleman	May 15, 1871	3 months
No. 8	S.A. Cannaday	May 22, 1871	3 months

The teachers all received $25.00 per month as salary except for J.P. Obenshain who received $30.00.[35] Reasons for the variation in school openings, as determined by school trustees, included: finding a suitable location for a school, hiring of a teacher, and providing a school house by either building, renting, or acquiring a dwelling.[36] District trustees were influenced in their school opening decisions by social and political factors. William Link in his dissertation, "Public Schooling and Social Change in Rural Virginia", noted that patrons exerted pressure on trustees in selecting and removing teachers. Link added that the location of a school in rural Virginia was often influenced by trustees' allegiance to "locality, family, and denomination."[37] At times, conflicts over building and locating schools led to community resistance. An example of community opposition to schools in Floyd County was noted by Dr. Akers. He recalled how trustees for the Indian Valley district had to hire carpenters from Carroll County to build

three school houses due to community resistance.[38] The Indian Valley community may not have liked the school locations chosen by the district trustees; or, perhaps this resistance was due in part to a spirit of "liberal individualism" as described by James Lemon in his book The Best Poor Man's Country.[39] Settlers living in that area may not have wanted state or county influence in determining educational opportunities for their children.

The early schools in Floyd County were primarily log structures. Of the 39 one room schools in use in 1872, 27 were log and 12 were frame. The one graded school in the county was housed in a building made of brick. Every school in the county had a blackboard but only three contained "good furniture." Two schools had globes and only one school had a wall map.[40] Dr. Akers recalled how these early schools had "hued [sic] walls with cracks chinked and daubed with clay mortar."[41]

Dr. Stigleman in January 1871 directed district school trustees to build school houses as follows:

> 20 x 24 feet on the inside, 12 feet high, 4 windows, of 12 lights 12 x 18 inches, floor-tongued and groved [sic] roof to be of chestnut shingles and the eves [sic] to project 21 inches on all sides.[42]

One district, Little River, requested that the height of the rooms be changed from 12 to 10 feet. With the approval

for change by Dr. Stigleman, Little River trustees agreed to have their school houses ready for use by January 1872.[43]

Proper housing was a concern not only for Dr. Stigleman but for William Ruffner as well. Ruffner, in his 1872 report, attacked local school divisions for not providing out-houses. He complained:

> One of the unaccountable facts of our civilization is that decent parents should so long have sent their children, yea, their daughters (!) to school-houses where their modesty was daily tried most painfully...
>
> The aversion felt by many parents to sending their children to promiscuous schools may often be traced to this prolific source of evil...but the proper remedy is not to abandon the school-house, but to improve its premises; to make it a pure and sheltered resort where all coarseness is scrupulously guarded against. With the facilities of the earth-closet there is no longer any apology for the vulgar custom still far too common.[44]

Floyd county in 1872 had only two of these earth-closets.[45]

The district trustees worked toward ownership of the schools. In 1872 the six districts owned 38 percent of the schools. By 1874 the number of schools owned by the districts had risen to 76 percent.[46] This was in direct contrast to the state average for district ownership of 14 percent in 1872 and 28 percent in 1874.[47]

While the district ownership increased, the quality of the buildings remained a concern for Dr. Stigleman. Dr.

Stigleman in his 1874 report to Ruffner believed public sentiment favored education but would grow in popularity proportionally to the "good, comfortable and neatly furnished school-houses."[48] Providing adequate school-houses required funding. The financial support for public schooling posed problems for local superintendents as well as William Henry Ruffner.

Funding Issue

When the state school system began in 1870, Virginia's debt totaled $45,000,000. The debt resulted from attempts to finance the building of railroads, canals, and turnpikes prior to the Civil War. After the war, Virginia's transportation system was in shambles. To further complicate the state's financial problems, land prices had fallen. Slaves were no longer items of property and Virginia had lost a third of its territory due to the formation of West Virginia.[49] Land was not the only acquisition for West Virginia. At the state's creation in 1863, Virginia lost over 400,000 white citizens and only 18,000 blacks. With the loss of white population, blacks, by 1870, comprised 42 percent of the total population in Virginia as compared to only 34 percent in 1860,[50] increasing the financial burden on Virginians by having to fund a dual system for blacks and

whites. William Henry Ruffner had 207,000 illiterate freemen to educate in Virginia by 1870.[51]

Virginia's financial woes was the main issue facing the newly elected Governor, Gilbert C. Walker, in 1869. A native of New York, Walker was both a lawyer and a businessman.[52] He used the proposal by the 1866 General Assembly to repay the state's entire prewar debt by issuing bonds.[53] The repayment of the state's debt was considered a badge of honor. Virginia's "old guard" of eastern planter-aristocrats coupled with whites living in the state's "black belt" aided Walker in pushing through the Funding Act of 1871. Under this act, Virginia would pay off two-thirds of the debt while the remaining one-third would be paid off by West Virginia.[54] There was opposition in the General Assembly to the Funding Act. Representatives from the western counties believed the debt principal should be readjusted or scaled down. They argued that under this Act the debt would increase or taxes be raised tremendously to carry out the law. As a result of the Funding Act, a political split began to take shape between those who wanted to readjust (Readjusters) the state's debt and those who advocated payment in full (Funders). The newly organized state school system was caught in the middle of this political battle. Even though the state school system was mandated under the Underwood Constitution, the Funding Act siphoned off a large portion

of the revenue meant for education. These reductions placed Ruffner and the county superintendents in a difficult position of trying to build a system based on an "insecure financial footing."[55]

An example of the variability in funding can be seen in the 1872 and 1874 Virginia School Reports. Dr. Stigleman had the following amount of educational funds available to him:[56]

	State Funds	County Funds	District Funds	From Other Sources	Total
1872	$4720.86	$1043.51	$858.89	$550.00	$7173.26
1874	$3920.00	$981.79	$1346.67	$1324.60*	$7573.06

*Includes tuition paid by students over the age of 21.

While there was an increase in the total amount of money from 1872 to 1874, the state and county funds were down. Money from the districts and other sources had increased, making up the difference from state and local funds. With state funds being diverted away from education, this placed a heavier financial burden on local districts. The taxes for schools raised in a district stayed in that locale which resulted in some districts being able to support more schools than others.[57] Dr. Stigleman complained in his 1872 report to Ruffner abut district funding. He commented that school houses could not be built "unless in very wealthy districts."[58]

By law, local districts could tax themselves up to five mills on the dollar.[59] The Jacksonville trustees decided to submit for public vote on May 25, 1871 a tax of one mill on the dollar for expenses relating to "Public Free School" purposes in the district:[60] This additional tax would be used to pay for the following expenses in the district:[61]

Clerk fees, registers + blank books	$58.65
Books for indigent children	$100.00
Blackboards	$20.00
Brickets etc. [sic]	$3.00
Total	$181.65

Another means county superintendents had of securing revenue was through the Board of Supervisors. In 1872, Dr. Stigleman requested and was granted by the supervisors 7 1/2 cents on $100.00 of real and personal property for financing the education system in Floyd County. However, Dr. Stigleman's additional request of a $1.00 head tax on dogs was denied.[62]

The tax on dogs was a sore spot for Virginians. In 1871, Ruffner issued a circular entitled 'Against the Argument of Poverty and the Dread of Taxes' in which he reported that Virginians spent $10,000,000 a year on whiskey and dogs. Ruffner wanted $1,000,000 of this total for education. The state superintendent argued: 'Do the people love whiskey more than education and dogs more than their children"? They

spend $2,000,000 feeding 160,000 dogs and make good their damages for killing sheep.'[63] The General Assembly did allow local supervisors to place a small tax on dogs for the support of education, but there was so much protest that at their next session, the legislators nullified the law. Ruffner, distressed over this repeal, stated:

> The great burden of Virginia today is debt and ignorance. If the people would drink less, reduce the number of dogs and tax those remaining, and waste less on personal indulgence, there would be plenty of money for schools. The struggle is not between ability and poverty, but between appetite and virtue.[64]

With state and local funding for education on shaky ground, Ruffner and county superintendents pursued alternate sources of revenue. One primary source sought by school superintendents represented the Peabody Fund.

Peabody Fund

George Peabody, a wealthy New England philanthropist, gave one million dollars in 1867 for the purpose of promoting and encouraging "intellectual, moral or industrial education among the young" in the Southern states.[65] Just before his death in 1869, he added another million.[66] To aid in dispensing this money, Peabody set up a board to oversee the operation. The board by Peabody's orders was always to have equal representation from both the South and the North with

no extremists on either side.[67] Throughout the history of the trustee board, the membership included three Presidents of the United States, two bishops, several members of Congress, governors, and military personnel of both the North and the South.[68]

Dr. Barnas Sears, president of Brown University, represented the Peabody Board as an agent. He toured the South in 1867 finding little organization for public education due to the white population's fear of mixed racial schools.[69] After his Southern tour, Dr. Sears worked against the racially mixed school clause at the Underwood Constitutional Convention.[70] In 1874, Congress proposed a new Civil Rights bill to require mixed schools. Dr. Sears, by authority of the Peabody Board of trustees, lobbied successfully against the bill. He argued that passage of the bill would weaken the state system for both blacks and whites leaving children without educational opportunities.[71] Thus, the Peabody Board of trustees, advocating separate schools for blacks and whites, used their influence to inhibit any move toward integration.

To dispense the Peabody Fund, Dr. Sears with the trustees devised a plan to try to aid the South by helping to create local school systems and institutions for teacher training. Charles Dabney cited ten points that were

developed as criteria for the disbursement of the fund as follows:[72]

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

At first most of the money went primarily to establish elementary schools.[73] Money appropriated was given to the State Superintendents for their disposal.[74] The State Superintendent allocated Peabody money for graded public

schools operating for nine or ten months with one teacher for every fifty pupils under the following trustee guidelines:[75]

For not less than 100 pupils....$300
For not less than 150 pupils....$450
For not less than 200 pupils....$600
For not less than 250 pupils....$800
For not less than 300 pupils....$1000

Floyd County received money from the Peabody Fund to operate the Jacksonville Graded School. In 1872, Floyd County received $450.00 out of Virginia's allotment of $28,900 to operate the graded school in Jacksonville.[76] To qualify for $450.00, the Jacksonville Graded School had to meet the trustee guidelines of maintaining a minimum of 150 students. This goal was exceeded with 160 pupils enrolled in 1872.[77] Graded, according to Ruffner, meant 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."[78]

The Jacksonville Graded School began operation on September 11, 1871. The school was housed in both the Jacksonville Male Academy and Female Academy.[79] In 1872, the Female Academy was closed and both male and female students attended graded school in the Male Academy building.[80]

The School Board rented the Jacksonville Male Academy building from its trustees for $75.00 per year. The contract

was for two years at a time. The Peabody Fund, along with state and county revenue, would pay the salaries of the three teachers serving the graded school. Dr. A.J. Hoback was appointed principal of the school and teacher of the first grade. Miss Annie Maria Smith was appointed first assistant teacher to take charge of the second level and Reverend J.P. Obenshain was responsible for the third grade.[81] The salaries for the three teachers were: A.J. Hoback $55.00, Annie Maria Smith $45.00, and Reverend J.P. Obenshain $35.00 per month.[82]

By 1874 the graded school had increased to 187 pupils with four teachers at a cost of 87 cents per student per month for the ten month session. The Jacksonville Graded School received $450.00 from the Peabody Fund for that year.[83] However, problems arose in 1874 with the Peabody appropriation to the school. In the Jacksonville trustee minutes of June 3, 1874, the graded school failed to receive the second allotment of money from the Peabody Fund. This failure was due to the inability to meet the regional percentage of attendance required. The school trustee board gave the graded school $50.00 to partially fulfill the gap left by the Peabody Fund.[84]

It appears the graded school held in the "Old Brick Academy" was abandoned in 1876 due to deterioration of the building with students probably attending the newly built

Jacksonville Public School House.[85] By 1878, the enrollment at the graded school (held, it seems, in the Jacksonville Public School House) had declined to 84 students and 2 teachers. Only two grades made up the school for a three month session.[86] After 1878 the graded school ceased to exist. One reason that the Jacksonville Public School House ceased to be a graded school was due to the lack of funds. The Floyd County School system did not receive any Peabody allocation after 1877. For that year the allotment of money received was $100.00.[87] This reduction from $450.00 in 1874[88] to $100.00 in 1877 was true for the state as well. In 1874, Virginia received $38,875 but only $16,850 in 1877.[89] One reason for this reduction was cited by Ruffner. He pointed out that money from the Peabody Fund was now being used primarily for educating teachers instead of supporting school expansion.[90]

Another factor which may have contributed to the demise of the graded school was the opening of Oxford Academy sometime between 1875 and 1878 by Reverend John Harris. The Oxford Academy was located on the same street as the Jacksonville Public School House (see map, Appendix D).[91]

The education of teachers was another concern for Ruffner in forming the state system of education. While emphasis had been given to securing schools and gaining public support in the first few years of the state system,

trustees and local superintendents had given little attention to the need for hiring well qualified teachers.

Teachers in the Early Years of Public Education

The working conditions of teachers were heavily influenced by political, social, and geographic conditions where they taught. These factors affected their selection and retention as well as their salary. Superintendents examined and licensed perspective teaching candidates. Before 1900 local school superintendents basically determined what would constitute an examination of a teacher.[92] The examination of teachers, Ruffner believed, would help choose quality instructors. He stated:

> But under test-examination by a competent superintendent, to be succeeded by an election ordeal before the trustee board, the cheat [sic] will commonly be screened out from the wheat, and the best part of grain secured although that may sometimes be rather light.[93]

Once licensed by superintendents under a variety of standards, the local trustees influenced by their patrons, decided which teachers would be hired. Politics and community desires often were deciding factors regardless of how qualified the teachers were. This sentiment was expressed by a Virginia citizen in stating that 'the school

is a neighborhood affair, and it must be given to a neighborhood boy or girl.'[94]

Under this patronage system, the Floyd County School Board carried out Ruffner's request for teacher examinations. At their regular called meeting on September 2, 1872, they issued this order:

> It is recommended by the County Board that the teachers to be imployed [sic], in teaching the sevoril [sic] districts schools be paid according to their grade and qualifications. It is therefore recommended that the Superintendent of Public Schools append to each certificate he may give, the letters A. B. & C to distinguish the grade of qualifications, And that the various District Boards be recommended to pay teachers with certificates A $28 B $25 & C $20.[95]

Teachers were paid according to the grade of certificate earned which was based on the examination and judgment of the local superintendent. It appears teachers were reexamined on an annual basis. In the 1873 Educational Journal of Virginia, the annual examination of teachers was advocated. The arguments for yearly examination were that it encouraged teachers to improve themselves and afforded superintendents the means to remove those of lesser abilities. Another reason cited in the Journal for annual examination centered on giving teachers the opportunity to improve their grade certificates.[96] The reexamination of teachers for Floyd County appears to have taken place due to licenses being

withdrawn. This was cited in the Jacksonville School Trustee records for 1871 as follows: "By order of the County Superintendent of Public Schools of Floyd Co., all the Teachers of Jacksonville S.D. are revoked, To take effect Aug 31st 1871."[97]

Salaries for teachers in Floyd County varied. Table 3.1 below shows the number of schools, months taught, teachers by race and sex, and salaries in Floyd County for the years 1872, 1874, and 1876.

Table 3.1: Schools, Months, Teachers, and Salaries

Schools			Average Number Of Months Taught	Teachers					Average Monthly Salary All Sources		Year
				W		B					
W	B	T		M	F	M	F	T	M	F	
36	3	39	5.02	30	10	2	-	42	28.44	28.16	1872
37	3	40	4.80	33	7	1	-	41	26.01	31.42	1874
49	3	52	4.80	37	12	3	-	52	22.27	21.35	1876

Source: Virginia School Report, 1872, p. 115. Virginia School Report, 1874, pp. 23, 27. Virginia School Report, 1876, p. 46.

One reason for the variability in salaries from 1872 to 1876 involved differences in wealth of the districts. An example of this can be seen in the 1872 Virginia School Report. Of Floyd County's six districts, the average for teacher salaries ranged from $23.21 to $38.33.[98] Another factor in causing salaries to fluctuate was the inconsistency

in state, county, and district spending. While Floyd County's total revenue increased from 1872 to 1876, the money from state, local, and other sources varied in any given year. One prime example of this fluctuation in revenue was in the category, from other sources. In 1874, Floyd County received $1285.00 under this category, but for 1876 the total had dropped to just $100.00.[99]

Salaries for teachers in Floyd County were lower than the state average. Teachers in cities received the highest salaries. Salaries for 1874 and 1876 are shown below:[100]

	County		City		State Average		Floyd Co.	
	M	F	M	F	M	F	M	F
1874	$31.35	28.88	80.04	45.46	32.74	32.15	26.01	31.42
1876	$29.46	29.18	84.30	41.08	34.95	30.37	22.27	21.35

A comparison of salaries for blacks and whites was not available. However, salaries for black teachers in Floyd County appear to have been the same as whites in the early 1870's. A citation in the November 20, 1872 Jacksonville trustee records indicates that the black teacher's salary was based on the grade received at his/her examination:

> At a meeting of the District Board
> it was ordered that a Colored School be

> opened at Jacksonville, & Landon Deskins be employed as Teacher of said School & that he be paid according to the Grade of his certificate.[101]

Besides fluctuating salaries, teachers also had the problem of being paid late. Dr. Stigleman in his 1874 report to Ruffner wrote:

> Another drawback to the popularity of the schools is the slow payment [italics added] of teachers. Only a few days ago came the last installment of State school funds to pay for services rendered last winter! How long will the public school system have to endure this throttle around its neck![102]

Slow payment was not the only problem teachers faced in receiving their salaries. Teachers found the school term cut short, when an average attendance of fifteen pupils could not be maintained, which resulted in less income for them.[103] An example of this was found in the Jacksonville trustee minutes for 1874. The trustees reported the need to pay J.W. Headen from the 1873-74 state-county funds "the sum of $80 for 4 month services at $20 per month said being colosed [sic] at the end of fourth month for lack of average."[104] Children needed at home for labor, weather conditions, and poor roads in rugged mountainous terrain are possible reasons for not being able to maintain the average attendance required.

Besides paying and hiring teachers, educating men and women to teach was another concern voiced by William Henry

Ruffner. He pointed out the importance of the teacher's work by stating:

> It has now come to be understood that the most important [italics added] stage of education is the primary [italics added]; that school-teaching is among the most difficult [italics added] vocations followed in society, and that the difficulties of teaching increase as you descend the grades [italics added].[105]

Ruffner argued that teachers lacked the proper education necessary for the profession. He pointed to the need for legislation to procure teacher education facilities. The State Superintendent in his 1874 report noted that all attempts had failed for establishing normal schools due to the "want of effective public sentiment in that direction."[106] Ruffner elaborated further by stating:

> We are in our fifth year of the school system, and yet not a dollar of public funds has been spent on the teachers. The constitution requires that normal schools shall be established as soon as practicable [italics added].[107]

While teacher education facilities were not yet popular in Virginia, the Teachers' Institute had gained some acceptance. The Teachers' Institute could be held at the district, county, city, or state level. The most common institutes were held at the county level with the county superintendents presiding. The main theme of the meetings dealt with "practical improvement in the art of teaching."[108]

Floyd County held teacher institutes. In 1872, two Teachers' Institutes were conducted with Dr. Stigleman reporting that at both "there was a tolerably full attendance of teachers."[109] In 1874, 69 counties and cities held meetings with Floyd County being part of this total. By 1876, 76 counties and cities conducted institutes. The meeting ranged in number per county from two to monthly. Floyd County had four Teachers' Institutes that year.[110]

In the early years of the state system, teachers with or without educational training taught students from five to twenty-one years of age. Student enrollment was not compulsory, making attendance irregular and instruction difficult.

Curriculum and Students

In nineteenth century Virginia, schools did not have standardized curriculums. Localities used textbooks as their curriculums, choosing from a list prepared by the State Superintendent. These textbooks reflected the social and cultural values of rural Virginia. For Floyd County, the same textbooks were used in all six districts.[111] However, this was not mandated by Ruffner. The State Superintendent interpreted the phrase, uniformity of textbooks, in the Constitution as being uniformity within a single school. This was required by law. If districts chose to purchase the

same texts, it would be for financial rather than educational reasons.[112]

Uniformity of textbooks, for perhaps financial reasons, was decided at the April 21, 1871 county school board meeting. After a discussion of the "merits" of the series submitted, the "convention" decided upon the following books:[113]

Holmes' Spellers and Readers
Davies' Arithmetic
Maury's Geography
Bullion's Grammar

According to Dr. R.T. Akers, history was not added to the curriculum until 1882.[114] One reason for the late addition of history centered on Ruffner. He wanted to make sure a history text was available that would portray the South's struggle in the Civil War in a positive light. He stated that no school should use a history text which failed "to do justice to the honor and to the martial deeds of our people in their late struggle for constitutional government."[115] Other texts added in 1882 included Webster's Dictionary, Elsworth Writing Books, and Stickney's Childs Book of Language.[116]

A chart listing the subjects offered and the total number of students studying in each area is shown below:[117]

Total school enrollment for 1872 was 2186 and for 1874 was 2200.

	1872	1874
Spelling	2186	2214
Reading	1556	1507
Writing	953	903
Math	621	714
Grammar	327	285
Geography	217	296
Other Branches	36	67

Why all of the students were not taught the same subjects is speculation. The lack of textbooks and/or materials may be one reason. A subject could have been taught by age groups accounting for another difference in the discrepancy of numbers. The importance of one subject over another may be responsible for some variance in the totals. Ruffner addressed this issue in his 1872 report. He commented that besides religious knowledge, a child must acquire "its mother tongue in all utterances, symbols and combinations. Out of this grows orthography, reading, writing, and grammar."[118] Ruffner also pointed to the need of arithmetic as a practical use. The State Superintendent questioned the study of geography in primary school. He believed this subject to be in its infancy. He urged educators to move away from having children memorize pages of names and facts. This he called "merely garret-lumber in the brain."[119] Ruffner's negative attitude toward geography may explain why only 217 studied geography in Floyd County

in 1872 and 296 in 1874. One more reason for the variability in students studying a particular subject may have been due to the teachers. Some teachers may have been better qualified or comfortable teaching one subject over another.

Student population, ages 5 to 21, and attendance during the early formation of the school system is shown in Table 3.2 on the next page.

Table 3.2: Percentage of School Population and Attendance

Floyd County % of School Population Enrolled			State % of School Population Enrolled		
	White	Black		White	Black
1872	60	35	1872	48.4	28.6
1874	59	36	1874	47.3	29.3
1876	59	31	1876	49.1	30.7

Floyd County % of School Pop. in Average Att.			State % of School Pop. in Average Att.	
	White	Black	White	Black
1872	30	20	27.8	16.1
1874	28	21	26.9	16.3
1876	31	17	28.7	17.1

Floyd County % of Those Enrolled in Ave. Att.			State % of Those Enrolled in Ave. Att.	
	White	Black	White	Black
1872	49	55	57.8	56.4
1874	49	61	57.4	55.4
1876	*70	*70	*76.3	*75.4

*Monthly Enrollment

Source: Virginia School Report, 1872, pp. 132, 221. Virginia School Report, 1874, pp.23, 119. Virginia School Report, 1876, pp. 6, 43.

The average number of pupils per teacher in Floyd County totaled:[120]

1872 enrolled (52) average attendance (25)

1874 enrolled (54) average attendance (26)

1876 average monthly enrollment (35)

By the figures shown, more whites in Floyd County and Virginia were enrolled than blacks. However, for the percentage of those enrolled in average attendance in Floyd County, blacks outscored whites. The state averages for this category were close. Black attendance was addressed by Ruffner in his 1872 report. Under the topic "Colored People", he stated:

> Continue to manifest a desire for education,....showing in many counties a somewhat better average of school attendance for the blacks than for whites,....The relative disparity in the number of schools may, I think, be ascribed mainly to the want of a sufficient number of teachers and of school houses for colored schools....
>
> The difficulty of procuring suitable school houses is another serious hindrance to the progress of education among the blacks. The district money bearing so small a proportion to the public necessities, school accommodations are largely obtained by the use of old school houses, or by private subscriptions; and hence circumstances often give advantages to the whites when no injustice is designed. The only remedy for this is an adequate public provision.[121]

Ruffner acknowledged whites as having resources available to them that the black population, having been freed from slavery only a few years before, did not. With money a problem, those with the resources would have first opportunity in providing a means for an education. Dr. Stigleman in his report to Ruffner in 1872 addresses the question of black education in Floyd County:

> Colored people manifest the same desire for education, but will not voluntarily build their houses; but this in a great measure is owing to their poverty. The whites have manifested a laudable disposition to assist them.[122]

An example of blacks in Jacksonville being interested in pursuing education can be found in court records. On April 18, 1868, David and Sarah Kitterman (whites) sold to David Akers, Luke Deskins, Thomas Egnew, Lewis Headen, and Landon Deskins (blacks) a lot of land for ten dollars for the purpose of building a school.[123]

Procuring adequate resources to help build schools for both blacks and whites continued to be a problem in the 1870's. By 1876, approximately $400,000 dollars meant for education had been redirected for other governmental obligations.[124] Yet, even with the reduced revenue, Ruffner was still required by the state constitution to have a school system in place in every county by 1876.[125]

Floyd County School System in 1876

In 1876 there were almost 200,000 children in public schools in the state. The average attendance was up two to three percent. The state system had 333 new school houses for that year with approximately one third owned by the districts. For Floyd County, 2428 students were enrolled with 52 schools opened (12 more than in 1874).[126] The mandate for a school system was cited in the Floyd County School Board minutes. On February 18, 1876 the Board met to make plans to put into effect the law requiring the 'Free School system to be in operation by the end of the year in 1876.'[127] At this meeting the names of the schools completed, started but not finished, and number yet needed by district were given as shown in Table 3.3 on the following pages.

