

1944

The Development of Education in Spotsylvania County, 1721-1944

Charles Melvin Snow

College of William & Mary - School of Education

Follow this and additional works at: <https://scholarworks.wm.edu/etd>



Part of the [Other Education Commons](#)

Recommended Citation

Snow, Charles Melvin, "The Development of Education in Spotsylvania County, 1721-1944" (1944).
Dissertations, Theses, and Masters Projects. William & Mary. Paper 1539272165.
<https://dx.doi.org/doi:10.25774/w4-vp59-tk03>

This Thesis is brought to you for free and open access by the Theses, Dissertations, & Master Projects at W&M ScholarWorks. It has been accepted for inclusion in Dissertations, Theses, and Masters Projects by an authorized administrator of W&M ScholarWorks. For more information, please contact scholarworks@wm.edu.

THE
DEVELOPMENT
OF EDUCATION
IN
SPOTSYLVANIA COUNTY
1721 - 1944

by
CHARLES MELVIN SNOW

SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS
OF
THE COLLEGE OF WILLIAM AND MARY
for the degree of
MASTER OF ARTS

1944

TABLE OF CONTENTS

	PAGE
TITLE	i
TABLE OF CONTENTS	iii
LIST OF TABLES.	iv
LIST OF FIGURES	v
INTRODUCTION	vi
CHAPTER	
I. A BRIEF HISTORICAL SKETCH OF SPOTSYLVANIA	
COUNTY	1
II. EARLY EDUCATION IN SPOTSYLVANIA COUNTY	7
III. THE STRUGGLE FOR FREE SUPPORTED SCHOOLS	39
IV. SECONDARY EDUCATION	71
V. SPOTSYLVANIA HIGH SCHOOL	92
BIBLIOGRAPHY	101
APPENDIX	
A. DESCRIPTION OF LLANGOLLEN SCHOOL	107
B. HISTORIES OF THE SCHOOLS OF FREDERICKSBURG,	
VIRGINIA	115
C. DEED RELATIVE TO SPOTSYLVANIA HIGH SCHOOL.	139
D. TABLES	142

LIST OF TABLES

	PAGE
TABLE	
I. The Combined Population of Spotsylvania County and the City of Fredericksburg from 1790 to 1940	6
II. Graded Schools	61
III. School Taxation	64
IV. Spotsylvania County School System of Enrollment, Attendance, Buildings, High School Records, and Activities of Division Superintendent	67
V. Accredited High Schools	89
VI. Progress of the Public School System in Spotsylvania County 1870 to 1943	100
VII. Statement of Particulars as to Schoolhouses. . .	143
VIII. Superintendents of Spotsylvania County Public Free Schools 1870 to 1944	144
IX. Names of School Trustees from 1870 to 1944 . . .	145
X. School Buildings and Appliances	146
XI. Abstract of School Commissioners' Report	147

LIST OF FIGURES

FIGURE	PAGE
I. Green Level Academy	29
II. Virginia Collegiate Institute	34
III. Typical One-Room School in Spotsylvania County	55
IV. Chancellor High School.	72
V. R. E. Lee High School	74
VI. Margo High School	77
VII. Marye High School	79
VIII. Belmont High School	81
IX. J. J. Wright High School (Colored).	84
X. Spotsylvania High School.	93

ACKNOWLEDGMENTS

The author wishes to thank Dr. George H. Armacost, Dr. Richard L. Morton, and Dr. Helen F. Weeks for their helpful criticism and guidance throughout this study. To the memory of the late Dr. Kremer J. Hoke he wishes to acknowledge the inspiration and guidance given during the early preparation of this study.

He would like to express his appreciation to Mr. J. H. Chiles, Superintendent of schools in Spotsylvania County for the use of the records and data concerning public schools in Spotsylvania County.

He is grateful to the many hosts of friends for their cooperation and interest, and to Hilda Vivian Snow, his wife, for her encouragement and assistance in the preparation of this thesis.

INTRODUCTION

The purpose of this thesis is to show the development of education in Spotsylvania County from 1721 through 1943. It is an attempt to bring together facts heretofore unassembled concerning the educational development of the County. This thesis is an attempt to make the history of education in Spotsylvania County accessible to those who are interested in its development and to preserve a record for future reference. It must be noted that the school systems of the County and the city of Fredericksburg are distinctly separate. The data in this thesis will apply to the county, unless otherwise stated.

It is practically impossible to describe in detail the whole history of education in Spotsylvania County, therefore an effort was made to select the most interesting details and to elaborate on these in such a way that a general idea of the history of education in the county may be grasped. Whenever possible, tables have been given to make the development of certain phases of education a more complete picture.

In so far as possible, such primary sources as were available on the subject were utilized in securing information for this study. However, several authenticated secondary sources were also consulted. In some few instances, statements

of responsible citizens of the county have been relied upon.

Materials such as Henning, Statutes at Large, The Acts of the General Assembly, Virginia School Reports, Court Records, bulletins and documents issued from the State Board of Education have been used. An earnest attempt has been made to avoid personal interpretation.

CHAPTER I

A BRIEF HISTORICAL SKETCH OF SPOTSYLVANIA COUNTY

The region known as Spotsylvania County was first mentioned "at a grand assemblie held at James Cittie."¹ This assembly was held between the 20th of September, 1674 and March 17th, 1675. At this time, war was declared against the Indians, and an order was given for the construction of a fort, "at or near the falls of the Rappahannock River."² "This fort was built in 1676, and it was further ordered that one hundred and eleven men from Gloucester County be garrisoned at the place of defense. Major Lawrence Smith was appointed captain or commander-in chief, and it was also ordered that this fort be furnished with four hundred and eighty pounds of powder, fourteen hundred and forty-three pounds of shott."³ The exact location of this fort is not known, but there was a military post at Germanna, and this may have been the spot selected by Major Smith.⁴

Spotsylvania County was formed in 1720 by an act of the House of Burgesses authorizing a county to be formed from the

1 Henry Howe, History of Virginia (Charleston, S. C.; W. R. Babcock, 1847), p. 474.

2 Loc. cit.

3 Loc. cit.

4 Loc. cit.

territory composing the then counties of Essex, King William, and King and Queen. The act as passed by the House of Burgesses reads as follows:

Be it enacted, Spotsylvania County bounds upon Snow Creek up to the mill, thence by a southwest line to the river North Anna, thence up said river as far as convenient, and thence by a line to be run over the said mountains to the river on the northwest side thereof, so as to include the northern passage through the said mountains, thence down said river until it comes against the head of the Rappahannock; and down that river to the mouth of Snow Creek; which tract of land from the first day of May 1721, shall become a county, by the name of Spotsylvania County.⁵

The act further states:

Fifteen hundred pounds, current money of Virginia, shall be paid by the treasurer to the governor, for these uses, to wit: 500 pounds to be expended in a church, court-house, prison, pillory and stocks, in ammunition, etc. of which each Christian tytheable is to have one firelock, musket, one socket, bayonet fixed thereto, one cartouch-box, eight pounds bullet, and two pounds powder.⁶

The reader will notice that no provisions were made in the act for schools or for any form of education except religious education.

The records show that the seat of justice for Spotsylvania County was fixed at Germanna, and the first court sat on the first day of August, 1722.⁷ It was found that this place was "inconvenient to the people," and it was directed by the law

⁵ Loc. cit.

⁶ Ibid., p. 475

⁷ Records of First Court in Spotsylvania County, Virginia, 1722, Clerk's office, Spotsylvania Court House, Spotsylvania, Virginia.

that after the first of August, 1732, "the court should be held at Fredericksburg."⁸ This law was repealed in 1739 because it was "derogatory to his Majesty's prerogative to take from the governor or commander-in-chief of this colony his power and authority of removing or adjourning the courts;"⁹ and because "it might be inconvenient in a case of small-pox or other contagious distemper."¹⁰

During the first ten years of the existence of Spotsylvania County (1721-1732), the inhabitants were made free of public levies, and the whole county was made one parish, by the name of St. George.¹¹

In 1730, "St. George's parish was divided by a line running from the mouth of the Rappahannock to the Pamunkey; the upper portion to be called St. Mark's parish; the lower part to retain the name of St. George's parish."¹² In 1734 the county was thus divided; "St. George's parish to be still called Spotsylvania; and St. Mark's parish to be called Orange."¹³

⁸ Henry Howe, Loc. cit.

⁹ Ibid.

¹⁰ Ibid.

¹¹ Ibid.

¹² Ibid.

¹³ Ibid.

The county of Spotsylvania which had been one parish was again divided in 1769 as follows: "All that part lying between the rivers Rappahannock and Potomac retain the name of St. George's parish -- the rest of the county was erected into a new parish called Berkley."¹⁴

The justices were authorized by an act passed in 1778 to build a court-house at "some point near the centre of the county."¹⁵

In 1780 an act was passed stating that the court-house in Fredericksburg was "unfit to hold courts in"¹⁶ and authorizing the county court to be held at the house of John Holladay, "until the new court-house now building in the said county shall be completed."¹⁷

During the War between the States, Spotsylvania County was the scene of the battles of Fredericksburg, Chancellorsville, the Wilderness, and Spotsylvania Court House. During the winter of 1862-63, General Robert E. Lee had his headquarters in the county. There are few counties, if any, that suffered as much as did Spotsylvania during this conflict. Homes were destroyed,

¹⁴ Ibid.

¹⁵ Ibid.

¹⁶ Ibid.

¹⁷ Ibid.

large areas of farm land were torn up to such an extent that they could not be cultivated for a considerable time after the war. Many of the best forests in the county were shattered or burned to such a degree that they were of no economic value.

Although the destruction in the county was great, yet Fredericksburg, because of its location, soon became a town of importance. The Rappahannock River is navigable for vessels of small tonnage today and medium tonnage vessels could come to the docks of Fredericksburg after the War between the States. Transportation is furnished by two lines of railroads, one connecting with the main trunk lines at Washington and Richmond, and state highways radiate in all directions from the city.

Spotsylvania County, as it is today, has a land area of 413 square miles, and is located approximately half-way between Richmond and Washington. The county is bounded on the north by the Rappahannock River, on the south by the North Anna River, on the east by Caroline County, and on the west by Orange County. It is located on the edge of tidewater Virginia and is included in the group known as middle Virginia Counties.

TABLE I

THE COMBINED POPULATION OF SPOTSYLVANIA COUNTY AND THE CITY OF
FREDERICKSBURG FROM 1790 TO 1940.¹⁸

Population			White	Negro		
				Free	Slave	Combined
1790	. . . . .	11,252	5,171	148	5,933	6,081
1800	. . . . .	13,002	5,875	297	6,830	7,127
1810	. . . . .	13,296	5,596	565	7,135	7,700
1820	. . . . .	14,254	5,939	591	7,724	8,315
1830	. . . . .	15,134	6,384	697	8,053	8,750
1840	. . . . .	15,161	6,786	785	7,590	8,375
1850	. . . . .	14,911	6,894	536	7,481	8,017
1860	. . . . .	16,076	7,716	574	7,786	8,360
Combined Negro						
1870	. . . . .	11,728	7,069		4,659	
1880	. . . . .	14,828	8,422		6,406	
1890	. . . . .	14,233	8,156		6,077	
1900	. . . . .	14,306	8,799		5,507	
1910	. . . . .	15,809	10,736		5,073	
1920	. . . . .	16,453	11,810		4,643	
1930	. . . . .	16,875	12,544		4,331	
1940	. . . . .	19,971	15,330		4,641	

¹⁸ The above table was compiled from the United States Census. After 1890 the census of the county was taken separately from that of Fredericksburg, but in this table the combined totals are given throughout.

CHAPTER II

EARLY EDUCATION IN SPOTSYLVANIA COUNTY

To trace completely the early education in Spotsylvania County is a rather difficult task. This is due to the lack of information concerning the education of the county in this very early period. The first mention of education, "in that part of the Colony which in 1720 was named Spotsylvania County,"¹ is found among the Germans at Germanna.

Governor Alexander Spotswood, in 1714, founded a German settlement at Germanna. Germanna, in 1714, consisted of "twelve Protestant families," of about fifty persons. In 1717 twenty "Protestant German families," of about eighty persons came and settled down near their countrymen.²

Into the Virginia Capes and up the Rappahannock they came, farmers, vintagers, carpenters, bakers, millers, tanners, stocking-weavers, coopers, "cast-wrights," hunters, saddlers, glaziers, hat-makers, tile-makers, cooks, teachers, students, and engravers—so reads the ancient record of these worthy people, substantial people, back-bone of any nation."³

The record tells us nothing about the education of these early settlers. It is not unreasonable to believe that their method of education was copied largely from their mother country.

¹ Alvin T. Embry, History of Fredericksburg, Virginia (Richmond: Old Dominion Press, 1937), p. 18.

² Loc. cit.

³ Loc. cit. (Italics mine).

From the beginning of Spotsylvania County, Fredericksburg became the center of civic, religious, and educational life. In February 1727, the House of Burgesses passed the following act:

1. WHEREAS a great number of people have of late seated themselves and their families upon and near the river Rappahannock, and the branches thereof, above the falls; and great quantities of tobacco and other commodities, are every year brought down to the upper landings upon the said river, to be shipped off and transported to other parts of the country; and it is necessary, that the poorer part of the said inhabitants should be supplied from thence, with goods and merchandise, in return for their commodities; but for want of some convenient place, where traders may co-habit, and bring their goods to, such supplies are not to be had, without great disadvantages; and good houses are greatly wanted, upon some navigable part of the said river, near the falls, for the reception and safe-keeping of such commodities, as are brought thither from remote places, with carriages drawn by horses or oxen: And forasmuch as the inhabitants of the county of Spotsylvania, may have humble supplication to this great assembly, that a town may be laid out, in some convenient place, near the falls of the said river, for the co-habitation of such as are minded to reside there, for the purpose aforesaid, whereby the peopling that remote part of the county will be encouraged, and trade and navigation may be increased.⁴

In 1732, five years after the House of Burgesses had passed the act forming the town of Fredericksburg, the town had grown but little in population. Colonel Byrd when he visited Fredericksburg in 1732 had the following to say concerning its inhabitants:

⁴ William Waller Hening, Statutes at Large, IV, 234.

Though this be a comodious and beautiful situation for a town, with the advantages of a navigable river, and wholesome air, yet, the inhabitants are very few. Besides Colonel Willis, who is the top man of the place, there are only one merchant, a tailor, a smith, and an ordinary keeper; though I must not forget Mrs. Levistone, who acts here in a double capacity of a doctress and coffee woman.⁵

On the same visit to Fredericksburg, Colonel Byrd states that he and Colonel Willis walked about the town as Colonel Willis was anxious that he see the town before he left for "Westover." Colonel Byrd states that there were only three buildings of importance in the town, a church, a prison (that could hold Jack Shepherd), and a court-house.⁶

According to Colonel Byrd's statement there were no schools of importance in Fredericksburg as early as 1732. If there were no schools in Fredericksburg at this early date, it is not unreasonable to believe there were no schools in the struggling frontier county of Spotsylvania.

"Colonial education in Virginia, we know, was wholly the responsibility of the parent and the church."⁷ The records show that this was true in Spotsylvania County. In 1732, the first Episcopal Church was built in Fredericksburg. The Rev. Patrick

⁵ Henry Howe, op. cit., p. 479.

⁶ Loc. cit.

⁷ Catesby Willis, "ABrief History of the Schools in Fredericksburg, Virginia," University of Virginia Record Extension Series, University of Virginia Publication in Rural Social Economics, Vol. XIX, No. 4. (Charlottesville, Virginia: University Press, November, 1934), p. 67.

Henry, uncle of the great orator, was its first pastor. The next pastor to this church was the Rev. James Marye.⁸

Rev. Marye conducted a school where the Fredericksburg Baptist Church now stands. It is stated in a manuscript record of Colonel Byrd Willis, that his father, Lewis Willis, was a schoolmate of George Washington, his cousin, in this school, 1745. According to available records on the subject, this was the first school to be set up in the county.

Very little is known of the curriculum of this school. It is believed that Washington received here the "Rules of Civility and Decent Behavior." After exhaustive investigation, the source of these rules has been traced to a volume published in Rouen, and there studied by the young James Marye. The only other textbooks that we have record of that may have been used were Hale's "Contemplations" and Fisher's "Young Man's Companion."¹⁰

Miss Willis comments as follows on the virtues of the school:

When we consider the scarcity of well organized schools in this area when education depended almost wholly on private tutors or education in England, this school stands out as a remarkable institution.

⁸ Loc. cit.

⁹ Loc. cit.

¹⁰ Loc. cit.

Next to Williamsburg, where the second oldest college in America was established, Fredericksburg can fairly well set up the claim of having the earliest and best schools, while its society was from the first noted for culture and refinement.¹¹

While Fredericksburg was slowly growing as a town, Spotsylvania County was struggling for its existence. The land was not cleared and men had to carve their homes out of the wilderness. For the early settlers in Spotsylvania County, these were pioneer days, and pioneer days are never soft and easy. Land had to be cleared, for out of this land the early Spotsylvanian must live.

The town of Fredericksburg was laid out "whereby the peopling that remote part of the county will be encouraged."¹² This is evidence that the population of the county was small and scattered in this early period.

People were very busy taking care of their pushing needs for food, shelter, and clothing. The nearest neighbor was miles away, and settlers did not find it easy to get in touch with each other, particularly in the fall, winter, and early spring months. The mode of travel was on horseback, and "with carriages drawn by horses or oxen."¹³ Even if schools had been badly

¹¹ Ibid.

¹² Ibid.

¹³ Ibid.

wanted, it would have been hard to locate one so that any considerable number of pupils could conveniently get to it. Clearing the land, putting out crops and harvesting them, and performing the scores of necessary tasks demanded that the children take part in the labor.

