

A HISTORY OF EDUCATION FOR BLACK STUDENTS
IN FAIRFAX COUNTY PRIOR TO 1954

by

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(ABSTRACT)

The purpose of this research is to give a historical account of the educational developments for black students in Fairfax County, Virginia. The research will first address a brief history of education in Virginia. The second and third chapters will respectively address education for black students in the state and pre-Civil War education in Fairfax County. Chapters four and five will focus on the formation of post-Civil War public education in Fairfax County and the education of black students within the county. The author will fit the education of Fairfax County's black students into the context of education within the state of Virginia. Comparisons and contrasts can then be made regarding the quality of education offered to black students in Fairfax County.

As with many southern communities, the growth of public education was affected by complacent attitudes, agrarian life styles, poor quality roads and lack of transportation. Fairfax County was no exception. Although numerous private and free schools existed prior to the Civil War, few received black students. The education of the black child, then, was left to the mercy and interest of those around him who chose to teach him basic reading and writing. Alexandria, for example, boasted of a large free black population--many of whom were educated in Alexandria when it was a part of Fairfax County.

Both philanthropic and missionary agencies supported education for black students. After the Civil War other schools existed such as the Freedmen's Bureau schools. These schools functioned until 1871. By this time free public education was a reality in Virginia and the issue of placing both black and white children in the same school became the major topic of educational discussion. In an effort to avoid integration black students were sent outside of Fairfax County to Manassas and Washington. After years of struggle, Luther Jackson School was built within the county to educate Fairfax County's black students. Other schools were gradually built to accommodate the educational needs of the county's black students. Even though schools were built to educate black students, there were many disparities in terms of the quality of facilities within the buildings.

Following the 1954 Brown Decision outlawing de jure segregation school assignment was not based on race for black or white children. As a result, parents could have a voice in school selection. In reality, the Brown Decision offered black parents more voice as these parents often sent their children to the formerly white schools. The general belief by whites was that black schools were inferior. Many of the formerly all-black schools eventually became administrative offices for Fairfax County Public Schools and black students began attending schools in their home districts.

IN MEMORY OF

- My great grandmother: Grandma Emma who shared her knowledge of our family's history with us.
- My Grandmother: Hattie Eliza Sutton Fields, a strong, focused, prayerful woman who gave all that she had for the children.
- My Great Aunt: Lillian Smith, my grandmother's sister, who encouraged us all to go to school and do well.
- My Grandfather: Simon Fields, Senior, a brick mason, who showed us beauty and dignity in working with your hands.
- My Great Uncle: Reverend, Doctor James F. Scott, who was intelligent, humble and dignified and whose Christian walk and ethics were surpassed by none.
- My Cousin: Janice Scott, an artist and teacher whose love displayed itself in words of encouragement for all.
- My Stepfather: William J. Ford who included my brothers and me into his life.
- My Aunt: Clara T. Lofton Fields, who took pride in caring for the family.
- My Uncle: Simon Fields, Junior, a brick mason, who showed his love through his disciplined expectations for the children, causing us to have high expectations for ourselves.

These prayer warriors gave unconditional love, taught me to be disciplined and prepared me to be a strong, progressive woman with high expectations and ethics. They paved the way. I will be forever grateful.

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First and last I thank God for his unconditional love and handiwork in my life. I thank Him for the angels of support he placed in my life to bring this project to completion.

I am thankful to my mother, Pennia Fields Ford, my brothers and sister for their love and support. I thank my uncles, aunts, cousins, nieces and nephews. I remind the children that they have been taught to love themselves and each other and to support each other in all things that are good and right. I am thankful to friends and members of my extended family, too numerous to list. I thank my committee for their guidance and support. I thank my typist, Jane, and editor, Robin, who demonstrated patience beyond belief.

I thank and dedicate this work to my daughter, Samantha, who is, with doubt, my greatest blessing and gift from God. I pray that she will continue her free-spirited love of life and learning and her child-like belief in God and miracles. I pray that she will demonstrate prayerful contemplation and that she makes good decisions in life. I pray that she will grow to be an educated, strong woman who excels and displays faith, ethics, discipline, love, stamina and patience as she moves through the maze of life's challenges. I pray for her to have peace and contentment. I pray that she will give and receive love, support and encouragement. I pray that she will, with humbleness and thanksgiving, seek God first in all things, as He possesses power and goodness beyond human comprehension.