Table 3.3: Schools and Their Cost for Floyd County in 1876

Money Necessary to pay for the schools to be finished, started, or already completed.	School Name	N=Not Yet Started C=Completed S=Started State of Completion
	LOCUST GROVE DISTRICT	
$250	Siners	C
$250	Chestnut Level	C
$125	Kelly's	C
$125	Meadow Run	C
$250	Mount Pleasant	S
$250	Iddings	S
$250	Brush Creek	S
$250	Africa*	S
$250	Sissons	N
$300	Big Ridge**	N
$250	Lick Ridge	N

Total Cost: $2530.00 Total: 11
*Black School
**Name changed to Pine Forest on August 31, 1876

	LITTLE RIVER DISTRICT	
$275	Pine Creek	C
$275	Moss Dell	C
$275	Double Spring	S
$275	Laurel Fork	S
$275	Church Hill	S
$275	County Line	N
$275	Meadow Creek	N
$275	Silver Leaf	N
$275	Quartz Hill	N
$275	Central	N
$275	Grahams Mount	N
$275	Gannaway	N
$275	Ethopia*	N

Total Cost: $3575.00 Total: 13
*Black School

	JACKSONVILLE	
$250	Mount Sterling	C
$250	Deskins	C
$250	Gray Bluff	C

$250	Jenkins	S
$250	Mount Ruffner	S
$250	Moors	N
$250	Peabody	N
$250	Harmans	N
$250	Falling Branch	N
$250	Kemper	N
$550	Jacksonville	N
$250	Squealum*	N

Total Cost: $3300.00 Total: 12
*Black School

ALUM RIDGE

$247.63	Simmons	C
$247.63	Girard	C
$247.63	White Oak Grove	C
$247.63	Altizer	C
$247.63	Pleasant Valley	C
$247.63	Dulaneys	C
$247.63	Reeds	C
$247.63	Center	C

Total Cost: $1982.10 Total: 8

INDIAN VALLEY

$250	Caldwells	C
$250	Duncans	C
$250	Forest Hill	S
$250	Pine Glen	S
$250	Copper Valley	S
$250	Alley's	S
$250	Greasey Creek	S
$250	Phillips	N
$250	Hewitt	N
$250	Vanderbilt	N
$250	Mountain View	N
$250	Liberia*	N

Total Cost: $3000.00 Total: 12
*Black School

BURKS FORK

$250	Sears	C
$250	Huckleback**	C
$250	Pluck Valley	C

$250	Mount Jackson	C
$250	Stony Battery	S
$250	Lee's	S
$250	Buffalo Knob	N
$250	Sunny Side	N
$250	Pleasant Grove	N

Total Cost: $2250.00 Total: 9

**Name changed to Union at August 31, 1876 School Board meeting.

Source: Floyd County School Board Minutes, 1872-1921. Floyd County School Board Office, Floyd, Virginia, pp. 38-39, 43.

The schools were to be let out at auction to the lowest bidder. The School Board also requested the Board of Supervisors to levy each district for the real and personal property available. The levies would vary for each district. Examples included Little River district with a levy of 9 mills upon every dollar in three years (three mills per year) and Alum Ridge district with taxes of 12 mills on every dollar in three years (four per year).[128]

Of the 65 schools listed in the February 1876 Board minutes as completed, started, or yet to begin, 52 were opened by July 31, 1876. From the total of 52 schools each with their own teacher, 49 were for the whites and three for the blacks.[129]

Summary

Virginia's school system began at a time when the state was heavily in debt. Virginia had lost a third of its territory and over 400,000 white citizens to the formation of West Virginia. With this white loss, blacks made up almost half of the total population in Virginia.[130] The conservative element, with their two centuries of class traditions, feared this rising black constituency. They opposed racially mixed schools which they saw as a "social menace."[131] Leading educators, such as Dr. Barnas Sears of the Peabody Board, opposed mixed schools fearing the collapse

of the entire public school system. Dr. Sears noted on his tour of the South in 1867 that it was not just mixed schools, but federal interference to enforce black-white equality that southerners also opposed.[132] This federal or perceived "yankee" interference was a sore spot for the conservative element in Virginia. While forced to accept public education by the 1870 constitution, the Conservative-Funders, still in control of the General Assembly, would decide how the state education system would operate to avoid "the social menace" and block federal interference.

One way this eastern conservative-aristocratic element controlled the fledgling state school system was through the Funding Act. Money intended for the education system was redirected to pay off "Virginia's debt of honor." The state debt took precedence for them over funding a school system they still associated with the Literary Fund pauper era. A political split began in the early 1870's over Virginia's funding law. Those that wanted to readjust the state debt formed a political organization separate from the Funders. Among the Readjusters were representatives of the western counties who argued that under the Funding Act the debt would increase or taxes be raised to carry out the law.

Within this political and economic turmoil, Ruffner began to build a state school system. While the state school system, including Floyd County's, was in operation by 1876,

obstacles remained. Social, political, and geographic factors affected decisions made by trustees and school superintendents, especially when it came to hiring teachers and locating schools. School trustees were influenced in their decisions by allegiance to "locality, family, and denomination."[133] Teachers were licensed and examined by whatever standards the superintendent chose. Trustees then picked from this pool using their own set of criteria. Teacher education received little notice in the early years of the public school system. Providing enough schools for both blacks and whites, especially in sparsely settled mountainous areas, took precedence.

The most pressing issue for the infant state school system continued to be finances. It took money to pay teachers and build schools. Virginia's financial problems under the Funder-Readjuster controversy continued to mount during the late 1870's. The outcome of this political split for Floyd County and the state would help to determine the future of public education in Virginia.

FOOTNOTES

CHAPTER III

[1] A Compendium of the Ninth Census 1870 (Washington: Government Printing Office, 1872), pp. 98-99. Floyd County's population in 1870 consisted of 8827 whites and 997 blacks. Population per square mile was derived by dividing square mileage into total population.

[2] 1870 Census Records for Floyd County, Schedules No. 4 and No. 5, ending June 1, 1870. Floyd Courthouse, Floyd, Virginia.

[3] Ibid., Schedule No. 5.

[4] Ruby B. West papers donated by the Floyd County Historical Society to the Special Collections Department, Newman Library, Virginia Tech.

[5] Lewis Burwell, comp., Jacksonville Burial Ground Published by Jacksonville Burial Ground Board of Trustees. (Roanoke: Quickprint, 1984), p. 32.

[6] Dr. Amos Wood, Floyd County A History of Its People and Places. ed. Ann Scott Swain (Radford: Commonwealth Press, 1981), p. 374. 1905 obituary of Dr. C.M. Stigleman. Newspaper clipping without date or source. Clipping obtained from Marguerite Tise, Floyd, Virginia.

[7] Telephone interview with Marguerite Tise, retired as Secretary to the Assistant Secretary of State for European Affairs in Washington D.C., 23 April 1986. Material gathered from the Records of Appointments of Postmasters, National Archives, Washington, D.C.

[8] Interview with Virginia Painter, great-granddaughter of Dr. Callohill Stigleman on 20 April 1986 in Roanoke, Virginia. Mrs. Painter has the letters written by and to Dr. Stigleman beginning in the 1850's.

[9] Floyd Press [Floyd], 30 January 1905. Stigleman papers owned by Virginia Painter, Roanoke, Virginia.

[10] Letter dated May 1861 written by A. Stevens to Cal Stigleman. Stigleman papers owned by Virginia Painter, Roanoke, Virginia.

[11] 1905 obituary of Dr. C.M. Stigleman. Newspaper clipping without date or source. Clipping obtained from Marguerite Tise, Floyd, Virginia.

[12] Interview with Virginia Painter, great-granddaughter of Dr. Stigleman on 20 April 1986. Virginia Painter's mother, Annie Lee Stigleman Wray, recounted the monument story to her daughter.

[13] Ruby B. West papers donated by the Floyd County Historical Society to the Special Collections Department, Newman Library, Virginia Tech.

[14] Floyd County School Board Minutes, 1872-1921. Floyd County School Board Office, Floyd, Virginia, p. 1.

[15] Virginia School Report, 1872, Part II Expository, p. 79.

[16] Virginia School Report, 1874, p. 30.

[17] Ibid., pp. 23, 30.

[18] Virginia School Report, 1872, Part II Expository, p. 79.

[19] Virginia School Report, 1874, pp. 30, 124.

[20] Ibid., p. 125.

[21] Virginia School Report, 1872, Part II Expository, pp. 84-85.

[22] Floyd County School Board Minutes, 1872-1921, p. 16.

[23] 1905 obituary of Dr. C.M. Stigleman. Newspaper clipping without date or source. Clipping obtained from Marguerite Tise, Floyd, Virginia.

[24] Floyd Press [Floyd], 8 March 1973, p. 2. Reprint of Floyd Press article dated 17 January 1937.

[25] William Allen Link, "Public Schooling and Social Change in Rural Virginia, 1870-1920," Diss. University of Virginia., 1981, p. 68. The electoral board consisted of the local superintendent, the commonwealth attorney, and the county judge.

[26] Floyd Press [Floyd], 15 November 1962, p. 1.

[27] Ruby B. West Papers donated by the Floyd County Historical Society to the Special Collections Department, Newman Library, Virginia Tech. Mrs. West had a typed copy of the Floyd Press article dated July 1931.

[28] Link, p. 61.

[29] Ruby B. West Papers donated by the Floyd County Historical Society to the Special Collections Department, Newman Library, Virginia Tech. Undated newspaper clipping on Dr. R.T. Akers.

[30] Floyd Press [Floyd], 8 March 1973, p. 2. Reprint of a 1973 article from the Floyd Press.

[31] Ibid., Reprint of an article from the Floyd Press dated 17 January 1937.

[32] Ibid., Reprint of an article from the Floyd Press dated 1937.

[33] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, p. 2.

[34] Ibid., p. 3.

[35] Ibid., p. 7.

[36] Link, pp. 74-75.

[37] Ibid., pp. 167, 156.

[38] Floyd Press [Floyd], 8 March 1973, p. 2. Reprint of a Floyd Press article dated March 1937.

[39] James T. Lemon, The Best Poor Man's Country (Baltimore: John Hopkins Press, 1972), pp. xiii, 5, 43.

[40] Virginia School Report. 1872, p. 202.

[41] Floyd Press [Floyd], 8 March 1973, p. 2. Reprint of a Floyd Press article dated March 1937.

[42] Ibid., Reprint of a Floyd Press article dated 17 January 1937.

[43] Ibid.

[44] Virginia School Report, 1872, Part II Expository, pp. 19-20.

[45] Virginia School Report, 1872, p. 202.

[46] Ibid. Virginia School Report, 1874, p. 34.

[47] Biennial Report of the Superintendent of Public Instruction, 1909-1910 and 1910-1911, p. 37.

[48] Virginia School Report, 1874, p. 45.

[49] Crandall A. Shifflett, "Gilbert Carlton Walker Carpetbag Conservative," The Governors of Virginia 1860-1978, ed. Edward Younger (Charlottesville: University Press, 1982), p. 62.

[50] Compendium of the Tenth Census 1880, Part I (Washington: Government Printing Office, 1885), pp. 375, 377. Percentages were derived by dividing individual black and white populations by the total population.

[51] Charles W. Dabney, I, p. 132.

[52] Shifflett, p. 57.

[53] Ibid., p. 62.

[54] Virginius Dabney, Virginia the New Dominion (Charlottesville: University Press, 1971), pp. 376-378.

[55] Shifflett, pp. 63, 66.

[56] Virginia School Report, 1872, p. 183. Virginia School Report, 1874, p. 9.

[57] Charles William Dabney, Universal Education in the South, I (Chapel Hill: University of North Carolina Press, 1936), p. 148.

[58] Virginia School Report, 1872, p. 46.

[59] William Arthur Maddox, The Free School Idea in Virginia Before the Civil War (New York: Columbia University, 1918), p. 172.

[60] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, p. 9.

[61] Ibid., p. 8.

[62] Virginia School Report, 1872, p. 205.

[63] Charles William Dabney, I, p. 152.

[64] Ibid., p. 153.

[65] Ibid., pp. 104-105.

[66] Ibid., p. 106.

[67] Ibid., p. 104.

[68] J.L.M. Curry, Peabody Education Fund (New York: Negro University Press, 1969), p. 114.

[69] Charles William Dabney, I, p. 110.

[70] Ibid., p. 150.

[71] Ibid., pp. 121-122.

[72] Ibid., pp. 111-112.

[73] Ibid., p. 112.

[74] Curry, p. 115.

[75] Cornelius J. Heatwole, A History of Education in Virginia (New York: MacMillan Company, 1916), pp. 239-240.

[76] Virginia School Report, 1872, p. xii.

[77] Ibid., p. 192.

[78] Ibid., Part II Expository, p. 42.

[79] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, p. 15.

[80] Floyd Press [Floyd], 1 July 1976, p. 1 C.

[81] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, pp. 15, 18.

[82] Ibid., p. 15.

[83] Virginia School Report, 1874, pp. 21, 39.

[84] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, p. 44.

[85] Deed Book Q, pp. 87-89, Deed Book O, p. 117, Deed Book P, p. 109, Floyd Courthouse, Floyd Virginia. Floyd Press, [Floyd], 21 June 1984, p. 1. Jacksonville School District Record Book, Floyd County School Board Office, Floyd, Virginia, pp. 58, 60.

[86] Virginia School Report, 1878, p. 98.

[87] Virginia School Report, 1877, p. 46.

[88] Virginia School Report, 1874, p. 39.

[89] Ibid., Virginia School Report, 1877, p. 46.

[90] Ibid.

[91] Charles G. Gibbs, "Some Factors Influencing Education in Floyd County," MS Thesis, VPI, 1949, p. 12. While enrollment figures were not available for 1878, Reverend Harris' school was popular. See Chapter V for information on the Oxford Academy.

[92] Link, p. 79.

[93] Virginia School Report, 1872, Part II Expository, p. 73.

[94] Link, pp. 81-82.

[95] Floyd County School Board Minutes 1872-1921, p. 5.

[96] Educational Journal of Virginia, 4 (October 1873): 486.

[97] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, p. 12.

[98] Virginia School Report, 1872, p. 115.

[99] Virginia School Report, 1874, p. 9. Virginia School Report, 1876, p. 49.

[100] Virginia School Report, 1874, pp. 27, 28. Virginia School Report, 1876, pp. 46-47.

[101] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, p. 25.

[102] Virginia School Report, 1874, p. 45.

[103] Ibid., p. 23.

[104] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, p. 41.

[105] Virginia School Report, 1874, p. 132.

[106] Ibid., p. 135.

[107] Ibid.

[108] Virginia School Report, 1872, Part II Expository, pp. 73-74.

[109] Ibid., p. 73.

[110] Virginia School Report, 1874, pp. 54, 80. Virginia School Report, 1876, pp. 38, 40.

[111] Virginia School Report, 1872, p. 84, Link, pp. 121-122.

[112] Ibid., Part II Expository, pp. 32-33.

[113] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, p. 8.

[114] Floyd Press [Floyd], 8 March 1973, p. 2. Reprint of a Floyd Press article dated March 1937.

[115] Virginia School Report, 1874, p. 156.

[116] Floyd Press [Floyd], 8 March 1973, p. 2. Reprint of a Floyd Press article dated March 1937.

[117] Virginia School Report, 1872, pp. 117, 132. Virginia School Report, 1874, pp. 18, 23.

[118] Ibid., 1872, Part II Expository, p. 29.

[119] Ibid., 1872, p. 30.

[120] Ibid., 1872, p. 132. Ibid., 1874, p. 18. Ibid., 1876, p. 43.

[121] Virginia School Report, 1872, pp. 2-3.

[122] Ibid., p. 36.

[123] Deed Book L, p. 549. Floyd County Courthouse, Floyd, Virginia.

[124] Virginia School Report, 1876, p. 10.

[125] Charles William Dabney, I, p. 132.

[126] Virginia School Report, 1876, pp. 9-10, 43, 46.

[127] Floyd County School Board Minutes, 1872-1921. Floyd County School Board Office, Floyd, Virginia, p. 32.

[128] Ibid., pp. 38-39.

[129] Virginia School Report, 1876, p. 46. The school year in the state ended on July 31 of each year. It had been August 31 through 1874.

[130] Compendium of the Tenth Census 1880, Part I (Washington: Government Printing Office, 1885), pp. 375, 377.

[131] Charles W. Dabney, I, pp. 142-143.

[132] Ibid., p. 110.

[133] Link, p. 167.

CHAPTER IV

DIFFICULTIES IN MAINTAINING THE FREE PUBLIC SCHOOL SYSTEM 1876-1900

By 1876, Floyd County had met the constitutional mandate of having a school system in operation. However, maintaining the newly developed system at both the state and local levels was difficult. At the local level, trustees and superintendents were influenced by community desires in placing schools. Besides these social and political pressures, geographic conditions provided additional concerns. In areas such as Floyd County, district trustees had the responsibility of maintaining ten to twenty schools scattered over mountainous terrain. The General Assembly passed the Subdistricting Act in 1878 as a means to aid rural mountainous counties where trustees had to cover wide territories.[1] However, this act aroused political and social controversies in nineteenth century Virginia.

Political controversies at the state level resulted in economic hardships for Virginia's school system. The General Assembly was still dominated by the conservative-aristocratic element that had grudgingly given approval to the state system in 1870. Their class attitude conflicted with the

southern plain folk in the western portion of the state who viewed education as a right not a privilege. But their right for education was being seriously challenged. The Conservative-Funders in the General Assembly siphoned off money intended for education to pay off the state's debt. Those opposed to funding "Virginia's Honor" advocated readjusting the state's debt. Virginia became a political battleground between Funders and Readjusters with the main casualty being the state school system. In 1878, nearly half of the state school system's funds were diverted for other purposes.[2] Under this Funder-Readjuster clash, Floyd County's school trustees had to build and maintain schools in a rugged mountainous setting.

Funder-Readjuster Clash

Conservative-Funders in the General Assembly redirected public school funds for other governmental needs. By the close of the school year in 1877, the deficit owed to the public school system was $550,000.[3] William Henry Ruffner complained of this shortage by stating "I apprehend serious [italics added] damage."[4] Others beside Ruffner feared the damage to public education as a result of poor funding. In 1877, 22 independent-conservatives who advocated changing their Funder party's debt-paying policies were elected to the General Assembly. One of these independents, James Barbour

of Culpeper, proposed a bill in 1878 that would readjust the state debt and fund the state school system.[5] The governor of Virginia, former Confederate Colonel F.W.M. Holliday, vetoed the bill. Holliday believed it was Virginia's duty to fully repay the debt, even if it meant hurting the state school system. Holliday argued against the Readjusters' claim that schools took precedence over the state debt. He said 'our fathers did not need free schools....They are a luxury...to be paid for, like any other luxury, by the people who wish their benefits.'[6]

Funders celebrated Holliday's veto. John W. Daniel, who would soon become a U.S. Senator, remarked that "he would rather see a bonfire made of every schoolhouse in the state than see the Barbour bill on the statute books."[7] This sentiment against financing public schools was echoed by Professor Bennett L. Puryear of Richmond College. He argued that "menial classes neither needed nor could benefit from formal education."[8]

With the veto of the Barbour bill, the state school system faced financial crisis. Ruffner pointed out in his 1878 report that 127 schools were closed with the loss of education for 2,730 students in Virginia.[9] Ruffner said of the financial crisis:

> The difficulty begins when the State revenue proves to be insufficient for three grand objects, the maintenance of the government, the support of the

schools, and the payment of interest on the public debt.[10]

By 1879 the deficit to the school system was in arrears $1,500,000. Due to the financial crisis almost half of the schools in Virginia could not open.[11] Table 4.1 shows the state school system's downward trend:

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

	# of Schools Opened			% Enrolled		% Average Daily Attendance	
	W	B	T	W	B	W	B
1877	3442	1230	4672	49.9	32.1	29.2	17.6
1878	3399	1146	4545	50.0	30.4	29.3	16.9
1879	1816	675	2491	25.7	17.6	15.9	10.4

Source: Virginia School Report, 1877, pp. 5-6, Virginia School Report, 1878, pp. 1-2, Virginia School Report, 1879, pp. 1-2.

Ruffner noted in his 1879 report that some counties had accumulated debts to the point that local school boards shut down their school systems. What money the boards did receive went toward paying debts.[12]

For Floyd County, the school system continued to operate, but on a reduced basis as Table 4.2 shows:

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

	# of Schools Opened			% Enrolled		% Average Daily Attendance	
	W	B	T	W	B	W	B
1877	63	4	67	73	48	40	32
1878	59	2	61	68	18	37	12
1879	16	3	19	19.2	36.4	9.8	22.8

Source: Virginia School Report, 1877, pp. 33, 38, Virginia School Report, 1878, pp. 90, 94, Virginia School Report, 1879, pp. xvii, xx.

Floyd County's total revenue which included state, county, and district funds dropped 38 percent from 1877 to 1879. State funding for Floyd County alone dropped 61.5 percent during the same time period. Debts for teacher salaries were in arrears $3,229.94.[13]

Dr. Stigleman in a report to Ruffner commented on the financial crisis of the state school system:

> Shortening of the session, the failure to pay teachers, the agitation by demagogues that the state cannot pay its public debt and keep up the school system, have all had a tendency to slacken the faith of the friends in our public schools. It is, however, the belief of our county school board, that the state can and ought to pay her public debt, but that it is no better than theft to take the school funds to pay off this obligation.[14]

With the school systems in Virginia closing or operating at only partial capacity in 1879, the Readjusters mobilized into a political force. The leader of the Readjuster movement, William Mahone, who was a former Confederate general and now a railroad tycoon, worked to gain control of the General Assembly in the 1879 elections. The Readjusters campaigned for the black vote by promising to pay teachers, keep schools open, and offer higher educational opportunities for black students. The result of the 1879 election placed the Readjusters in control of both houses of the General Assembly. The greatest support for Mahone and his Readjusters in the election came from blacks and whites in western portions of the state.[15] This was noted in Floyd County's November 4, 1879 election returns as follows: "Debt Payers 277" and "Re-adjusters 1057."[16]

H. H. Riddleberger, a Readjuster who would later become a U.S. Senator, offered a bill in 1879 to readjust the state debt. The newly elected Readjuster General Assembly passed Riddleberger's bill. However, Governor Holliday vetoed the bill as being against the 'traditions of the commonwealth.'[17] With this veto, Mahone worked to place a Readjuster in the governor's chair. In 1881 the Readjusters successfully elected William E. Cameron as governor with the theme of readjusting the state debt and supporting public education.[18] During the same year, Riddleberger again offered a bill to

readjust the debt which Cameron signed into law. In 1882, the Supreme Court upheld the Riddleberger act forcing Virginia's Conservative-Funders to accept the debt settlement.[19]

With the state debt no longer a burning issue, the Readjusters passed additional laws to aid public education. The Literary Fund was given an additional appropriation of $379,000. A cash payment of $400,000 was paid to the state school system along with quarterly payments of $25,000. The Readjusters kept their promise of offering higher education to blacks. The Normal and Collegiate Institute was started in Petersburg.[20]

By 1882, the state and local school systems had begun to recover from the crisis of 1879 as Table 4.3 indicates:

Table 4.3: Number of Schools Opened, Percentage Enrolled, and Percentage of Average Daily Attendance for Students, Ages 5 to 21 for the Years 1879 and 1882.

	STATE			FLOYD		
	Number of Schools Opened			Number of Schools Opened		
	W	B	T	B	B	T
1879	1816	675	2491	16	3	19
1882	4062	1525	5587	67	6	73
	Percent Enrolled			Percent Enrolled		
	W	B		W	B	
1879	25.7	17.6		19.2	36.4	
1882	54.6	35.4		69.0	49.0	
	Percent of Average Daily Attendance			Percent of Average Daily Attendance		
	W	B		W	B	
1879	15.9	10.4		9.8	22.8	
1882	30.3	19.8		39.0	24.0	

Source: Virginia School Report, 1879, pp. 1-2, xvii, xx.
Virginia School Report, 1882, pp. 10-12, 55.