In his history of education in Virginia, C. J. Heatwole states "that neither the efforts nor the needs of a sparsely settled frontier country, no matter how well-to-do the aristocratic class, could be expected to result in an extensive system of schools."¹⁴ He further avers that apprenticeship education for the laboring class confined to agriculture, tutorial schools in the home of the wealthy landed proprietors, endowed Latin Grammar schools for the youths aspiring to the professions, and a university for the training of teachers in church and commonwealth, were the educational means evolved in Virginia during the Colonial period.¹⁵

It is generally recognized that the earliest provisions for education in Virginia were copied largely from those existing in England at that time. Concerning education in Virginia, Mary N. Stanard states:

¹⁴ C. J. Heatwole, A History of Education in Virginia (New York: The MacMillan Company, 1916), introduction, x.

¹⁵ Ibid.

The planter's child learned the three R's or received a liberal education in one or more of four ways: From a tutor under the parental roof, from a local school - free or private - to and from which he went each day, or in which he boarded, from a school or college abroad, or - after 1693 - from William and Mary College.¹⁶

Judging from the wills filed in the clerk's office at Spotsylvania Court House, there were a few substantial plantation owners before 1750 in the county, and doubtless such educational provisions as were numerous throughout the colony of Virginia were also common in Spotsylvania County.

It is evident from the County records that many of the plantation owners were interested in the education of their sons and daughters. The following is a will of George Twyman of Spotsylvania County filed in the clerk's office March 17, 1732:

IN THE NAME OF GOD AMEN, I George Twyman being Sick and weak but of sound sence and of perfect work Thanks be to Almighty God do make this my last will and Testament as followith, Viz.--

I Give my Soul to Almighty God and Trust through the merretes of my Savior Jesus Christ that he will receive the same and my body to the earth to be Intered at the Descretion of my Executors hereafter named.

Item--I give and bequeath so much of my estate as will be sufficient to give my four children William Twyman, George Twyman, Catherine Twyman & Mary Twyman each four years of schooling but if either of the aforesaid children should dye before they be of years to take such schooling that then so much of that part of my estate to be on the rest.¹⁷

The following will was filed by Richard Blanton of Spotsylvania County September 3, 1735:

¹⁶ Mary N. Stanard, Colonial Virginia, Its People and Costoms (Philadelphia and London: J. B. Lippincott, 1917), p. 263.

¹⁷ Will Book, Spotsylvania County, 1722-1749.

Item- -I will that my loving son Richard Blanton be put to school two years at the charge of my estate - -

Item- -I will that my loving son Thomas Blanton be put to school four years at the charge of my estate.

Item- -I will that my loving daughters (Name was smeared) Blanton, Elizabeth Blanton and Mary Blanton be put to school two years each at the charge of my estate.¹⁸

Both wills specify the number of years of "schooling" each child is to have. This is indicative of the interest the plantation owners had in education at this early time.

The education of poor orphans and other indigent children during the period under consideration was provided for by legal enactment under apprenticeship laws. This was the chief means for the education of poor children in Virginia until the Board of School Commissioners was created by an act of 1818.

The first legislation in Virginia concerning the education of apprenticed children, enacted in the year 1643, was vague in its requirements, stating that:

All overseers and guardians of such orphans are enjoined by the authoritie aforesaid (county courts) to educate and instruct them according to their best endeavors in Christian religion and in the rudiments of learning.¹⁹

Many modifications of the law occurred during the years following its enactment, among which an important one, enacted in 1672, empowered the county courts to bind out all children

¹⁸ Ibid., p. 233.

¹⁹ Henning, op. cit., I, 261.

as apprentices whose parents were unable to bring them up.²⁰

In 1705, the Burgesses stipulated that:

If the estate of an orphan be of so small a value, that no person will maintain him for the profits thereof, then such an orphan shall, by direction of the court be bound apprentice to some handicraft trade, or mariner, until he shall attain to the age of one and twenty years. And the master of every such orphan shall be obliged to teach him to read and write- ²¹

It must be remembered that each of these indentures of apprenticeship carried with it the legal obligation of providing literacy schooling for the apprentice.

The records in the clerk's office at Spotsylvania Court House show that as early as 1751 the indenture system of education was used extensively in Spotsylvania County. The earliest indenture found in the court records was between Benjamin Davis and Thomas Morris, both of Spotsylvania County. The records show that young men bound themselves out for such trades as carpentry, bricklaying, ship-carpentry, and the art of leather breeches sewing.

The following is a typical indenture found in the records:

This Indenture was made the fourth day of December in the year of our Lord One Thousand Seven Hundred and Fifty-one between Benjamin Davis carpenter of the one part, of Spotsylvania County and Thomas Morris now aged about seventeen years of the county aforesaid,

²⁰ Ibid., II, 298

²¹ Ibid., III, 375.

WITNESSETH that the said Thomas Morris by and with the consent of Spotsylvania Court doth bind himself to the said Benjamin Davis to serve him from the day of the date hereon for and during the term of four years, during all which time the said Thomas Morris his said master shall and well and truly serve, his secrets keep his lawful command obey he shall not destroy or embezzle any of his goods, or cause it to be done he shall not commit adultery or fornication nor contract matrimony within the said terms neither shall he absent himself by day or night from his said master's service without leave and the said Benjamin Davis for his part doth covenant and agree to do his utmost endeavor to teach or cause to be taught his said apprentice the carpenters trade to read and write and to find and provide for said Morris meat, drink, washing and lodging during said term, and as the expiration thereof to give him such freedom dues as the law Diverts, In Witness whereof the parties to these presents have set their hands and seals the day, month and year above written.

Benjamin Davis (SEAL)

Thomas Morris (SEAL)

Signed sealed and delivered

In presence of

W: Waller

At a court continued and held for Spotsylvania County
December 4, 1751.

This Indenture was approved of by the court and is
ordered to be recorded.

TEST W:Waller, County Clerk²²

Many of the larger plantation owners in Spotsylvania County employed tutors to instruct their sons and daughters. This practice was continued as late as the first quarter of the twentieth century. On numerous estates the matter of education

was intrusted to tutors, and sons were sent abroad for college training. Many planters built a schoolroom on the grounds along with the spinning-room, the greenhouse, and other buildings. Evidence of this is found, if one visits the estates of the early planters of the county. Scattered throughout Spotsylvania County one finds old mansions still standing with the old school building in one corner of the yard or the remains of the building that was once the school house. A tutor in one family would be engaged to teach the children of neighboring families. Such a system would often result in a "select school". In many cases the teaching was carried on in a small study incorporated into the center of family life.

Approximately thirty miles from Fredericksburg, off the main highways, are the remains of a home, "Belle Air", whose records have been handed down from one generation to the next. A collection of letters and papers belonging to this home makes a valuable contribution to this study. To follow the activities of this home will give the reader a picture of one type of education in Spotsylvania County.

In 1730 Zachary Lewis came from King and Queen County to make his home at Belle Air in Spotsylvania County. Zachary Lewis was a lawyer by profession and had accumulated quite a fortune. The life at Belle Air was distinct, yet simple. The reading of the classics, learning Latin, and the carrying on the plantation life seemed to be the outstanding characteristics of the Lewis plantation.²³

²³ This information was taken from a collection of "Belle Air" and "Llangollen" papers and letters edited by Howard Meriweather Lovett.

It is evident from the following letter that a few of the sons of Spotsylvania County studied under men in various professions. Sometimes a son would be sent as an apprentice to study law, medicine or some other profession under a relative or a very good friend of the family. The letter was written by Richmond Terrell to his nephew Richard Lewis, of Belle Air, June 18, 1793. After learning that his nephew would study under the direction of his uncle, Chancellor Wythe, his uncle wrote:

I feel an interest in your welfare and prosperity. You have nothing to do, my nephew, with the advantages now presented to you but to apply yourself to make what figure you please - - and of that I have no doubt. Between Mr. Wythe and Mr. Marshall, you will probably do better than with either alone, but remember, that knowledge without the power of communicating it agreeably will lose much of its force. I do not mean to copy Chesterfield's instructions, but that you should early pay attention to your style and elocution, that they may be easy and proper when you come up on the public stage. Pray exercise yourself in the Epistolary line, that I may have a full share of your correspondence for information that respects you will be most acceptable too. . . .²⁴

It was stated earlier in this thesis that "Colonial education in Virginia was wholly the responsibility of the parent and the church."²⁵ This was the case in Spotsylvania County, where the early clergyman added to his duties by teaching.

John Lewis, the younger son of Belle Air, went to school to the Rev. William Douglas, who lived on "Ducking Hole" Creek

²⁴ Ibid.

²⁵ Willis, Loc. cit., p. 67.

plantation. "Ducking Hole" plantation is not in Spotsylvania County but just across the line in Louisa County. The author mentions this because some of the boys in Spotsylvania County went to school there to the Rev. William Douglas. After schooling at the home of "Parson Douglas", John Lewis studied under the Rev. Hugh C. Boggs, rector of Berkley Parish, who lived at Livingston one mile from Belle Air.²⁶

During the Revolutionary Period the colonies called for all the energies and resources of their people. It was a time when little thought could be given to education, yet many young men studied in their homes. These young men would on their own initiative acquire books and study them. Walter Holladay, a lad of Spotsylvania, studied four years of Latin and Greek under the Rev. Mr. Boggs. He had studied law at home and received his license from the General Court, June 12, 1801²⁷

On the following pages there will be given all information that could be collected relative to the private classical schools and academics of the county.

²⁶ Belle Air and Llangollen Papers, ed., H.M. Lovett.

²⁷ Ibid.

BELLE AIR AND LLANGOLLEN

(1811 - 1860)

Colonel Zachary Lewis died February 20, 1803. This left John, the eldest unmarried son, at Belle Air. John Lewis had grown up in the finest educational traditions of his day and he desired to carry on the educational ideals that he had received at Belle Air to boys and girls in Spotsylvania County. In 1811, during the summer months, John Lewis began to prepare the study at Belle Air for the purpose of a school.

The first entry in his account book headed "School" is dated July 25, 1811:

	dollars	cents
To Household furniture to this amount	64	28
To School Books to this amount	60	47½
August 31st.		
To repairing the study and the amount of sideboard	20	75

The first pupil of the school to be entered in the account book was Travers Daniel. During the first year the records show that the following pupils were enrolled: David Watson of Green Springs, Louisa County; Oscar Stapleton of Spring Forest, Caroline County; Alfred Anderson, Spotsylvania County; Thomas and Mary Meriweather, Spotsylvania County; Lewis Willis, Fredericksburg, Virginia; and Fanny Daniel, Stafford County. There were two day pupils: Alfred and Anne Lewis, Spotsylvania County.

In February 1812, there are entries on accounts for two

tables, for books, stationery, medals, tickets, maps, globe-stand and ink powder. These items and others mentioned in the account books indicate that the school was well equipped.

The record book of Mr. Lewis gives an account of the menu. The "meats for every day" included ham, middling, shoulder, jowl, fish, chicken, ducks, turkey, beef, along with vegetables and hot breads made from home-grown water-ground flour and meal. The school seemed to be on a sound economic basis; it was mainly self-supporting. Everything used was grown or made on the plantation except such imports as sugar, chocolate, tea, coffee and rice.

There may have been other schools in the county during this period or before, but from all procurable information this was the first school of any real importance. This school closed in 1814 and John Lewis moved into a larger school on the Lewis estate the same year.²⁸

At the same time that John Lewis was carrying on the school in the study at Belle Air, plans were being made for a larger school on the same estate. These plans were for the building of "Llangollen",²⁹ a name taken from the early ancestral home of the Lewises in Wales. It was the aim of John Lewis to

²⁸ Ibid.

²⁹ See Appendix A, p. , for a complete description of Llangollen School by John Lewis and H. M. Lovett.

make the new building a place for both home and school. The records show that the new building was made ready and occupied on November 24, 1814.³⁰

Llangollen required military training as a part of its curriculum. This was the first and only school in Spotsylvania County to have military training. In a pamphlet on the school, John Lewis has the following to say concerning military training.

The exercises which we required, as a part of our system, are military, not only because they tend to give an arect and easy carriage, healthy as well as graceful, and because they may be necessary in the defense of our country and homes, but they come by force of habit and the perception of the advantages resulting from order, obedience and concentrated action, the ablest auxiliaries of that scholastic discipline, the object of which should be to lead the mind to the love of virtue and the desire of knowledge, as the means of doing good. We have, therefore, military training. Those who perceive the disadvantages of order, regularity, punctuality, decision and prompt self-collected and energetic action in the field, are generally not insensible to their advantages in the school room, and carry with them into the world, the same useful impressions. Physical education is thus made to cooperate with moral and intellectual culture. The union of these, we believe, constitutes the best systems of instruction. There is no good system in which they are not in fact united. Physical education requires attention to food, clothing, sleep and cleanliness, as well as exercise. Health requires in young persons, not only the judicious use of nutritious substances, but great caution in regards to stimulants not nutritious. Boys whose growth is not complete require more food than men. It should be abundant and nutritious, but simply and plainly prepared not various at the same meal, but frequently varied at different meals. Sleep should be at regular intervals and guarded from unnecessary or alarming interruptions.³¹

³⁰ Belle Air and Llangollen Papers, H. M. Lovett.

³¹ Ibid.

The uniforms worn by the boys at the school are described by John Lewis, the master of the school, as follows:

For winter--a black gray coat with standing cape, yellow metal buttons and a black star on each side of the cape; pantaloons of the same cloth with the coat--dark waistcoat with yellow metal buttons; and a round black hat on parade. For summer--a blue coatee of this material with standing collar and white star on each side of the cape; pantaloons of drilling, or any light grayish white material; waistcoat white--white metal buttons to the whole summer suit.³²

The exact date when military training began at Llangollen is not known, but in the account books there is evidence that the wearing of uniforms was required as early as 1824.

Llangollen school continued year after year offering the highest type of education to the boys of Spotsylvania County until 1860 when it closed its doors.

During the period in question there were also several private schools in the county of which the author could find very little or no record. All of the private schools of this period had much the same characteristics. These schools selected their students with respect to ability, social class, and sex.

The curriculum of the average private schools of the type in question consisted of the following subjects: English Language, Greek and Latin Classics, Spanish, Italian, Geography,

Arithmetic, Algebra, Geometry, Ethics, Logic, Mental Philosophy and Political Economy. Those who did not intend to go to college but who wished a liberal education were taught Ethics, Logic, Mental Philosophy and Political Economy.³³

DEJARNET SCHOOL

(1835 - 1847)

There is very little information available concerning the DeJarnet School. It was situated on the DeJarnet plantation near Waller's Tavern. It was a private school with a very select student body, and the curriculum was of the type that prepared students for college.³⁴

COLEMAN SCHOOL

(1837 - 1857)

The Coleman School was located on the line between Spotsylvania and Orange. This was what might be called a "proletariat" school. It was classed as a private school, yet it had many characteristics of the public school which was to come later.

The teacher and founder was Mr. Ruben L. Coleman, who was a preacher in the county and also served as an educator to the children.

³³ The information concerning Belle Air and Llangollen schools was taken from the collection of papers and letters on these schools edited by Howard Meriweather Lovett.

³⁴ Statements by Mr. W. G. Graves, Orange, Virginia. Mr. Graves is a scholar and citizen of long standing in Spotsylvania County.

The building was approximately sixteen by twenty-four feet. It was a one-room building made of logs and was heated by a large fireplace. The chimney was made of wooden planks daubed on the inside with mud. There were no windows in the building. It was made by the planters in the neighborhood; some gave materials and others gave their labor. The furniture was of the crudest form. The benches were logs which had been split length-wise so as to give a flat surface. The benches that the pupils sat on were identical with those they wrote on with the exception that the former had shorter legs.

The pupils ranged from seven to sixteen or seventeen years in age, and one teacher "heard the lessons" of all the pupils.

The curriculum consisted of the three "R's". The "Peter Parley" reader was used. The author could secure no further information about the curriculum.

Although the school had some of the characteristics of a public school, the teacher had to be paid by the patrons of the school for services rendered. The teacher's pay consisted of the following: tobacco, potatoes, corn, wheat, vegetables, knitted socks and occasionally "a piece of money".³⁵

JAMES POWELL SCHOOL

(Dates unknown)

The James' Powell School was located at Peak's Store near Stubb's Mill. This section is known today as Belmont. This was a private boarding school of a very select type for girls. The school was held in the home of Mr. Powell. Mr. Powell and his wife were the instructors. Unfortunately very little is known concerning this school.³⁶

THE ACADEMY

During the period from 1857 to 1870 there is no available record of any outstanding schools in Spotsylvania County. Children were either educated by private tutors or went to the adjoining counties where educational opportunities were more adequate.

Spotsylvania County suffered greatly during and after the War Between the States. There is no doubt that the War was the cause of the "educational standstill" in the county during the period from 1857 to 1870.

The next educational movement of importance in the county was the Academy movement. This movement began in America soon after the middle of the eighteenth century. Its period of

greatest growth in Virginia, however, was during the first half of the nineteenth century.³⁷

Although the academy was instituted to furnish a liberal education to the masses, it soon evolved into a college preparatory institution, almost invariably charging a tuition fee. It was instrumental in the broadening of the curriculum appreciably beyond that of its predecessor, the Latin grammar school. It is frequently referred to as the beginning of a truly American institution.

In Virginia the academy movement included various types of institutions which may be classified under three main types; namely, chartered academies, private academies, and home and tutorial schools. The chartered academies were operated by a board of trustees under a charter granted by the legislature. Private academies were owned and operated by individuals as business enterprises. The home and tutorial schools were the most numerous and were maintained in the homes of individuals who employed tutors to teach their own children, usually permitting neighboring children to attend classes, sometimes free of charge for poor children, but ordinarily charging a fee for children outside the family. It is not always easy to draw a distinction between the private academies and the tutorial or home schools.

³⁷ Edgar W. Knight, The Academy Movement in the South (Reprint from The High School Journal, Vol. 11, Nos. 7 and 8 and Vol. 111, No. 1.), p. 1.

So far as existing records show, the academy movement began in Spotsylvania County in 1878 with the establishment of "Green Level" Academy.

GREEN LEVEL ACADEMY

(1878 - 1900)

Green Level Academy began in 1878 as a private school. It was located in the upper part of Spotsylvania County, in the section known as Belmont. The school was established by Mr. R. R. Powell, a native of Spotsylvania County, and a scholar, very much interested in education. The school derived its name from the farm "Green Level" owned by Mr. Powell. The old dwelling is still standing and is now owned by the Mason family.