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CHAPTER I

HISTORY OF PUBLIC EDUCATION IN VIRGINIA

In studying the history of education for black students in Fairfax County, Virginia, it is important to trace the history of public education in the state. It is within that context that this study is done. The author began by tracing the history of public education in Virginia. From that point, an incorporation of the challenges and experiences of black students in Fairfax County became the focal point of the research.

Research shows that Virginia displayed a strong public opinion against the education of black children. Despite the challenges that confronted blacks as a result of this sentiment, the black community in Fairfax County made educational strides. This research will introduce the reader to these challenges and victories as they presented themselves in one Virginia County.

Purpose

The purpose of this study was to examine the public education opportunities that existed for black students in Fairfax County prior to 1954. The writer focused on various formal and informal methods used by black families to educate their children. These ranged from church schools to formal, more traditional, opportunities including the building of the Luther Jackson School—the county’s first school for black children to attend beyond the seventh grade. Within this research, the author interviewed several persons who either attended school or taught in Fairfax County before 1954. No such study currently exists with this focus. This research will be beneficial in teacher or administrative training because it will provide a knowledge base for better understanding one segment of the school population. It was the author’s intent to learn as much as possible about the teacher’s role in the classroom, the maintenance of the school as a physical plant, transportation of the students, teacher salaries, general support for black schools and parental involvement.

Rationale for the Study

This study will prove useful in teacher training programs and cause teachers to become curious to learn more about the history of the wide range of students they teach. In addition, it will serve as an historical knowledge base for teachers and administrators in the county. The study will provide insight into an aspect of Fairfax County history that has not been so concisely documented. As administrators currently review achievement data for many groups of students of color, the research will provide an historical base for understanding one group of students in the school system. Despite the disparities, determination for education can be documented within the black community. This determination turned into success and can serve as a source of historical pride for current black students within the county. The completed document can be housed in the county’s professional libraries, individual schools, staff development and instructional resource areas, as well and public and private libraries. The information would also be used in social studies resource centers for either students or teachers. In addition to serving as a content base, it

can be used as a model for future historical research. It can serve as a crux or grounding for future studies, which investigate minority or gender achievement data. Finally, it can set the stage for a process to be followed in researching the history of any group.

Limitations

The study is limited to the development of public education in the state of Virginia. The core focus is public education for Fairfax County's black student population. While Sunday Schools provided to black children by black churches played a role in their education, this study does not include an examination of those opportunities. Church staff members who were usually unpaid and usually had no formal training implemented Sunday School programs. The objective was not to underestimate the value of Sunday School instruction but rather to keep the dissertation research focused on public education. To focus too intensely on the wide range of Sunday School programs would not be consistent with the research goals.

Limited attention was paid to the extensive debates regarding vocational education. Although most interesting, it is not the goal of the dissertation research to debate the Hampton Model, for example. The researcher has introduced the Hampton Model and presented it as point of philosophical educational controversy. The writer would be interested in the future development of research surrounding the philosophical grounding of vocational models for blacks in the United States. Such a study would not lend itself only to the findings regarding black students in Fairfax County. It would prove more beneficial if it focused on a much wider region of the country and a wider population. As a result, the overall impact of vocational models on higher education opportunities for blacks could be determined.

The author has chosen to stop at 1954, as that year became a pivotal point for public education for blacks in this country. The 1954 Brown decision ended de jure segregation but opened the door to a wide range of other issues including violence and busing. These are also very interesting research topics but present themselves as separate units of study. Essentially, to study the education of black students from 1954 to the present is an entirely different type of study as a result of the 1954 Brown decision.

Methodology

Along with the use of written primary and secondary sources, the author was able to identify persons to interview from Fairfax County residents. Primary sources included various state and county superintendent's reports beginning in 1872. Other primary sources included Fairfax County Public Schools Teacher Directories (1927-1954), The Manassas Industrial School for Colored Youth Manual (1915-1916) and the Census of white and colored teachers of Fairfax County beginning in 1912.

Secondary sources included an unpublished thesis by Virginia Andrus entitled: (a) Selected Phases of Early Public Elementary Schools in Fairfax County, Virginia (1947); (b) The

History of Schools for the Colored Population (1969), by T.J. Jones; (c) The Development of Public Schools in Virginia: 1807-1952, by J.L. Buck (1952); and (d) An Economic and Social Survey of Fairfax County: 1924, by Nickell and Randolph. These sources, as well as numerous others, were found in the Virginia State Library archives and other public and private libraries. These sources provided valuable background data for this study.