While the state school system prospered under the Readjuster regime, the party's dominant control of the state would soon end. Members of Mahone's own party saw him as dictatorial and ruthless, demanding Readjuster office holders to follow his commands. Leaders within the Readjuster party referred to the tactics of William Mahone as 'Mahoneism.' Personal and political differences with Mahone caused leading members of the Readjuster party to split with him. As the party began to unravel over "Mahoneism," Mahone aligned himself with the national Republican party. In 1884, he organized the Republican party in Virginia which contained some members of his Readjuster constituency.[21]

Funder-Conservatives saw Mahone's splintered party with ties to the national Republicans as a means to regain power. The Funder-Conservatives, now calling themselves Democrats, were successful in regaining control of the General Assembly in 1883 by associating Mahone and his Republican friends with black power. This fear of black power coupled with the Danville race riot of 1883 placed the Democrats in firm control of the state once more. The Democrats, by accepting the Readjuster's two issues, broke Mahone's momentum. These conservatives were able to focus the public's attention on the issues of race and Mahoneism placing the Republican party in an unpopular position. After 1883, the Republican party ceased to be a serious threat to the Democratic machine.[22]

During the brief period of total power for Mahone and his Readjusters, 1879-1882, changes were made other than the debt settlement and financial support for public education. Mahone saw to it during his reign that Funders as well as others not associated with the conservative cause were removed from office. Besides judges being replaced, Mahone and his Readjuster General Assembly ousted school officials. William Henry Ruffner at the state level and Callohill Minnis Stigleman of Floyd County were part of Mahone's house cleaning.

Change of Superintendents

Mahone's newspaper, the Richmond Whig, reported on December 16, 1881 that a "Grand Sweep" was made by the Readjuster Senate of county and city superintendents. Fifty-four of the school superintendents in Virginia appointed by the State Board of Education were rejected.[23]

William Henry Ruffner was also rejected by the Readjusters. In his place was appointed Richard R. Farr (1882-1886) who was chairman of the House Finance Committee in the General Assembly and a Readjuster leader.[24] Virginius Dabney stated that "Mahone was determined for some reason to get rid of him [Ruffner]."[25] The reason may have been due to Ruffner's belief that school personnel should not be involved in party politics. Ruffner in his 1880 report

strongly argued against the union of politics and education. He maintained that schools were for teaching children and not for being partisan. Ruffner warned against school positions being filled for party loyalty instead of merit.[26] He stated:

> Now, before the evil day has actually come, may I not appeal to leaders of all parties, and to all the citizens of Virginia, to save the school work from party invasion. Let the idea be sharply apprehended and universally proclaimed that those who help to preserve the purity of the school system are its best friends, and those who would bring party politics into the school system are its worst enemies.[27]

Mahone may not have agreed with Ruffner's intent of school neutrality. Whatever his reasons, the first state superintendent was ousted after serving twelve years, traveling 55,000 miles on behalf of public education, and visiting all but six counties in Virginia.[28] Charles W. Dabney noted that after Ruffner left office, the state school system became a "political machine." He maintained that it was not until the tenure of Joseph Eggleston as state superintendent in 1905 that public education was removed from political interference.[29]

At the local level, Dr. Callohill Minnis Stigleman was removed from office after serving as Floyd County's superintendent since 1870. In his place was appointed John Webb Simmons (1882-1886), a Readjuster-Republican.[30]

John Webb Simmons (1859-1938) was a native of Floyd County. His father, Roley M. Simmons, taught school during the Literary Fund era and in the public school system beginning in 1870. John Simmons was educated in the public schools of Floyd County and at the Oxford Academy. After attending the Oxford Academy, Simmons enrolled in the Medical College of Virginia. He graduated with honors on April 2, 1885 and began his medical practice in the town of Jacksonville. In 1886, he served on the First Board of Trustees for the Jacksonville Burial Ground Association.[31]

In 1898, Dr. Simmons moved with his family to Martinsville. He served as President of the Patrick-Henry County Medical Society in 1911. He was the local surgeon for the Norfolk and Western Railroad Company. Active in politics, he was presidential elector for the Fifth Congressional District voting for the William Henry Harrison-Morton ticket in 1888. In 1906, Simmons was the Republican candidate for Congress representing the Fifth Congressional District. He lost the election by approximately 150 votes. Dr. Simmons was a member of the Medical Society of Virginia and the American Medical Association.[32]

At the time of his appointment as Superintendent for the Floyd County School System, Simmons was 23 years old, making him the youngest man in Virginia to hold that office.[33]

During his tenure as superintendent, the Floyd County School Board minutes reported him as "being in the chair."[34] Simmons continued to perform duties similar to his predecessor, Dr. Stigleman. He examined and licensed teachers, conducted school board meetings, and visited schools.[35] Dr. Simmons' visitation of schools was low during his four year tenure as superintendent. For example, in 1885, he visited only 7 of 88 schools.[36] Reasons for this may have been due to poor roads, bad weather, and time spent in Richmond working on his medical degree.

A political issue that Simmons faced while superintendent dealt with the Subdistricting Act of 1878. Subdistricting was tried as a means of closely monitoring schools and teachers in the mountainous communities of Floyd County.

Subdistricting Act

The General Assembly in March 1878 passed a law allowing districts within counties to subdivide.[37] The primary purpose for this law was to aid rural counties in which district trustees had to oversee from ten to twenty schools scattered over a wide area on crude roads. The law would allow citizens to elect three directors for their subdistrict. The directors would look after school property, nominate teachers from those licensed by the superintendent

for the district trustees to hire, and obtain voluntary contributions from the patrons of their subdistrict.[38] To be a school director, the individual had to be able to read and write. Citizens in the subdistrict could vote if they were resident taxpayers or heads of families. A majority of the voting patrons had to participate or an election could not be legally held.[39]

The law was permissive. County school boards could decide whether or not to adopt the law. Few counties did.[40] In 1879 only eleven western Virginia counties adopted the law with Floyd County being one of the total. Of the eleven, few reported the subdistrict law as being successful. Floyd County reported the subdistrict operation as being met "with some success" but teachers nominated by the directors were opposed. For Wise County, the subdistrict plan had caused "injurious results."[41] In 1880, Dr. Stigleman reported that he was not "pleased with the plan."[42] Though Dr. Stigleman had reservations over the subdistricting plan, the policy continued. During Dr. Simmons' tenure as superintendent, the subdistrict plan was in operation. One problem in the plan was noted in the Jacksonville School District Records for 1881, 1882, and 1885. Elections were not held as prescribed by law. While notices were sent out by district trustees informing citizens of the date set for the directors' elections (see next page), the subdistricts failed to hold

Attention Voters!

Notice is hereby given to the citizens of sub-District that an election will be held at School House on

Saturday, Sept. 22, 1883,

for the purpose of electing one School Director for a term of three years. All resident tax payers and heads of families are entitled to vote. It is hoped that the people will turn out and elect this term, and save the Board the trouble of appointing.

By order of the Jacksonville School Board.

A. HOGAN, Cl'k.

elections forcing the district trustees to appoint the directors for their three-year terms.[43]

Reasons why citizens failed to show on election day, requiring trustees to appoint directors, were not given. Weather conditions, citizen apathy, and crude roads may have contributed to low voter turn out. Blanch Sydnor, superintendent of Nottoway County, maintained that the subdistrict plan failed in Virginia due to political reasons. Sydnor stated that 'the election of directors by the people would bring up various questions of politics, religion, social position...which would engender strife & ill will'.[44] Sydnor continued by commenting that it would produce 'rival[ry] & jealousy between different neighborhoods & different teachers.'[45] This fear of rivalry and jealousy may have contributed to the Floyd County School Board's decision in 1892 to remove the directors' power to nominate teachers leaving them with the function of overseeing school property.[46] Building and maintaining schools for blacks and whites remained key responsibilities for district trustees, and to a lesser extent directors and superintendents during the nineteenth century.

Schooling Conditions in Late Nineteenth Century Virginia

By 1882, Virginia's school system had overcome the state's debt crisis that threatened its existence. While school superintendents could now rely on some measure of state financial support, localities provided the bulk of expense for school growth, both black and white. It was the responsibility of the district school boards to place, build and equip school houses; plus, pay incidental expenses for such items as fuel and insurance.[47] The district trustees determined the amount of money needed and requested the Board of Supervisors to levy a tax which could not exceed over five mills per dollar.[48] These tasks by trustees were carried out under political and social pressure due to their loyalty to family, church, and locality.[49]

While trustees had the constitutional mandate to build schools, they did so without pay. Only the clerks of the district boards received financial compensation. Due to their record keeping responsibilities, clerks could acquire up to two dollars annually per school in their districts.[50]

A district clerk's records included the salaries owed to teachers and school expenses. The latter contained costs for building, maintaining, and equipping schools. As an example in Floyd County, the clerk's notes for the Jacksonville School District included debts to citizens for items such as building materials, blackboards, repairs to schools, buckets, brooms, stove parts, and firewood.[51]

Firewood comprised a large portion of the Jacksonville District clerk's records. Contracts for firewood were awarded to individuals for different schools. Two examples of contracts issued, one for a black school and the other white, were as follows:

> It was ordered that the contract to furnish wood for the use of the Moors public school be awarded to Floyd Pugh who agrees to furnish same for $5 for sesion [sic] 1880 & 81....Also to David Akers (Cold) [colored] contract for wood to the Colored school at 25 c for one horse load and 50 for 2 horse loads.[52]

In April 1881, David Akers was paid by warrant on the county treasurer for $5.00 for wood delivered to the Armstrong (black) school.[53]

The clerk's minutes for the Little River District in Floyd County for 1889 included the following items and cost:[54]

1	Broom	.25
1	Box Crayons	.15
1	Axe	1.00
1	Dipper	.10
12	Window Glass	1.80
4	Lbs. Putty	.24
1	Box Tacks	.05
1	Knob Lock	.40
1	Bucket	.20

Besides building schools, district trustees had the problem of maintaining them. In 1879, the district trustees for Floyd County reported to Dr. Stigleman on the condition

of the schools. Of the six districts, four reported schools as in good condition with some general repairs needed. Two districts reported specific problems. The Indian Valley trustees noted that "several of the houses put up by contract was [sic] badly done and the floors are open." Burks Fork trustees cited the school, Pluck Valley, as "nearly worthless."[55] When the trustees reported to the superintendent in 1880, little had changed in the way of repair. The Indian Valley trustees identified Forest Hill as needing a new roof. The schools Phillips, Hewett, and Vanderbilt had open floors. The Mountain Cove school was in the worst repair as the ceiling was coming off and the floor was open.[56]

Schools in Virginia and Floyd County during the nineteenth century were primarily constructed of wood being either log or frame. Below is a breakdown of the types of school houses in the state:

Table 4.4: Percentage of School Houses in the State, 1885-1900*

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

*Includes city averages

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

For Floyd County, school houses were as follows:

Table 4.5: Percentage of School Houses in Floyd County, 1885-1900.

	% Brick	% Frame	% Log	% Stone
1885	1.0	70.4	28.4	None
1890	1.0	79.3	19.5	None
1895	1.0	86.7	12.2	None
1900	1.0	90.3	8.7	None

Source: Virginia School Report, 1885, p. 62. Virginia School Report, 1890, p. 44. Virginia School Report, Biennial Report 1894-1895, Part III, p. 230. Virginia School Report, Biennial Report, 1900-1901, Part II, p. 123.

While Floyd County's percentage for frame schools was higher than the state average, the county fell short of the state in areas relating to furniture and outhouse construction as follows:

Table 4.6: Percentage of Schools with Outhouses and Furniture in Virginia and Floyd County, 1885-1900.*

STATE

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

*Above table includes city and county averages.

FLOYD COUNTY

	% With Outhouses	% With Good Furniture	% With Patent Desks	% With Suitable Grounds
1885	1.0	---	---	100.0
1890	1.0	2.3	---	100.0
1895	2.0	8.2	---	100.0
1900	6.8	---	---	100.0

Source: Virginia School Report, Biennial Report 1900-1901, Part II, pp. 123-124. Virginia School Report, Biennial Report 1894-1895, Part III, pp. 230- 231. Virginia School Report, 1890, pp. 44-45. Virginia School Report, 1885, pp. 63-65.

Suitable grounds for schools appear to have been a strong point for Floyd County. However, the County was well below the state average in building outhouses and supplying schools with good furniture. Economic and geographic reasons for these differences may have centered on three points. First, the state average included city totals which were higher than the rural counties. Second, Floyd County being mountainous, had timber to build schools but lacked the transportation facilities to bring "patent desks" into remote areas of the county. The third reason may have been financial. District trustees were continually adding or moving schools which tied up a large portion of their funds to meet the population demands. Floyd County went from 66 schools in 1880 to 108 in 1900, a 64 percent increase.[57] The convenience of an outhouse and "good furniture" may not have appeared as practical or essential under these circumstances.

Schools, whether log or frame, were available for blacks as well as whites in Floyd County during the nineteenth century. School board and district records did not indicate any comparisons between the conditions of schools for blacks and whites. However, black schools did receive attention by trustees. The 1899 Floyd County School Board records cited authorization for a new black school to replace the old school named Armstrong.[58] The number of schools opened for

blacks and whites in Floyd County during the nineteenth century were as follows:[59]

	White	Black	Total
1880	61	5	66
1885	80	8	88
1890	90	9	99
1895	98	7	105
1900	101	7	108

The decrease in black schools in 1895 and 1900 may have been due to a decrease in black school population. Census figures for 1885 show Floyd County's black school population as totaling 564. By 1890 it had declined to 558. Census records for 1895 give the black school population as 466. The downward trend in black school population was also true for the state. In 1890, the population was 275,388. By 1895, it had declined to 268,503.[60]

While the black population in Floyd County was small in numbers, the average school population to each school was large. This trend was true for the state as Table 4.7 shows:

Table 4.7: Average School Population To Each School, 1885-1900*

	Floyd County		State	
	W	B	W	B
*1885	57.8	64.3	67.6	125.7
#1890	58.7	62.7	64.4	123.2
**1895	56.6	79.7	62.4	122.8
##1900	54.5	66.6	60.3	115.0

*Based on 1880 Census figures
#Based on 1885 Census figures
**Based on 1890 Census figures
##Based on 1895 Census figures

*Calculations were based on the school population for the years 1880, 1885, 1890, 1895. The number of schools for blacks and whites in the state and Floyd County were divided into the school population for blacks and whites to obtain the averages

Source: Virginia School Report, 1882, pp. 58-59, 61. Virginia School Report, 1885, pp. 15, 229, 236. Virginia School Report, 1890, pp. 13, 81, 154. Virginia School Report, Biennial Report 1894-1895, Part III, p. 197, 268. Virginia School Report, Biennial Report, 1896-1997, p. xvii. Virginia School Report, Biennial Report 1900-1901, Part II, p. 109.

The disparity between whites and blacks in school population per school was noted by the State Superintendent, R. R. Farr, in his 1882 report. Farr reported that almost all the counties in Virginia had nearly doubled the facilities for whites over blacks. The State Superintendent commented:

> It is a noticeable fact that in the counties where the whites predominate the school facilities provided for both white and colored are much more nearly equal than in those counties where the colored population is largely in excess of the white.[61]

Farr argued further that state funding was based on school population. Those counties with large black majorities should have school facilities based on those figures. He chastised the school personnel for not meeting this obligation.[62]

The white population enjoyed not only a lower pupil-teacher ratio over blacks, but also a higher school attendance. Ruffner gave three reasons why whites had advantages over blacks in school attendance and enrollment. The first point dealt with population density. Whites had a greater population density in most areas of the state. Blacks were thinly scattered in portions of Virginia which created problems in providing schools. The second advantage centered on money. Whites were in a better financial position to supplement teachers' salaries as well as provide

adequate clothing and transportation for schooling. Ruffner's last reason focused on child labor. Both whites and blacks used their children for labor purposes. However, whites appeared to be in a better situation of relinquishing their children from labor in order to attend school.[63] The attendance and enrollment figures for the state and Floyd County are shown on the following page:

Table 4.8: Percentage of Student Enrollment and Average Daily Attendance for Students Ages 5 to 21, 1880-1900.

	STATE % Student Enrollment		FLOYD COUNTY % Student Enrollment	
	W	B	W	B
1880	48.3	28.5	63.4	35.3
1885	62.0	45.0	78.0	63.0
1890	64.0	46.0	74.0	60.0
1895	59.0	45.0	71.0	40.0
1900	59.0	45.0	79.0	58.0

	STATE % Average Daily Attendance		FLOYD COUNTY % Average Daily Attendance	
	W	B	W	B
1880	28.5	15.3	33.9	22.0
1885	36.0	25.0	44.0	41.0
1890	37.6	25.7	43.0	39.0
1895	35.0	24.0	41.0	26.0
1900	35.0	25.0	44.0	30.0

Source: Virginia School Reports, 1880, 1885, 1890, 1894-95, 1900-1901.

Students attending school were enrolled for only a few months in Virginia. For Floyd County children, schools were below the state average in operation. Reasons for this stemmed from poor roads in mountainous terrain to the need for child labor at home. Table 4.9 shows the differences between state and county school openings.

Table 4.9: Average School Term in the State and Floyd County, 1880-1900.*

	STATE	FLOYD COUNTY
1880	5.64	4.82
1885	5.92	4.80
1890	5.91	4.56
1895	5.95	4.80
1900	6.00	4.67

*The state figures above include city averages.

Source: Virginia School Reports, 1880, 1885, 1890, 1894-95, 1900-1901.

While schools in Floyd County averaged less than five months per year being open, they provided a social, educational environment that otherwise children missed. One school, Brush Creek, in the Locust Grove district was described by one of its former students in 1958. Charles Henry Huff, who was approximately 85 years old, reminisced about his school days at Brush Creek as a young boy. Huff recalled that the typical student attending Brush Creek came from a log home with a few pupils living in frame houses.

The Brush Creek school had one large room holding up to 65 students. School began at 8:00 AM and ended at 4:00 PM. Students ranged in age from five to twenty-one. Charles Huff remembered that students over the age of twenty-one could continue in school by paying the teacher a dollar per month or by attending the summer session.[64]

Charles Huff began school at the age of five. Benches were 'slabs held together by good stout pegs' with no backs. Every student had a slate with some pupils having sponges to use to erase their work while the rest just 'spit on their sleeves.' He remembered as a boy the large wood stove sitting in a sand box in the middle of the room. One of its functions, besides giving off heat, served as a spittoon for the older students who chewed tobacco.[65]

Another aspect of schooling recalled by Huff centered on home remedies. A child with a sore throat was given boneset tea or a yarn soaked in lamp oil was placed around the student's neck overnight to help relieve the discomfort. Charles Huff commented that a student with the latter remedy was not allowed to stand near the stove. For cleaning their teeth at school, the children used toothbrushes made of dogwood.[66]

For lessons, students had spelling matches, recited multiplication tables, and did some singing of songs such as 'Sweet Marie' and 'The Spanish Cavalier.' Sometimes students

were invited home with the teacher to spend the night. Huff remembered recess as hunting for chinquapins, haws, or picking mountain tea berries. Games played were such things as the 'bull pin'.[67]

Charles Huff recalled several of his former teachers. One in particular was Henry P. Cummings who could calculate long columns of numbers without any apparent effort. This teacher was strict, never using tobacco, slang, or participating in dances.[68]

Summary

Brush Creek school incorporated the culture of the surrounding community through the use of home remedies, games played, and teacher-student visitations. Students in this mountainous area used homemade benches for furniture. Patent desks had not been introduced in nineteenth century Floyd County schools, apparently due to cost and lack of transportation facilities to bring school furniture into remote areas, such as Brush Creek.

Geographic factors in Floyd County posed other problems for school trustees besides road conditions. The Subdistricting Act of 1878 was passed by the General Assembly to aid rural counties where district trustees had to oversee schools scattered over wide areas. Counties, adopting the permissive statute, could subdivide allowing more local

control in building schools and selecting teachers. Few counties took advantage of the law. One superintendent pointed to political reasons for the unpopularity of the law. He claimed that the election of the subdistrict directors would bring politics, religion, and social position into play causing jealousy between neighborhoods. These reasons may have been why citizens would not vote for subdirectors in Floyd County, forcing the district trustees to make selections. By 1892, the subdirectors' power had been curbed in Floyd County by removing their privilege to nominate teachers.

Schools in Floyd County were open for shorter periods of time than the state average. Children needed for labor was one reason for the short school season. Weather conditions coupled with crude roads made traveling difficult to schools. When students were enrolled, the pupil-teacher ratio for whites and blacks in Floyd County was more closely aligned than for the state average. R.R. Farr, state superintendent, noted that counties having a large white population were more inclined to provide "equitable" school facilities for blacks than in areas where the black population exceeded those of whites.[69]

Besides the problems associated with building schools for blacks and whites, trustees in nineteenth century Virginia faced economic problems brought about by political

turmoil at the state level. The Funder-Readjuster controversy caused a financial crisis for school divisions in the state. The Funders channeled money meant for education into other areas of state government. Readjusters pushed to scale down the debt and give financial support to the state school system. The greatest support for the Readjuster movement came from blacks and the western portion of Virginia. Floyd County was part of this political force voting in 1879 for Readjuster representatives to the General Assembly.

Political decisions affected school growth in other ways besides financial. During the brief period of time that William Mahone and his Readjusters were in power, changes were made in the state and local school leaderships. William Ruffner was removed from office as state superintendent. Ruffner had argued against the union of politics and education. His warning went unheeded as Mahone replaced Ruffner with a Readjuster, R.R. Farr. State politics also played a role in the local school superintendents' selection. Dr. Callohill Minnis Stigleman of Floyd County, along with 53 other school superintendents, was replaced. In Dr. Stigleman's place was appointed a 23 year old Readjuster-Republican, John Webb Simmons. During part of his four year term, Simmons was absent from Floyd County earning his medical degree in Richmond.

When John Simmons was in Floyd County, he carried out, as Callohill Stigleman before him, duties that included visiting schools, conducting school board meetings, and licensing teachers. Examining and licensing teachers was an important function of the nineteenth century school superintendents. While superintendents spent time in these two endeavors, little attention was given to teacher education in the initial years of the state school system. As the state system overcame the financial crisis imposed from the Funder era, teacher education became a political issue. State and local school officials pushed for teacher education facilities. The economic, geographic, and cultural conditions that influenced teachers and their education in nineteenth century Virginia, including Floyd County, will be explored next.

FOOTNOTES

CHAPTER IV

[1] Virginia School Report, 1879, p. 13.

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

[3] Virginia School Report, 1877, p. 13.

[4] Ibid., p. 14.

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

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

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

[8] Ibid.

[9] Virginia School Report, 1878, p. 4.

[10] Ibid., p. 35.

[11] Virginius Dabney, p. 381-382.

[12] Virginia School Report, 1879, p. 4.

[13] Virginia School Report, 1877, p. 40. Virginia School Report, 1879, pp. xxviii, xxxi. Percent was derived by taking the difference between the total funding for 1877 and 1879 and dividing. The same procedure was used for the state percentage.

[14] Virginia School Report, 1878, p. 70.

[15] Virginius Dabney, p. 384.

[16] Chataigne's Virginia Business Directory and Gazetter 1880-1881 (Richmond: Baughman Brothers), p. 211.

[17] Virginius Dabney, pp. 385, 388.

[18] Ibid, p. 385.

[19] Ibid, p. 386.

[20] Ibid, p. 387.

[21] Moger, pp. 52-57.

[22] Ibid., pp. 55, 66-68.

[23] Whig [Richmond], 16 December 1881, Semi-Weekly Edition-No 98. Ruby Bishop West papers donated by the Floyd County Historical Society to the Special Collections Department, Newman Library, Virginia Tech.

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

[25] Virginius Dabney, p. 389.

[26] Virginia School Report, 1880, pp. 140-142.

[27] Ibid, p. 144.

[28] Ibid, p. 137.

[29] Charles William Dabney, Universal Education in the South, I (Chapel Hill: University of North Carolina Press, 1936), pp. 162-163.

[30] Virginia School Report, 1885, p. 114.

[31] Telephone interview with Dr. Banks Simmons of Lakeland, Florida, grandson of John Webb Simmons, 11 May 1986. Correspondence with Dr. Banks Simmons 19 May 1986. John Simmons was listed as a student at Oxford Academy in 1880-81. He was one of 55 men and women listed as students. Oxford Academy information located in Sue J. Shelor's book, Pioneers and Their Coat of Arms of Floyd County (Winston-Salem: Hunter Publishing Co., 1961), pp. 144-145.

[32] Correspondence with Dr. Banks Simmons of Lakeland, Florida, grandson of John Webb Simmons, 19 May 1986.

[33] Ibid.

[34] Floyd County School Board Minutes, 1872-1921. Floyd County School Board Office, Floyd, Virginia, p. 76.

[35] Virginia School Reports, 1882, 1883, 1884, 1885.

[36] Virginia School Reports, 1885, p. 95.

[37] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia. Newspaper article circa September 1881 glued in the front of the record book.

[38] Virginia School Report, 1879, p. 13.

[39] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia. Newspaper article circa September 1881 glued in the front of the record book.

[40] Virginia School Report, 1879, p. 13.

[41] Ibid., p. xii.

[42] Virginia School Report, 1880, p. 60.

[43] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, pp. 105, 106, 116, 152.

[44] Link, p. 90.

[45] Ibid.

[46] Floyd County School Board Minutes, 1872-1921. Floyd County School Board Office, Floyd, Virginia, p. 120.