FIGURE I
GREEN LEVEL ACADEMY

In 1878, the first year of its existence, the school began with a small enrollment of the neighborhood children who attended during the day. The school, at first, had only those pupils who could walk or ride horses or mules to and from the school. A few girls who lived in the neighborhood attended, but the larger part of its enrollment was made up of boys.

During the first two years of its existence (1878-1880) Mr. Powell was the only teacher. He was occasionally assisted by his wife, Mrs. Elizabeth Powell. Pupils ranged widely in age. Boys and girls of seven might be taught along with youths fourteen, fifteen and sixteen years of age. While Mr. Powell was "hearing the lessons" of the pupil or pupils who were studying the same material, the other pupils would be studying material that their master had previously assigned. Each pupil would advance to the next assigned lesson only when he had satisfied the teacher of his mastery of the previous lesson.

The curriculum of the school was composed of the following subjects: Formal Grammar, Reading, Writing, Spelling, Arithmetic, Algebra, Geometry, Trigonometry and History. Discipline was of the highest order and principles of correct conduct and good manners were stressed. Classes of "lessons" began each morning at 9:00 except Saturdays and Sundays, and ended at 3:00. There were the usual "recesses" in the school day. Boys played marbles,

games of ball, "hide and seek", and swapped articles as recreation during the "recess" periods.

By 1880 the school had grown until it had become an academy with a head teacher and a full faculty to take care of the needs of the pupils who expected to attend schools of higher learning. The faculty was composed of the following: Mr. R. R. Powell, head teacher; Mr. Spenser Coleman, Spotsylvania, Virginia; Mr. I. N. May, Louisa County; and Mrs. Elizabeth Powell, wife and assistant to the head teacher.

The curriculum offered the classical, or college preparatory, as well as the non-classical English course. The following are some of the subjects offered: Arithmetic, Algebra, Composition, Declamation, English Grammar, Extemporaneous Speaking, French, Latin, Greek, German, Geography, Physical Geography, Plane Geometry, History, Mensuration, Mythology, Natural History, Moral Philosophy, Intellectual Philosophy, Penmanship, Political Economy, English Pronunciation, Physiology, Reading, Rhetoric, etc.

Though the academy was democratic with respect to the curriculum, yet socially it was open only to those who were able to pay the tuition fees and to meet the expenses of being away from home.

After 1880 the school became a "boarding school" as well as a "day school." Those pupils who boarded were under the strict care of Mr. and Mrs. Powell, who supervised the entire activities of the boys. Those who lived in the community were

termed "day students"; they would go to and from school each day. There were those who lived in various sections of the county and would go home each week-end, but those who lived greater distances would enter school in September and not return home until the Christmas holidays; then return after the holidays and remain until school was dismissed in June. The school was run nine months of the year.

The greatest enrollment of the school was in 1884. This year the student body totaled 67, which included both "day pupils" and boarders.

The school was closed in 1885 but reopened again in 1894. Why Mr. Powell closed the school the author was unable to learn. The school reopened in 1894 under the same sponsorship it had when it closed in 1885.

Citizens from every section of Spotsylvania County sent their boys to Green Level Academy. The school was looked upon as one of the best schools of its type, and even today the author frequently meets a pupil of Green Level who speaks of the school in the highest terms. From the school went men who took their places in practically all the professions.³⁸

³⁸ The information concerning Green Level Academy was taken from statements made by Mr. W. G. Graves, Orange, Virginia, and by other men who attended the school at various times.

VIRGINIA COLLEGIATE INSTITUTE

(1887 - 1898)

The historic Spotsylvania Hotel, known today as the "Spotswood Inn", located at Spotsylvania Court House, opened its doors as a private school in 1887. The first classes were held in the building in 1887, at which time the school was called the Virginia Collegiate Institute. The curriculum was designed to take care of children just beginning school as well as those who were preparing to enter the professions. Two of the larger rooms on the first floor were used for classrooms. The other rooms in the building were used as a home for the principal and his family and the pupils who boarded.

The school was in operation for approximately ten years. Pupils from out of the state along with boys and girls from the county and the adjoining counties attended classes in the building. It was operated by a religious sect known as "Free Methodist".

This school had its beginning through the influence of a Mr. and Mrs. Bittle who came from New York and bought the old Inn. Mr. and Mrs. Bittle had been teaching in the North Chili School in New York. When they came to Spotsylvania County, they saw the scarcity and need of schools and decided the hotel would be an ideal building for a school. They wrote to North Chili describing the educational conditions in Spotsylvania County. North Chili immediately sent Mr. D. W.

FIGURE 2
VIRGINIA COLLEGIATE INSTITUTE

Hart, who became the first principal. He and his wife taught here until 1890.

The next principal to be sent to the school was Mr. Andrew Bears, who took the principalship in 1890 and continued in this capacity until 1894. Both Mr. Bears and his wife taught in the school.

In 1894 a Mr. Cerlue was sent from North Chili School to serve as principal. He was the head of the school for only a short time, for in 1894 the "Free Methodists" discontinued the school and it was next operated independently by a Mr. Jackson.

Mr. Jackson was a Northerner, but was not connected with the "Free Methodists". He served as principal until 1898, when the school was closed and the building was again used as an inn. After Mr. Jackson became principal, the school was no longer called the Virginia Collegiate Institute; it was merely a private school open to boys and girls in the county.

The first three principals were Methodist ministers, and each Sunday night religious services were held in the building. Older citizens now living at Spotsylvania Court House distinctly remember these services and testify to the strict observance of religious rules and ceremonies carried out by these "Free Methodists".

The author talked with several citizens in the county who attended classes in the school and they spoke of it in the

highest terms. The Virginia Collegiate Institute was truly an academy with the regular curriculum.

The academy movement was not widespread in Spotsylvania County, yet it did play an important role in the development of education. The Green Level Academy and the Virginia Collegiate Institute are significant in the educational history of Spotsylvania County, for they were at their best when the public elementary schools were struggling for their very existence.³⁹

³⁹

The information concerning the Virginia Collegiate Institute was taken from statements made by Mrs. C. R. Andrews a well informed and reliable citizen who has spent all of her life at or near Spotsylvania Court House.

SUMMARY

The lack of sufficient data has precluded the possibility of giving a complete picture of early education in Spotsylvania County. However, with the data secured from the county court records and other information found, it has been shown that there was some interest in educational activities in the county.

The apprenticeship system was used extensively in Spotsylvania County. The records show that young men bound themselves out for such trades as carpentry, bricklaying, ship carpentry, and the art of leather breeches making.

On large plantations the owners employed tutors to instruct their sons and daughters. A tutor in one family would often teach the neighboring children and form a "select school".

The church played an important role in the development of education. The records show that there were many cases where the early clergyman added to his duties by teaching.

The school "Belle Air" was a classical school of the highest type. It was opened for instruction in 1811. In 1814 "Belle Air" was moved to the new building on the Lewis estate and a new school was begun. This school was opened on November 24, 1814 and took the name "Llangollen". It was the first and only school in Spotsylvania County to have

military training as a part of its curriculum.

Other classical schools were: "The DeJarnet School" 1835-1847; "The Coleman School" 1837-1857; and the "James Powell School" (dates not known).

There were a few private schools during this early period. They selected their pupils with respect to ability, social class, and sex. During this early period the author could find no record of any attempt to educate the Negroes in the county. All schools were for white children only.

The academy movement reached its peak in Spotsylvania County during the last quarter of the nineteenth century. The academy offered an education to those who did not desire the public free school education and to those who wished to advance beyond the elementary school level. The movement was not widespread, but it did play an important part in the development of education.

CHAPTER III

THE STRUGGLE FOR FREE SUPPORTED SCHOOLS

The system of public education as it exist in Virginia today resulted from a gradual evolutionary process. As the democratic spirit of the frontier gradually expanded and the equality of opportunity was becoming an accepted principle, a few thinkers, notably Jefferson, began to consider education for the masses rather than for a select few. Popular education meant to Jefferson the means for securing an intelligent electorate and for insuring the direction of the government by the governed.¹

In the "Virginia Bill for the More General Diffusion of Knowledge," submitted on June 8, 1799, we find Jefferson's idea of the place of education in a democracy. This bill, according to Maddox, is generally accepted as the first American proposal for a modern state school system of education.² The bill proposed one system of education common to all, the rich and poor alike. There was to be, under this plan, a publicly supported and locally controlled primary school offering three years training to all children. A select few who were capable

¹ William Arthur Maddox, The Free School Idea in Virginia Before the Civil War (New York: Teachers College, Columbia University, 1918), p. 14.

² Ibid., p. 12.

and interested were to attend publicly supported academies and from this latter group a chosen few would be sent to William and Mary College at public expense.

The plan of Jefferson was not adopted, but in 1796 the General Assembly passed a bill that called for the establishment of a system of free public primary schools. This bill was similar to the "Virginia Bill for the More General Diffusion of Knowledge" submitted by Jefferson in 1779. This new law was to become effective in each county by the calling of an election of county aldermen by the county court. This was not a compulsory state wide affair but depended entirely on the local courts. There is no record that the law was put in effect in Spotsylvania County. Jefferson states the reason why no schools were established under this law:

The members of the courts are the wealthy members of the counties; and as the expense of the schools are to be defrayed by a contribution proportioned to the aggregate of other taxes which everyone pays, they consider it as a plan to educate the poor at the expense of the rich.³

This was the condition that existed in Virginia until the General Assembly met in 1810 and created the Literary Fund, from which source schools were to be conducted in every county in the state. The act which established the Literary Fund on February 2, 1810, reads as follows:

³ A. J. Morrison, The Beginning of Public Education in Virginia, 1776-1860 (Richmond: State Board of Education), p. 9.

1. Be it enacted, That all escheats, fines, confiscations, penalties, and forfeitures, and all rights in personal property accruing to the commonwealth as derelict and having no rightful proprietor, be and the same are hereby appropriated to the encouragement of learning and that the auditor of public accounts be and he is hereby required to open an account known as the Literary Fund. To which he shall carry every payment thereafter made into the treasury on every payment escheat or confiscation which has happened or may happen, or any fine, penalty or forfeiture which has been or which may accrue; provided always that this act shall not apply to militia fines.

2. And be it further enacted, That the fund aforesaid shall be divided and appropriated as to the next Legislature. Provided always that the aforesaid fund shall be appropriated to the sole benefit of a school or schools, to be kept in each and every county within this commonwealth, subject to such orders and regulations as the General Assembly shall hereafter direct.⁴

It is to be noted that the act merely created the fund and left to the next Legislature the setting up of machinery for appropriating it to the benefit of schools. In the following year, an act was passed whereby the Literary Fund was to be used for the education of the poor. The law did not provide adequate machinery for the establishment of schools; little or no supervision was required, nor were qualifications for teachers stated, and the manner of accounting for the money apportioned to the county by the treasurer permitted laxity in regard to expenditures. The law provided only for the illiteracy of indigents, many of whose parents preferred illiteracy to the stigma contingent upon the acceptance of this legislative charity.

⁴ Acts of Assembly, 1810, p. 15.

Besides the stigma associated with the acceptance of charity there were other causes for the indifferent success the act received in Spotsylvania County: children were needed at home to work; they did not have suitable clothing to wear to school; because of sparse population, it was impossible to locate schools within reach of indigent children; it was difficult to employ qualified teachers at such a low tuition fee.

The following information taken from the report of the school commissioners in 1831 gives evidence that Spotsylvania County did make some effort to educate the poor children under the act of 1810.

The character of the teachers having the care of the poor children of this county are generally good. The children who attend school regularly progress well generally, but many of them in the county are suffered by their negligent parents to lose much time from school, such of course, profit but little. In Fredericksburg, where the schools are convenient to the children, they are sent to school from the ages of six to thirteen years, but in the country generally, between the ages of nine and fourteen. No preference has yet been given to either sex. The commissioners consider the children of parents who are unable to school them, and orphans who are left without a support, of that description coming within the meaning of the term "indigent" of this description of children, perhaps not more than one half of the number in the county has been annually sent to school, sometimes owing to their not being convenient to schools, sometimes for the want of funds, and too often owing to the poverty or carelessness (perhaps both) of parents, they being too poor or too negligent and inattentive to the interest of their children to fit them out for school. The sum of \$300. annually would not be more than sufficient to educate all the poor children who reside in the town of Fredericksburg.⁵

⁵ Second Auditor's Report, September 30, 1831, p. 34.

In 1837 the school commissioners reported that no public schools had been established in the county. They also stated that the private schools were taught generally by persons of good character, who were qualified to discharge their duties.⁶

During the years just prior to 1846, there was much activity among various leaders in Virginia. There were those who wished to modify the law under which the Literary Fund was administered, and there were those who advocated a system of public schools for all, partially tax-supported. Some leaders wished to discontinue all free public education and expend the revenue from the Literary Fund on higher institutions. The educational statistics of the United States census of 1840 added to the debate when it showed that Virginia had a greater percentage of illiteracy than many of her sister states. Educational leaders called conventions in all sections of the state, the most important being the State convention held in Richmond in 1845. Newspapers, magazines, and lyceum orators endeavored to stir the people of the state to some action.

The law of 1846 placed public education on a level somewhat similar to the place it has in our present educational system. The county court was required to divide the county into as many districts as it deemed wise, and to appoint a school

commissioner for each district. The commissioners were required to designate one of their number as county superintendent. The superintendent was to serve in somewhat the same capacity as the treasurer did prior to 1846. He was required to keep a strict account of finances and school attendance. Further, he was to visit and supervise the schools of the county, and if he desired he could demand from teachers of public charges information concerning their curricula and methods. The superintendent was compensated to the amount of two and half per cent of his county's quota expended for educational purposes. The improvement of the law of 1846 over the previous law of 1818 was the election of a county superintendent, who in a measure was to coordinate and supervise the public educational program and to make an accurate report of pupil attendance and financial expenditures.

The school act of 1846 made it possible, for counties desiring to do so, to set up publicly supported schools for all children. Spotsylvania County did not take advantage of this privilege.

In 1852, Spotsylvania County was divided into four districts, Chancellor, Courtland, Livingston, and Berkley, and commissioners were appointed for each district.⁷ None of the records indicate that any public schools were set up in the

⁷

Acts of Assembly, 1852, p. 47.

county under the act of 1846. This was due to several reasons: first, there was the well-to-do group who sent their children to private schools in the county or elsewhere; second, during the War Between the States, Spotsylvania became the Flanders of the war. Women, children, and aged men were compelled to become "refugees" from their homes. In the dead of winter the people of the county had to leave their homes and find food and shelter, if they could, in homes, out-houses, barns and cattle-sheds of friends and sympathizers. The ground was literally plowed with bullets and shells, and human bodies lay dead by the hundreds.

When the war was over the men returned to their homes, they had to start life anew. All that they had worked for was gone. Their farms were filled with craters made by explosive shells; their crops were burned and their homes pillaged. Children were needed to work at home to help with the chores. It was a critical time in the history of the county and men could give but little thought to education.

The Virginia Constitution of 1869 made it obligatory upon the State Legislature to establish a system of public school education. The constitutional provisions for public education in Virginia were not made without heated debates. The Constitutional Convention, called under the Reconstructed Act of March 2, 1867, and convened in October of that year, was composed largely of out-of-state radicals and Negroes.

The eleven members composing the committee on education included Negroes.⁸ The Negroes clamored from the start for an equality of educational opportunities by a constitutional provision for mixed schools, believing that otherwise their educational privileges would be limited. They felt that this was an opportunity to improve their social status. But the provisions for mixed schools perished in the convention.⁹

Another problem that was recognized by the conservatives was the ability of the state to finance a tax-supported system of education. On this point the conservatives were defeated, and the constitution, with provisions for a state system of tax-supported schools, was finally ratified July 6, 1869. Under section eight of the constitution, the next legislature was required to elect a state superintendent of public instruction, who was to report to the General Assembly, within thirty days after his selection, a plan for a uniform system of free education.¹⁰

At the next session of the legislature, Rev. W. H. Ruffner was elected the first state superintendent of schools, and he outlined within twenty-three days after his selection

⁸ Edgar W. Knight, "Reconstruction and Education in Virginia" (Reprint from South Atlantic Quarterly, Vol. 15, Nos. 1, 11, January and April, 1916), p. 10.

⁹ Ibid., p. 12.

¹⁰ Ibid., p. 13.

a plan for a system of public education. The plan was revised slightly by Dr. John B. Minor, of the University of Virginia law faculty. The plan was enacted into law July 11, 1870 under the title of "An Act to Establish and Maintain a system of Public Free Schools."¹¹

The law as finally adopted provided for a state superintendent of public instruction to be appointed by the General Assembly. The State Board of Education, comprising the Governor, Attorney General, and the State Superintendent, was empowered to name, with the concurrence of the Senate, a superintendent of each county. The county superintendent was to be paid largely from state funds, and was a state officer rather than a local officer. Each county was to be divided into not less than three school districts from each of which three trustees were to be appointed. The board of trustees comprised the actual governing body of the local school. Teachers were to be appointed by the district trustees and certified by the county superintendent. Provisions for financial support called for contributions from the state, the county and the local district; the counties and districts being permitted to supplement the state appropriations if they should so desire. The law further provided for state and local supervision. Separate schools for the two races were to be free to all children of

¹¹ Acts of Assembly, 1870, p. 402.

the state between the ages of five and twenty-one.¹²

During the first few years many obstacles hindered the development of the state school system in Spotsylvania County; there was the strong element favoring the private schools; most land owners were hostile towards a tax at that time; and the county was faced with an economic problem as a result of the war. Under these conditions the progress of the free public schools in Spotsylvania County did not begin until 1870.