[47] Virginia School Report, 1885, Part II, pp. 6-7.

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

[49] William Allen Link, "Public Schooling and Social Change in Rural Virginia, 1870-1920," Diss., University of Virginia, 1981, p. 167.

[50] Virginia School Report, 1879, p. 13.

[51] Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia.

[52] Ibid, p. 93.

[53] Ibid, p. 97.

[54] Little River District Minutes 1884-1907 by Elder Asa Shortt. Property of Jack Shortt, Floyd, Virginia, p. 20.

[55] Floyd County School Board Minutes, 1872-1921. Floyd County School Board Office, Floyd, Virginia, pp. 59-60.

[56] Ibid, p. 66.

[57] Virginia School Report, 1880, p. 30. Virginia School Report, Biennial Report 1900-1901, Part II, p. 109.

[58] Floyd County School Board Minutes, 1872-1921. Floyd County School Board Office, Floyd, Virginia, p. 146.

[59] Virginia School Report, 1880, p. 30. Virginia School Report, 1885, p. 15. Virginia School Report, 1890, p. 13. Virginia School Report, Biennial Report 1894-1895, Part III, p. 197. Virginia School Report, Biennial Report 1900-1901, Part II, p. 109.

[60] Virginia School Report, 1885, pp. 229, 236. Virginia School Report, 1890, pp. 81, 154. Virginia School Report, Biennial Report 1894-1895, Part III, p. 268. Virginia School Report, Biennial Report 1896-97, p. xvii.

[61] Virginia School Report, 1882, p. 63.

[62] Ibid.

[63] Virginia School Report, 1880, pp. 127-128.

[64] Roanoke Times. [Roanoke], 17 August 1958. Papers of Ruby Bishop West donated by the Floyd County Historical Society to the Special Collections Department, Newman Library, Virginia Tech.

[65] Ibid.

[66] Ibid.

[67] Ibid.

[68] Ibid.

[69] Virginia School Report, 1882, p. 63.

CHAPTER V

EFFORTS IN DEVELOPING TEACHER EDUCATION 1876-1900

By 1876, William Henry Ruffner had met one of the mandates in the Underwood Constitution, namely having a school system in place across the state. But this infant state system had barely begun to function when, in the late 1870's, the Funder debt issue challenged its continued existence. The political and economic turmoil surrounding this crisis left Ruffner and county superintendents with little opportunity to carry out another constitutional mandate, establishing Normal schools. It was not until the debt issue had been settled that teacher education began to receive serious attention. Local and state superintendents in the late nineteenth century began to call for public funding to finance teacher education; however, politics again interfered. Moreover, similar to their students, geographic, and social factors also affected the type and amount of education teachers received in both public and private settings.

Tied to this issue of education was teacher certification and examination. School superintendents licensed and examined teachers based on their own individual

criteria. The type of certification awarded to teachers by superintendents influenced the amount of salary received. Superintendents, with their power to set standards for teachers, played a key role in shaping their school systems. They were also influential in early efforts to educate teachers. For Floyd County, the third school superintendent George Willis, (1886-1897), worked extensively to improve teacher education.

George Augustus Willis

George Willis (1853-1932), was to play a significant role in the development of teacher education and the public school system in Floyd County. A native of the county, Willis received his primary education in the one-room schools.[1] His secondary education centered on Roanoke College, (1874-1876),[2] and the Oxford Academy in Jacksonville.[3]

When he became superintendent in 1886, Willis ran his office from his home in Hylton, Virginia (changed to Willis in 1894).[4] His daughter, Lena McDonald, recalled that her father took his education work seriously. She stated that her father traveled by horse and buggy visiting schools all over the county, staying overnight in the patrons' homes.[5]

During his eleven years as superintendent, Willis traveled extensively on behalf of education. In 1887, he

logged 2000 miles compared to the state average for superintendents of 851 miles.[6] This trend continued for Willis in 1894. In that year, he traveled 1100 miles visiting all but eleven schools in the county.[7]

When Willis became superintendent in 1886, he inherited a rural school system. The occupations of parents for the white school population in Floyd County recorded in the 1885 Census included the following:[8] (Occupations of black parents were not given.)

Merchants	19
Farmers	1778
Mechanics	152
Laborers	195
Professionals	37

Willis recognized the need to expand educational opportunities for his rural constituency. He told the school board at his first meeting as superintendent that "he had the advancement of the interest of the public schools at heart."[9] For Willis, advancement included teacher education. He continued to hold Teacher Institutes that his predecessors, Stigleman and Simmons, had implemented. Teacher Institutes held at the county level in Virginia became commonplace in the late 1800's. State Summer Normals were held in an attempt to provide teachers with ways to upgrade their teaching skills and certificates. In 1889, Willis was

instrumental in bringing a State Summer Normal to Floyd County,[10] only one of six held in Virginia for that year.[11]

Teacher Institutes, State Summer Normals and Normal Schools

Teacher education in late nineteenth century Virginia centered primarily around three means: Teacher Institutes, State Summer Normals, and Normal Schools. According to the Underwood Constitution, Normal schools were to be established "as soon as practicable."[12] However, by 1883, the General Assembly had not financed this constitutional mandate. Virginia's governing body had focused its energy on the state debt crisis, paying little attention to constitutional requirements. State Superintendent Farr argued in his 1883 report that the General Assembly had bypassed this law for teacher education by using the "as soon as practicable" phrase as an excuse.[13] Farr argued that teachers wanted education but received little encouragement from the state. In 1873, the General Assembly enacted a law limiting Teacher Institutes and State Summer Normals by dictating:

> The Board of Education shall have power, at its discretion, to invite and encourage meetings of teachers at convenient places, and to provide addresses to be made before such meetings, touching the processes of school organization, discipline and instruction: provided that no public money shall be expended for the purposes

> of this section; <u>that no such meetings of teachers shall be held during the period of the year when the schools are, or should be, open; that no teachers shall be compelled to attend such meetings, nor be paid for attendance</u>.[14] [italics added]

Farr called this law a 'disgrace to the intelligence of the state.'[15] This left the Peabody Fund as the major benefactor for teacher education in Virginia. For example, in 1882, 1000 dollars of the Peabody Fund was used to hold Normal Institutes for whites in Salem and Farmville, and for blacks in Petersburg. The Peabody Fund also provided scholarships for a few teachers each year to attend the Nashville Normal College in Tennessee.[16]

Nineteenth century teacher education in Virginia centered on three levels. The first level composed the Teacher Institutes held at the local level. The superintendent presided over the meetings dealing with topics such as "the practical improvement in the art of teaching".[17] Local Institutes were held for blacks and whites in Virginia. Occasionally teachers of both races attended the same meeting. This was true for Floyd County in 1889 as Table 5.1 shows:

Table 5.1: Number of Institutes and Teachers Present, 1880-1895

Year	Number of Institutes	Teachers Present	Year	Number of Institutes	Teachers Present
1880	2	*	1888	1 (W)	100
1881	6	*	1889	1 (W & B)	120
1882	1	66	1890	1	*
1883	1	42	1891	None Held	
1884	1	47	1892	No Report	
1885	No Report		1893	**1 County	72
1886	1 (W)	62	1894	11	*
1887	1	*	1895	No Report	

*Information not available
**For that year, district meetings were held almost monthly.

Source: Virginia School Reports, 1880, 1881, 1882, 1883, 1884, 1885, 1886, 1887, 1888, 1889, 1890, 1891, 1892-93, 1894-95.

One problem with local Institutes not only for Floyd County but for the state was created by the law prohibiting meetings of teachers from being held during the regular school term. County Institutes were forced to be held in the summer causing them to compete against the next level of teacher training, the State Summer Normals. Several school superintendents complained in their 1891 reports of not being able to hold county Institutes for fear of interfering with the Summer Normals. This competition helped to make the number of local Institutes vary from year to year in the counties.[18]

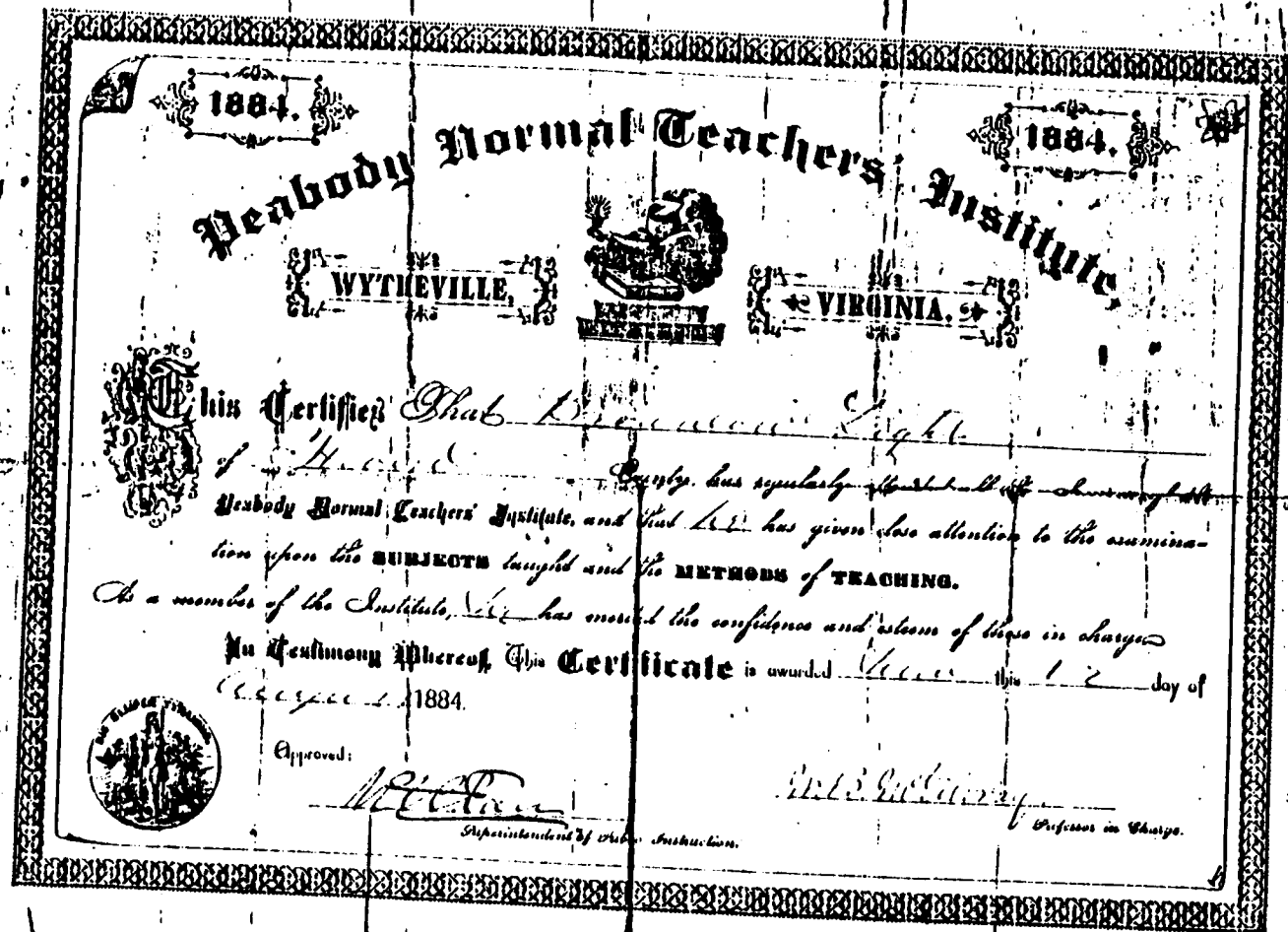
The second level of teacher education, the State Summer Normal Institutes were considered by Ruffner in 1881 to be a

"great improvement" over the County Institutes due to longer instructional sessions and better instructors.[19] Normal Institutes ran on an average of three to six weeks. They were funded with Peabody money. The first Normal or Peabody Institutes were held in 1880. One was held at the University of Virginia for white teachers and the other in Lynchburg for black teachers.[20] Teachers paid their own way to the Normal Institutes. Railroads allowed reduced rates for black and white teachers attending the Institutes.[21] Teachers in Floyd County did receive supplements for attending Summer Normals. The Jacksonville School District Records reported Cos Dickerson and Sarah C. Eller as receiving ten dollars each in 1885 for attending Normals in Christiansburg and Wytheville.[22]

While a few Normal Peabody Institutes were held across the state each summer, many teachers never attended. By 1891, 3000 white and 1000 black teachers had been identified as never having attended a State Summer Normal.[23] The teachers that did enroll at the Summer Normals attended on an irregular basis. State Superintendent Massey in 1891 pointed out that irregular attendance rendered detailed study as impracticable. He called for legislative authority to allow Institutes to be held during the school term. Massey argued for compulsory teacher attendance with pay to offset the problems posed by irregular attendance.[24] The state

superintendent argued for state financial support to increase Summer Normals. However, it was not until March 1894 that the General Assembly passed a law to appropriate 2,500 dollars of public school funds for the support of the State Summer Normals.[25]

Floyd County teachers participated in the State Summer Normals. In 1884, for example, twelve white teachers attended the Peabody Institute held in Wytheville, Virginia. The eight men and four women teachers ranged in age from eighteen to thirty. All were natives of Virginia with two being married and ten single. Five of the teachers had attended Normal Institutes prior to the one in Wytheville. Their educational backgrounds included public and private schools. Nine were educated in the public schools. Two received their training at the Jacksonville Female Institute and one at the Oxford Academy in Jacksonville. Of the twelve teachers, six had kept up a course of reading during the year with four subscribing to educational literature. None of the Floyd County teachers that attended the Wytheville Institute held diplomas. However, all twelve indicated a desire to make teaching a career.[26] Teachers attending the Wytheville Institute for its duration received certificates. At least one teacher from Floyd County attended on a regular basis (see next page). While some teachers from Floyd County traveled to surrounding areas to attend Peabody Institutes,



1884. 1884.

Peabody Normal Teachers' Institute,

WYTHEVILLE, VIRGINIA.

This Certifies That [illegible] Light

of [illegible] County, has regularly [illegible] the Peabody Normal Teachers' Institute, and that [illegible] has given close attention to the examination upon the SUBJECTS taught and the METHODS of TEACHING.

As a member of the Institute, [illegible] has merited the confidence and esteem of those in charge.

In Testimony Whereof, This Certificate is awarded [illegible] this 12 day of [illegible] 1884.

Approved:

[illegible]

Superintendent of Public Instruction.

[illegible]

Professor in Charge.

Certificate belonging to Christine Vest—daughter of Brownlow Light.

George Willis in 1889 brought a Summer Normal to Jacksonville.

Floyd Institute. The Floyd Institute was one of six held in Virginia in 1889. Peabody Funds totaling $1,519.60 paid for all or part of the six Institutes. (Private Normals for white teachers were also conducted in parts of Virginia but without Peabody aid.) Three of the Peabody Institutes were for blacks and three for whites. The Jacksonville Institute was for white teachers.[27] While Peabody Funds were used to pay for Floyd County's Normal Institute, the Floyd County School Board trustees appropriated $15.00 to pay the conductor of the Institute, Professor William Graybill. The Board also charged teachers from other counties attending the Institute one dollar to help pay for Graybill's services.[28]

The Floyd Institute ran from July 23 to August 16, 1889. Three hundred and fifteen teachers representing 23 Virginia counties and the states of North Carolina, Tennessee, and Pennsylvania were in attendance. Five county superintendents also attended the Institute. Teacher and superintendent enrollment would have been higher had it not been for the "unprecedented rains and swollen streams" which hindered travel.[29]

The conductor of the Floyd Institute, William M. Graybill, wrote to State Superintendent Buchanan in 1889 describing the Institute's location as follows:

> All of the citizens have excellent homes, into which the teachers were received with old Virginia cordiality. The pure water, healthful climate, and invigorating atmosphere stimulated all to achieve effort. Every other interest of the town and community was made subservient to the success of the institute. The citizens of the community, being in perfect sympathy with popular education, provoked the teachers to diligence in study by their kind attention and interest in the exercises of the institute.[30]

At the opening session of the month long Institute, Superintendent Willis and his predecessor, John Simmons, along with U.S. Congressman Posey G. Lester (Floyd native) and the Reverend John K. Harris of the Oxford Academy addressed the teachers. Instructors for the Institute were as follows:[31]

Principal William M. Graybill--Roanoke City Schools. Conductor of the Institute. Instructor for subjects: History, Physiology, Pedagogy.

Mrs. C.T. Bartkowska--State Female Normal School in Farmville. Instructor for subjects: Arithmetic, Geography, Elocution.

Annie Rosser--Danville Graded School. Instructor for subjects: Grammar, Phonics, Calisthenics.

Professor J.E. Kittinger--Instructor for Music.

Lucy Boswell--Graduate of State Female Normal School. Lessons in Drawing.

Other lecturers during the month long session included:

Superintendent William E. Duncan
Professor J.K. Harris of Oxford Academy in Jacksonville
Professor G.B. Giles of Virginia Normal and Business Institute
Principal J.R. Rutrough of Mountain Normal College in Hylton (changed to Willis in 1894)

The daily program of instruction for the Floyd Institute was as follows:[32]

8:30 to 9:00 AM	Devotional and General Exercises
9:00 to 9:45 AM	Arithmetic
9:45 to 10:20 AM	Physiology
10:20 to 10:30 AM	Recess
10:30 to 10:50 AM	Music, Calisthenics
10:50 to 11:30 AM	Reading and Elocution
11:30 to 12:00 AM	History
12:00 to 2:00 PM	Intermission
2:00 to 2:10 PM	Music
2:10 to 2:50 PM	Grammar
2:50 to 3:20 PM	Theory and Practice of Teaching
3:20 to 4:00 PM	Geography
4:00 to 4:40 PM	Drawing, Music

Upon request of teachers at the Institute, instruction was also offered on Saturdays. One Sunday during the month's session, two meetings, one being for men and the other for women, were held. The Sunday session focused on social evils and "the woman's influence in restraining vice and in elevating society."[33] Teachers also met each weekday evening except on Wednesdays to participate in music and literary discussions. Wednesday evenings were reserved for worship.

Teachers gathered with the local citizens for prayer and Bible study.[34]

During the closing week of the Institute, Superintendents Willis and Duncan gave an examination to the teachers. The teachers' answers were forwarded to their respective county superintendents. Graybill reported that with "few exceptions" the exams "proved satisfactory."[35]

Examinations were also given during the Floyd Institute to those teachers who applied for Peabody scholarships to the Nashville Normal College.[36] The Nashville Normal College represented the third level of teacher education in Virginia.

Normals. Normal Schools represented the highest level of teacher education offered in nineteenth century Virginia. Students attending Normal Colleges enrolled for a two to three year course of study.[37] Four State Normals (two for whites and two for blacks) were in operation in 1888. Of the four schools in Virginia, the State Female Normal at Farmville and the Hampton Normal received Peabody funds. Besides the State Normal Colleges for educating teachers, the University of Virginia offered a three month course on teacher instruction. The college of William and Mary in 1888 was authorized to establish a Normal College for white males who wanted to enter the teaching profession.[38]

While teacher education was offered through State Normals and some other colleges, few teachers received a formal education. In 1885, approximately six percent of Virginia's teachers had received a college degree.[39] (Floyd County had one teacher with a degree from Roanoke College in 1885[40]). This lack of education was lamented by State Superintendent Farr in 1883. He argued that teacher education was an important goal. Farr stated:[41]

> Some may still think that all are born [italics added] to teach [italics added], and that special training is not necessary for any; but the practical experience of every-day life destroys this assumption, and makes it clear that teaching is a profession, and does not come by intuition, but that it requires as much hard study and application as any of the other learned professions.

Even with this appeal, higher education for teachers remained unchanged. By the turn of the century, approximately 80 percent of Virginia's teachers had no formal education beyond high school with approximately one third receiving no education beyond the primary level.[42] At least one teacher in Floyd County, Brownlow Light, was a notable exception. Light participated in all three levels of education offered to teachers during the nineteenth century.

Brownlow Light

As a teacher, Brownlow Light (1861-1947) had a profound impact on Floyd County. He taught school for more than 40 years and was considered to be one of the most outstanding teachers in the county. Light's attitude toward his own professional development added to his uniqueness as a teacher. During his teaching career, Light sought to improve his education by participating in Teacher Institutes, State Summer Normals, and the Peabody Normal College.

A native of the county, Light's parents named him after Governor Brownlow of Tennessee. His educational background consisted of public and private schooling in the county. He attended the Oxford Academy in Jacksonville under the Reverend John K. Harris.[43]

Brownlow Light began teaching in 1879 at the age of eighteen. From 1879 to 1922, Light taught school, primarily in Floyd County. He taught for two years, 1885-86, in Salina, Kansas. Light's reasons for moving to Kansas had to do with relatives living in Salina coupled with the fact of better wages and benefits for teachers. While teaching in Kansas, the school board provided him with a pony to ride. Besides Kansas, Light also taught one year in the counties of Montgomery and Roanoke, Virginia. The only time Light was not involved in the teaching profession was when he enlisted in the U.S. Army during the Spanish-American War.[44]

During Light's teaching career in Floyd County, he taught at the following schools:[45]

Siner	Meadow Run
Mount Pleasant	Flint or Double Springs
Washington	Chestnut Level
Halls	Terry's Fork
Iddings	Halls Graded School or Locust Grove

Brownlow Light attended several State Summer Normals during his teaching career as follows:[46]

Abingdon	1881
Salem	1882
Blacksburg	1883
Wytheville	1884
Floyd	1889

Besides Summer Normals, Light also attended the Peabody Normal College in Nashville, Tennessee. According to his daughter, Christine Vest, Light and one other person from the counties surrounding Floyd received Peabody scholarships. The other person later became President of Shenandoah Life Insurance Company in Roanoke, Virginia.[47]

Light was respected by the superintendents in Floyd County under whom he taught. In February 1881, Dr. Stigleman wrote Brownlow Light a letter describing how he should carry out the closing exercise of school. Stigleman told Light that he had invited guests to attend the ceremony. Stigleman

wrote to Light that he wanted people to see "what you can do"[48]

Light's reputation as a teacher was noted by George Willis. In 1887, Willis issued Light a teacher's professional certificate for two years without examining him due to his "ability and experience." In 1903, Floyd County Superintendent, P.F. Shelton, issued Light a professional certificate good for seven years.[49] This certificate was difficult to obtain. At the turn of the century, only 39 professional certificates were issued out of 8,836 teachers in Virginia (see next three pages).[50] The type of certification awarded to teachers was influenced by the kind of education received. Superintendents used teacher education as one of their criteria for licensing and examining teachers.

Teacher Certification and Examination

Superintendents examined and certified teachers during the nineteenth century. Each superintendent developed and graded his own exams.[51] Copies of the exams were sent to the state superintendent's office. Teachers were evaluated on their scholarship and moral character. Four levels of certificates were issued to teachers based upon their examination records as follows:

Teacher's Professional Certificate

No. 1

Regulation of Board of Education.
May 1, 1876.

PUBLIC FREE SCHOOLS OF VIRGINIA.

Teacher's Professional Certificate.

IT IS HEREBY CERTIFIED, That Brownlow Light having passed an examination in Orthography, Reading, Writing, Arithmetic, Grammar, Geography, and on The Theory and Practice of Teaching, and having furnished satisfactory evidence of Professional Ability, Zeal and Experience, and also of Good Morals and General Fitness, is hereby **Authorized to Teach** in the Public Free Schools of Floyd County, during the term of two Years, beginning August 1, 1881.

Given this 1st day of August A.D. 1881

Todd Stegleman Sup't of Schools,

Floyd County.

(Form 329.)

Public Free Schools of Virginia

VIRGINIA.

Teacher's Professional Certificate.

It is hereby certified, *That* Brownlo Light *having passed the required examination on* Orthography, Reading, Writing, Arithmetic, Grammar, Geography, History, Not examined but licensed on account of Ability and experience as a teacher *and on* The Theory and Practice of Teaching, *and having furnished satisfactory evidence of Professional Ability, Zeal and Experience, and also of Good Morals and General Fitness, is hereby* Authorized to Teach *in the* Public Free Schools *of* Floyd *County, during the term of* two *years, beginning August 1, 1887, unless this certificate be annulled.*

Given under my hand, *this* 6th *day of* October *A. D., 1887.*

Geo. P. Willis *Sup't of Schools,*

Floyd *County, Va.*

Property of Christine Vest

Professional Certificate.

VIRGINIA

SIC SEMPER TYRANNIS

PUBLIC SCHOOLS OF VIRGINIA.

This Certifies, That Mr Brownlow Light having furnished satisfactory evidence of good moral character and fitness to teach, and having completed the Professional Course of Study, embracing General History, Civil Government, English Language and Literature, Physical Geography, Algebra, Pedagogy, and School Law, is hereby licensed to teach in the **Public Schools of Virginia** for a period of Seven Years from this date, without further examination.

Given under my hand, this 8th day of September, nineteen hundred and Three

P. J. Shelton,

Superintendent of Schools

of Floyd

No. Five

First Grade (A)
Second Grade (B)
Third Grade (C)

The teacher's professional certificate was issued for two years. A superintendent could renew a teacher's professional certificate for up to five years without reexamination. A teacher who received this level of certification was deemed by the superintendent as being excellent in both teaching and scholarship skills. The other three levels of certificates were issued on a yearly basis. A superintendent could revoke a teacher's certificate at any time.[52]

Few teachers received professional certificates in Floyd County or the state. In 1885, teacher certification for both blacks and whites was as follows:[53]

	FLOYD COUNTY	STATE
Professional Certificates	7	723
First Grade	17	2480
Second Grade	51	2007
Third Grade	13	1123
Total	88	6333

In 1896, the breakdown of teacher certification, black and white, in Floyd County gave the following results:[54]

Professional Certificates	0 (W)	0 (B)
First Grade	35 (W)	0 (B)
Second Grade	46 (W)	3 (B)
Third Grade	17 (W)	3 (B)

In 1891, a resolution was passed at a joint meeting of the State Educational Association and Superintendents' conference calling for a uniform examination of all teachers. State Superintendent John Massey was requested to issue semiannually printed exam questions. These exams were to be given simultaneously across the state. Questions were prepared in the following subject areas:[55]

Reading Arithmetic History Writing Geography
Grammar Physiology Hygiene Orthography
Theory and Practice of Teaching (First & Second Grade Certificates Only)

In order for teachers to receive a first grade certificate, an average of 80 percent was required. A second grade certificate mandated an average of 70 percent and a third grade certificate called for an average of 60 percent. Teachers obtaining a first grade certificate were licensed to teach for three years. The second grade certificate was in force for two years with the third grade good for only one year. To obtain a certificate, a person had to be at least eighteen years of age. Furthermore, a first grade certificate could not be issued to anyone under the age of twenty who had not taught school for ten months.[56] Exams for blacks and whites covered the same subject areas but were different. However, the same rules and regulations for

taking exams and being licensed to teach applied to black and white teachers alike.[57]

The state superintendent was also authorized to issue two grades of State certificate. The professional certificate was valid for seven years. Teachers receiving this certificate were tested in the same subject areas required for a first grade certificate plus additional courses as the state superintendent dictated. The second state certificate was the life diploma. To receive a life diploma, teachers had to maintain a 75 percent mastery in the subject areas tested. Teachers applying for a diploma or certificate had up to two years to complete all requirements.[58]

Beginning in 1895, teachers completing a prescribed course of study through the State Summer Normals did not have to take any examination for certificate renewal.[59] In 1898, teachers graduating from the State Female Normal at Farmville, college of William and Mary, Peabody Normal at Nashville, Hampton Normal and Agricultural Institute, plus the Normal and Collegiate Institute at Petersburg obtained a State certificate valid for five years without further examination.[60] State Superintendent, Joseph Southall, in his biennial report of 1897-98 outlined another means for teacher certification. Teachers of first grade certificates could receive a professional certificate for seven years if they

successfully completed a three year home study program directed by the State Board of Education.[61]

Another means for certifying and educating teachers was through the Virginia Reading Association. Formed in 1884, the Association's main purpose was to encourage teachers to peruse educational material. All white teachers were eligible to join for a yearly fee of 50 cents. Teachers had two years to complete all required readings after which they were tested. Teachers who passed the examination received a two year certificate. By 1886, 400 white teachers in Virginia had joined the Reading Association. Floyd County had one member in 1889.[62]

While uniform examination of teachers became the norm in 1891, State Superintendent Massey argued that standard certification had not been met. Massey stated that as long as superintendents graded the exams there would be "as many standards as there are superintendents."[63] The many standards continued until 1905 when a State Board of Examiners was appointed to grade teacher exams.[64]

Certification meant more to teachers than how often they were examined by superintendents. Teacher salaries were affected by the kind of certificate held. District boards set the scales for salaries based on the certification of the teacher. Salaries were also influenced by the teacher's sex and race, available funds, plus attendance of students.

Salaries

Teachers faced many uncertainties in gaining and keeping employment in nineteenth century Virginia. Once hired, they earned little for their endeavors. From the beginning of the state school system in 1870 to 1900, salaries increased little for either men or women. For most, pay was irregular. Teachers' salaries were paid out of state and county funds.[65] It was the duty of the county treasurer to collect state, county, and district taxes. The treasurer received no salary for his task only a commission for the taxes collected. Without a salaried job, the county treasurer usually had another occupation which took time away from collecting fees. During the nineteenth century, months could elapse before all taxes were collected.[66] Without sufficient funds, teachers were delayed in receiving their salaries. For the school year 1892-1893, Floyd County was one of 57 counties and cities out of 116 divisions that reported a delay in the payment of teachers.[67]

When funds for schools were not met, county treasurers had the option of applying for relief to the General Assembly. The treasurer of Floyd County, J.C. Barnard, in 1892 applied for relief to the legislature. By an act of the General Assembly, Barnard was advanced 1700 dollars for

teacher salaries. The treasurer was to repay the loan after collecting the remaining taxes.[68]

Attendance of students was another factor influencing teacher pay. By law, a public free school, in order to operate, had to maintain an average daily attendance of 20 students. This average was the basis used for paying teachers. However, school boards could pay teachers for lower enrollments. Teachers were paid proportionally based on the average daily attendance of between 15 and 20 students. No public money could be used to finance a school with an average daily enrollment of less than ten students. One final clause to the attendance law allowed teachers with an average daily attendance of 15 students to receive a full salary if "peculiar geography of the district" or other extenuating circumstances made higher enrollment impossible.[69] Beginning in 1886, teachers were required by law to keep a register showing student enrollment and attendance (see Appendix H). The Virginia School Register would be used for four years before needing to be replaced and cost 75 cents per copy. The register was used by superintendents to verify student attendance and enrollment for salary purposes.[70]

Teachers received higher salaries in the cities than in the counties. On a yearly basis, city teachers had an advantage due to the length of the school term. By the

1890's, cities averaged nine-month school terms whereas county schools managed only five and one-half month sessions. The discrepancy in monthly salaries between city and county teachers was noted in 1893 as follows:[71]

CITY		COUNTY	
M	F	M	F
$67.83	$39.45	$27.21	$25.48

As a rule, salaries for teachers in rural, nineteenth century Virginia varied between 20 and 30 dollars per month[72] as Table 5.2 shows:

Table 5.2: Average Monthly Salary for Black and White Teachers in Floyd County and the State, 1880-1900

	FLOYD COUNTY		STATE	
	M	F	M	F
1880	18.26	18.04	29.20	24.65
1885	20.02	21.30	31.00	26.88
1890	20.98	19.82	31.69	26.61
1895	20.33	19.86	32.82	26.95
1900	19.80	19.60	32.47	26.18

Source: Virginia School Reports, 1880, 1885, 1890, 1894-1895, 1900-1901.

In only one year did female teachers in Floyd County earn more than their male counterparts. Females also earned less on a state wide basis. Females began to dominate the

teaching profession by the late 1880's in Virginia. Salaries for women between 1871 to 1900 averaged a fifth to a fourth lower than their male colleagues.[73] The sex ratio for teachers, black and white, in Floyd County and the state during the latter part of the nineteenth century was as follows:

Table 5.3: Percentage of Male and Female Teachers in Floyd County and Virginia, 1880-1900

	FLOYD COUNTY Percent		STATE Percent	
	M	F	M	F
1880	74.2	25.7	61.7	38.3
1890	66.6	33.3	41.5	58.5
1900	46.3	53.7	31.5	68.5

Source: William Allen Link, "Public Schooling and Social Change in Rural Virginia, 1870-1920," Diss. University of Virginia., 1981, p. 111. Virginia School Reports, 1880, 1890, 1900-1901.

Black teachers, both males and females, averaged lower salaries than their white colleagues. Joseph Eggelston, who would later become the state superintendent, estimated in 1902 that black teachers received 20 to 50 percent less for salaries than whites.[74] An example of salary differentiation between the races was shown in 1884:

Table 5.4: Average Monthly Salary By Race for Teachers in 1884*

	State	Floyd County
White Males	$30.25	$19.66
White Females	$26.18	$19.56
Black Males	$25.77	$19.48
Black Females	$23.52	$17.37

Source: William Allen Link, "Public Schooling and Social Change in Rural Virginia, 1870-1920," Diss. University of Virginia, 1981, p. 174. Virginia School Report. 1884, p. 47

*Link noted in his dissertation that the only years averages for black and white teachers' salaries were provided on a statewide basis included: 1884, 1885, 1905, 1906, and 1907.

The black male teacher in Floyd County usually received a lower salary than whites. However, there were exceptions. For example, in 1894 the black male teacher for the Indian Valley district received a comparable, and eventually higher salary than his white male colleagues as shown below:[75]

White Males	$19.80
White Females	$18.67
Black Males	$20.00
Black Females	------

One reason why the black male teacher may have received a slightly higher wage in the Indian Valley district dealt with the school term. For that year, the school session ran for 4.5 months for the black school as compared to 4.48 for the white schools in the Indian Valley district.[76]

The majority of teachers in Floyd County and the state were young. Women left the teaching ranks to marry. Older males appear to have left the teaching profession due to low salaries.[77] Below, Table 5.5 shows the percentage of age distribution for teachers in Floyd County and the state for 1885.

Table 5.5: Age Distribution of Teachers, Ages 18 to 30 and 30 to 60

	Floyd County		State	
	18-30	30-60	18-30	30-60
	%		%	
WM	71.1	28.8	50.6	49.4
WF	81.0	19.0	69.3	30.7
BM	83.3	16.6	70.3	29.7
BF	100.0	----	93.6	6.4

Source: William Allen Link, "Public Schooling and Social Change in Rural Virginia, 1870-1920," Diss. University of Virginia, p. 113, Virginia School Report, 1885, p. 67.

Whether teachers were young or old, male or female, black or white, salaries showed little gain in the nineteenth century.[78]

	1871	1901	Gain
Males	$32.36	$32.66	+.30c
Females	$26.33	$26.46	+.13c

Besides low pay, teachers faced other needs. With few Normal Schools and State Summer Normals to aid in their

education, teachers had to rely on local support. Private schools provided another means for some teachers to use in obtaining an education.

Private Schools in Floyd County 1870-1900

While public funding for teacher education during the nineteenth century rested primarily on Peabody support, private endeavors in schooling played an important role in educating men and women. Floyd County had three private schools during the latter part of the 1800's. These schools were used as training grounds for teachers in the public school system.

Jacksonville Female Institute 1870-1885. The Jacksonville Female Institute (see Appendix D) was operated by three sisters from Massachusetts. Of the three sisters, Annie Maria Smith, achieved the most fame. Miss Smith was recognized not only for her teaching skills but as a friend of Edgar Allen Poe.[79]

Annie Maria Smith (1817-1883) was born in Salem, Massachusetts (see Appendix E). She attended Abbott Seminary in Andover, Massachusetts, graduating in 1834. After leaving the Seminary, Annie Maria taught school for five years in Massachusetts. In 1841, she moved to Richmond, Virginia.[80] While in Richmond (1841-1861), Annie Maria ran a school for

young ladies.[81] In 1861, Annie and her two sisters, Sarah Smith and Ellen C. Staicos, appeared to have moved to Franklin County, Virginia in order to be with their brother. The brother, Horace Smith, was a Presbyterian minister in Franklin County. Around 1869-1870, Annie and her sister Sarah moved to Floyd County to serve as governesses for the Samuel Dobyns family. According to Horace Hood, in a 1939 Roanoke Times news article, the sisters began operating the Jacksonville Institute shortly after arriving in Floyd County around 1870. Tip Fishburn aided the sisters in getting the school started.[82] Annie Maria's and Sarah's sister, Ellen Staicos, was listed in the 1872 Virginia School Report as operating a private high school beginning in 1868 (see Chapter Two).[83] It appears Annie Maria's Jacksonville Female Institute was an outgrowth of the private high school run by Ellen Staicos. Throughout the time the Institute was in operation, Annie or her sister, Ellen Staicos, acted as the principal.[84]

Besides operating the Female Institute, Miss Annie also taught in the public schools. She was the first woman to be employed as a teacher in the public schools in Jacksonville. In the early 1870's, Annie Smith taught in the public graded school that was housed in the old Female Academy. She was proclaimed by her students as the "most popular teacher who every taught."[85] While teaching both in the public and

private schools, Miss Annie alluded to her friendship with Edgar Allen Poe. Former students, Mary and Kate Tompkins, recalled in 1939 of Miss Annie's discussions concerning Poe. Supposedly, Annie Smith first met Poe in Boston after which he called on her several times. Mary and Kate Tompkins remembered a story that Annie Maria frequently told her students. On one occasion when Poe visited Miss Annie, a mouse ran into the folds of her skirt. She trapped the mouse with her hand and held it against her body until Poe left. In 1883, on Miss Annie's deathbed, she confessed of her friendship with Poe claiming the poem, "For Annie," was meant for her. Horace Hood in a 1939 newspaper article quoted Annie Maria's nephew, Horace Smith, as stating that 'Annie was known as the mystery woman in Poe's life.'[86]

Annie Smith was considered a 'good looking woman' standing five feet nine inches tall. She was reputed to have a beautiful voice.[87] Perhaps due to her interest in music, piano was offered as one of the educational offerings at the Jacksonville Female Institute. The Salem Conservative in 1876 published the following advertisement:[88]

> The Sixth session of this School will commence September 11, 1876, and continue ten months.

TERMS

Board, per month	$10.00
Washing	$ 1.00
Tuition in English branches and Latin, per month	$ 2.00
Modern languages each per month	$ 1.00
Music or Piano per month	$ 3.00
Use of piano per month	$ 1.00

Drawing, Painting, Embroidery,
Waxwork, & extra charges.
Contingent fee $1.00 per pession [sic]
Pupils are expected to furnish one pair
of sheets, one pair of pillow cases,
one blanket, towels and table napkins.

Some of the young women who attended the Institute became public school teachers. In 1884, two of the women teachers that enrolled at the Wytheville Summer Normal named the Female Institute as their alma mater. The Floyd County School Board record's, Exam Lists With Age, gave Olive Evans Jett as having attended the Institute.[89]

The Institute appears to have closed around 1885. Annie Smith had died in 1883 leaving the school without its most visible teacher.[90] The Institute was not the only private means of education available for citizens in Floyd County. The Oxford Academy, located only a short distance from the Institute (see Appendix D), was a well known academic institution under the direction of Reverend John Kellogg Harris.

Oxford Academy. The Oxford Academy was established by John Kellogg Harris (1832-1910) and his wife Chloe Bigelow Harris (1830-1897). The couple had experienced a variety of educational careers before coming to Floyd County in 1872.[91]

John Harris was born in Ticonderoga, New York. After graduating from Williams College in 1852, he taught in the National School of Choctaws in Nebraska for two years. It was during this period that Harris met his future wife, Chloe Bigelow. A native of Vermont, Bigelow graduated from Mt. Holyoke College in 1850. After finishing school, she moved to Nebraska to teach at the Choctaw Mission. Harris left the Choctaw school to enroll at Union Theological Seminary in New York. While he studied to become a Presbyterian minister, Chloe Bigelow moved to Virginia where she maintained a school for young ladies. In 1857, Chloe Bigelow married John Harris. When Harris graduated from the Seminary in 1858, he moved to Virginia serving as both minister and teacher. During the Civil War, Harris worked in the Confederate hospitals and acted as chaplain. In 1867, Harris became principal of Harrodsburg Female College in Harrodsburg, Kentucky. He left the principalship in 1872 to accept the pastorate of the Jacksonville Presbyterian Church in Floyd County.[92]

After moving to Jacksonville, Harris continued his former pattern of serving as both minister and teacher. The

Jacksonville District records show Harris as principal of the public graded school in July 1872. When the General Assembly passed a law in 1875 allowing the "higher branches" to be taught, Reverend Harris took advantage. The Jacksonville District trustees granted Harris the right to establish a "private arrangement" to teach Greek, Latin, and higher mathematics so long as he did not charge a tuition fee above two dollars.[93] With his interest in a "private arrangement," Harris and his wife applied to the Floyd County School Board in 1875 to start a high school. The minutes of the school board meeting acknowledged this request as follows: "Reverend J.K. Harris applied for the principal-ship of the Jacksonville High School and Mrs. J.K. Harris for position of 1st Assistant. applications granted and appointments made."[94] Whether this "high school" request was included as part of the Jacksonville public graded school or the beginnings of his private academy is not known. Harris continued to teach in the graded school until it closed sometime in 1878. For that year, the graded school was in operation for only a three month session (see Chapter III).[95] Sometime between 1875 and 1878, the Oxford Academy began with Reverend Harris and his wife as the teachers.[96]

The Oxford Academy began as a log structure with two large ground floor rooms in the back yard of the Presbyterian parsonage. Students called this building the 'North Pole.'

The Academy was destroyed by fire between 1898 and 1900. In its place, a new frame building was erected close to the parsonage.[97] (This building is still standing on Oxford Street in the town of Floyd.)

Reverend and Mrs. Harris offered subjects at the primary and secondary level to both males and females. Students studying the higher branches were being prepared for college. A common saying in Floyd County during the years of the Academy was that "In Mr. Harris' room anyone could get a college education if he wanted it; in Mrs. Harris' room one got a good elementary education whether he wanted it or not."[98] An undated circular listed the subjects offered at the Oxford Academy:[99]

> We teach much of the common College Course...
>
> We give great attention to the Common School work.
>
> We offer English, Latin, French, and Greek, fitting pupils for the Universities....
>
> The Primary Department and that of Piano Music have fine patronage.

To operate the Academy which included tuition, board, washing, lights, and fuel, a fee of $126.00 was charged per session. In addition, all boarding students were required to board and worship with the Harris family. Day students paid a tuition fee ranging from $16.00 to $26.00.[100]

The status of the Oxford Academy was cited by C.H. Dunlap of New York City to Reverend Harris in a letter dated February 8, 1902. Dunlap wrote:

> It gives me great pleasure to say: Oxford Academy has been recognized by the University of New York State as being equal or above the new York high schools. Henceforth, its credentials in the hands of its Alumnus [sic] will be credited for its face value measured by the counts in the N.Y. Univ's handbook.[101]

In 1882, Reverend Harris moved with his family to Nebraska to do home mission work. Reverend W.R. Coppedge replaced Harris as pastor of the Jacksonville Presbyterian Church and operated the Oxford Academy, or Oxford Seminary as it was also called, until circa 1886. Coppedge ran the school for four years until he moved from the county. An 1885 advertisement in the Floyd Reporter gave the following description of the Oxford Academy:[102]

> Primary, classical and normal school for both sexes.
> Rev. W.R. Coppedge, A.M, Principal.
> Thorough preparation for higher classes in college or for business.
> Special classes will be formed for young gentlemen or ladies preparing to teach. [italics added]
> Session begins 1st Monday in October. Classical Department will close about July 1. Normal term will be continued till August.

In 1889, the Harris family returned to Jacksonville due to Mrs. Harris's declining health. She had been unable to stand the extremely cold winters in Nebraska. Upon his

return, Harris reopened the Oxford Academy and served as the pastor for the Jacksonville Presbyterian Church. The Presbyterian Church took pride in the Academy. This was noted through an undated newspaper article as follows:[103]

> Oxford Academy...is one of the most important auxiliaries the church possesses in this section and has done much toward the success and upbuilding of Presbyterianism in this county. Many young men have graduated here who have since made a name for themselves.

Some of these alumni were:[104]

Reverend Francis Phillip Price--"for 45 years a leading minister, and advisor to the ruling powers of China"
Major B.H. Hensley--United States Army
Warren Latimer--Business manager in sugar interests for the Phillippine Islands
Judge John Edward Burwell--Trial Justice Court of Floyd
Paul Penick--Treasurer of Washington and Lee
Wells Goodykoontz--United States Senator from West Virginia
Dr. R.T. Akers--Physician, Served on Floyd County School Board for 45 years
Dr. James T. Akers--Taught English and modern languages at Washington and Lee and Central University, Kentucky
Dr. John Smith, D.D., of the Lutheran Church
Dr. S.S. Guerrant--Owner of one of the largest orchards in the state.

The Oxford Academy helped to educate teachers and superintendents of the Floyd County School System. Some of the educators who attended the Academy were:[105]

John Webb Simmons	George A. Willis	Dove Lawrence
Harry L. Lawson	Etta Hancock	Anna L. Willis
Hester A. Lancaster	R.T. Lancaster	Eula Lee Evans
Annie Maria Smith	Fontaine C. Smith	Lena A. Nunn
J.E. Cockram	Susan A. Edwards	Lena Lawson
Florence E. Graham	Ocie Peterman	Brownlow Light
Albert Peyton DeLong	Jessie May Peterman	Ara L. Willis
Nannie T. Dillon	Lottie Lawson	Minnie Tice
Mattie Ballinger	India Edwards	Olive Evans

Enrollment at the Academy varied from year to year. From 1892 to 1901, the number of students attending the school ranged from 35 to 86. In 1897, Mrs. Harris died leaving her daughter, Mayday Harris, along with Lena Lawson to teach the younger children. Around 1903 or 1904, Reverend Harris closed the Oxford Academy due to declining health. He died on March 22, 1910.[106] Even in death, Reverend Harris was not forgotten. Mission Schools were begun in the early 1900's in honor of him.

The Oxford Academy played an important role in the development of the Floyd County School System. The Mountain Normal which operated during the same time period as the Academy also educated public school teachers. The Mountain Normal began as a school offering a classical education but changed ownership and direction in the latter part of the nineteenth century.

Mountain Normal. The Mountain Normal was conceived by two men, John B. Wrightsman and Christian D. Hylton. By legend, these two men made plans for a classical school in Hylton (now called Willis), Virginia while on a fishing expedition. The Normal was to offer "a well-rounded education to country boys and girls and special training for school teachers."[107] Of the two men, it was Wrightsman who

put the plan into action. Wrightsman was a native of Pulaski County, Virginia. He was a self educated man who began teaching school at the age of seventeen. Throughout his life, he displayed a special interest in science, especially electricity. Wrightsman traveled around the countryside in a two-horse hack giving demonstrations on electricity and promoting education.[108]

In 1882, Wrightsman purchased two and one-fourth acres from C.D. Hylton, and H.P. Hylton who was a Brethren minister in Hylton, Virginia. A local Brethren congregation loaned him $400.00 to begin his school. Church members were entitled to use the Normal for services when not in use for schooling.[109] While the school was begun with Brethren support, it was nonsectarian taking in students of all denominations.[110] With land and money secured, Wrightsman was granted a charter on October 18, 1883. A joint stock company ($2000 to $10,000) was formed for the purpose of supporting a school and boarding house for the students. The joint stock company membership included: John B. Wrightsman and his wife Fannie, Samuel S. Wrightsman, Hester Wrightsman, Jennie Walters, William H. Spangler, and L. Dow Weddle. John Wrightsman, at the age of 26, was to be both president and treasurer of the stock company plus act as principal of the school. To meet expenses, the company sold shares at $25.00 each.[111]

According to an 1882-1883 circular (see next two pages), the school was divided into three sessions with the first term beginning in September and the last term ending in May. Tuition ranged from $15.00 to $20.00 with board available in private homes. Special attention was paid to men and women who wished to become teachers.[112]

The first class to enter the Normal comprised seven students who were: W.S. Leake (later a Baptist minister), W.H. Spangler, S.E. Wilkinson, Elias Wilkinson, W.M. Burwell (later a physician), Solomon Hylton, and Mollie C. Thompson (school teacher). Some of the other students who were known to attend included the following:

E.A. West	William West	Grey Staples
J.A. Hooker	Mollie Houchins	Minnie Hylton
A.N. Hylton	J.B. Hylton	Alice Hylton
Elza Hylton	Amos Bussie	Carrie Campbell
J.F. Bowman	Thomas Hall	Catherine Hylton

Class size increased during the short tenure of the school but never exceeded 60 students. Faculty members during the Normal era included John Wrightsman, J.H. Rutrough, R.E. Altizer, and Edward A. Miller. In 1885, Miller (a graduate of Milligan College), became the principal of the school.[113]

In the 1882-1883 circular of the Mountain Normal, students were to receive a "good business education." While receiving textbook knowledge, they were also exposed to other

LABORATORY.

The Laboratory of the Mountain Normal is a workshop, fitted up with sufficient Chemical Apparatus, where the students practically acquire a knowledge of Chemistry. This study is pursued by lectures and actual work in the qualitative determination of compounds.

TERMS.

The School-year is divided into three terms. The Fall term contains sixteen weeks. The Winter and Spring terms, ten weeks each.

EXPENSES.

Tuition, per year, $15, $18 and $20. Board in private families from $4 to $6 per month. Tuition and board must be paid in advance in three installments.

DIRECTIONS.

Students must send in their names by the first of May to the Corresponding Secretary at Hylton, Va., in order to have special arrangements made for them. Students will be admitted at any time.

☞ Any further information desired can be had from the Corresponding Secretary in regard to books, etc., etc.

☞ Students coming on the railroad will stop off at Christiansburg.

☞ Address all mail to

C. D. HYLTON, Cor. Sec'y,
HYLTON, VA.

S. A. HYLTON,
President of the Board.

CIRCULAR

OF THE

MOUNTAIN

NORMAL SCHOOL.