In 1870 Mr. John Howison, Fredericksburg, Virginia, was appointed the first superintendent of public instruction for Spotsylvania County. The school systems of the county and the city of Fredericksburg were under the supervision of the same superintendent until May 15, 1883, when the city entered upon a separate and independent jurisdiction. In his report to the state department in 1871 concerning the sentiment of the people in the county toward public education, Superintendent Howison stated:

When the schools were first started they were manifestly popular; but when the tax of even only one mill on the dollar's worth of property was asked, the landholders generally turned against the system, and politicians wishing to make political capital have branded it as a Radical measure, and openly avow a wish to postpone the operation of the system till we have paid the public debt.¹³

¹² Acts of Assembly, 1870, pp. 414 ff. l.c.

¹³ Virginia School Report, 1871, p. 152.

During the school session 1870-1871 the following number of schools opened in each district: Chancellor, eight white and no colored; Livingston, eight white and four colored; Courtland, eight white and three colored; Berkley, five white and three colored.¹⁴

The schools for colored children were taught by colored teachers in all districts during the 1870-1871 school session. It was impossible to get white teachers to teach in the schools for colored children when the system was first begun in the county.¹⁵ The records do not show that any effort was made to educate the colored children in the county prior to 1870. All private schools in the county were for white children only.¹⁶

In 1870 Spotsylvania County adopted the following text books to be used in the schools: Holmes and McGuffey's Speller; Holmes and McGuffey's Reader; Davies and Venable's Arithmetic; Guyote and Maury's Geography; Bullion and Harvey's Grammar.¹⁷

Although the school trustees adopted these text books, it is apparent that the records that they were not used in all the schools in the county.

¹⁴ Ibid., p. 171.

¹⁵ Ibid., p. 171.

¹⁶ Ibid., p. 194.

¹⁷ Ibid., p. 195.

The teachers were paid according to the ability of the districts to pay for education. The average teacher-salary for the school session 1870-1871 was \$16.75 per month in all districts.¹⁸ Superintendent Howison stated in his report of 1872 to the State Department: "The most of the teachers in our county are capable. I have not seen much improvement yet. They have not had sufficient experience."¹⁹

There were no teacher-institutes held in the county during the 1870-1871 and 1871-1872 school sessions. Superintendent Howison stated, "I have not been able to hold a teachers' institute. I cannot get the teachers together; shall endeavor to get them together this year."²⁰ Since Spotsylvania County had an area of 413 square miles with poor roads and practically no transportation facilities, it was very hard to hold a teachers' institute in the county.

During these first years of public education in Spotsylvania County, public sentiment was strong against the public school system and particularly against the education of the colored children. In his report to the State Department in 1872, Superintendent Howison stated:

¹⁸ Ibid., p. 120.

¹⁹ Virginia School Report, 1872, p. 68.

²⁰ Ibid., p. 81.

Public sentiment is not favorable to the system of public free schools in the county of Spotsylvania. Most of the people are land holders, and they think their interest unjustly dealt with, and their prejudice against colored schools is very strong. Nevertheless, the colored vote, together with that of the white non-property holders, give a preponderance in favor of the schools.²¹

From the beginning of the public free schools in the county, the colored people had been very much concerned with the education of their race. Superintendent Howison stated in his report to the State Department in 1872: "The colored people are still very anxious to have their children educated."²²

There was a steady improvement in the attitude toward the public school system in Spotsylvania County. This can be seen from the following abstracts, portions of which have already been quoted, taken from the written reports of Superintendent Howison to the State Department:

1871

When the schools were first started, they were manifestly popular; but when the tax of even only one mill on the dollar's worth of property was asked, the land holders generally turned against the system, and branded it as a Radical measure, and openly avow a wish to postpone the operation of the system till we have paid the public State debt.²³

1872

Public sentiment is not favorable to the system of public free schools in the county of Spotsylvania. Most of the people are land holders, and they think their interests

²¹ Ibid., p. 33.

²² Ibid., p. 40.

²³ Virginia School Report, 1871, p. 152.

unjustly dealt with, and their prejudice against colored schools is very strong. Nevertheless, the colored vote, together with that of the white non-property holders, gives a preponderance in favor of the schools.²⁴

1873

No change in public sentiment the past year. Favor is extended upon the ground of the necessity for the schools.²⁵

1874

Public opinion is more favorable to the public school system.²⁶

1875

Spotsylvania reported a gain in sentiment.²⁷

1876

Public sentiment remains unchanged. Everyone expresses himself favorable, but the public does not extend that hearty support to the schools which indicates a personal interest in them.²⁸

1877

Public sentiment is more definite. Both friends and enemies are more outspoken in their sentiments. The system has lost none of its strength.²⁹

1878

No change.³⁰

1879

Public sentiment is said to be more favorable towards public schools.³¹

-
- ²⁴ Virginia School Report, 1872, p. 33
 - ²⁵ Virginia School Report, 1873, p. 32.
 - ²⁶ Virginia School Report, 1874, p. 50.
 - ²⁷ Virginia School Report, 1875, p. 45.
 - ²⁸ Virginia School Report, 1876, p. 28.
 - ²⁹ Virginia School Report, 1877, p. 28.
 - ³⁰ Virginia School Report, 1878, p. 74.
 - ³¹ Virginia School Report, 1879, xi.

At first the county owned a small portion of its school buildings. A large portion of the schools that existed as private schools in the county before the public free schools were begun were adopted into the state system. In some instances the schools that were owned by private individuals and those owned by communities were given to the county or sold for a very small sum.

The records show that many of the citizens in the county preferred the private schools to the public schools. In 1870 there were twenty-eight private schools for white children in operation in the county. These private schools had a total enrollment of twenty-nine teachers and 464 pupils. The private schools were operated approximately nine and a half months in the year as compared to four months operation of the public free schools.³² On account of sparsely settled communities and, to a certain extent, poorly operated schools, many citizens in the county continued sending their children to private schools for many years after the public schools came into existence and they employed private tutors as late as the first part of the twentieth century.

The school officials planned a long-time building program from the very beginning of public education in the county.

³² Virginia School Report, 1871, p. 194.

Superintendent Howison stated in his report to the State Department in 1872 that: "We endeavor to erect a new and comfortable school house in each district every year, and in this way, the school houses are gradually improving."³³

In 1873 there were thirty-nine school houses in Spotsylvania County. Of this number, eighteen were made of logs, thirteen were frame buildings, and six were made of brick.³⁴

It would be impossible to describe each building in the county at this period. In general the characteristics were about the same; to describe any one would be describing all. The author visited many of them and, in many cases, talked with citizens who actually attended classes in them. All of the buildings were of the one-story type with one room. A majority had two windows on each side. There were a few that did not have any windows. The school desks were made of pine logs and had been carved with initials by boys who liked to whittle. A majority were heated with open fire-places but a few were equipped with big box stoves. In either case, those that sat near the fire were scorched while those that sat at a distance were wishing for some of the heat. The school equipment was carefully kept in the teacher's desk, and consisted of a box of

³³ Virginia School Report, 1872, p. 100.

³⁴ Virginia School Report, 1873, p. 107.

FIGURE 3
TYPICAL ONE-ROOM SCHOOLS IN SPOTSYLVANIA COUNTY

chalk, a small globe, a bell, and an attendance register. A recitation bench stood at the front of the room near the teacher's desk. In the corner stood a bench on which was a tin water pail with a dipper in it. The blackboard covered the entire length of the wall behind the teacher's desk. It had been made by painting the wall black. Cracks and holes were plentiful, and this made writing on the board quite a task. The eraser was a block of wood with a piece of sheepskin tacked on one side of it. In many cases, the eraser was a rag.

In Spotsylvania County both men and women taught in this early period. It usually required a teacher who was a strong disciplinarian to manage some of the bigger boys. It was not an unusual occurrence for some of the bigger boys to try to "run the teacher out."

The studies were confined chiefly to reading, spelling, writing, arithmetic, geography, and grammar. Friday afternoon was the time for the spelling match and the entire school "spelled down." This type of spelling match was carried on in the following manner: The pupils lined up in a row and when a pupil missed a word that was pronounced to him, the first one below him that spelled the word correctly moved up and took his place. The best speller in the school was the pupil who held on to the top position after everyone else had been "spelled down."

During the 1874-75 school session, we have pupils taking

the "higher branches" (courses that went beyond the elementary level) for the first time in the county. There were thirty-eight white children taking the "higher branches" and no colored children.³⁵

In 1879, Mr. John Howison died. It is said that "he continued in the execution of the office until the hour of his death." After the death of Superintendent Howison, Mr. John L. Marye Jr., Fredericksburg, Virginia, was appointed Superintendent of Public Instruction of Spotsylvania County on September 15, 1879 and served until December 6, 1879.

On January 8, 1880, Mr. E. M. Crutchfield, a citizen of Spotsylvania County, was appointed to the office of Superintendent of Public Instruction. Mr. Crutchfield was principal of the white and negro graded schools in Fredericksburg at the same time he held the office of superintendent of schools for the city of Fredericksburg and Spotsylvania County.

Superintendent Crutchfield made the following report to the State Department for the 1880-1881 school session:

Some general progress made in school organization, in the classification and graduation, especially in the former in the tendency to the reduction of the number of classes. Progress in methods of instruction was confined to a few teachers, and especially to those who attended the University Normal, whose schools were already bearing the legitimate and wholesome fruit of that attendance.³⁶

³⁵ Virginia School Report, 1875, p. 13.

³⁶ Virginia School Report, 1881, p. 49.

Superintendent Crutchfield made the following report to the State Department concerning teachers' institutes held during the 1880-1881 session:

One institute held in Fredericksburg. Thirty-four teachers (eighty-nine per cent of the number in commission) in attendance.. The improved methods of instruction in the different public school branches were presented and exemplified, with the assistance, in some instances, of the school children from the town schools, whose attendance added very much to the interest of the institute which was a complete success- -teachers pleased and benefitted and anxious to attend another. The only cause for regret was that it was too late in the session for the teachers to carry into practice the methods, etc., presented. But we look for a great advance in this direction this year.³⁷

The following report was made to the State Department by Superintendent Crutchfield for the session 1881-1882 concerning teachers' institutes held in the county:

No regular teachers' institute held. The one held in 1880-1881 was such a success that I was unwilling to undertake one that would be less so, and being unable to secure assistance for that purpose, I concluded to defer it until the beginning of the school session of 1882-1883, experience having taught me that the results would be at least 50 per cent better when held in the early part as against the latter part of a session. I held district teachers' meetings weekly throughout the fall and winter, and found them to be of great benefit. The teachers in one district would visit the school of a brother or sister teacher one day in the week, and observe his or her methods of teaching; the next week this would be done in another district, and so on through the four districts, when the first district would do at a second school what it had done four weeks before at the first, and so on alternating between district and district, and school and school. The great benefit of this was its practicalness- -no theory, but practice. The fact of seeing good, bad and indifferent was instructive. For we could learn the lesson of how not to do; as well as how to do.³⁸

³⁷ Ibid.

³⁸ Virginia School Report, 1882, p. 42.

On May 15, 1883, Dr. J. D. Pulliam was appointed superintendent of the public free schools in the county and served in this capacity until March 4, 1884, when J. M. Holliday of Holliday, Virginia was appointed superintendent of public schools in the county.

On May 15, 1883, Fredericksburg became a separate and independent jurisdiction. General Daniel Ruggles was appointed the first superintendent of public schools in the city of Fredericksburg.³⁹

The first graded school in Spotsylvania County was located at Partlow in 1883 and had a total enrollment of sixty pupils with an average daily attendance of twenty-eight. It was for white children and was taught five months during the year. The principal was Mr. Absalom Waller, a citizen of the county. The building consisted of two rooms with a faculty of two: the principal and one teacher.⁴⁰

The first graded school in the county for colored children was located at Summit in 1884. It had a total enrollment of 127 pupils with an average daily attendance of forty-eight. The building had two rooms with a faculty of two teachers and

³⁹ General Daniel Ruggles, "The Public Free Schools of the City of Fredericksburg", Superintendent's Report of 1885.

⁴⁰ Virginia School Report, 1884, p. 23.

the school was taught for eight months during the 1885-1886 session. The cost of tuition per month per pupil was 31 cents as compared to 97 cents per pupil enrolled for the graded school for white children taught by Mr. Absalom Waller the year before.⁴¹

From all available data concerning the graded schools in Spotsylvania County, any school that had more than one teacher in the same building was classed as a graded school. Under such a system Spotsylvania County did not have a true graded school. The same type of teaching was carried on in a school of this type as was done in the one-room schools throughout the county. This type of school was merely two one-room schools under the same roof. In the Virginia School Reports for the school year 1887-1888, we find that a graded school had the following characteristics:

1. In a graded school, each subject to be taught is divided into parts, and these parts are arranged in the order of their difficulty and complexity- -i. e., they are arranged in an ascending series, the most elementary part being placed first. The number of these parts must be decided by the number of grades necessary for or possible to the particular school to be graded.

2. Each part of the different subjects is proportioned to the corresponding parts of each of the others, to the power and knowledge of the pupils for it is intended, and to the time in which it is to be taught.

⁴¹

Virginia School Report, 1885, p. 74.

TABLE II
GRADED SCHOOLS 42

Year	Location of school	Principal of school	Race or colored	Number of grades	Number of teachers	Number of pupils enrolled	Average monthly enrollment	Average daily attendance	Percentage of attendance	Number of months taught	Cost of tuition per month per pupil enrolled
1883-84	Partlow's	Absalom Waller	Wh.	2	2	51	45	48	89	5	.97
1884-85	Summit	J. A. Harris	Cd.	2	2	127	73	48	66	6	.31
1886-87	Partlow's	S. M. Wilson (Mrs)	Wh.	2	2	74	64	51	79	5	.75
1886-87	Massaponax	Julia Mansfield	Wh.	2	2	57	48	37	77	6	.74
1886-87	Summit	Ellen Johnson	Cd.	2	2	116	84	49	58	5.5	.37
1887-88	Summit	S. M. Wilson (Mrs)	Wh.	2	2	68	60	46	77	5	.77
1887-88	Massaponax	Julia Mansfield	Wh.	2	2	46	42	27	64	6.5	.79
1887-88	Summit	Ellen Johnson	Cd.	2	2	119	97	43	44	5.5	.36
1888-89	Belmont	J. H. Broadus	Cd.	2	2	125	95	57	60	5	.36
1888-89	Partlow's	Sallie Quisenberry	Wh.	2	2	45	40	31	76	5	1.22
1888-89	Summit	Jason C. Grant	Cd.	2	2	126	75	44	59	6.5	.70
1889-90	Pool's Gate	C. R. Massey	Wh.	2	2	51	42	31	76	5	1.08
1889-90	Partlow's	Callie DeJarnette	Wh.	2	2	64	55	42	75	5	1.02
1889-90	Summit	Jason C. Grant	Cd.	2	2	128	81	44	55	6	.33
1889-90	Belmont	Mary R. Broadus	Cd.	2	2	158	100	53	53	5	.27
1891-92	Partlow's	Philip S. Caffray	Wh.	2	2	47	47	31	64	4	1.17
1891-92	Summit	Jason C. Grant	Cd.	2	2	124	74	40	54	6.7	.34
1892-93	Partlow's	Mary Davis (Miss)	Wh.	2	2	63	56	38	68	5	.87
1892-93	Summit	Jason C. Grant	Cd.	2	2	146	86	47	55	7.5	.29
1893-94	Partlow's	Mary Davis (Miss)	Wh.	2	2	64	50	35	71	5	.86
1893-94	Summit	Jason C. Grant	Cd.	2	2	130	98	58	60	7	.33
1894-95	Partlow's	S. M. Wilson (Mrs)	Wh.	2	2	76	65	48	73	5	.72
1894-95	Summit	Jason C. Grant	Cd.	2	2	137	89	43	48	7	.30
1903-04	Partlow's	S.M. Wilson (Mrs)	Wh.	2	2						
1903-04	Spotsylvania	M.B. Gayle (Miss)	Wh.	2	2						

42 Compiled from Virginia School Reports and Reports of the Superintendents of Public Instruction, Virginia for years indicated in table.

3. Groups are formed of the corresponding grades of each of the subjects, and these groups are called grades.

4. The pupils are assigned to these grades according to the degree of their knowledge and power. They are required to take all studies of the grade to which they belong, and these must be completed before any study in the next grade is begun.

5. When any pupil has mastered all the subjects of a lower grade, he is transferred to a higher.

6. There are appointed times for general promotion, but a pupil may be promoted or demoted at any time which it seems advisable⁴³

In 1885 Mr. Chancellor Bailey, a citizen of Spotsylvania County, was appointed superintendent of schools for the county. Superintendent Bailey served as county Superintendent of schools until 1897. During this period from 1885 to 1897, twenty-four new school buildings were erected. These buildings were all of the one-room type.⁴⁴

Public feeling by 1886 had grown very much in favor of public free schools. Superintendent Bailey in his report to the State Department in 1887 remarked on this growth of favorable sentiment.

When asked by the State Department how the efficiency of public schools in Spotsylvania County could be improved, Superintendent Bailey gave the following answer in his 1889 school report: "By having money enough to run them longer,

⁴³ Virginia School Report, 1888, p. 24.

⁴⁴ Virginia School Reports for years indicated.

and enough to command the best ability as regards teachers."⁴⁵
The records show that teachers were not paid on schedule for the years 1890 to 1894 inclusive. There were times when the county treasurer did not have sufficient funds to pay them.⁴⁶

In 1897, Mr. L. M. Smith was appointed superintendent of schools for Spotsylvania County and served in this capacity until 1905.

More liberal provisions for taxation for school purposes made it possible for local authorities to increase the county and district levies in the State Constitution of 1902. The statute law requires that the combined levy for schools in each district and county should not be less than fifteen cents on the hundred dollars, or to express it more accurately, seven and one-half cents on the hundred was required both in the district and in the county. The following table shows the increase in local school taxation in Spotsylvania County for the years indicated:

⁴⁵ Virginia School Report, 1889, p. 81

⁴⁶ Virginia School Reports for years indicated.

TABLE III
SCHOOL TAXATION⁴⁷

District Funds		County Funds	
Average number of cents levied on \$100 for		Number of cents levied on \$100 for	
1902-03	1904-05	1902-03	1904-05
5	5	8	8

The above table shows that the statute regulating the minimum district school tax was not complied with in Spotsylvania County.