HYLTON, FLOYD CO., VIRGINIA.

CALENDAR:

1892.

Fall term begins Sept. 4.—sixteen weeks.
Fall term ends Dec. 22.

1893.

Winter term begins Jan. 1.—ten weeks.
Winter term ends March 9.
Spring term begins March 12.—ten weeks.
Spring term ends May 18, 1893.

Property of Elva Keith

Mountain Normal School.—School-Year 1882-83.

THIS institution is specially adapted to those seeking a good business education. Its chief aims are to bring in reach of the poorer class a privilege rarely offered, and to fill a long-felt want among the neglected mountain people. - Those who are preparing for the high and responsible duties of teachers of our youth should avail themselves of this privilege. No efforts will be spared to make the school a success.

COURSE OF STUDY:

In order to meet the wants of students who are not far enough advanced to enter the Normal Course, a PREPARATORY COURSE will be arranged. Students are expected to be familiar with the rudiments of the English language.

NORMAL COURSE.

FIRST YEAR.

.....Practical Arithmetic.
.....English Grammar.
Swinton's New School Composition.
Warren's New Physical Geography.
Steele's Fourteen Weeks in Physiology.

SECOND YEAR.

Hart's Composition and Rhetoric.
Swinton's Outline History of the World.
Olney's Complete Algebra.
Bartholomew's Latin Grammar.
Bartholomew's Latin Gradual.

THIRD YEAR.

Steele's Fourteen Weeks in Zoology.
Wentworth's Plane and Solid Geometry.
Steele's Fourteen Weeks in Philosophy.
Olmsted's School Astronomy by Steel.
Bartholomew's Cæsar.
.....Chemistry.

FOURTH YEAR.

Steele's Fourteen Weeks in Geology.
Gray's Botany.
Alden's Science of Government.
Wayland's Mental Philosophy.
Swinton's Studies in English Literature.

GENERAL INFORMATION:

This institution is yet in its infancy, but is designed to be, in all respects, a first-class school for both ladies and gentlemen. Eld. Jno. B. Wrightsman, of South Bend, Ind., has been selected as Principal. The school will be under the auspices of the Brethren church, though not sectarian in principle.

LOCATION.

This Institution is located on top of the Blue Ridge, 2,500 feet above the sea level. It is twelve miles west of Floyd Court-house, on the Floyd and Carroll turnpike, 30 miles south of the Va. & Tenn. R. R. The climate is very healthy—pure free-stone water. Good society. Nature has bestowed many curiosities throughout the country, such as lofty mountains, curious stones, etc.

MUSEUM.

There are in the Museum about 300 specimens for illustration in Geology and Zoology. As the Principal is acquainted with the science of Taxidermy, he will constantly add to the Zoological collection.

APPARATUS.

There are more than one hundred pieces of valuable apparatus for experiment in the department of Natural Philosophy. The illustrations thus afforded, add an interest to the pursuit of science of which the mere study of the text-book is almost wholly barren. The mechanical powers are thus fully explained and the more important principles in Hydrostatics, Pneumatics, Acoustics, Optics, and Statical and Dynamical Electricity are brought within the easy comprehension of every student. The study of Astronomy is pursued with such help as can be derived from globes and an orrery.

educational endeavors. At the May 29, 1885 commencement exercises of the Mountain Normal, students acted in the play 'Turn of the Tide.' Reverend J.C. Moomaw of Roanoke County gave the commencement address entitled, "The Mind - its possibilities."[114]

The Mountain Normal operated for only four years from 1882 to 1886. Financial problems plagued the school from its beginning. By 1885, the school was in debt $3000. Part of the problem stemmed from low enrollment. There were not enough students to help offset the mounting debts. Bowman, in his book Brethren Education in the Southeast, stated that "Principal Wrightsman was a promoter and salesman rather than a businessman."[115] The Floyd Reporter offered encouragement in its May 1885 edition stating that the Normal would "sustain itself against the financial crisis occasioned by some of its creditors closing down on it."[116] However, by 1886 the stock company folded causing the school to close. Wrightsman and Miller joined the faculty at Virginia Normal School (now called Bridgewater) with J.H. Rutrough obtaining employment as a teacher in the Roanoke High School.[117]

In 1890, J.H. Rutrough (an 1883 graduate of Milligan College) bought the defunct Mountain Normal. His main objective was to train teachers for the public schools. Rutrough operated the Normal from March 1 (or after the one

room school in Willis finished its session) until July 1 of each year.[118] (See next page)

The school consisted of two buildings, one for classes and the other for boarding. The dormitory was comprised of four stories with a full size basement and attic. The basement housed the kitchen and dining room. Rutrough and his family lived on the floor above the basement with doctors and dentists renting other rooms that were available.[119]

During some of the years that Rutrough ran the Mountain Normal, he had assistants. R.E. Altizer, who had taught with Rutrough during the Wrightsman era, was an assistant. The two men did not always work together in harmony. Once, they had a disagreement causing Rutrough to move his classes into two dormitory rooms with Altizer finishing his session in the Normal building.[120]

Subjects taught at the Normal, as remembered by a former student, included: 'All public school branches, pure and applied mathematics, book-keeping, Greek, Latin, French, German, English and American Literature, general and English history, the natural sciences, ethics, etc.'[121] Special attention was given to men and women in the teaching profession. A copy of a 1915 Mountain Normal bulletin included the following information:[122]

> This is the School for Teachers and those preparing for College and the professions. Special and elaborate work

MOUNTAIN NORMAL

HYLTON, FLOYD COUNTY, VIRGINIA.

REGULAR FOUR MONTHS' TERM

OPENS MARCH 30, 1896,

For all who wish to attend a first-class Normal. This is the best training school in Southwest Virginia. The work is thorough, practical, and interesting. The public school branches and METHODS of teaching are special features. If you expect to attend school for IMPROVEMENT, you can find no better place. Seventy enrolled last term. About 50 of this number are teaching on first and second grades and doing good work. For reference, consult our former pupils.

COURSE OF STUDY.—All public school branches, Higher and Applied Mathematics, Natural Sciences, Greek, Latin, German, French, Vocal and Instrumental Music. Examinations monthly.

EXPENSES:—Board, per month, including furnished rooms, $8 to $9; tuition, per month, $1.50 to $2.50; Music, per month, $3 to $13.

Students wishing to board themselves can rent rooms of the Principal at reasonable rates. Ladies and children placed in Mrs. Rutrough's charge will receive proper attention.

For further information, call on, or address

J. H. RUTROUGH, A. M., Principal,
WILLIS, FLOYD COUNTY, VA.

Property of Elva Keith, Willis, Virginia

Floyd Press February 1896

done in all Free School Branches, required for First, Second, and Third Grade Certificates.

Those expecting to stand examination for teachers will benefit themselves greatly by coming to the Mountain Normal. All students should be present the first day.

Vocal and instrumental music may be taken in connection with other work.

Phone connection to all parts.

EXPENSES

Board, per month, including furnished rooms,...$8.00 to $10.00
Tuition, per month,...2.00 to 3.00
Music, per month,...2.50 to 3.00

The Mountain Normal appears to have closed sometime prior to World War I. The reasons for the closure seem to stem from other schools opening and siphoning off students, and the Normal not being able to meet increased state requirements for education.[123] The Normal trained teachers for public schools from 1890 to the World War I era. While the Mountain Normal in Willis was the largest teacher facility in the county, other Normals were in operation. Two such Normals, Pleasant Valley and Floyd, ran advertisements as shown on the next two pages.

The Floyd Normal School,

FLOYD + VIRGINIA

The Third Regular Four Months Term

Opens March 29, 1898, for those who desire to avail themselves of a thorough training of all the faculties in mental discipline and the acquirement of all the latest and best methods of teaching.

— The aim of this school is to prepare teachers for our common [illegible] more thorough and [illegible] training [illegible] in the graded schools.

Teachers are prepared to pass the most difficult examinations at [illegible] much better and more satisfactory work in the school-room.

COURSE OF STUDY.

All public school branches, Higher Mathematics, Civil Government, Latin, Psychology, Natural Sciences, Rhetoric, Pedagogy, Book-keeping, &c.

EXPENSES.

BOARD, PER MONTH, - - - $6.00 TO $8.00.
TUITION, PER MONTH, - - - $1.50 TO $2.50.

Students wishing to board themselves can rent rooms at reasonable rates.

For further information, call on or address

W. A. SOWERS, PRINCIPAL,
FLOYD, VIRGINIA.

PLEASE POST.

Property of Marguerite Tise, Floyd, Virginia

Pleasant Valley Normal,

SALUM RIDGE, VA.

OPENS APRIL 4th, 1904, AND CONTINUES 14 WEEKS.

ALL who desire to prepare for examinations, the noble work of teaching, and general improvement come and receive UP-TO-DATE INSTRUCTION by experienced teachers.

We will teach Public School Branches, English, General and American History, Higher Arithmetic, Algebra, Geometry, Latin, Elocution, Rhetoric, and English and American Literature.

TERMS:—Elementary Course, $1.00 per month; Public School Course, $1.50 per month; Higher Course, special terms.

☞ Board can be obtained in good families at $4.50 to $5.50 per month.

A. E. AKERS, Principal;
C. J. MARTIN, Assistant.

Property of Elva Keith, Willis, Virginia

Summary

When the state school system began in 1870, little attention was given to the need for educating teachers. Superintendents were confronted with the mandate for building and maintaining schools in a war ravaged state. The General Assembly ignored the constitutional requirement for Normal Schools, using the "as soon as practicable" phrase as an excuse.

Teacher education was hampered by other political decisions. A law was passed by the General Assembly which stipulated that no public funds could be used for teachers' meetings. Included in this act was the requirement that teachers' meetings could not be held while school was in session.

Without state support, teacher education existed primarily through county Teachers' Institutes, State Summer Normals, and a few Normal Schools begun in the mid 1880's. Peabody funds were used to finance the bulk of teacher education at the State Summer and Normal College levels. However, even with Peabody support, over 4000 teachers, black and white, had not attended a State Summer by 1891.[124]

Teachers who did enroll in the Summer Normals appear to have attended on an irregular basis. One reason for the irregular or nonattendance stemmed from county and state institutes being held at the same time, forcing teachers to

choose between them. Finances posed another problem in attendance. Teachers had to pay their own way to attend the three to six weeks Peabody Institutes. Geography played another factor in that getting to the Summer Normals, which were scattered across the state, was not always easy. The Floyd Institute held in 1889 was hampered by rain-swollen rivers keeping attendance below what was expected. It was not until 1894, 24 years after the inauguration of the state school system, that the General Assembly appropriated 2500 dollars of public school funds for support of State Summer Normals.

Besides economic and geographic conditions affecting teacher education, culture played an important role. Teachers who attended State Summer Normals stayed with local citizens where the institutes were held. During the Floyd Institute in 1889, teachers attended worship services with their patrons. Teachers were expected to be part of the norm in the community. As part of this social structure, teachers were graded on their morals. Certificates received by teachers included evidence of "good moral character."

Private schools represented another means of tying teachers and communities together. For Floyd County, the Oxford Academy and Mountain Normal had religious affiliations. Annie Maria Smith of the Jacksonville Female Institute and Reverend Harris of the Oxford Academy taught

in both public and private schools during their educational careers in Floyd County. These two northerners were well respected in the county. Miss Annie was considered the "most popular teacher" in the Jacksonville community. At her death in 1883, a circular (see Appendix E) was issued by local citizens to raise a tombstone in her memory. When Reverend Harris died in 1910, mission schools were begun as a legacy to his ministry and teaching. All three schools were used as training grounds for public school teachers. Two of the first three school superintendents in Floyd County attended the Oxford Academy.

Teacher education, both public and private, was one criterion used by school superintendents for licensing and examining teachers. During the nineteenth century, school superintendents set their own standards for teacher certification. Inconsistencies under this system caused school superintendents to ask for uniform examinations. In 1891, the state superintendent issued uniform questions to school divisions for examining teachers. However, school superintendents still graded their teachers' exams which left "as many standards as there were superintendents" in the state.

Teacher education and certification affected the amount of pay earned by teachers. Salaries were determined by the grade of certificate held. Once a teacher was licensed under

a particular certificate, other factors, such as geographic conditions, sex, and race influenced the pay received.

By 1900, teacher education was still in its infancy, having survived the first 30 years of public schooling with little state support. The need for teacher education had been cited by Thomas Jefferson in 1820 and again through the Institute of Education formed in 1831. Just as universal education had gone through political struggles to gain some measure of acceptance, so had teacher education. As the twentieth century arrived, public education was received with only partial acceptance. Only one half of the school age population was enrolled with an average attendance of 58 percent.[125] Teacher education, as public education, had new battles to face.

FOOTNOTES

CHAPTER V

[1] Interview with Lena Willis McDonald, 1 August 1986 in Lynchburg, Virginia. Mrs. McDonald is the daughter of George Willis. She was the first woman to register at Virginia Tech.

[2] Correspondence with Brenda W. Craig, Alumni Records Office, Roanoke College, Roanoke, Virginia on 19 March 1986.

[3] Interview with Lean McDonald on 1 August 1986.

[4] Ibid. The name of Hylton was changed to Willis in 1894. There were two Hylton/Hilton post offices in Virginia. Mail was often sent to the wrong Hylton-Hilton post offices. The Hylton community in Floyd County was invited by the Post Office Department to change its name. They changed their community name to Willis for the Willis family living in the area.

[5] Interview with Lena McDonald on 1 August 1986.

[6] Virginia School Report, 1887, Part II, pp. 15, 40.

[7] Virginia School Report, 1894-1895 Biennial Report, Part II, p. 45.

[8] Virginia School Report, 1885, p. 114.

[9] Floyd County School Board Minutes, 1872-1921. Floyd County School Board Office, Floyd, Virginia, p. 93.

[10] Virginia School Report, 1889, pp. 39-41.

[11] Ibid., p. 40.

[12] Virginia School Report, 1874, p. 135.

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

[14] Virginia School Report, 1884, p. 133. Virginia School Report, 1883, p. 134.

[15] Virginia School Report, 1884, p. 134.

[16] Virginia School Report, 1882, pp. 63, 66.

[17] Virginia School Report, 1872, Part II Expository, pp. 73-74.

[18] Virginia School Report, 1891, pp. 108-109.

[19] Virginia School Report, 1881, p. 75.

[20] Ibid.

[21] Virginia School Report, 1880, p. 107.

[22] Jacksonville School District Records 1870-1886. Floyd County School Board Office, Floyd, Virginia, pp. 149-150.

[23] Virginia School Report, 1891, p. 117.

[24] Ibid., p. 162. John Massey (1890-1898) was known as "Parson Massey and called himself the "Father of the Readjusters" (Moger, Bourbonism to Byrd, p. 49).

[25] Virginia School Report, 1894-95 Biennial Report, p. xxv.

[26] Virginia School Report, 1884, p. 71.

[27] Virginia School Report, 1889, pp. 39-41.

[28] Floyd County School Board Minutes, 1872-1921. Floyd County School Board Office, Floyd, Virginia, p. 105.

[29] Virginia School Report, 1889, pp. 44, 47.

[30] Ibid., p. 44. Buchanan served as state superintendent from 1886 to 1890.

[31] Ibid., pp. 44-45.

[32] Ibid., p. 45.

[33] Ibid., p. 47.

[34] Ibid.

[35] Ibid., p. 48

[36] Ibid.

[37] Virginia School Report, 1881, p. 101.

[38] Virginia School Report, 1888, pp. 36-37.

[39] Link, p. 113.

[40] Virginia School Report, 1885, p. 67.

[41] Virginia School Report, 1883, p. 133.

[42] William Allen Link, "Public Schooling and Social Change in Rural Virginia, 1870-1920," Diss. University of Virginia, 1981, p. 113.

[43] Interview with Christine Vest on 29 July 1986 in Check, Virginia. Mrs. Vest is the daughter of Brownlow Light.

[44] Ibid. Among the papers that Christine Vest has that belonged to her father is one entitled "Applicant's Record of Preparation." Light applied for a Professional First Grade Certificate to the Floyd County Superintendent in 1919. Light gave as his reason for leaving the county better wages.

[45] Ibid.

[46] "Exam List with Age" records located at the Floyd County School Board Office, Floyd, Virginia.

[47] Interview with Christine Vest on 29 July 1986 in Check, Virginia.

[48] Letter from Dr. Stigleman to Brownlow Light dated 18 February 1881. Correspondence belonging to Christine Vest, daughter of Brownlow Light.

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[52] Virginia School Report, 1886, p. 16.

[53] Virginia School Report, 1885, pp. 67, 69.

[54] Virginia School Report, Biennial Report, 1896-97, p. lvi.

[55] Virginia School Report, 1891, pp. 166-167. Virginia School Report, Biennial Report 1892-1983, p. xxxiv.

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[58] Ibid., pp. xxxiv-xxxv.

[59] Buck, pp. 115-116.

[60] Virginia School Report, Biennial Report 1898-1899, p. xxxix.

[61] Buck, p. 134.

[62] Virginia School Report, 1884, p. 176. Virginia School Report, 1886, p. 47. Virginia School Report, 1889, Table 11.

[63] Virginia School Report, Biennial Report 1894-1895, p. xliv.

[64] Buck, p. 136.

[65] Virginia School Report, 1887, p. 25.

[66] Link, p. 72.

[67] Virginia School Report, Biennial Report 1892-1893, p. xxxvii.

[68] Acts of the Assembly, 1892, pp. 591-592.

[69] Virginia School Report, 1887, pp. 28-29. The attendance law posed so many financial problems for district boards and teachers that the General Assembly in 1890 abolished it. The legislature passed a new attendance law which stipulated that teachers' salaries would not be governed by the daily average unless the enrollment fell below ten students. The revised law still required the enrollment of 20 students with certain exceptions for schools of 15 pupils but teachers' salaries would not be tied to the average. Virginia School Report, Biennial Report 1896-1897, p. lxxi.

[70] Virginia School Report, 1886, p. 19.

[71] Virginia School Report, Biennial Report 1892-1893, p. xxiii.

[72] Link, p. 82.

[73] Ibid., pp. 110-111.

[74] Ibid., p. 174.

[75] Virginia School Report, 1894, Part II, p. 55.

[76] Ibid., p. 54.

[77] Link, p. 116.

[78] Virginia School Report, Biennial Report, 1900-1901, p. xxi.

[79] Roanoke Times [Roanoke], 8 January 1939. Roanoke Times [Roanoke], 11 December 1975, p. 24. Roanoke Times [Roanoke], 14 October early 1950's (undated article).

[80] Memorial to Annie Maria Smith, (see Appendix E). From the papers of Ruby Bishop West donated by the Floyd County Historical Society to the Special Collections Department, Newman Library, Virginia Tech.

[81] Richmond City Directory of 1852. Library of Congress, Washington, D.C. Information supplied by Marguerite Tise.

82 Memorial to Annie Maria Smith (see Appendix E). Roanoke Times [Roanoke], 8 January 1939. The Conservative [Salem], 14 September 1876, p. 2, col. 6. The Conservative is housed in the National Archives, Washington, D.C.

83 Virginia School Report, 1872, p. 211. Dr. Amos Wood, Floyd County A History of Its People and Places, ed. by Ann Scott Swain (Radford: Commonwealth Press, 1981), pp. 371, 374.

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86 Roanoke Times [Roanoke], 8 January 1939.

87 Roanoke Times [Roanoke], 11 December 1974, p. 24.

88 The Conservative [Salem], 14 September 1876, p. 2, col. 6, National Archives, Washington, D.C.

89 Exam Lists with Age, Floyd County School Board Office, Floyd, Virginia.

90 Interview with Marguerite Tise, retired as Secretary to the Assistant Secretary for European Affairs in Washington, D.C. 18 April 1986. Chataigne's Virginia Gazetteer 1884-1885, p. 246. Raymond Bowman, "Secondary Education in Virginia, 1870-1886," Diss. University of Virginia, 1938, pp. 677-678.

91 Floyd Press [Floyd], 22 November 1962, pp. 1-2.

92 Ibid. Undated newspaper article by Arthur Kellog Akers, Sr., grandson of John Harris, loaned by Marguerite Tise.

93 Jacksonville School District Record Book 1870-1886. Floyd County School Board Office, Floyd, Virginia, p. 21.

94 Floyd County School Board Minutes 1872-1921. Floyd County School Board Office, Floyd, Virginia, pp. 26-27.

[95] Virginia School Report, 1878, p. 98.

[96] Raymond Bowman, P. 678. Undated newspaper article by Arthur Kellog Akers, grandson of John Harris, loaned by Marguerite Tise.

[97] Undated newspaper article by Arthur Kellog Akers, Sr., grandson of John Harris, loaned by Marguerite Tise.

[98] Floyd Press [Floyd], 22 November 1962, p. 1, col. 2.

[99] Ibid.

[100] Raymond Bowman, p. 678.

[101] Floyd Press [Floyd], 22 November 1962, p. 1, col. 2.

[102] Floyd Reporter [Floyd], 8 May 1885, p. 1. From the papers of Ruby Bishop West donated by the Floyd County Historical Society to Special Collections Department, Newman Library, Virginia Tech. Bowman in his dissertation, "Secondary Education in Virginia 1870-1886," listed Coppedge as operating the Oxford Seminary circa 1883-1886. Chaitagne's Virginia Gazetteer and Classified Business Directory gives Coppedge as principal of the Oxford Seminary in 1884-1885, p. 246. Amos Wood in his book, Floyd County A History of Its People and Places, stated that Coppedge ran the school for four years, p. 360.

[103] Floyd Press [Floyd], 22 November 1962, pp. 1-2.

[104] Ibid., p. 2.

[105] Exam Lists with Age, Floyd County School Board Office, Floyd, Virginia. The names of John Simmons, George Willis, and Brownlow Light were supplied by relatives as having attended the Academy. Sue Jefferson Shelor in her book, Pioneers and Their Coat of Arms of Floyd County, pp. 144-145, included the roll call for Oxford Academy in 1880-1881.

[106] Floyd Press [Floyd], 22 November 1962, p. 2.

[107] Roanoke Times [Roanoke], 1963 article. Report by Goodridge Wilson entitled, "Willis Normal-a Trailblazer in Education."

[108] Telephone interview on 10 September 1986 with Dr. Francis Wayland, Bridgewater College. Information that Dr. Wayland supplied came from Paul H. Bowman's book Brethren Education in the Southeast. (Elgin, Ill: Brethren Publishing House, 1955), pp. 41-47.

[109] Deed Book R, p. 123. Floyd County Courthouse, Floyd, Virginia.

[110] Paul Bowman, p. 45. Roanoke Times [Roanoke], 1963 article by Goodridge Wilson.

[111] Charter Book, p. 5. Floyd County Courthouse, Floyd, Virginia.

[112] Circular of the Mountain Normal School 1882-1883, Loaned by Elva Keith, Willis, Virginia.

[113] Roanoke Times [Roanoke], 1963 article by Goodridge Wilson. Floyd Reporter [Floyd], 8 May 1885. From the papers of the Ruby Bishop West donated by the Floyd County Historical Society to the Special Collections Department, New Library, Virginia Tech. Paul Bowman, pp. 44, 46.

[114] Circular of the Mountain Normal School 1882-1883. Loaned by Elva Keith, Willis, Virginia. Floyd Reporter [Floyd], 8 May 1885. From the papers of Ruby Bishop West donated by the Floyd County Historical Society to the Special Collections Department, Newman Library, Virginia Tech.

[115] Paul Bowman, pp. 44-45.

[116] Floyd Reporter [Floyd], 8 May 1885.

[117] Roanoke Times [Roanoke], 1963 article by Goodridge Wilson. In telephone interview 10 September 1986 with Dr. Francis Wayland, he stated that John Wrightsman became principal of the Virginia Normal School in 1886-1887. The school changed its name to Bridgewater in 1889. Edward A. Miller succeeded Wrightsman as principal of the Virginia Normal School.

[118] Willis High School Annual, The Eagle, p. 7. Rutrough's graduation date was located in the manuscript of Mrs. J.B. Lucas entitled, "The Schools of Southwest Virginia," 1935, p. 8. Special Collections Department, Newman Library, Virginia Tech.

[119] The Eagle, p. 7. Floyd Press [Floyd], 16 August 1984.

[120] The Eagle, p. 7.

[121] Floyd Press [Floyd], 16 August 1984.

[122] The Eagle, p. 6.

[123] Ibid., p. 7.

[124] Virginia School Report, 1891, p. 117.

[125] Allen W. Moger, Virginia Bourbonism to Byrd 1870-1925 (Charlottesville: University Press, 1968), p. 240.

SUMMATION

Education in Virginia evolved from a quasi-system to a state supported program beginning in 1870. Political struggles involving economic, geographic, and cultural factors influenced this evolution at both the state and local level. At the state level, Virginia was politically divided into two different regions, east and west. The eastern portion of the state was influenced by its ties to English society. The planter-aristocrats had an economic base of slaves and tobacco with easy access to rivers for transportation. Educationally they took care of their own and provided rudimentary schooling for the poor as a means to protect their established way of life. These planters saw little reason to tax themselves for an education system they would not patronize. The western section of the state contained a rising middle class of southern plain folk. These settlers of Scotch-Irish, German, and Swiss descent resented eastern dominance of the General Assembly and pushed for public education. They viewed schooling as a right, not a privilege. While these small farmers supported schooling, they resisted, for different cultural and geographic reasons, taxation for education. The western population was sparse and scattered over the "Great Barrier" of Blue

Ridge-Appalachian mountains, making travel difficult. With communities spread far apart, these "liberal individualists" were not inclined to tax themselves for support of their neighbors' schools.