Dr. T. Welch Dew was appointed superintendent of public instruction for Spotsylvania County in 1905 and served in this office until 1907. Dr. Dew was a practicing physician in the county at the same time he was superintendent of schools and is still active in his profession in the city of Fredericksburg.

During the years 1905 to 1907,⁴⁸ a teachers' institute was held in the county each year. A county teachers' association was organized and district teachers' meetings were held. The teachers as a whole received a small increase in salary; naturally they were more enthusiastic, and manifested more professional zeal. Notwithstanding this, there was a greater

⁴⁷ Virginia School Report, 1904, xxvii.

⁴⁸ Virginia School Report, 1903, xxxix.

scarcity of teachers these years than ever before, mainly because salaries were still too low, and many teachers were leaving the work, while the inducement was not sufficient to cause others to qualify themselves.⁴⁹

The increase in salaries was proportioned to the kind of certificate held by the teachers. Those who held a first-grade certificate had an increase of five dollars per month in salary; those who held a second-grade certificate had an increase of two dollars and fifty cents per month; and those holding a third grade certificate had an increase of three dollars per month. The school term was increased one month in one district. There were two consolidations in the county during these two years with an increase of \$1700.00 spent in school buildings.⁵⁰

In 1907, Mr. James Ashby was appointed Superintendent of Public Instruction for Spotsylvania County. Mr. Ashby had served as Superintendent of Public Instruction for Stafford County for several years prior to 1907. In 1907 the counties of Spotsylvania and Stafford were combined into one educational jurisdiction and were under the supervision of one superintendent. Mr. Ashby served as superintendent of both counties until 1917. The combination of Spotsylvania and Stafford counties was designed as a means of economizing school funds.

⁴⁹ Virginia School Report, 1905, p. 87.

⁵⁰ Virginia School Report, 1906, p. 91.

In 1912, the State Department of Education attempted to measure the efficiency of the county school systems. Concerning the efficiency of the county schools, State Superintendent R. C. Stearnes in his annual report to the General Assembly of Virginia had the following to say:

To measure the efficiency of our system, county by county, the Department of Public Instruction has used six tests to which others will be added. A table has been prepared giving for each county: (1) The enrollment for eight years (1906-1913); (2) the average daily attendance; (3) the number of school-houses; (4) the total number of schoolrooms; (5) the high school enrollment, and (6) the number of visits by division superintendent.⁵¹

The following table shows the efficiency of the Spotsylvania County School system, according to enrollment, attendance, buildings, high school records and activities of division superintendent.

⁵¹ Report of the Superintendent of Public Instruction, Virginia, 1911, p. 29.

TABLE IV

SPOTSYLVANIA COUNTY SCHOOL SYSTEM
OF ENROLLMENT, ATTENDANCE, BUILDINGS,
HIGH SCHOOL RECORDS, AND ACTIVITIES OF
DIVISION SUPERINTENDENT⁵²

	1906	1907	1908	1909	1910	1911	1912	1913
White enrollment	993	992	940	1052	1069	1088	1089	1238
White average daily attendance	607	530	551	673	636	621	653	717
Whole No. school buildings	55	55	56	57	58	53	56	54
No. rooms in all	55	59	66	64	61	56	59	61
No. White students studying higher branches	21	21	30	—	16	26	53	54
No. visits by division superintendent	56	54	51	17	65	64	66	63

⁵² Report of the Superintendent of Public Instruction, Virginia, 1914, p. 51.

SUMMARY

Public education in Spotsylvania County did not follow the evolutionary process of public education in the State as a whole. The first provisions for public education were provided by the Legislature of 1810, when the Literary Fund, created by the act of 1810, was increased to such an extent that the revenue therefrom was large enough to establish some form of public schools. There is no evidence from the extant records that Spotsylvania County ever put the act into actual operation.

Under the school act of 1846 Spotsylvania County was divided into four districts. This division did not take place until 1852. The act of 1846 made it possible, for counties desiring to do so, to set up publicly supported schools for all children. The records show that Spotsylvania County did not take advantage of this privilege.

During the War Between the States, the county became the Flanders of the war. Women, children, and aged men were compelled to leave their homes and find food and shelter in homes, out-houses, barns and cattle-sheds of friends and sympathizers. This was a time when little thought could be given to education.

The Virginia Constitution of 1869 made it obligatory

upon the State Legislature to establish a system of public school education. The system of public education provided by the legislation of 1870 afforded free primary schooling to all children between the ages of five and twenty-one. It was under this legislature that provisions were made for free public schools in the county. When the system was first started, public sentiment was very strong against it as a whole, and particularly against public education for the colored people.

The schools in Spotsylvania County were at a disadvantage in many respects. The county was sparsely inhabited. In some sections there were not a sufficient number of families residing within convenient distance of any one point to furnish the required number of pupils for a legal school; such sections were practically without schools. In some neighborhoods there were families who lived on the borders of the districts who were at too great a distance from the schools to patronize them.

Since the population of the county was made up of both white and colored, there were a few sections in which there were not enough children of one race to form a school, and for this reason they were without schools.

The school authorities attempted to locate schools at such points that a majority of the children could have access

to a public school. This resulted in many schools being built throughout the county. The receipts from local levies were small and insufficient to adequately carry on such an extensive program. The results were inferior buildings and equipment, smaller teachers' salaries, and shorter school terms.

The educational system, for the period under discussion, received too little supervision from the school authorities. Schools were at great distances apart and the only mode of transportation was the horse. During the season of bad weather and bad roads, the superintendent could not visit his teachers. The trustees, as they received no compensation for their services, could not be expected to devote much of their time to school visitation. Under such conditions the teacher lacked the counsel, the stimulus, and the encouragement for a more efficient school system.

CHAPTER IV

SECONDARY EDUCATION

Secondary education in Spotsylvania County was slow in its development. The county lagged far behind the educational trends in the state, as a whole, and did not keep pace with the counties that surrounded her. The county was poor economically, transportation of pupils presented a problem to the school officials, and there were those who opposed a system of secondary education. The school officials attempted to consolidate a few of the one-teacher schools in each district into a district consolidated elementary and high school. Each magisterial district began to work for a high school. In each district the high school developed as fast as public sentiment would permit the closing of the one-teacher schools. In practically all of these one-teacher schools the "higher branches" were taught to a few pupils. The development of the district schools was about the same. As the one-teacher schools closed the district consolidated schools grew in enrollment.

In 1912 Chancellor School was built in Chancellor District. This was originally a four-room building with four teachers: one high school teacher and three elementary school teachers. The school was first called the Ashby School. It was named in honor of Mr. James Ashby, who was superintendent of public schools in the county at the time of its erection. As the one-

FIGURE 4
CHANCELLOR HIGH SCHOOL

teacher schools in the district closed, additional rooms were added to the Ashby School, and a few years later the school took the name of Chancellor High School.

In 1938 the building contained ten classrooms with a library, laboratory, and an office for the principal. The school in 1938 had a faculty of ten members; three high school teachers and seven elementary teachers. In the same year a modern brick building was erected near the site of the old building to accommodate the elementary grades in the district. During the 1939-40 school session, all elementary school children were housed in the new building and the high school pupils remained in the old building. At the beginning of the 1940-41 school session, the high school department was transferred to the new county consolidated high school.

In 1914 R. E. Lee High School was built in Courtland District and located at Spotsylvania Court House. This was originally a four-room building designed to serve as the elementary and high school for Courtland District. In 1914 there were three teachers in the R. E. Lee High School and some high school work was done. The school gradually grew, and in 1920 the enrollment justified a four-year accredited high school. In 1920 there were fifty pupils enrolled in high school and one hundred pupils enrolled in the elementary grades. The school had a faculty of six during the 1930-31 school session. During

FIGURE 5
R. E. LEE HIGH SCHOOL

the 1933-34 school session, the building was improved by WPA funds; two new rooms were added, making a total of eight rooms, new ceilings were put up in several rooms, and the building was painted.

At the beginning of the 1938-39 school session the pupils from College Heights High School were transported to R. E. Lee High School. This transfer of pupils from College Heights to R. E. Lee practically doubled the high school enrollment and caused congestion in the school. This year a two-room building was erected near Zion Church to take care of three grades: the fourth, fifth, and sixth grades. During this school session the Massaponax School, which was an elementary school with an enrollment of approximately fifty pupils, consolidated with the R. E. Lee High School, causing more congestion of pupils. The same year the County School Board rented a room in the Spotswood Inn to take care of the primary grade.

During the 1939-40 school session, another elementary teacher was added to the faculty and another room was rented in the Spotswood Inn for classroom purposes. This room was used for the second grade. In the 1939-40 school session there were twelve rooms connected with the R. E. Lee School system. In 1940 when the school closed its high school department and transferred its high school pupils to the new consolidated county high school, R. E. Lee had a total of twelve classrooms, a library, laboratory, a principal's office, and a well-equipped

commercial department.

The R. E. Lee School was completely destroyed by fire in 1941 and the County School Board erected a temporary structure to house the elementary pupils pending a new building.⁵¹

Margo High School was built in Livingston District in 1914. The building was originally a four-room building designed to house the elementary and high school pupils in the district. The Margo High School grew as the one-teacher schools in the district consolidated. In 1940, when the high school department was closed and the pupils were transported to the new county consolidated high school, the school had a faculty of seven members: three high school teachers and four elementary school teachers. The Margo High School never became an accredited high school.

The Marye High School was built in Berkley District in 1915. This was originally a three-room building with a faculty of three elementary school teachers. At first, the Marye School did not have a high school department. Because of the consolidation of the one-teacher schools in the district, additional rooms were added and in 1917 a teacher was employed to handle the high school department. As the number of high school pupils increased, additional rooms were added to take care of the growing enrollment. In 1939 the school contained eight classrooms

⁵¹ Some of the facts concerning the R. E. Lee High School were taken from records and statements made by Miss Lina E. Sanger, principal of the school from 1930-40.

FIGURE 6.
MARGO HIGH SCHOOL .

with a faculty of eight members: three high school teachers and five elementary school teachers.

Spotsylvania County became a separate educational jurisdiction from Stafford in 1917 and was again under the supervision of one superintendent. Mr. J. H. Chiles of Louisa County, Virginia, became superintendent of public schools of the county and has served in this capacity until the present day. Superintendent Chiles has the longest tenure of office of any superintendent that has served in Spotsylvania County. He has served as superintendent of public schools in the county for a period of twenty-six years. When Mr. Chiles became superintendent of public schools in the county, there were forty-eight different schools for white children. He saw that the county could not develop its educational system with so many one-teacher schools. The county was poor economically and could not support such an extensive system of schools. Superintendent Chiles conceived the idea of one or two schools in each district large enough to take care of the high school and elementary school pupils and some day a county consolidated high school that would compare favorably with any in the state. It was his plan that the district schools would become elementary schools and the high school pupils in each district would be transported to the county-consolidated high school. This vision became a reality in 1940 and instead of forty-eight

FIGURE 7
MARYE HIGH SCHOOL

different schools for white children, the county had a central high school for all high school pupils, two eight-teacher schools, two five-teacher schools, and two three-teacher schools for elementary grades.

In the 1917-18 school session there was not a teacher in the county that held a college degree, and only a few had as much as two years of college work. The larger per cent of the teachers in the county held a first grade or lower certificate. Today over eighty per cent of the teachers in the county have college degrees; this is true of both white and colored teachers.

The Belmont High School was built in Livingston District in 1918. This was originally a four-room building. The school grew as the one-teacher schools closed and in 1939 the Belmont High School was a seven-room building with a faculty of seven members: three high school teachers and four elementary school teachers. The high school department of this school was closed in 1939 and all of its high school pupils were transported to the new consolidated high school.

The transportation of pupils was first begun in the county in 1921 at the Margo School. There was only one wagon used in the county. This was a horse-drawn wagon with a canvas covered top and its route was from Dr. Massey's gate to the Margo School and return. The driver of the wagon was paid by private donations. This was the first and only horse-drawn wagon used in the county

FIGURE 8
BELMONT HIGH SCHOOL

for the transportation of school pupils. In the year 1925 half-wornout Model T Ford and Chevrolet trucks were converted into so-called school busses. The transportation system gradually improved over a period of years and today ninety-seven per cent of the white children are transported in twenty-two school busses. Of this number, sixteen have all-steel bodies and are classed as modern school busses.

Prior to the school session 1931-32, the Spotsylvania School Board had paid to the city schools tuition for those children of high school age residing near the city of Fredericksburg. Beginning with the school session 1931-32 and ending with the school session 1937-38 those children living near the city limits attended a school in the city of Fredericksburg known as the College Heights High School. This school was used by the State Teachers College of Fredericksburg as a training school for its students. This arrangement was terminated at the end of the 1937-38 school session and the children were transported to R. E. Lee High School until the new Spotsylvania High School was built in 1940.

On the fifth Sunday in July, 1905, a body of colored people assembled at the Saint Luke Baptist Church for the purpose of organizing a Sunday School Union for the colored people in the county. The meeting was called at the request of the late J. J. Wright, a colored citizen and teacher in the county. A trustee board was formed consisting of representatives

from each church in the county. The aim of this Union was to encourage the education of the colored people. The first objective was to merge the Spotsylvania Sunday School Union with the Fredericksburg Union and help the Mayfield Normal and Industrial School, which was located in Fredericksburg. The Union donated approximately \$80.00 for this project.

In 1908 the Union ended its cooperation with the Fredericksburg Union and the Mayfield Normal and Industrial School. The Spotsylvania Union met at Branch Fork Church in the spring of 1909 and unanimously voted to purchase land and build a school for the negro youth in the county. A committee was appointed to select and purchase a tract of land for the site of the school. The present site of 158 acres was purchased at \$3 per acre. It is located three miles south of the historic Spotsylvania Court House on the old Richmond-Washington Highway.

During the years from 1910 to 1912, the plans for the building were made and accepted by the County Board of Education. Mr. Allie Fairchiles, a colored citizen and contractor in the county, was selected to construct the building. The school is called the J. J. Wright High School: it is named in honor of the Mr. Wright mentioned above.

In the fall of 1913, the first room for classroom work was completed, and with forty-seven pupils from the neighboring homes, Mrs. Sadie Coats Combs began the first school work in the

FIGURE 9
J. J. WRIGHT HIGH SCHOOL (COLORED)

building. Each year, as the building neared completion, more teachers were added and the curriculum was expanded.

During the early years the school struggled for its existence. It was hindered in its development by lack of proper financial aid. During these early years, the greatest financial support was obtained through field workers, private donations, church donations, and a club known among the colored people as the Mother's Club. The purpose of the Mother's Club was to help educate orphans and those who were not able to pay all of their board. Several churches in the Union donated funds towards the teachers' salaries. In 1915 a dramatic club was organized to foster dramatic abilities and to assist the financial situation.

In the fall of 1922 the building was completed. It was a two-story frame building consisting of twelve bedrooms, four classrooms, and four basement rooms for culinary purposes. The building cost approximately \$7,500, the greater portion of which was donated by the colored people. In 1922 most of the pupils boarded at the school. This was due to the fact that roads were not improved and there was only one school bus for colored children, which made a round-trip from the court house to the school. The transportation of the colored pupils was supported partly by private donations and partly by the County Board of Education. There were two methods of payment for board: the students could pay \$10.00 in cash per month or they

could furnish food and pay a very small sum of money monthly.

In 1927 the colored people had paid all indebtedness against the school, and on October 2 of the same year, the corner stone was laid. This was a great day for the colored people in the county and persons of their race from far and near came to witness the grand occasion. Among the prominent persons who took part in the program was Mr. T. C. Walker, a lawyer, who delivered the address, and Rev. B. H. Hester, who delivered the sermon. The corner stone was laid by the Prospect Lodge of Lewiston, Virginia assisted by Prince Hall Lodge of Fredericksburg. In the same year, the building and four acres of land were leased to the County Board of Education for twenty years.

In 1929 a county supervisor of negro education was appointed. This supervisor, Mrs. Ethel Stathem Dandridge, is a Jeanes Worker and visits both schools and homes in the county. She visits the homes of parents and patrons of the school and strives to create a stronger and more sympathetic tie between the home and school.

At the time Mrs. Dandridge came into the county, the school had an enrollment of one hundred and thirty-five pupils with a faculty of four teachers. These teachers were well qualified: two held normal professional certificates, one an elementary certificate, and the other a collegiate certificate.

It was soon found that it was impossible, in a short . period of time to secure the type of educational program that was desired and the school term was lengthened from five to eight months. During this same period, two years of high school work were added, giving the school the rating of a junior high school.

With the consolidation of several smaller schools the enrollment of the high school was greatly increased and more space was needed to accommodate the children. Two new rooms were added to the high school building and the kitchen and dining room were combined to make more classroom space. Two new teachers were added to the faculty: a part-time home economics teacher and a regular classroom teacher. A new floor was put in one of the basement rooms and this was used as the home economics room.

In the 1933-34 school session a full-time woodwork instructor was appointed and a designated room was equipped with modern tools. Before this improvement, the principal gave part of his time to this course. The same year Latin was dropped from the curriculum and French was added; a home economics teacher was appointed and a room was equipped with modern home economics equipment. Efforts were made to build up a chorus and enlarge the music curriculum. A library was added and well stocked with worth-while books. In 1934 the school was accredited by the State Department of Education.

Today approximately 425 colored pupils attend the school. Although it is a consolidated county high school, housing both the high school and the elementary school pupils, there are still a few one-teacher schools for colored children in the county.

The original building was completely burned in 1941 and the Spotsylvania School Board has erected a temporary structure to house the pupils pending a new school building.⁵²

⁵² The information concerning the high schools in Spotsylvania County was derived from School Board Records and statements made by Mr. J. H. Chiles, superintendent of public schools in Spotsylvania County. Some of the information concerning the high school for colored children was taken from a pamphlet written by the faculty of the J. J. Wright High School.

TABLE V
ACCREDITED HIGH SCHOOLS 53

The following high schools in the county, with the exception of Margo, were accredited by the State Department of Education during the years indicated and remained on the accredited list until the school session 1940-41, when all the (white) high schools in the county consolidated into one school- -The Spotsylvania High School:

Chancellor	1920
R. E. Lee	1920
Marye	1925
College Heights	1931
J. J. Wright (Colored)	1934
Belmont	1938
Margo	Never Accredited

⁵³ The information concerning the accrediting of high schools was taken from statements made by Mr. J. H. Chiles, superintendent of public schools in Spotsylvania County.

SUMMARY

Public secondary education had its beginning in Spot--sylvania County in the 1874-1875 school session, when a limited number of pupils began to take the "higher branches" of education in the primary schools. Instruction in the "higher branches" was given to those pupils who wished to progress beyond the limits of the elementary curriculum. From the available records, it is apparent that only a few availed themselves of this opportunity.

The county lagged behind the state as a whole. It was not until 1920 that the first high school for white children was accredited and it was not until 1934 that the county had an accredited high school for the colored children. No colored children were enrolled in the "higher branches" until 1920 when eight colored girls enrolled as the first of their race to take subjects beyond the elementary level.

Secondary education struggled for its existence from 1920 to 1940 in poorly equipped buildings crowded with pupils. The county was poor economically, and with a large land area sparsely populated the school officials were at a great disadvantage. With the improvement of roads, the consolidation of schools became more widespread. The smaller schools consolidated into district elementary and high schools and in 1940 all district high school departments were consolidated into the new

Spotsylvania High School. For the first time in the development of education in the county, modern trends began to take shape in secondary education. The district elementary schools, with the exception of Chancellor School, are today still far from being adequately equipped to meet the needs of a more progressive system of education.

In 1905 the colored people formed the Spotsylvania Sunday School Union. The aim of this Union was the development of education among the colored people. Negro youth were sent to the Mayfield Normal and Industrial School in Fredericksburg. This arrangement was terminated in 1908 and the colored people began discussing plans for a school of their own. The school was opened in 1913. Each year, as the building neared completion, more teachers were added and the curriculum was expanded. It was hindered in its development by lack of financial aid, but finally completed in the fall of 1922. It was not until 1934 that the school was accredited by the State Department of Education. Although it is a county consolidated high school, housing both the high school and the elementary school children, there are still a few one-teacher schools in the county for colored children.

Plans are being made by the local school authorities for a building program for both races that will give the county a more progressive educational system.

CHAPTER V

SPOTSYLVANIA HIGH SCHOOL

In 1939 a modern high school building was erected near Spotsylvania Court House on the old Richmond-Washington Highway. The school plant is modern in every respect. It has a large gymnasium with rest rooms and showers, a fully equipped cafeteria, an auditorium that seats the entire student body at one time, a first-aid room, rest rooms for boys and girls, lounging room for teachers, two well equipped laboratories, a typing room with thirty up-to-date typewriters, a sound system with combination radio and victrola, well equipped shop, agricultural, and home economics buildings, a library with up-to-date facilities, a large campus and athletic field with approximately fifteen acres of usable play-ground space, and many other modern arrangements.

The new Spotsylvania High School was built at a total cost of \$158,000. The building is large enough to adequately take care of the needs of the high school pupils in the county at the present time. The building stands night and day as a physical evidence of an activity and of an ideal. It is a part of the total county social effort.

The field of public educational activity within the county is complicated just to the extent that life is complicated. Education is the means by which each generation is adjusted to the environment in which it lives. If we desire to maintain

FIGURE 10
SPOTSYLVANIA HIGH SCHOOL

the democratic way of life, it is fundamentally necessary to provide for public education in accord with the needs of each generation. So long as social needs continue to change, public educational needs must change, if we expect to meet the demands of life situations.

On the following pages the reader will be given some insight into the workings of the departments in Spotsylvania High School.

The English course of study is built around two major concepts: (1) developing mechanical skills and (2) developing power in creative reading and expression. Less emphasis is placed on the English and American "classics". This does not mean that the "classics" are not taught; it means that those who are responsible for the curriculum in literature must take the pupil where they find him and seek to arouse an interest that will lead constantly toward more stimulating and worthy reading.

Reading aloud in the school room, declamations in public, dramatic productions, assembly programs, choral speaking, movies, the radio, and the library all play an important role in the English course.

Whenever a great crisis has come about in our history, changes in emphasis and in content have resulted in our social studies. The social studies give the pupil an understanding of

how social scientists approach the study of a community and the world; they explain how he can make adjustments to particular environments and to current social and economic conditions, and how he can contribute to leisure-time activities. Pupils must be aware of many of the problems that lie ahead, they must be equipped to deal with these problems, and they must acquire the interest, knowledge and attitudes that will enable them to participate intelligently in civic affairs. Pupils are given experience in finding facts, in studying issues, in drawing conclusions, and in carrying out civic projects.

The only language offered in the school at the present time is Latin. Latin has retained a surprisingly high place in the school program. There was a time when Latin was studied only as a cultural subject. Today we study Latin for a different reason. It is a part of our social order; it has a place in our language, our laws, and our ideas.

Science is the study of all nature. It helps pupils to live more intelligently and with a greater understanding and satisfaction. The science classes in Spotsylvania High School are focused toward an understanding and appreciation of the part played by science in developing modern civilization, an understanding of the scientific aspects of the environment in which the individual lives and of the commodities which he uses daily. The school offers the following sciences: General

Science, Biology, Chemistry, Pre-Flight Aeronautics, and Physics.

The dramatic classes give the pupils an opportunity to learn the art of becoming actors, stage-hands, and managers. The English classes, manual training classes, domestic science, music, and journalism departments all become a part of the team in dramatics.

In the music department the composers are studied; music of different peoples is stressed and their songs actually sung. Emphasis is placed on an appreciation of music.

The cost of vocational education to the casual "on-looker" seems high, but the training that the pupils receive is an asset to any community. Tests have shown that there are many types of intelligence. The boy with a poor ability to add a column of figures or write a simple grammatical sentence correctly may perform wonders in the shop. The boys learn the art of handling tools and turning out finished products in both wood and metal.

The function of Home Economics in Spotsylvania High School is to survey all fields of knowledge, examine all lines of human activity, and adopt whatever may contribute to the art of home making. In Home Economics five subject-divisions are stressed: (1) family relationships; (2) family economics; (3) food and nutrition; (4) the house; and (5) textiles and clothing.

Plans were being discussed for a Home Economics cottage

when the second World War began. On account of the scarcity of essential building materials after the beginning of the war, all plans were temporarily tabled.

The intelligent farmer today must not only be able to perform the daily chores of the farm, he needs to know what makes the market prices fluctuate, where he can secure certain protection against insect pests, what machinery he can install to an advantage, how to bring many conveniences to the home. For work about the farm, the agricultural course teaches the pupils how to repair roofs, install concrete floors, doctor animals, wire houses, and many other skills a man must have to be a successful farmer.

The agricultural building is separate from the main school plant. This building is approximately sixty feet long and forty feet wide and contains two rooms: a shop and a classroom.

Business education in Spotsylvania High School prepares its pupils for socially useful and personally satisfactory living. It prepares boys and girls for entrance into commercial employment with reasonable prospects of succeeding in their work by reason of (a) social intelligence, (b) occupational intelligence, (c) business understanding, (d) proper work attitudes, (e) ethical standards, and (f) general supporting education.

Physical education did not reach its present state of development without a struggle. There were, and still are, many

tax-paying adults who cannot understand why so much time and money are spent on physical exercise and play. There is no better investment a citizen can make with his money than to help foster a well-planned physical educational program in the community and the school. The few extra dollars spent to provide the county high school with an adequate and up-to-date physical educational program may save hundreds of dollars in future hospital bills and lost days. Many tax-paying adults are so ignorant of what real values are, that they strenuously object to having their tax money spent on something which they cannot see benefitting them personally.

Spotsylvania High School has a well-balanced physical educational program. Emphasis is placed on each individual rather than on a few who may go out and win athletic contests and wreath the school with laurels.

The present superintendent, Mr. J. H. Chiles, and his Board looked well into the future when they selected the site and the space for the carrying on of the physical educational program.

The pupil activity program plays an important role in the school. The program provides experience for the discovery and development of special interests and aptitudes among the pupils. The student council sets the policy of the other activities in the school. A number of clubs have been organized;

school assemblies are arranged; the school publication, "The High Spot," is a monthly newspaper that gives the pupils an opportunity to study journalism at first hand.

Spotsylvania County High School has enjoyed a short existence. The school stands at the crossroads of conservatism and progressiveness. Its future will depend upon the quality of leadership both in the laymen of the county and in the educators themselves.

TABLE VI

PROGRESS OF THE PUBLIC SCHOOL SYSTEM IN SPOTSYLVANIA COUNTY¹

1870-1943

Year	No. Schools (White)		No. Schools (Colored)		No. Teachers (White)		No. Teachers (Colored)		Average Monthly Salary	Average Attendance	Average Colored Attendance	Total cost of public education	Average No. Months taught	No. taking higher branches
1870-71	29	10	29	10	16.75	426	192	3511.00	4.05					
1875-76	22	10	31	1	20.50	310	197	5694.89	7.09	46				
1880-81	25	13	38	0	20.00	414	258	5496.74	5.94	30				
1885-86	28	16	40	5	24.35	550	401	7376.64	5.79	46				
1890-91	33	20	44	9	24.50	544	544	7893.01	4.90	30				
1895-96	34	19	43	10	24.46	627	417	7901.78	5.17	32				
1900-01	36	21	45	12	25.25	590	403	7384.88	5.29					
1905-06	36	18	36	18	22.97	780	582	8663.36	5.57	21				
1910-11	40	20	42	18	26.75	621	404	14986.81	5.11					
1915-16	51	17	51	17		859	381	25379.78	5					
1920-21	35	15	56	18	45.00	1030	443	63885.94	7					
1925-26	24	19	62	23	54.90	1246	537	66021.10	5.2					
1930-31	20	19	63	24	63.50	1404	648	84730.07	8.5					
1935-36	12	13	49	22	69.50	1438	559	76046.49	8.3					
1940-41	7	11	48	20	94.56	1339	635	155337.08	9.					
1942-43	7	11	43	19	114.00	1334	633	167007.36	9					

No Negroes were taking higher branches until the 1920-21 session when eight Negro girls were enrolled. All totals are given for both white and colored unless otherwise stated.

¹ Compiled from Virginia School Reports and Reports of the Superintendent of Public Instruction for years indicated.

BIBLIOGRAPHY

PRIMARY SOURCES

Acts of Assembly, 1810, 1811, 1817-18, 1839, 1845-46, 1852, 1869-70, 1893, 1906, 1908, 1910.

Hening, William Waller, Statutes at Large. Vols. 1, 11.
New York: R. & W. & G. Bartow, 1823.

_____, Statutes at Large. Vol. 111.
Philadelphia: Thomas DeSilver, No. 253 Market Street, 1823.

_____, Statutes at Large. Vol. IV.
Richmond: Samuel Pleasants, Printers to the Commonwealth, 1814.

Journal of the House of Delegates of the Commonwealth of Virginia. Richmond: Thomas Ritchie, Printer for the Commonwealth, 1828.

Lovett, Howard Meriweather, ed., Papers and Letters Collected on the School and Home: Belle Air and Llangollen. Last known to be in the possession of Miss F. G. Scott, Fredericksburg, Virginia.

Minutes of the Spotsylvania County School Board, Fredericksburg, Virginia.

Reports of the Superintendents of Public Instruction, Virginia, 1907 - 1943.

Richmond Inquirer, September 18, 1826.

Ruggles, General Daniel, "The Public Free Schools in the City of Fredericksburg." Superintendent's Report of 1885, Richmond, Virginia.

Shepherd, Samuel, Statutes at Large of Virginia. Vols. 1, 11.
Richmond, Virginia: Samuel Shepherd, 1835.

_____, Statutes at Large of Virginia, Vol. 111.
Richmond, Virginia: Samuel Shepherd, 1836.

Spotsylvania County Deed Books, Nos. OO, UU, AB, AC, AE, AN, AO, and AY., Spotsylvania Court House, Virginia.

Spotsylvania Will Book B, 1722 - 1749. Spotsylvania Court
House, Virginia

United States Census Reports, 1790 - 1940. Washington:
Government Printing Office.

Virginia School Reports. 1870 - 1906.

SECONDARY SOURCES

- Bean, R. Bennett, The Peopling of Virginia. Boston: Chapman & Grimes, Inc., 1938.
- Bell, Landon C., The Old Free State. 2 Vols., Richmond: William Byrd Press, Inc., 1938.
- Bruce, Philip Alexander, Economic History of Virginia in the Seventeenth Century. 2 Vols., New York and London: MacMillan and Co., 1896.
- Campbell, Charles, History of the Colony and Ancient Dominion of Virginia. Philadelphia and London: J. B. Lippincott, 1860.
- Cato, W. Hall, Secondary Education in Greenville County, Virginia, 1780 - 1939. Unpublished Master's Thesis, 1939, University of Virginia, Charlottesville, Virginia.
- Christian, Archer Frances and Massie, Susanne Williams, Homes and Gardens in Old Virginia. Richmond: Garnett and Massie, Inc., 1931.
- Cook, John Esten, Virginia: A History of the People. Boston and New York: Houghton Mifflin Company, 1883.
- Dodson, Leonidas, Alexander Spotswood, Governor of Colonial Virginia, 1710 - 1722. Philadelphia: University of Pennsylvania Press, 1932.
- Embry, Alvin T., History of Fredericksburg, Virginia. Richmond: Old Dominion Press, 1937.
- Goolrick, John T., History of Fredericksburg. Richmond: Whittet & Shepperson, 1922.
- Healwole, C. J., A History of Education in Virginia. New York: The MacMillan Co., 1916.
- Howe, Henry, Historical Collections of Virginia. Charleston: S. C.: Babcock and Co., 1845.

Kimball, Marie, Jefferson: The Road to Glory 1743 to 1776.
New York: Coward-McCann, Inc., 1943.

Knight, E. W., The Academy Movement in the South. Reprint
from the High School Journal, Volume 11, Nos. 7 and 8,
Volume 111, No. 1, 1919.

_____, Reconstruction and Education in Virginia.
Reprint from South Atlantic Quarterly, Vol. 15, Nos. 1,
11, January and April, 1916.

Long, Charles Massey, Virginia County Names. New York and
Washington: The Neale Publishing Co., 1908.

Maddox, W. A., The Free School Idea In Virginia Before the Civil
War. New York: Teachers College, Columbia University,
1918.

Monroe, Paul, Cyclopedia of Education. 5 Vols., New York:
The MacMillan Co., 1911, Vol. 1.

Morrison, A. J., The Beginning of Public Education in Virginia.
Richmond: State Board of Education, 1917.

Page, Thomas Nelson, Social Life in Old Virginia. New York:
Charles Scribners' Sons, 1897.

Payne, Bruce R., Five Years of High School Progress in Virginia.
Pamphlet, Charlottesville: University of Virginia, 1911.

Smithey, Royal Bascom, History of Virginia. New York-Cincinnati-
Chicago: American Book Company, 1898.

Stanard, Mary N., Colonial Virginia, Its People and Costums.
Philadelphia and London: J. B. Lippincott, 1917.

Swem, Earl G., A Bibliography of Virginia, Part 111. Containing
the Titles of the Printed Official Documents of the
Commonwealth, 1776 - 1916. Richmond: Davis Bottom,
Superintendent Public Printing, 1917.

United States Bureau of Education, Report of the Commissioner
of Education. Washington: Government Printing Office,
Washington D. C., 1790 - 1940.

Virginia Public Schools: Education Commission's Report to
the Assembly of Virginia. Richmond: Everett-Waddy
Company, 1919.

Virginia Public Schools: A Survey of a Southern State Public School System. Vol. VII. New York: World Book Company, 1920.

Willis, Catesby, "A Brief History of the Schools in Fredericksburg, Virginia", An Economic and Social Survey of Spotsylvania County, by Coleman, Lee Richelieu and Trice, Frasia Davis, University of Virginia Record Extension Series, Vol. XIX, No. 4. University of Virginia Publication in Rural Social Economics, pp. 67-73. Charlottesville, Virginia: University Press, November, 1934.

Wertenbaker, Thomas J., The Planters of Colonial Virginia. Princeton: Princeton University Press, 1922.

Wright, J. J., High School, Faculty of, Snell, Virginia, Your School and Mine. Pamphlet, Fredericksburg: Colonial Press, 1934.

APPENDIX A

DESCRIPTION OF LLANGOLLEN SCHOOL

DESCRIPTION OF LLANGOLLEN SCHOOL¹

By John Lewis

John Lewis wrote the following in the Richmond Inquirer,
September 18, 1826:

For the information of persons not already acquainted with the school, and wishing to know more of it, the following particulars are subjoined: Llangollen is situated in the country, with no town nearer than thirty miles. The population of the neighborhood is moral and enlightened. The surrounding country is distinguished for its salubrity. The spot where the school is located has been remarkably beautiful, no death having occurred among pupils, teachers, or children on this principle, averaging annually thirty-three persons from the commencement of the institution in the year 1812 to the present time.

It has been the object of the teacher to form a little community, in healthy and retired situation, where a small number of pupils, including his own children, might find all that is necessary for the development and cultivation of the powers of the body and the mind, collected and applied under his personal superintendence. What is taught has been stated in the advertisement. The method of teaching is inductive, not because it has obtained the name of the philosophic method, but because it possesses the great advantages. Our course begins

¹ Taken from the Belle Air and Llangollen Papers, ed. Howard Meriweather Lovett.

with the consideration and comparison of particulars, which naturally suggest, by resemblance, the generalizations which constitute the laws of nature and the rules of art. The order of the objects of study is so arranged, that what has been acquired is made the instrument of acquiring more. This principal is applying to great extent in teaching the modern languages derived from Latin with no little saving, it is believed, of time and labor. The Spanish, Italian and French (Roman dialects) are read together in the same author and modern formations from the Latin radical words are traced to and composed of the present words in Latin, are read at the same time, in the same author. In this way the words in the dialects, and the languages which constitutes their basis become associated in the mind. Many words have suffered no change from the Latin--these are from comparative reading, known at first sight. Those that are slightly disguised by change of letters, belonging to the same organs of articulation, or by any change of the final syllables, or by contraction, are easily detected by a comparison of their forms. A few instances give the general rules of change or contraction, while the Latin itself, thus used as the instrument of acquiring the languages derived from it, becomes perfectly familiar and thoroughly understood. "Tables of comparative etymology and analagus formations," in these languages (originally prepared for this school, and lately presented for

more general use) are furnished to the pupils without charge.