The cultural, geographic, and economic differences between east and west created political battles over education that resulted in a quasi-system of charity-common schools in Virginia up to the Civil War. Localities had the primary responsibility to maintain and support charity-common schools. For Floyd County, located in southwest Virginia, common schools existed where there was community support. Citizens banded together to build schools and hire teachers. Students attending school paid tuition. For children who were too poor to attend, school commissioners appointed by the county court paid a state tuition of up to four cents per day per child. Commissioners had absolute authority over choosing which poor children attended school. This charity-common system posed problems for school commissioners in Floyd County and elsewhere. Parents resented the stigma associated with being poor, and refused to send their children to school. Literary Fund quotas to educate poor children were inadequate to meet all needs. In the rugged, thinly settled, mountainous county of Floyd, schools were scattered, making it difficult for commissioners, who worked

without pay, to oversee the educational needs of their poor students.

This quasi-system of education continued in Floyd County and the state until the Civil War. After the war, political decisions would again help to determine Virginia's system of education. Old feuds between east and west reappeared as a state school system was launched in 1870 due to the Underwood Constitutional mandate. The eastern establishment had been forced to accept public education in order to block further interference by northern radicals and blacks. While tolerating state schooling, this conservative group would control its application through governmental decisions.

One governmental decision concerned the state debt. The eastern-conservatives of the General Assembly became Funders in the mid 1870's, siphoning money meant for public education into other governmental needs. Blacks and the western portion of the state advocated readjusting the state debt and supporting state education. A political battle ensued, creating economic turmoil for the state system which forced half of the schools in Virginia to close in 1879. It was not until the Readjusters had won the debt issue that school superintendents could begin to focus attention on other educational needs, such as teachers and teacher education.

The superintendents who began to concentrate on teachers after the Readjuster victory were, for the most part, new.

A political house cleaning took place in 1881 forcing the state superintendent, William Henry Ruffner, and 54 school superintendents out of office. Floyd County's first school superintendent, Callohill Minnis Stigleman, was among the victims. In Stigleman's place was appointed a 23-year old Republican-Readjuster, John Webb Simmons, who spent a large portion of his time as superintendent in Richmond, working on his medical degree.

As the state and local school system began to emerge from the financial crisis posed by the debt issue, governmental decisions would again interfere. The General Assembly banned teachers from holding meetings during school terms. No public money could be used to finance their meetings. While the General Assembly became actively involved in dictating teachers' meetings, this governing body ignored another Underwood Constitutional mandate which called for Normal Schools to be established "as soon as practicable." Peabody support combined with local efforts provided some teachers in Virginia with the opportunity to attend State Summer Normals. It was not until 1894 that the General Assembly agreed to fund 2500 dollars toward Summer Normals. By this time over 4000 black and white teachers had never attended a Normal due, in part, to financing their own way and having to travel long distances over crude roads. Floyd County's third school superintendent, George Willis,

was instrumental in bringing a State Summer Normal to Jacksonville in 1889, only one of six held for that year in Virginia. This provided teachers in Floyd County with an opportunity to receive educational information that may otherwise not have been available to them.

Teachers had other problems besides lack of education. Superintendents licensed and examined teachers based on their own standards. The type of certification earned from their examinations influenced the amount of salary teachers received. Teachers' salaries were also affected by sex, race, and attendance of students. Rural counties had difficulty in meeting state requirements for student attendance due to sparse populations and children needed at home for labor.

State requirements were not the only concerns of rural school divisions. Local politics, influenced by social, economic, and geographic factors, affected public education. District boards hired teaches and located schools. The trustees were influenced in their decisions by loyalty to family, church, and locality. For mountainous counties in which district trustees had from ten to twenty schools to oversee, the Subdistrict Act was enacted to allow counties to maintain subdirectors. Floyd County was only one of eleven counties in 1879 that opted for the permissive statute. This law was declared a failure by most as it

aroused community jealousies. One superintendent in Virginia noted that the Subdistrict Act would invite politics, religion, and social position into running the local schools.

As the twentieth century approached, Virginia had managed to maintain a state supported system for only thirty years. Thomas Jefferson had tried, beginning in 1779 with his "Bill for the More General Diffusion of Knowledge," to provide universal education. After 1779, attempts were made in 1796, 1818, 1829, and 1846 to offer public education in Virginia. Each time politics, influenced by economic, social, and geographic conditions intervened. Once the state system was finally realized, old political hatreds were reincarnated to challenge public education's existence. In 1900, only one-half of the school age population was enrolled. A state supported system had survived its initial years, but with only partial public approval. William Henry Ruffner in 1880 had argued against the union of politics and education, but their entanglement had already been achieved centuries before.

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Appendix A

School Teachers in Floyd County 1831-1900

This is an incomplete list of teachers and principals who taught in public and private schools from 1831 to 1900 in Floyd County. There were few records available that included teachers prior to the state school system beginning in 1870. After 1870, each district kept its own school records which included the names of teachers. Only two of the early district record books were located, Jacksonville 1870-1886, and Little River 1884-1907.

Mrs. Christine Vest of the Locust Grove district provided names of teachers that her father, Brownlow Light, knew and taught with in the 1800's. Retired school principals, Effie Brown and Freeda Harter, and retired school teachers, Marie Williams, Eris Wade, and Elva S. Keith (also a former principal) provided many names of the early teachers in the county. Newspaper articles written in 1937 by Dr. R.T. Akers in the Floyd Press included names of teachers in the 1870's and 1880's. Annuals and a 1915 Indian Valley Teacher's Association record book (loaned by Rowena Hollandsworth) were used to find names of teachers. Finally,

School Board records were also used to find as many names of teachers as possible.

Two time periods were used to place teachers. The first heading included those teachers for the time frame of 1831-1870. The second period ran from 1870-1900. Some names may be included in more than one time period. For example, if a teacher was known to be teaching in the mid 1800's and late 1800's, then the name was listed under both headings. Women may be listed under their maiden and/or married names.

The symbol* will designate a black teacher.

TAUGHT ONE OR MORE YEARS BETWEEN 1831-1870

Bishop, Reverend W.S.
Boude, Reverend A. Poe
Duncan, Lawyer C.
Gannaway, William T.
Henry, Nathaniel
Hoback, Dr. A.J.
Hogan, Reverend Abram
Huff, Delia
Obenshain, Reverend J.P.
Payne, ?
Poston, Emma
Rogers, John C.
Rogers, Nancy
Shelor, Ellen
Shirey, Reverend J.D.
Simmons, Roley M.
Smith, Annie Maria
Smith, Sarah
Staicos, Ellen C.
Weir (Wier), Reverend William

TAUGHT ONE OR MORE YEARS BETWEEN 1870-1900

Agee, Ella
Agnew, G.W.
Akers, Emma
Akers, Harvey Lee
Akers, J.T.
Akers, Lucretia
Akers, Muslow
Akers, R.T.
Akers, S.E.
Akers, W(M)T.*
Akins, E.D.
Albright, E.L.
Albright, Lelia
Albright, Sallie
Alderman, P.B.
Alley, A.C.
Altizer, R.E.
Angle, James C.
Angle, Lera M.

Ballinger, Ellis G.
Ballinger, Mattie
Barton, Edward Oscar
Bishop, Lorra
Bolling, N.G.
Bowers, Mrs. A.T.
Bowman, Sue V.
Boyd, Jos. L.
Brammer, Etta
Briggs, James R.*
Buckingham, Lewis
Burnett, Belle
Burnett, G.W.
Burwell, J.E.
Caffe, John W.
Cannaday, M. Ada
Cannaday, Callie
Cannaday, E.L.
Cannaday, S.A.
Cannaday, S.C.
Cannaday, Samuel R.
Cannaday, Samuel
Cannaday, Thomas B.
Carner, William
Carter, Addie May
Carter, Effie
Carter, Mary
Cassell, Laura D.
Castle, George W.
Chappell, J.E.
Clark, J.B.*
Clark, Walter S.*
Clay, Thomas G.
Claytor, Harvey D.*
Claytor, John B.*
Claytor, Moses*
Claytor, T.G.*
Claytor, Virginia*
Claytor, W.O.*
Clowers, James T.
Clinginpeel, M.
Clinginpeel, Mannie
Clinginpeel, Marion
Clinginpeel, Irvin
Cockram, J.D.
Cole, H.V.
Conduff, J.H.
Conduff, Lura A.
Conduff, Thomas

Conley, Isaac E.
Conley, Sue
Conner, D.B.
Coppedge, W.R.
Cox, Lawyer
Crockett, G.W.
Cronk, S.B.
Cummings, E.H.
Cummings, H. Clayton
Cummings, Henry P.
Cummings, John L.
Custer, Eliza
Custer, P.H.
Custer, W.P.
Daniel, John L.*
Darnell, Thomas
DeForest, Josie C.
DeHart, John W.
DeLong, Albert Peyton
Dennis, William C.*
Deskins, Landon*
Dickerson, Alice
Dickerson, C.B.K.
Dickerson, Cov
Dickerson, David Moses
Dickerson, Early
Dickerson, Elkanah M.
Dickerson, Julina E.
Dickerson, Lillie R.
Dickerson, Minnie L.
Dickerson, M.W.
Dickerson, Vada
Dillard, M.P.
Dillon, Marcella
Dillon, Nannie T.
Dodd, Walter B.
Draper, Birdie
Duncan, Creed T.
Duncan, John F.
Duncan, Lawyer C.
Duncan, Noah J.
Duncan, Rosa Lee
Duncan, W.C.
Dunford, John
Edwards, J. Frank
Edwards, India V.
Edwards, Susan A.
Edwards, T.H.
Eller, David L.

Eller, Mary, J.
Eller, Sarah C.
Elliott, Addie
Elliott, Belle
Epperly, Caldonia A.
Epperly, E.B.
Epperly, Eden
Epperly, Rosetta
Epperly, Senous
Evans, Alma
Evans, M. Ella
Evans, Eula Lee
Evans, John L.
Evans, J.T.
Evans, Lucy M.
Evans, Mark D.
Evans, Nannie
Evans, Olive E.
Evans, S. Mollie
Foster, Asa
Frogg, Major J.*
Gardner, Miss Rosa
Gearheart, S.P.
Gibson, Annie L.
Godbey, J. Gay
Godbey, Walter
Goodson, Charles R.
Goord [sic], J.M.
Goode, Roberta
Goodykoontz, Flora
Goodykoontz, Ida
Graham, Florence
Graham, J.M.
Graham, J.W.
Graham, S.A.
Graham, Miss T.E.
Guerrant, A.L.
Guerrant, Giles H.*
Guerrant , Paul
Guerrant, Samuel H.
Guerrant, Stephen*
Guthrie, A.L.
Guthrie, Fannie G.
Guthrie, W.S.
Hale, James Lee
Hall, C.D.
Hall, Henry C.
Hall, Issac T.
Hall, Jacob T.

Hall, Susie Mars
Hambrick, G.E.
Hancock, Etta
Harman, Albert
Harman, Florence
Harman, Jennie
Harman, Henry A.
Harman, Urian
Harman, Vence
Harman, W.C.
Harris, Arabella
Harris, Chloe B.
Harris, Reverend John
Harris, Mayday
Hatcher, Ardella
Headen, Ellen N.
Headen, James B.
Headen, John W.
Helms, J.T.
Hoback, Dr. A.J.
Hogan, Minnie L.
Howard, Asa W.
Howard, Julia M.
Howard, Mary E.
Howell, India V.
Howell, Joseph
Howell, Julia M.
Howell, Minnie E.
Howery, Lucy
Houchins, Etta
Houchins, Virginia*
Hudgins, C.J.
Hudgins, E.K.
Huff, James C.
Huff, J.E.
Huff, Thomas B.
Huff, Thomas L.*
Hungate, Laura E.
Hurst, John W.
Hurst, R.N.
Hylton, Albert E.
Hylton, L. Alice
Hylton, Austin
Hylton, C.D.
Hylton, Claudia
Hylton, E.B.
Hylton, Ella
Hylton, Hattie E.
Hylton, James S.

Hylton, L.C.
Hylton, Laura F.
Hylton, Lizenia
Hylton, Lydia
Hylton, Minnie
Hylton, Netie
Hylton, Rachael
Hylton, Mrs. S.M.
Iddings, Jennie
Iddings, Raleigh
Jack, Harry
Jenkins, Howard T.
Jett, E.M.
Jett, Olive E.
Jewell, Margaret
Johnson, Emanuel*
Jones, A.S.(T)*
Jones, Cornelia
Jones, Martha
Jones, Nella
Keaton, John S.
Keith, Alma
Keith, Arra A.
Keith, Eden C.
Kelly, Moses G.
Kenneday, George W.*
Kersey, Jocie B.
Kersey, Lynch
Kersey, Nelson
King, C.H.
King, P.M.
Kitterman, Birta
Kitterman, C.W.
Kitterman, J.F.
Kitterman, W.D.
Lancaster, C.T.
Lancaster, Davis G.
Lancaster, Hester A.
Lancaster, James A.
Lancaster, Leah
Lancaster, R.T.
Lancaster, Mrs. S.S.
Lancaster, S.A.
Lancaster, William P.
Lane, Kittie
Lawrence, Dove
Lawrence, E.L.
Lawrence, Henry A.
Lawrence, J.G.

Lawrence, Mamie
Lawrence, W.A.
Lawrence, William P.
Lawson, Harry L.
Lawson, Lena
Lawson, Lottie
Lee, W.A.
Lemon, Minnie
Lemons, Sallie E.
Lester, D.W.
Lester, Lula
Lester, Posey G.
Lewis, Edna
Lovell, R.P.
Lowery, Miss E.P.
Light, Brownlow
Light, C.M.
Light, J.R.
Light, Samuel Jackson
Light, Scipio
Light, Stella
Link, C.M.
Livisy, O.L.*
Lucas, Dan S.
McGrady, J.C.
McNorton, Kate
Martin, G.I.
Martin, George W.
Martin, Green J.
Martin, Vanetta
Meredith, L.T.
Miles, James Henry
Miller, Edward A.
Miller, S.A.
Minnis, A.J.
Mitchell, T.E.
Moore, Thomas Edward Glenn
Naff, William H.
Nunn, Lena
Obenshain, Reverend J.P.
Obenshain, Sallie
Owens, George W.
Payne, Mamie
Payne, W.L.
Pedigo, B.S.
Pedigo, Cordelia H.
Pedigo, Miss P.
Pendleton, Lydia
Pendleton, Posey L.

Pendleton, Walter
Pepper, Sally A.
Peterman, Clarence
Peterman, Ella
Peterman, Emma
Peterman, Jessie May
Peterman, Ocie
Peterman, Virginia
Phillips, Robert Lee
Phillips, W.J.
Phlegar, Albert Q.
Phlegar, Elbert Oscar
Phlegar, Henrietta
Phlegar, Lillian
Phlegar, Mary A.
Phlegar, Nannie
Poff, C.B.
Poff, Ira W.
Poff, P.W.
Poff, William E.
Preas, J.H.
Peston, P.L.
Price, Creed W.*
Pugh, Alice M.
Pugh, Henrietta J.
Pugh, W.H.J.
Pugh, ?
Purdue, J.B.
Radford, Gabriel
Radford, S.J.
Ratliff, E.L.
Reed, Elisha
Reed, Griffith D.
Reed, Henry
Reed, Michael
Reed, Mircom
Reed, Samuel P.
Reed, William
Reems, W.L.
Reimes, G.M.
Reynolds, Edith M.*
Reynolds, H.J.P.*
Reynolds, J.C.*
Reynolds, Mary E.*
Reynolds, P.D.
Richards, James R.
Richards, J.T.
Ricks, M.E.*
Robertson, Walter

Robinson, John C.
Roop, C.B.
Rutrough, Alma
Rutrough, Cabble
Rutrough, Professor J.H.
Rutrough, S.T.
Scott, Mollie J.
Scott, Rosa F.
Scott, V.A.
Semones, C.T.
Semones, Lydia
Shank, Jeff
Shelor, H.C.
Shelor, James F.
Shelor, M. Alice
Shelor, Sue J.
Shoemaker, Henry
Shortt, E.T.
Simmons, Calvin Lewis
Simmons, Flurnoy
Simmons, James C.
Simmons, Leathy E.
Simmons, Lelia
Simmons, Roley M.
Simmons, Samuel Wayne
Simmons, Taz M.
Sink, C.M.
Slusher, Arthur A.
Slusher, Frank P.
Slusher, Harvey
Smith, Abe
Smith, Annie Maria
Smith, Fontaine C.
Smith, J.B.
Smith, John F.
Smith, Kyle
Smith, Rowena
Smith, Sarah
Snow, Mary E.*
Sowder, Clifton H.
Sowers, Aaron
Sowers, C.H.
Sowers, Ellen
Sowers, E.H.
Sowers, James A.
Sowers, James Walter
Sowers, Lillian
Sowers, Miss M.J.
Sowers, Mandy

Sowers, N.J.
Sowers, T.D.
Sowers, W.A.
Sowers, Walter R.
Sowers, Mrs. W.R.
Sowers, W.B.
Spangler, Bertha
Spangler, Mary Bernice
Spangler, Rosetta
Sparks, H.A.
Spence, Jermiah B.
Spence, J.C.
Staicos, Ellen C.
Stigleman, James M.
Stovall, James M.*
Strong, Mary Alice
Stuart, S.M.B.
Sumner, Charles E.
Sumner, James C.
Sumpter, Alemena K.
Sumpter, L.A.
Sumpter, Richard A.
Sumpter, Thomas E.
Sutphin, James Abraham L.
Swain, D.M.
Taylor, C.B.
Teel, C.W.
Terry, D.S.*
Terry, J.W.*
Terry, Noah J.*
Terry, O.L.*
Thomas, Stephen
Thompson, A.C.
Thompson, Asa A.
Thompson, Ida
Thompson, John D.
Thompson, Maggie
Thompson, Mollie C.
Thompson, Miss R.K.
Thompson, S.W.
Thurman, Archie W.
Thurman, D.S.
Thurman, J.W.
Tice, Minnie
Tompkins, M.H.
Turman, R.M.C.
Turner, Joseph F.
Turner, John T.
Turner, S.P.

Turner, J.W.
Underwood, Florence
Vaughn, Andrew G.
Vaughn, Charles Wilson
Vest, Issac J.
Vest, James T.
Vest, William M.
Wade, P. Giles
Wade, Noah J.
Walker, C.T.
Walters, J.W.
Walton, Ceaphas*
Washington,
Washington, F.C.B.
Weddle, Alexander
Weddle, B. Frank
Weddle, B.T.
Weddle, Reverend Leroy M.
Weddle, Louanna
Weddle, Lura A.
Weeks, Margaret
Wells, Lena R.
West, W.J.
Whitlock, C.O.
Wickham, Noah B.
Williams, Aaron T.
Williams, Hattie A.
Williams, James L.
Williams, Mrs. M.A.
Williams, Mattie E.
Williams, Nettie S.
Williams, O.T.
Williams, P.W.B.
Williams, Sarah L.
Willis, Anna L.
Willis, Ara L.
Willis, Azula
Willis, George A.
Willis, J.C.
Willis, Mary Ellen
Wilson, James H.
Wimmer, J.M.
Winter, Annie
Wood, Amos D.
Wood, D.R.
Wood, John G.
Wood, M.F.
Wood, S.A.
Woolwine, C.R.

Wright, Delia B.
Wright, Hattie A.
Wright, Kate Vaughn
Wrightsman, John
Yeatts, G.O.P.

Appendix B

School Board District Trustees in Floyd County, 1870-1900

This is a partial list of all district trustees who served on the school board from 1870 to 1900. Records for the early years are incomplete. Rarely did all district trustees attend the two or three county meetings held each year. Trustees may have served longer terms than the years indicate.

Alum Ridge - AR
Burks Fork - BF
Indian Valley - IV
Jacksonville - J
Little River - LR
Locust Grove - LG

NAME	DISTRICT	YEARS SERVED
Akers, George	LR	1872
Akers, Dr. Roley T.	AR	1899-1937
Altizer, John E.	AR	1870-74, 1878-79
Altizer, Joseph Asa	AR	1884-1891
Basham, Ellis	LR	1890-
Bishop, Dr. J.C.	IV	1870-74, 1876, 1898-99
Booth, Henry M.	AR	1878-84,1892-05
Burnett,W.V.	IV	1880-1882
Burwell, J.E.	BF	1898-1906, 1914-16
Cannaday, William	LR	1872
Carter, H.D.	IV	1890
Conduff, John T.	BF	1890-1911

Davidson, M.A.	AR	1870-1873
Dewitt, Thomas K.	LG	1873-1875
Dickerson, Burdine Capt.	LR	1897-1912
Dickerson, Early	J	1870, 1872-73
Dickerson, Lafayette	?	1884
Dickerson, William M.	J	1887-88, 1890-93 1895-98
Duncan, Flem M.	IV	1874-76, 1878
Earls, H.H.	AR	1882, 1884, 1886, 1888-1912
Edwards, A.G.	J	1895-1898
Eller, D.L.	AR	1890-1899
Eller, George	AR	1872-76
Elliott, Dr. B.P.	J	1870-1873
Epperly, Eden	J	1870-1873
Fisher, John H.	IV	1873
Francis, W.T.	LG	1873
Guthrie, A.L.	IV	1900-1909, 1931-1948
Harman, F.P.	LR	1884-1887
Harman, William H.	LR	1888-1903
Hoback, Dr. A.J.	LR	1870-1873
Hogan, Reverend Abraham	J	1870-1894, 1898-1909
Howard, Charles A.	J	1882-1892, 1894
Hylton, Austin V.	IV BF	1879-82, 1902-03
Hylton, Bethuel	BF	1870-74, 1876-87
Hylton, Hardin P.	BF	1872-77, 1879-82
Hylton, Jacob	BF	1886-1889
Hylton, Levi	J	1898-1904
Hylton, M.B.	IV	1892-1894, 1896-1900
Huff, Isaac	LR	1872-75, 1879-80 1882-85, 1887-88 1890-92
Jenkins, Elisha	BF	1872
Kenley, Lafayette	IV	1899-1900
Lancaster, R.T.	LR	1899-1900
Lawrence, Asa H.	LG	1887, 1889, 1891, 1894 1896-1898, 1900
Lester, Lynch	AR	1870-1872

Lester, William T.	AR	1872-76, 1879
Lesurrer, Martel	LR	1875-76, 1879-1886
Lucas, J.	IV	1872
Martin, James	LG	1876
Martin, Moses G.	LR	1873-1874
O'Neal, B.F.	IV	1878-1879
Payne, John B.	LG	1870-1873
Phillips, Nathan P.	IV	1882, 1901-
Philips, Robert	IV	1884, 1888, 1890-97
Potter, T.H.	BF	1897-1905
Quesenberry, Henry	BF	1890-1895
Quesenberry, M.	IV	1882-1887
Reed, Elisha	IV	1891-1896
Robertson, Thomas L.	LR	1873-1876
Robbins, Thomas L.	LR	1870-
Shelton, Peter F.	LR	1893-1896
Shockey, John H.	LG	1898, 1900-1912
Showalter, Henry	IV	1873
Simmons, Noah	J	1873, 1875-76
Simmons, Flurnoy	AR	1884-1885
Sisson, David	LG	1882, 1886, 1888
Slusher, Captain Henry	BF	1870-1897
Slusher, Dr. Lafayette	IV	1870-1873
Smith, J.W.	LG	1870-1873
Smith, Noah	J	1873
Sower, John	J	1880-1881
Sowers, Joseph D.	LR	1870-1872
Spence, Jerial (Jeremiah)	IV	1870-1873
Strickler, Samuel	LG	1882, 1884-1891 1893-94, ?1986-1903
Strong, Clay	IV	1888-1890
Sumpter, R.D.	AR	1888-1889
Sutphin, Milton J.	BF	1870
Swain, Lewis	IV	1882
Thompson, James A.	J	1884-1886
Thurman, Dr. J.W.	LR	1894, 1896
Thurman, David S.	LR	1876-1883
Turman, E.G.	IV	1880-1881
Vaughn, Judge W.D.	J	1875-1878, 1910-28
Wade, P.J.	BF	1887-1890
Wells, A.G.	AR	1881-1882
West, John T.	LG	1870-1872, 1874-1878
Whitlow, G.M.	J	1895-1904

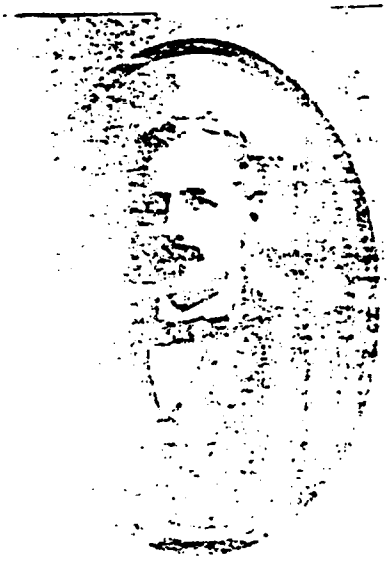
Willis, David	J	1880-1884
Wimmer, Hosea	LG	1872-76, 1880-82 1886

Appendix C

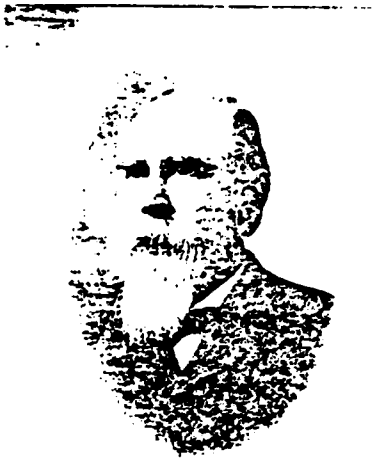
School Superintendents in Floyd County 1870-1900

Dr. Callohill Minnie Stigleman
1870-1881

Dr. John Webb Simmons
1882-1886



George Willis
1886-1897



Captain Peter Fowler Shelton
1897-1913

Appendix D

Map of Jacksonville Showing School Locations

Jacksonville Male Academy:

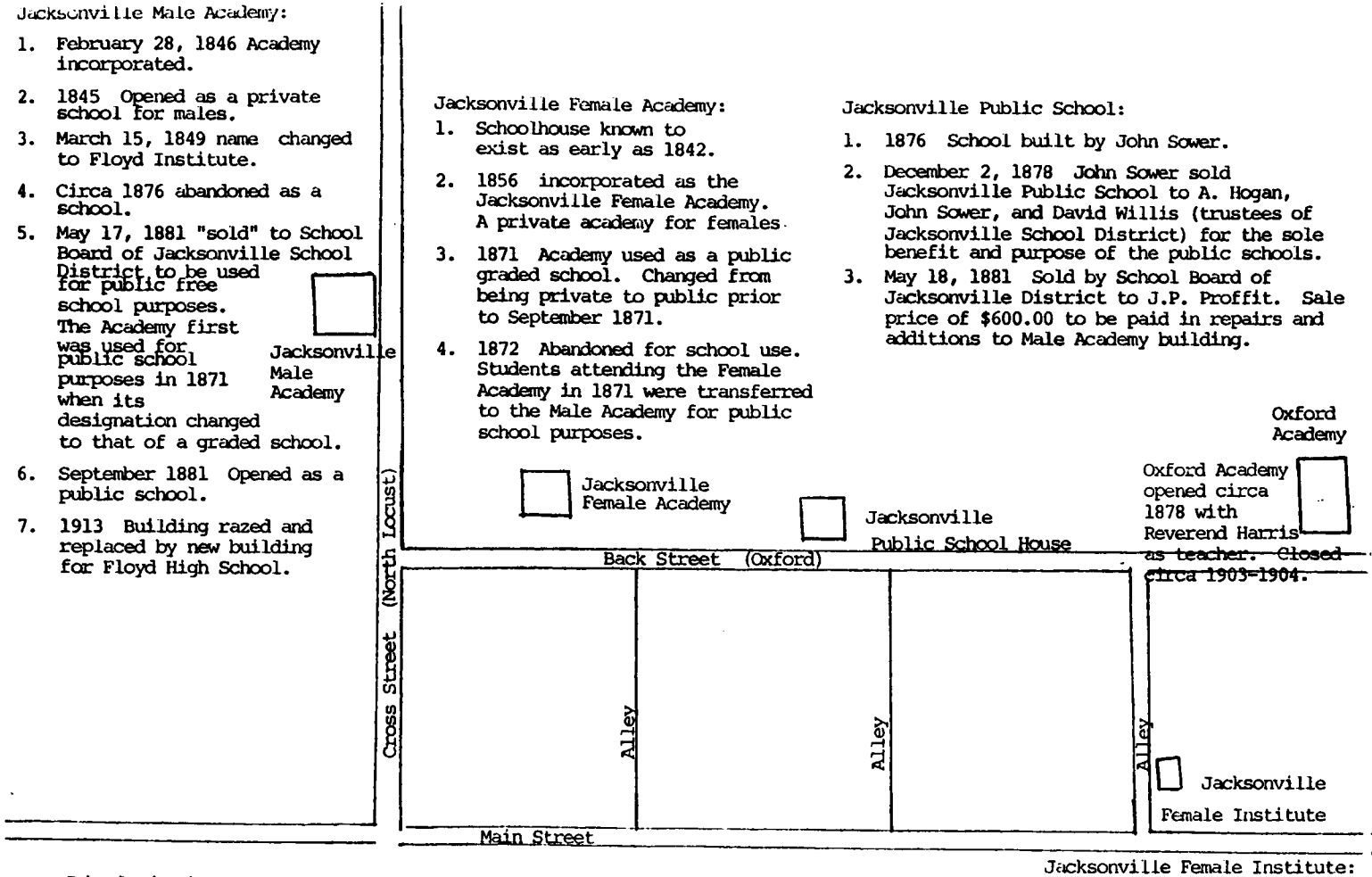
1. February 28, 1846 Academy incorporated.
2. 1845 Opened as a private school for males.
3. March 15, 1849 name changed to Floyd Institute.
4. Circa 1876 abandoned as a school.
5. May 17, 1881 "sold" to School Board of Jacksonville School District to be used for public free school purposes. The Academy first was used for public school purposes in 1871 when its designation changed to that of a graded school.
6. September 1881 Opened as a public school.
7. 1913 Building razed and replaced by new building for Floyd High School.

Jacksonville Female Academy:

1. Schoolhouse known to exist as early as 1842.
2. 1856 incorporated as the Jacksonville Female Academy. A private academy for females.
3. 1871 Academy used as a public graded school. Changed from being private to public prior to September 1871.
4. 1872 Abandoned for school use. Students attending the Female Academy in 1871 were transferred to the Male Academy for public school purposes.

Jacksonville Public School:

1. 1876 School built by John Sower.
2. December 2, 1878 John Sower sold Jacksonville Public School to A. Hogan, John Sower, and David Willis (trustees of Jacksonville School District) for the sole benefit and purpose of the public schools.
3. May 18, 1881 Sold by School Board of Jacksonville District to J.P. Proffit. Sale price of $600.00 to be paid in repairs and additions to Male Academy building.



Jacksonville Female Institute:

1. 1868 Opened as a private high school for women by Ellen C. Staicos. She along with her sisters, Annie Maria and Sarah ran the school. Closed 1885[c]

Schools in the

Town of Jacksonville

By Marguerite Tise

1986

Appendix E

MISS ANNIE MARIA SMITH.

The subject of this Memorial died at Floyd C. H., Va., Feb. 22d, 1883, aged 65 years and 2 months. She was born at Salem, Mass., 1817, of an eminently Christian family. She was closely related to the best people of New England. She joined the Congregational Church in Salem, Mass., in 1833, and for fifty years adorned the doctrine.

She was a graduate of the Abbott Seminary, at Andover, Mass., in 1834; and taught at the following places:—South Berwick, Mass., from 1836 to 1838; Medway, Mass., from 1838 to 1840; Randolph, Mass., from 1840 to 1841; Richmond, Va., from 1841 to 1861; Franklin Co., Va., from 1861 to 1869; Floyd C. H., Va., from 1869 to 1883.

Miss Maria read, knew and loved her Bible. Until disabled by disease her singing in the house of God always drew attention by its sweetness.—She was almost invariably at prayer-meeting, even in inclement weather, and was a punctual attendant at Sunday-school.

She was of untiring industry. The days were too few and too short for her labors. In her schools she taught with abundant faithfulness, pure morality, and devoted piety. She had a fine education and used it with her best power. The whole influence of her life was in favor of good. She had many friends. Her last months were of great peace. When unable to sit up she taught from her bed, and almost from her dying bed. Her death was simply blessed rest and heaven her home.

She died of consumption, Feb. 22d, 1883. Her friends justly think such a life deserves a memorial, and this circular is sent out to give her surviving pupils and friends an opportunity to rekindle their sympathies and associations. We ask contributions from her pupils and friends to erect a monument, with suitable inscription, over her grave. An acknowledgment will be sent to all who contribute.

Respectfully,
REV. W. R. COPPEDGE, Pres't,
CAPT. W. H. MORGAN, Vice Pres't,
DR. C. M. STIGLEMAN, Sec'ry,
MISS MARY L. SCOTT, Treas.

Remit to Floyd C. H., Va.

COMMITTEE.

REV. P. H. FISHBURNE, REV. [illegible] HARRIS,
REV. A. HOGAN, [illegible] MERRITT,
JUDGE W. D. VAUGHAN, [illegible] DAVID WILL,
MRS. W. T. STIGLEMAN, [illegible] GODBEY,
MISS FLORENCE [illegible]

Appendix F

State School Superintendents 1870-1900

William Henry Ruffner	1870-1882
R.R. Farr	1882-1886
John L. Buchanan	1886-1890
John E. Massey	1890-1898
Joseph W. Southall	1898-1906

Appendix G

Schools in Floyd County

Key: * Denotes a black school.

*Africa
Akers
Alderman
Alleghany
Alley
Altizer
Alum Ridge High School (Pleasant Valley School)
*"A" Colored
*Armstrong
*"B" Colored
Barton
Beaver Creek
Buffalo Knob
Brush Creek
Bell
Burnette
Broad Shoals
Cabell
Caldwells
Camp Creek
Center
Chapel Hill
Chestnut Level
County Line
Ciceronian
Cleveland
Copper Valley
Church Hill
Central
Chapel Hill
Conners Grove
DeHart
Deskins
Dickerson
Double Springs or Flint
Dulaney
Duncan
Eastview
*Ethopia (Huckleberry built in place of Ethopia in 1905)
Forest Hill

Falling Branch
Flint or Double Springs
Forest Hill
Girards
Graded Road
Graham Mount
Greasey Creek
Gannaway
Grey Bluff
Hacock (Haycock)
Halls
Halls Graded School or Locust Grove "Going to the Grove"
Harmans
Harmony
Harpers Ferry
Harris
*Harris Hart
Hewitts
Hobson
Howery
Huckleback also known as Union
Huffville
Iddings
Jacksonville Graded School
Jacksonville Public School House
Jenkins
Keith
Kemper
Kelly
Laurel Branch
Laurel Creek
Laurel Fork
Laurel Ridge
Lawson
Lee
*Liberia
Lick Log
Lick Ridge
Little Flock
Locus Grove "Going to the Grove" or Halls
Mangus
Meadow Creek
Meadow Run
Moors
Mossy Dell
Mount Jackson
Mount Pleasant
Mount Ruffner
Mount Sterling

Mountain Cove
Mountain View
Mudhole
New Haven
North Shady Grove
Oak Hill
Palmer
Paynes Creek
Peabody
Phillips
Phlegar
Pine Creek
Pine Forest
Pine Glen
Pine Grove
Pine Swamp
Pizarro
Pleasant Grove
Pleasant Valley
Pleasant View
Pluck Valley
Possum Hollow
Quartz Hill
Reads or Reeds
Readville or Reedsville
Red Oak Grove
Rifton
Rocky Hollow
*Rosenwald
Rush Fork
Sears
Shady Fork
Shady Grove
Silver Leaf
Silver Pine
Siner
Simmons
Sissons
Slusher
Sowder
Spangler
*Squealum (Armstrong)
Stamping Birches
Stoney Batery
Stonewall
Strickler
Strongs
Stuart
Sumner

Sunny Side
Sumpter
Terrys Fork
Tice
Thomas Grove
Thompson
Toncray
Union also known as Huckleback
Vanderbilt
Vaughn
Vest
Wahoo
Wade
Washington
Weldon
White Oak Grove
White Rock
Wills Ridge

Private and/or Church Related Mission Schools

J.B. Albright's School-1884 Probably an "Old Field School"

Buffalo Mountain Mission School (served Floyd and Carroll Counties)
Harris-Cannaday
Harris Chapel Training School
Franklin
Shooting Creek (served Floyd and Franklin Counties)

Jacksonville Female Academy
Jacksonville Female Institute

Jacksonville Male Academy also known as:
- The Old Brick Academy
- The Academy
- The Floyd Institute
- The Male Academy
- Floyd Academy

Mountain Normal

Oxford Academy

Wood School-Half private and half public

Appendix H

THE VIRGINIA

Public School Register

—CONTAINING—

FORMS FOR DAILY AND TERM RECORDS

AND REGISTER OF VISITORS.

—AND—

Adopted for Use in the Public Schools of Virginia.

—WITH—

FULL DIRECTIONS AND INSTRUCTIONS.

J. W. RANDOLPH & ENGLISH, PUBLISHERS AND BOOKSELLERS,
Nos. 1808 and 4 MAIN STREET,
RICHMOND, VA.
1886.

Property of Marguerite Tise
Floyd, Virginia

OFFICIAL.

LIST OF TEXT BOOKS

USED IN THE PUBLIC SCHOOLS OF VIRGINIA.

And Schedule of Prices for Which They are to be Sold for Cash to Pupils.

	PER COPY.
[illegible] U. S.	$1.00
[illegible] Dictionary	40
[illegible] Elementary Geography	60
[illegible] Manual Geography, Va.	
[illegible]	1.25
[illegible] Geography, old Ed.	1.60
[illegible] Geography, Revised and [illegible]	1.20
[illegible]	12
[illegible]	14
[illegible]	24

	PER COPY.
Holmes' 3d Reader	36
Holmes' 4th Reader	48
Holmes' 5th Reader	60
Holmes' 6th Reader	100
Holmes' History U. S., New Ed.	100
Harvey's Revised Elementary Grammar	42
Harvey's Revised English Grammar	65
Davies & Peck's Elementary Arithmetic	50
Davies & Peck's Complete Arithmetic	75
Graphic Copy Books (large)	10
Graphic Copy Books (small)	7

WM. PENDLETON is the authorized distributing agent for all of the above Books [illegible] Schools, to whom all applications for supplies should be made. Also [illegible] indigent children with books.

[illegible] direct, enclosing the amount, as per above list, for as many books as you want.

My terms in all cases are CASH. Remittances can be made at my risk if money order, registered letter, or certified check.

WM. PENDLETON,

Druggist, Bookseller, Stationer, Jeweler, &c.,

FLOYD C. H., VA.

NOTICE.—To avoid mistakes and delays it is necessary, in ordering from this list, to state specifically the exact titles of Books as given herein.

All other School Text Books are sold at Publishers' net retail price as heretofore.

I also supply all kinds of School and Office Stationery at lowest rates.

In connection with the above I have the finest stock of Confectioneries, Toys and Presents for the Christmas Holidays to be found any where in Floyd Co., which will [illegible] as low as the lowest. Remember the place is the Drug Store Floyd C. H., Va.

DIGEST OF THE VIRGINIA SCHOOL LAWS AND REGULATIONS RELATING TO TEACHERS.

By Whom Employed.—Teachers are employed by district boards of trustees, and in all cases they must be employed and contracted with at a regular or called meeting of the board. A teacher cannot be legally employed by a district board unless he holds a certificate of qualification, in full force, from the Superintendent of the County in which he proposes to teach.

Written Contract.—Before he enters upon the duties of the school the teacher must have a written contract with the district board; without this he cannot by law enforce payment for his services.

The School Register.—Every teacher must keep the School Register according to form prescribed by the Superintendent of Public Instruction, and at the close of his term of service must return it, in good order, to the clerk of the district board.

Text-books.—Teachers must require all pupils to be supplied with the text-books prescribed by law, and must not tolerate any others. The enforcement of this rule shall not work to the detriment of the school in the matter of average attendance; *i. e.*, the school shall not be closed for failure to make the legal average if the deficiency has been occasioned by the rejection of pupils for not complying with the law as to uniformity of text-books. The teacher shall be furnished by the County Superintendent with a copy of the regulations of the Board of Education concerning text-books, and this, together with the price-list, he shall keep posted in his school-room.

Subjects Taught.—In every public school shall be taught orthography, reading, writing, arithmetic, grammar, and geography. The Board of Education has added the teaching of the history of Virginia and of the United States.

The Higher Branches must not be taught except by authority of the district board, and under no circumstances must they be allowed to interfere with regular and efficient instruction in the elementary studies. In schools taught by one teacher not less than five hours each day shall be given exclusively to instruction in the elementary branches.

Pupils over Twenty-one Years of Age.—Teachers must not enroll any person over twenty-one years of age who does not present a written permit from the district board. All such pupils are required to submit to the same rules as the other pupils.

Reports to County Superintendents.—Teachers must make Monthly and Term Reports to the County Superintendent of Schools, according to forms furnished. The Monthly Report must be sent to him within three days after the close of the school month, and the Term Report within three days after the close of the school term.

May Suspend Pupils.—Teachers may suspend pupils for sufficient cause until the case has been decided by the district board.

Opening and Closing School.—The time for opening and closing school is regulated by the district board, subject to the approval of the County Superintendent, but no school shall be taught less than six hours each day.

Not to be Book-Agents.—A teacher of a public school cannot act as agent for any publisher of school books, or directly or indirectly receive any gift, emolument, reward, or promise of reward for using his influence to secure the adoption of any book. This does not prohibit the teacher from serving as the medium of transfer between the dealer and the pupils without pay, or from purchasing books with his own money and keeping them on hand for the convenience of scholars.

Exemption.—Teachers are exempt from serving on juries and from militia service in time of peace, during vacation as well as during the school term.

Contagious Diseases.—Persons suffering with contagious diseases shall be excluded from the public schools while in that condition, and no pupils shall be admitted unless they have been vaccinated, unless this clause shall have been suspended by the school board of the county or city

School Month.—"The school month shall consist of four weeks of five school days each, and deduction shall be made from the pay of teachers for every day they lose, except such days as may have been declared by boards of school trustees to be legal holidays."

Teachers' Certificates.—Teachers' certificates shall state the branches on which the holder has been examined; shall be given for only one year, and shall be of three grades. The *Teachers' Professional Certificate* shall be given for two years; provided, that any teacher who has previously held it may be recommissioned for any period not exceeding five years, at the discretion of the County Superintendent. The difference in the grades of the certificates is intended to represent different grades of ability, experience, attainment, and success.

Age.—All applicants for examination for a license to teach in the public schools must be at least eighteen years old.

Admission of Pupils Living Outside the School District.—Pupils living outside a school district may be admitted to the schools of that district by previous arrangement between the school boards of the two districts.

TO DISTRICT CLERKS.

THIS REGISTER is the property of the District School Board, and must be returned by the teacher to the district clerk at the close of the term. At the beginning of each term the district clerk should enter, in the form below, the date of his delivery of the Register to the teacher, and, likewise, at the end of each term, the date of the return of the Register by the teacher, stating in each case whether the Register is in good or bad order. On delivery of the Register he should take the teacher's receipt for the same and file it with his official papers.

[FIRST TERM.]

Register delivered in good order to Florence Graham, Teacher of School No. 2 Dec 10th 1887 A Hogue, District Clerk.

Register returned in good order by L B Graham, Teacher of School No. 2, March 31 1888. A Hogue District Clerk.

[SECOND TERM.]

Register delivered in good order to Eric [illegible], Teacher of School No. 2, [illegible] 1888. A Hogue District Clerk.

Register returned in _____ order by _____ Teacher of School No. _____, _____ 18 . _____, District Clerk.

[THIRD TERM]

Register delivered in good order to Will V Pettus, Teacher of School No. 2, _____ 18 92 A Hogue District Clerk.

Register returned in _____ order by _____, Teacher of School No. _____, _____ 18 . _____, District Clerk.

[FOURTH TERM.]

Register delivered in _____ order to _____, Teacher of School No. _____, _____ 18 . _____, District Clerk.

Register returned in _____ order by _____, Teacher of School No. _____, _____ 18 . _____, District Clerk.

TEXT-BOOKS adopted for use in the county for four years, from August 1, 18 , to August 1, 18 :

McGuffey	Spellers.	Graphic	Copy-Books.
"	Readers.	McGiffe	History of Va.
Davies & Peck	Arithmetics.	Eclectic	History of U. S.
Albaugh	Geographies.	Websters	Dictionaries.
Harvey	Grammars.		

[☞ The district clerk will fill the blanks in the above before delivering the Register to the teacher.]

Jackonville DISTRICT. Ilsh COUNTY.

DAILY RECORD of White School, No. 2, for the school month beginning Oct 21 1892, and ending Nov 25 1892.

(Month No. 2)

Virginia Coleman Teacher.

PUPILS' NAMES. (Write surnames first, and give Christian names in full.)	Age.	ATTENDANCE DURING THE MONTH.	Total Days Attended.
Julian Callie	8		18
Jett Lee	7		20
" Edgar	9		20
" Letha	5		19
Lee John	11		18
" Paris	5		18
Merritt Vance	5		15
Morris Elma	10		15
Ryan Hank	7		20
" Harve	8		20
Pendleton Edmund	9		20
Sowers Joe	9		20
" Edwin	6		20
Stephens Henry	10		18
" Joe	6		7
Shelton Edgar	9		19
Tice Frederick	10		20
Walker Geo P	9		
Williams Henry	9		19
" Robert	11		18
Sowers Stella	6		18
Good Rosetta	13		20
Hutton Vena	6		7
Hawkins Estella	10		20
" Mary	6		20
" Willie	5		20
Hopkins Naomi	8		12
" Francis	6		
Dowell Estella	13		19
Wright George	10		19
" Bessie	6		12
Prewitt Dora	5		18
Sowers Medora	12		19
" Lawrence	10		18
" Edgar	7		20
Stevens Eugene	5		20
	6		5
	9		5
	8		8
	8		15
	8		15

SUMMARY FOR THE MONTH.

Number of Pupils on the Roll.

Boys.	Girls.	Total.
20	26	45

Average Daily Attendance. (2)

Boys.	Girls.	Total.
17.3	18.25	35.75

Per Cent. of Attendance. (3)

Boys.	Girls.	Total.
86.4	70.05	78.7

Days Present at School. (4)

Boys.	Girls.	Total.
346	474	717

Average Age of Pupils. (5)

Boys.	Girls.	Total.
8.4	8.21	8.32

Entered During the Month.

Boys.	Girls.	Total.
0	3	3

Dropped During the Month.

Boys.	Girls.	Total.
1		

Over 21 Years of Age.

Boys.	Girls.	Total.

From Other Diseases.

Boys.	Girls.	Total.

Number Studying—

Spelling.	45
Reading.	45
Writing.	45
Arithmetic.	22
Geography.	15
Grammar.	
History.	9
Higher Branches.	

Number of Visits to School—

By County Supt.	1
By District Trustees.	3
By others.	

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THE DEVELOPMENT OF SCHOOLING IN FLOYD COUNTY, VIRGINIA 1831-1900

by

Sarah James Simmons

Committee Chairmen: Jerome A. Niles & Thomas C. Hunt
Curriculum and Instruction

(ABSTRACT)

This dissertation addresses the cultural, economic, and geographic factors that politically affected the development of schooling in Floyd County, located in southwest Virginia, from its formation in 1831 to the beginning of the twentieth century. Floyd County was formed in 1831 during Virginia's quasi-system of education. This quasi-system was created due to the "peopling" of early Virginia. Colonial Virginia provided educational opportunities for the rich and poor. The General Assembly, which was dominated by the planter-aristocrats, opposed state education. These aristocrats saw no reason to tax themselves for educational opportunities they would not patronize. As settlers of Swiss, German, and Scotch-Irish descent migrated into the backcountry of Virginia, they brought with them a desire for universal education. The conflicts between the eastern and western portion of the state resulted in the Literary Fund Act of 1818 which provided funds to educate Virginia's poor. The wealthy continued to educate their own with the middle class left to their own devices. This quasi-system of

education lasted until the Civil War. At the end of the war, conservatives, still in control of the General Assembly, were forced to accept state supported education due to the Underwood Constitutional mandate. Separate schools for blacks and whites were begun under the state plan in 1870. By July 1876, Floyd County had 52 schools in operation; but this expansion faced ruin when the General Assembly used funds to pay off the state's debt. The debt issue split Virginians into two political camps, Funders and Readjusters. It was not until the Readjuster victory in the early 1880's that Virginia's state system began to stabilize.

Political decisions continued to affect education in the late nineteenth century. District boards hired teachers and located schools for political and social reasons which were often tied to community loyalties. Superintendents licensed and examined teachers based on their own standards. The General Assembly denied teachers the right to meet during school terms. No public money could be used to finance their meetings. What education teachers did receive was financed by local efforts and Peabody funds. By the 1890's, over 4000 teachers in Virginia had not attended State Summer Normals. Floyd County had a higher percentage of teachers attending Normals due to its third superintendent bringing a Normal to Jacksonville in 1889.

By 1900, schooling in Floyd County had survived its first 30 years, but with only partial success. Political

entanglements, dating back over two centuries, had affected public education at the state and local level with the results that by the beginning of the twentieth century, half of the school age population in Virginia had never attended school.