The elements of Grammatical instruction are commenced in relation to the English language. Great disadvantages are encountered in learning unknown principles applied to the words of an unknown language. But the philosophical principles on which the grammatical rules of particular languages are founded, when understood in our own language, and not mechanically repeated, are early applied to other tongues. In teaching Arithmetic, Colburn's System has been adopted. This method has been found to be of very general application, the reasoning simple, the steps few and closely connected with definitions.

Of morals, discipline, etc., we trust much to the constant and active occupation of the powers of the body and mind in scholastic and athletic exercises in forming and guarding the morals, believing mere idleness or want of interesting virtuous employment to be their most dangerous enemy. Yet, we deem it to be among the most important and interesting duties of a teacher, to place before his pupils frequently in their most lovely and attractive forms, all the virtues which constitute the ornament and dignity of man, and which build up the superstructure of his utility and happiness on the sure and steadfast foundation of love, obedience, and gratitude to God, the Giver of all good. As punishment can only force or restrain, and are not productive of the desire of virtue or knowledge,

that are not dependent on or expected to inspire good dispositions, or to reform them that are bad. They are used to force or restrain those who cannot be reached by the beauty of morality, or whose reason cannot be convinced of the advantages derived from the right exercise of our faculties, and from the performances of the duties which we owe to ourselves, stay but a short time here; we cannot punish into anyone the love of virtue, and without this exists in the heart, there is no valuable or vital principal of moral excellence.

The only gymnastics practiced here are exercises useful in the active pursuits of life, such as walking, riding, swimming, hunting, etc.—

A DESCRIPTION OF LLANGOLLEN SCHOOL²

By Howard Meriweather Lovett

The building designed by John Lewis for home and school was without architectural grace; a plain frame structure with thick walls and many paned windows looking out over an extensive lawn shaded by trees. The charm was in the setting, in a vale bounded by wooded hills--the name "Llangollen" was the ancestral home of the Lewis family in the Vale of Llangollen, Wales.

A terraced garden at the back of the house led to Wolf Swamp Creek and to a pond where the boys skated in winter and went swimming in summer. Delightful must have been the prospect from that yard door; on all sides were fruit and flowers down to the mint beds and cresses at the spring branch. To the west of the house, was an old spring of water from which flowed a branch that emptied into the main stream below the terraced garden. This spring afforded water for all domestic uses; to this day, there has not been a well dug at Llangollen.

On the branch was built an office for the use of the head master, a one-room structure with a large fireplace. In this office was a bath for the use of the men and boys of the community. A trap door in the floor opened into a pool which

²Ibid.

was filled by pipes bringing water from the branch, making a primitive kind of sunken bath.

The original building at Llangollen was a square house of two stories and basement with four rooms on each floor. Opening from the front porch were two doors, one leading into a large wainscotted reception hall, the other into the parlor. A staircase with narrow hand-railing led from the hall to two chambers above; these were sleeping apartments for the sons of the family. Back of the parlor was the bed chamber of Mrs. Lewis; from her room ascended a stairway to two bedrooms for the daughters of the family. The kitchen was an out-building on the path of the spring, whence as in all southern homes, hot dishes were conveyed by servants. There was a spacious basement for storage and other purposes. In a few years there were additions to this building to meet school needs, a long well-appointed basement dining room on the west side of the house; above this a long apartment for the mistress of the house, used as a nursery. Back of the nursery was a large storeroom for school supplies and sundries; below this was the pantry. A narrow back stairs communicating with the basement dining room, the entrance from the outside was through a cellar-hut. Above the nursery was a dormitory where the younger boarding pupils slept; it was unceiled with no fireplace.

In front of the main building was a driveway leading to the public road, and on each side of this driveway were rows of excellently constructed hewn log cabins with open fireplaces, picturesque and comfortable lodgings for the young gentlemen who attended the school.

The school itself was a larger cabin, built in 1815, at a cost of \$105.

These smoothly hewn log cabins were dovetailed at the corners with skill, leaving no rough edges; the cracks between the logs were stripped and the inside walls white-washed, making a dwelling that was warm in winter and cool in summer, as comfortable as the brick and stone dwellings from which many of the pupils came to Llangollen. Over the schoolroom was a spacious loft, which was used as a dormitory.

The only assistant teacher known to be employed from the outside was Mr. John G. Lawrence. He was employed for the year 1815 at a salary of \$100. In 1816 a graduate from Llangollen, who had received most of his education at Belle Air, was assistant teacher.

Boys would work for Mr. Lewis and receive pay. This was a way to make spending money out of school hours. The account book shows: April 14, 1814--by this sum the boys in full to this date--\$.75. May 14, 1814--by this sum the boys in full to this date--\$2.75.

APPENDIX B

HISTORIES OF THE SCHOOLS OF FREDERICKSBURG, VIRGINIA

THE PUBLIC FREE SCHOOLS OF THE CITY OF
FREDERICKSBURG, VIRGINIA¹

By General Daniel Ruggles, Superintendent
(1885)

Previously to the 15th day of May, A.D. 1883, the city of Fredericksburg constituted a district within the scholastic jurisdiction of the county of Spotsylvania in conformity with the laws of the State, which became effective July 11, 1870, under a stringent provision of the constitution of Virginia.

In 1870 Mr. John Howison was appointed Superintendent of public schools for the county, and he continued in the execution of that office until the hour of his death, in 1879.

On the 15th day of May, 1883, the city entered upon a separate and independent jurisdiction, when the present incumbent was assigned as Superintendent.

The term report for the year, ending on the 22nd of June following, showed the number of scholars enrolled in the white schools, 390; and the monthly enrollment for the scholastic month, ending June 22, 1883, 311 white. The term report for colored schools, June 22, 1883 showed an enrollment

¹ Special report of the County Superintendent, 1885.
Taken from Virginia School Report, 1885.

of 237, and an enrollment for June 22nd of 168.

According to the term report for the scholastic year 1883-'84, ending June 22, 1884, the enrollment was 436 for the white schools; and for the month of June, 330--a loss on enrollment of 101. The colored schools, according to the term report dated June 22, 1884, enrolled 258; and by the report for June 22nd, only 168--a loss during the term of 90 scholars.

This result was in a great measure attributable to the arbitrary conduct of a teacher employed as principal of all the schools, without the shadow of law, with a salary of \$500, by the trustees, and in opposition to an emphatic statement of my opinion, and more especially as we were then, as we are now, greatly in need of two more teachers in the primary grades, whose salaries could have been met with that sum. This principal, I soon discovered, set the constitutional provisions at defiance, refusing to receive scholars unless they entered during the first day, and expelling them for brief periods of absence, even when detained by sickness. The Board of Trustees sustained the principal in disregarding my authority, which he had continuously done, and on the 7th of March, 1884, passed a resolution in the following terms:

It is the sense of this Board, and its order as well, that the orders of the principal, as the representative of the Board, and in compliance with regulations, shall be obeyed by

the teachers; and such orders are in nowise to be countermanded or contravened, save and except by the said Board of Trustees.

Official.

(Signed) R. B. Berrey, Clerk of
Board

The Superintendent at once protested, "as unjust to the Superintendent and violative of the constitution, laws and regulations governing the schools."

The Superintendent of Public Instruction promptly decided against this action of the Board of School Trustees, and sustained the protest of the Superintendent.

The six trustees represented two districts united, comprised within the city, and persisted in a discordant administration of their important duties to the end of the term, at which time the enrollment of the white schools for June, above noted (1883-'84) had fallen off one hundred and one scholars, and the colored schools ninety scholars; total, 191.

The city scholastic enrollment was then 1,334, of which 689 had been enrolled during the term. Even after the term closed, the Trustees, on July 30, 1884, petitioned the Superintendent of Public Instruction for authority to employ the same teacher as a principal for the public schools for the ensuing year, without a license from the Superintendent, as his services were indispensable to the success of the schools, and without

an application having been made to the Superintendent for his license, in conformity to the school law, on the presumption that it would not have been granted.

The Superintendent of Public Instruction replied to this petition on the 5th of September, 1884, deciding against it in emphatic terms, as well as disapproving of various acts and assumptions of the honorable Board of Trustees in opposition to the well-defined legal powers of the Superintendent of the Public Schools.

The Term of 1884-'85

The term report for 1884-'85 shows an enrollment of white scholars on June 19th of 475 for 1885, and the report for the month of June gives 373 white scholars, and 227 colored. By the term report there were 330 colored scholars enrolled in 1884-'85. During the entire term Mrs. Annie L. Magrath was the principal of two white grammar schools, Miss Kate J. Mander of six primary grade schools, and Miss Sophie A Hatch of four colored primary grade schools.

Monthly report for 1885-'86, September 30th, white schools, 510; October 31st, 514; November 30th, 526. Colored schools, September 30th, 289; October 31st, 514; November 30, 272.

On the 1st day of August, when the scholastic year 1883-'84 commenced, there were no school-houses belonging to the

public school system, or public school funds to build with. Four rooms in corporation court-house, and three rented buildings, were occupied by the schools during the then ensuing term, and none of them desirable or well adapted to that purpose. After a somewhat prolonged investigation by the school trustees, application was made to the corporation council, who promptly and liberally appropriated about \$10,000, with which an excellent house was built of brick for the colored schools, and a large brick mansion was purchased and reconstructed for the occupancy of six of the eight white schools—all of these school--houses were completed and mainly furnished for the ensuing term of 1884-'85.

As Superintendent, I have held the examination of teachers soon after the close of the term, and recommended early action by the trustees, which has been attended with very satisfactory results. By this means desirable teachers have been retained, and freely enjoyed relaxation during the vacation.

So far as my observation and information extend, I am constrained to claim that the ladies are "par excellence," the most successful educators in the public free schools of the youth of the State, without intending to disparage the very efficient labors of many gentlemen of the highest ability. In accordance with this view, I recommend that ladies shall be declared by a stringent law eligible for the office of public

school trustees. I also recommend that ladies shall be by law, as well as by right of citizenship, admitted to each and every collegiate and academic institution (excepting the Military Institute), to which the patronage of the State is extended, on the same terms and with the same privileges as young men and entitled to assimilated honors.

Even the Smithsonian benefaction "for the increase and diffusion of knowledge among men," contemplates this expanded benevolence, instead of the limited action of a close corporation tributary to the amusement of fashionable society of Washington almost exclusively, taking no thought for the outside world. It is also found that the Congressional benefaction to the respective States, for founding Agricultural and Mechanical Colleges, was based on the most philanthropic and comprehensive provision for both sexes—each in the field of industry, as well as in the social circle, the complement of the other. The legislature of Virginia, in its wisdom, sent this college to the mountains, in exile, and excluded females from its benefits.

The Peabody Normal Institute held in this city, from the 16th of July until the 5th of August, 1885, under my supervision, and the instruction of Professors T. J. Mitchell and Joseph G. Swartz, of well-nigh three hundred teachers in attendance, was in every way a success. An explanation as to the reason why

the Superintendent should not have been paid for some six weeks' extra labor, as well as the professors, and not voluntary on his part, has not yet been logically explained.

The School Board organized an "intermediate grade," or high school, which opened under the charge of Professor Joseph G. Swartz, on the 14th day of September last, with forty-five scholars, and continues eminently successful. The prospect is favorable for a material expansion. I have required the teachers to report their scholars by their legal names (using one christian name) and that they individually conform to that rule.

Attention has been persistently given to the manners, conduct, costume and personal bearing, as well as to the various branches of study.

Since the emancipation of the schools in September, 1884, they have been very prosperous, and the School Board has been attentive and prompt in meeting the current wants of the schools, which are popular and gaining in popularity, which augurs well for meeting the requirements of 1,590 scholars, an increase in the scholastic ages by the census of 1885.

(MEMORANDUM) It is a question whether scholars of the white and colored races may not be concentrated in the respective counties, after having attained the age of twelve, for instruction in agricultural and the mechanic arts during two months' vacation, under graduates from Agricultural Colleges, with advantage to the State.

A BRIEF HISTORY OF SCHOOLS IN FREDERICKSBURG, VIRGINIA 2

By Catesby Willis

Perhaps no other town in America has had a more interesting association with the political and historical growth of the Nation than has Fredericksburg. From earliest colonial times it has figured conspicuously in every great political movement and, as such, offers an almost complete parallel to the development of civic and educational ideas and ideals. There are few, if any, communities of like area, that can furnish such a splendid galaxy of names of the great. Her tradition of culture has been a continuous one and we find her schools typifying each phase of our American educational history.

Next to Williamsburg, where the second college in America was established, Fredericksburg can fairly well set up the claim of having the earliest and best schools, while its society was from the first noted for culture and refinement. Fredericksburg was incorporated under its present name in 1727. Previous to that, from the Acts of the House of Burgesses, we find that in 1674 it was ordered that one hundred and eleven men out of Gloucester be garrisoned at a fort, or

² Lee Richelieu Coleman and Frasia Davis Trice, "An Economic and Social Survey of Spotsylvania County, University of Virginia Record Extension Series, Vol. XIX, No. 4, pp. 67-73.

place of defense, at the falls of the Rappahannock. In 1781, the grant for the original lay out of the town, to be known as "Leasland," was issued. Augustine Washington, was one of the original trustees of the town.

EARLY SCHOOLS IN FREDERICKSBURG

Colonial education in Virginia, we know, was wholly the responsibility of the parent and of the church. The first Episcopal Church built in Fredericksburg, in 1732, was only a small wooden building. The Rev. Patrick Henry, uncle of the great orator, was its first pastor. After him came Rev. James Marye. James Marye, rector at Fredericksburg, was born at Rouen. He was educated for the priesthood at the Jesuit College in Rouen. In 1776 he abjured the Catholic religion. This caused a breach between him and family. He migrated to England, where he pursued his studies and was ordained by the Bishop of London. In 1729 he embarked for Virginia. While in Fredericksburg, Rev. Marye conducted a school where the Fredericksburg Baptist Church now stands. We have it from a manuscript record of Colonel Byrd Willis, that his father, Lewis Willis, was a schoolmate of George Washington, his cousin, in this school, in 1745. Before this, young Washington went to school to "Master Hobby" in Falmouth, an adjoining village. When we consider the scarcity of well organized schools in this era when education depended almost wholly on private tutors

or education in England, this school stands out as a remarkable institution. In this school were also educated Madison and Monroe.

Little is known of the curriculum of this school, save that we believe it was here that Washington received the "Rules of Civility and Decent Behavior," taken down in a scrawling hand, apparently from dictation. After exhaustive investigation, the source of these rules has been traced to a volume published in Rouen, and there studied by young James Marye. The only other text books that we have evidence of Washington's using were Hale's "Contemplations" and Fisher's "Young Man's Companion."

This is probably the first school in America in which good manners were seriously taught. From this school were sent out a large number of eminent men. It was the boast of the Fredericksburg Academy, a continuation of this school, a hundred years later, that it had educated three great Americans, Washington, Madison, and Moncure. (Moncure D. Conway, "Rules of Civility.")

James Monroe, author of the "Monroe Doctrine," was for years a resident of Fredericksburg. It was here he held his first political offices, being variously, town councilman, first Commonwealth's Attorney for Fredericksburg, and Continental Congressman from this district.

James Madison, known as the father of the Constitution of the United States, spent many of his early years here with his uncle, and in school.

Fredericksburg furnished the Revolution with the Commander-in-Chief of the Army and Commander-in-Chief of the Navy, and in addition to these it gave five other generals: Hugh Mercer, George Weedon, William Woodford, Thomas Posey, Gustavus B. Wallace, and George Rogers Clark. There are few accurate data as to the education of these. We know that General Posey had as his private tutor, at "Greenwood," Archibald Alexander, the famous educator.

From the narration of Francis T. Brooks, we read of a visit of General Washington to Fredericksburg in 1774, when he came to review the independent companies. "After the review they gave him a collation in the old market house where he had all the boys of a large grammar school, of which I was one of them. He gave them a drink of punch, patted them upon their heads, and asked them if they could fight for their country."

In the year 1789 the Legislature of Virginia empowered the Trustees of Fredericksburg Academy (a continuation of the Marye School) to raise, by way of lottery, the sum of 4,000 pounds, to defray the expenses of erecting a building on the Academy lands to accommodate the professors and pupils. This school had an unbroken record for more than a hundred years.

Many distinguished statesmen and jurists were educated in this school, who attest the quality of the instruction received there.

Among the early teachers of whom we have record is Mr. Thomas H. Hanson, a fine classical scholar. Under him the school enjoyed a wide reputation as a Classical School. The Greek and Latin languages, history, and the antiquities of Greece and Rome were taught. He is described as a man of true piety, who always read prayers in his school, and read and delivered moral and religious lectures.

Another was Joseph J. Halsey, honor graduate of Princeton, a lawyer in Fredericksburg.

Rev. Samuel Wilson, who organized the Presbyterian Church here in 1805, taught here for a number of years. He was assisted by Monsieur Herard, a Frenchman, who having in the Convention of 1792 voted to spare the life of Louis XVI, had fled from his own country and taken refuge in America.

Dr. McPhail, who succeeded Dr. Samuel Wilson, had as a teacher in this school, Dr. Francis A. March, afterwards President of LaFayette College, Pennsylvania, one of the greatest Anglo-Saxon students and philologists of his time.

One master, Mr. Ogilvie, advertizes that he had written to the principal of Old Town College, Aberdeen, to select and engage a gentleman completely acquainted with the French

Language and Mathematics to occupy that vacancy. (Virginia Herald, Dec. 7, 1795.)

The Old Academy later became known as the Athenaeum School, and was removed from the old Gunnery Green site to Prince Edward Street. Old Fredericksburg newspapers carry advertisements of many other private schools and advertisements for positions as tutors. Viz:

A tutor is willing to engage in a private family, that is in a decent, peaceable, moral house--acquainted with English, Dutch, etc.

One Charles Carter, Jr., advertises that he desires a tutor for three or four small children and will give four pounds per annum each exclusive of board.

Mrs. Betty Washington Lewis (Sister of George Washington) had a tutor for her children, and several young ladies from the country boarded with her and were taught in the home, in the customary manner of educating children throughout this part of Virginia..

CHARITY SCHOOLS

On the 27th of September, 1795, a fund was created by the sale of lands, devised for the purpose by Mr. Archibald McPherson, for the benefit of the Charity School of Fredericksburg. The fund was later augmented by a legacy from Mr. Thomas Colson. Major Benjamin Day was one of the founders of this

institution, and its first President. This school, housed in a beautiful brick structure, known as the "Asylum," on Amelia Street, was in continuous operation until about ten years ago, when the funds were turned over to the court for the benefit of the poor.

The Female Orphan Asylum, endowed first by the daughter of General Hugh Mercer, and presented to the Presbyterian Church in 1808, was planned by women, erected by the efforts of women and managed by women, for female orphan children. This existed also until the funds were absorbed into the Fredericksburg College foundation.

EDUCATION FOR WOMEN

The establishment of a Female College at Federal Hill in the year 1789, which was kept up for over half a century, lent added distinction to Fredericksburg as an educational center.

Of slightly later date was the Female School taught by the Rev. Samuel Wilson. His assistant, Miss Polly Rawls, married old Mr. Herard, the Frenchman alluded to above. In the school of Madam Herard, the studies of history, geography, grammar, rhetoric, and the French language were taught.

From 1791-1804 Mr. Harrow, with a female assistant taught a school where the girls learned history, geography, French and literature, knitting and stitching. General Washington visited this school and talked to the children, on one of his visits here, after he had retired from public life and was living

at Mt. Vernon.

The account of old time schools in Fredericksburg would be incomplete without an account of the school of Miss Nancy Brown (around 1790), whose curriculum for small boys and girls was spelling, reading, especially the New Testament, doing sums, knitting, and the shorter Catechism. For the girls "marking" was added. From this school the boys were sent generally to Mr. Tackett's in Stafford, and the girls to Mr. Wilson.

Joseph Lancaster, while touring America in 1818, visited Fredericksburg and spoke here, but, as far as is known, no attempt was made to introduce his monitorial system in the schools.

SUNDAY SCHOOLS

Dr. Samuel Wilson, who organized the Presbyterian Church of Fredericksburg in 1805, organized the first Sunday School in Fredericksburg. All were invited, high and low, rich and poor. The want of suitable apparel was an obstacle to many, so old clothes were solicited. Young ladies of the church spent long days cutting and making jackets and trousers for the boys, dresses and capes for the girls. Some of the children had no other means of learning to read and write than those they received at this school. The Catechisms, Watts and West

Minister were taught and hymns committed, but the main lesson was memorizing the Testament.

Mrs. Robert Lewis, wife of the rector of St. George's Church, soon after founded a similar school among the Episcopalians.

EDUCATION FOR COLORED PEOPLE

Long before 1840, Fredericksburg was interested in colonization, and the return of the colored people to Africa. Liberia was the outcome of this movement, and the capital, Monrovia, was named for James Monroe, one of the promoters. Mrs. John Minor and Father Kobler together would pray for Africa. In 1840, Mrs. Minor's son, Lancelot Byrd Minor, and his wife, went as missionaries from St. George's Church. Dr. Savage and Susan Metcalf Savage had gone from Fredericksburg two years before.

Father Kobler, of the Methodist Church, spent a large part of his time teaching the negroes and preparing them to go to Africa. As soon as his own slaves were educated he sent them to Liberia.

MUSIC AND DANCING

There was a music teacher in Fredericksburg, a Mr. Krebs, who had been a soldier of Napoleon and who, on the retreat from Moscow, had both his legs frost bitten. Finally both legs

had to be amputated, and two pupils of his, Miss Mary Green Brown and Miss Isabella Scott, took over his work, gave his music lessons, and paid the board of their teacher and his wife.

Mr. Christian, the dancing master of Revolutionary times, has left a very interesting description of his class. He described Miss Lucy Lightfoot Lee, tall and stately at sixteen, Martha Custis, the Lees, Lewises, Fitzhughs, etc.

One Chester Bailey, 1796, advertizes a singing school for the purpose of teaching Church Psalmody.

George Tabbs advertizes in 1797 to teach at Mrs. Gatewood's Tavern the Minuet, Cotillion, and Country Dances.

R. Shaw, 1797, late of Philadelphia, advertizes to give lessons in singing, Piano Forte, German Flute, etc.

LAW SCHOOL

Shortly after the Civil War, Judge Barton conducted a large and flourishing Law School in the basement of his house.

LATER DEVELOPMENTS

The decades before the Civil War were educationally much the same as during the Revolutionary period described.

The Classical and Scientific Athenaeum, as the Old Academy was now called, carried on its good work in the usual

classical tradition. The courses of study were still composed of Latin, Greek, Mathematics, and Philosophy. Many notable names occur in the roster of students, and many outstanding teachers left records of splendid service. We note the addition of the Natural Sciences about the middle of the 19th century.

Outstanding among these schools was that of Mr. Peter Goolrick, an accomplished Mathematician. Mr. Goolrick is described as a strict disciplinarian, believing in the rod and two forms thereof: One a tolerably stout twig from althea bushes, the other for high occasions, a cane of seasoned bamboo.

The school of Mrs. Arabella Little flourished from 1833 for many decades. Her reputation for culture and elegant manners attracted pupils in great numbers from Fredericksburg and environs.

In 1841 the census of the town listed five Academies with 256 students and seven schools with 156 scholars. The population was 1,797 whites.

PUBLIC SCHOOLS OF FREDERICKSBURG

The General Assembly of Virginia in 1870 provided for free elementary branches only: reading, writing, arithmetic, grammar, geography and History of the United States. Superintendents and trustees were appointed for each county. From

Spotsylvania County we have the following: "When the schools were first started they were manifestly unpopular, but when the tax of even one mill the dollar's worth of property was asked, the land holders generally turned against the system and politicians wishing to make political capital, have branded it as a Radical Measure, and openly avow a wish to postpone the operation of the system till we have paid the public state debt." The indebtedness of Virginia at that time was enormous. Fredericksburg's indebtedness was \$244,521.48.

The Fredericksburg School Report for the year 1870 showed seven white schools and three colored with average months taught, four. Mr. John Howison was the first Superintendent. The schools, in spite of being termed "Socialistic," have had a splendid record and today Fredericksburg boasts fully accredited schools conforming to the state requirements.

Superintendents of the local schools have been as follows:

1. John Howison
2. General Daniel Ruggles
3. Edgar Crutchfield
4. B. P. Willis
5. Arthur D. Wright
6. Hugh S. Bird
7. E. F. Birkhead
8. M. B. Dickinson
9. Guy H. Brown--Present Superintendent

Virginia received no aid from the Federal Government for her share of the public lands for educational purposes, although she held a double claim, having ceded the lands; while Minnesota

enjoys as large a school revenue from Federal bounty as Virginia raised from her State Tax.

FREDERICKSBURG COLLEGE

While Rev. A. P. Saunders, a Presbyterian Missionary in Greece, lay sick with smallpox, he conceived the idea of founding an institution which should care for the widows and children of deceased ministers.

In 1892, the matter was put before the General Assembly of the Presbyterian Church, and, with the funds of the Female Orphan Asylum, there was organized the "Assembly's Home and School."

It is impossible to dissociate the history of Fredericksburg College from that of the Assembly's Home and School. The charter continued under the latter title.

Rev. William Saunders became the first President of the College. The school was interdenominational. It is interesting to note the scope of work undertaken in so small a school. Its degrees were given the same recognition as those of Hampden-Sydney, Randolph-Macon, etc. A very efficient commercial course was included in the curriculum. It finally passed into private hands and closed in 1914. Some of the most capable teachers, ministers, doctors, and lawyers of the State received training in this unpretentious but splendid little college.

THE SCHOOL OF MUSIC

The School of Music, of Fredericksburg, was established by Frederic A. Franklin, a composer of note, in 1914. It is really a continuation of the Music Department of Old Fredericksburg College. This school is perhaps unique for a town of the size of Fredericksburg, in being housed in its own building, with fully equipped studios, and a recital hall seating 300. Carefully graded courses are given in both piano and violin, and Diplomas and Teaching Certificates are awarded.

FREDERICKSBURG NORMAL AND INDUSTRIAL SCHOOL

The above, organized in 1905, is supported by the negro congregations of the city, the Baptist General Association of Virginia, the Woman's Missionary and Educational Association of Virginia, and the Mattaponi Association. About ten years ago, the city, not having a colored high school, decided to pay this school to do its high school work for colored pupils. The boarding department more than takes care of itself. The number of students is 160.

FREDERICKSBURG STATE TEACHERS COLLEGE

This institution was established by an Act of the General Assembly of Virginia, March 14, 1908, as the State Normal and

Industrial School for Women. Its history and rapid development cannot be traced in short space. Suffice it to say that with the splendid efforts of Dr. Morgan L. Combs, it has grown into a great institution, crowning the educational system at Fredericksburg, and carrying on the high ideals and practices of education which are traditional with this city.

The following data quoted from the Annual Report of the City of Fredericksburg, Virginia, for 1933, pages 27-28, serves to indicate some of the more significant features of the current school situation in Fredericksburg.

PUBLIC SCHOOLS, 1933

Receipts	\$66,434.09
Disbursements.	<u>65,591.43</u>
Balance	\$ 842.66

STATISTICAL REPORT FOR THE SCHOOL YEAR, 1932-1933

Length of school term was 180 days.
 Number of teachers for white children, 36.
 Number of teachers for colored children, 5.
 Schools for white children contain 36 rooms, and for colored children, 5 rooms.

NUMBER OF PUPILS DURING YEAR

	School Population	School Enrollment	Average Daily Attendance	Attendance Percentage
White Pupils	1,257	1,132	1,007	93
Colored Pupils	<u>344</u>	<u>235</u>	<u>194</u>	<u>90</u>
Total Pupils	1,601	1,367	1,201	

Attendance percentage is based on total enrollment and average attendance.

NUMBER OF PUPILS PER TEACHER

	School Enrollment	Based on Average Daily Attendance
White pupils per teacher	36	32
Colored pupils per teacher . . .	49	39

AVERAGE COST OF INSTRUCTION PER PUPIL PER YEAR

	School Population	Based on School Enrollment	Average Daily Attendance
Salary cost only . .	\$25.38	\$29.87	\$34.08
Total costs	33.88	39.67	45.15

Based on school enrollment, the salary costs of instruction in the High School was \$56.47; in the white elementary school, \$27.00; and in the colored school, \$13.66 per pupil.

APPENDIX C

DEED RELATIVE TO SPOTSYLVANIA HIGH SCHOOL

DEED RELATIVE TO SPOTSYLVANIA HIGH SCHOOL¹

THIS DEED, Made this 30th day of June, 1938, between C. R. Andrews and Bertie K. Andrews, his wife, parties of the first part, and the School Board of Spotsylvania County, party of the second part.

WITNESSETH: That in consideration of the sum of Ten (\$10) dollars, and other valuable consideration, paid to the said first parties by the said second party, the receipt whereof is hereby acknowledged, the said first parties do grant and convey unto the said School Board of Spotsylvania County, party of the second part, with general warranty, all that certain tract and parcel of land, lying and being in Courtland District, Spotsylvania County, Virginia, on the southwest side of the highway leading from Spotsylvania Court House to Zion Methodist Church, containing Nineteen and three-fourths (19 3/4) acres, more or less, and being a part of the tract of land conveyed to C. R. Andrews by Joseph A. Pendleton and wife, by deed dated July 25th, 1922, and of record in the Clerk's Office of the Circuit Court of Spotsylvania County, in deed book 95, at page 187; said tract hereby conveyed further described by plat and survey made by H. C. Baker, Surveyor, April 13th, 1938, which said plat is hereto attached and made a part of this deed.

¹ Spotsylvania County Deed Book, 119, p. 322.

The said parties of the first part covenant that they have the right to convey the said land to the grantee; that they have done no act to encumber the said land that the grantee shall have quiet possession of the said land free from all encumbrances and that they, the said parties of the first part, will execute such further assurance of the said land as may be requisite.

WITNESS the following signatures and seals.

_____ SEAL

_____ SEAL

APPENDIX D

TABLES

TABLE VII

STATEMENT OF PARTICULARS AS TO SCHOOLHOUSES¹

Name of School	District	No. Rooms	Total Cost	Year Built
Faulkner	Chancellor	1	489.60	1911
R. R. Colored	Chancellor	1	300.00	1911
Biscoe	Livingston	1	673.00	1911
Partlow	Berkley	3	1,057.38	1912
*Oak Grove	Berkley	1	2,250.00	1912
Ashby	Chancellor	4	2,250.00	1912
Massaponax	Courtland	1	557.86	1912
No. 2 Colored	Courtland	1	500.00	1912
Curlew	Livingston	1	649.00	1912
Margo	Livingston	4	3,000.00	1914
Dr. Dew	Berkley	2	1,000.00	1914
Finchville	Chancellor	2	1,000.00	1914
River Road	Chancellor	1	500.00	1914
R. E. Lee	Courtland	4	3,044.55	1914
**Marye	Berkley	1	500.00	1915
**Chancellor	Chancellor	2	700.00	1916

* Paid for building fund, supplied by the state.

** Addition to building.

¹ Compiled from Reports of the Superintendents of Public Instruction of Virginia for years indicated.

TABLE VIII

SUPERINTENDENT OF SPOTSYLVANIA COUNTY PUBLIC FREE SCHOOLS ²

1870 - 1943

(NOTE: Mr. John L. Marye was appointed superintendent of public instruction September 16, 1879 and served until December 6, 1879.)

John Howison	1870-1879
John L. Marye.	1879-1880
E. M. Crutchfield.	1880-1883
J. D. Pulliam.	1883-1884
J. M. Holldaay	1884-1885
Chancelor Bailey	1885-1897
L. M. Smith	1897-1905
T. Welch Dew	1905-1907
James Ashby	1907-1917
J. H. Chiles	1917-

² Ibid.

TABLE IX

NAMES OF SCHOOL TRUSTEES³

1870 - 1944

Livingston District

Alfred Poole
 Ira P. Turnley
 Robert H. Jerrell
 J. H. Stubbs
 James R. Rawlings
 Jesse H. Stubbs
 A. W. Massey
 W. S. Hicks
 G. W. Chewning
 C. Rossen Massey
 Pel G. Finney
 J. R. M. Dillard
 A. M. Arritt
 R. V. Harris
 C. E. Sanders

Courtland District

Mosses Morison
 Ben F. Bullock
 John T. Coleman
 Oliver Eastburn
 Richard W. Colburn
 J. P. Gayle
 Samuel I. Baggett

Berkley District

William Landram
 Frank Tompkins
 Lancelot Partlow
 O. L. Chewning
 E. H. DeJarnette
 D. M. Altenbury
 R. C. Blades
 Joseph Chewning
 M. L. Blades
 Joseph Duerson
 E. V. Durrett

Chancellor District

X.X. Charters
 R. W. Furneyhough
 Nathan Talley
 H. R. Roby
 James C. Hart
 John R. Alricks
 William Oswald
 George W. Perry
 T. B. Payne

COUNTY SCHOOL BOARD

C. E. Sanders
 V. M. Graves
 Dr. T. W. Dew
 W. V. Heflin
 E. M. Hudson
 W. J. Young
 T. B. Sales

Dr. J. W. Massey
 B. M. Paytes
 L. P. Chewning
 L. B. Dickinson
 J. C. Hawkins
 Capt. M. B. Rowe, Jr.

³ The above list is not complete. The only records available were the deed books in Spotsylvania County Clerk's Office, and statements made by the present superintendent of schools in Spotsylvania County, Mr. J. H. Chiles.

TABLE X

SCHOOL BUILDINGS AND APPLIANCES⁴

Year	Number Brick	Number Log	Number Stone	Number Frame	Number with suitable grounds	Number with good furniture	Number built during the year	Number owned by the districts	Value of school property
1871-72	6	25	0	12	42	9	3	\$	570.00
1881-82		12	1	25					
1891-92		20		35	51	45	1	37	8,799.00
1901-02		10		43	53	25	1	50	17,955.00
1911-12		2		54	42	36	4		13,100.00
1921-22				51				51	91,300.00
1931-32				36		24			115,400.00
1941-42				15	6	2	1	13	343,600.00

⁴ Compiled from Virginia School Reports and Reports of the Superintendent of Public Instruction, Virginia for years indicated. The totals given in the above table are for both white and colored schools.

TABLE XI

ABSTRACT OF SCHOOL COMMISSIONERS' REPORT⁵

Year	No. Schools	No. Poor Children	No. Poor Children sent to school	Rate of tuition per scholar per year	Amount expended in tuition, books, etc.
1827	21	200	123	\$10.00	\$514.10
1829	30	150	75	5.34	417.76
1831	25	175	60	4.70	282.12
1832	25	200	108	3.38	365.87
1837	30	250	215	4¢ per day	773.01
1838	30	250	181	4¢ per day	639.09
1839	30	275	143	4¢ per day	704.96
1840	30	250	140	4¢ per day	575.16

⁵ The Second Auditor's Report for years indicated.

VITA

Charles Melvin Snow was born at Motorun, Virginia, September 10, 1908. He received his early education in the public schools of Mathews County, Virginia. The Bachelor of Arts degree was received from the College of William and Mary, Williamsburg, Virginia, in 1932. He taught in the public schools of Mathews, Caroline, and Spotsylvania Counties and also served as principal in the New Point High School, Mathews County; Mica High School, Caroline County; and Spotsylvania High School, Spotsylvania County.