The interview selection process was one that began with conversations at church and community gatherings. The author sought out persons who had either attended school or taught in Fairfax County black schools prior to 1954. The goal was to speak with these former black students and teachers and to learn as much as possible about their school experience. Although the listed topics of interest were not presented to those being interviewed as formal questions, the conversations were guided by these thoughts in the author's mind. One type of sampling, purposive sampling, was described by Berg (1995). This type of purposive sampling was done because the need was for subjects who represented a particular population--blacks who attended school or taught in Fairfax County prior to 1954. The interviews in this study were limited to this group only. This was necessary because the topic did not lend itself to a wide sampling. As a result of speaking with people at church and community gatherings, the author learned of two black families that had a long history in Fairfax County: the Quander and the Barbour families. Speaking with members of these families led to a list of possible interviewees. Investigation proved that several of the persons whose names were given were deceased. However, one conversation led to another and eventually led to creating a small list of recommended interview contacts.

Although the author had specific questions in mind originally, taking a "conversational approach" in speaking with those being interviewed proved more beneficial. The author found that information flowed smoothly using this approach and general conversation led to more conversation. Asking a question often led only to a limited answer. In most cases, both a tape recorder and notepad were used. One interviewee, however, advised that she didn't "believe" in tape recorders. Respect for her immediately led to the termination of its use.

The author transcribed the taped interviews. After transcription, the author highlighted and made notes in the margins of any content that addressed the six questions of focus for the author. All interviews were held in the homes of the interviewees. All were "informal and friendly." Two persons commented that they were happy that "somebody finally wanted to know about the schools for colored children." As senior citizens and educational veterans, the interviewees were cooperative but expressed verbally some of their pain and struggle to either acquire education or to meet the challenges of teaching. They shared daily routines that would be unheard of today but they willingly yielded in the name of acquiring an education. Often the conversation strayed to deceased loved ones who had contributed in some way to the school, by bringing periodic treats to the children, for example.

The author has used a naturalistic approach to complete much of the research. Several authors describe this method. Among them are Gubrium and Holstein (1997) who describe the naturalistic approach as a cornerstone to qualitative sociology. According to these authors, the naturalistic approach “presumes that reality exists in textured and dynamic detail in the natural environment of the social world” (Gubrium & Holstein, 1997, p. 19). Using this approach, the writer attempts to accurately describe daily realities without distortion. Efforts are made to describe everyday occurrences that reveal specific aspects of a way of life. The goal, essentially, is to document and present the participant’s own story. Samples of real conversation are important in this type of research. In this research, the interviews of a total of seven black Fairfax teachers and students represent conversation with authentic language. Of the seven persons interviewed, four were students. They were Mr. Oswald Robinson, Mrs. Mary Belle Ferguson Smith, and Charles and Edmonia McKnight. Mr. Robinson went on to serve as an educator in the County’s black schools. Since he was both a student and teacher, four of the persons interviewed were teachers. They were Mr. Oswald Robinson, Mrs. Ora Lawson, Mr. Cecil Robinson and Mrs. Marjorie Robinson. It is important not to substitute popular interpretations but to read and digest the content of the interviews within the context of the times. “The operating principle is to allow people to tell their own stories with theory taking a back seat, at least initially” (Gubrium & Holstein, 1997, p. 34).

Two other writers, Bogdan and Taylor (1975), stress the importance of going to the people. They call this approach “phenomenological” but it seems to fit the same naturalistic process as described by Gubrium and Holstein, (1997). Their definition goes further to discuss the importance of open-ended interviewing. This dissertation models this as the interviews were held using a conversational approach--intentionally to give them a free flow and to reduce the limitations of answering specific questions only. According to Bogdan and Taylor, such a method yields descriptive data, which enable the phenomenologist to see the world as the subject sees it.

Two authors who have addressed the naturalistic inquiry are Guba and Lincoln (1985). They present one definition that discusses naturalistic inquiry as an “attempt to present a slice of life” (p. 79) episode documented through natural language and representing as closely as possible how people feel, what they know, and what their concerns, beliefs, perceptions and understandings are. E.R. House (1978) referred to this method as cross checking different sources. He further contends that a backward design approach proves beneficial. With this, in looking at the dissertation research, the author begins with a belief that there was educational disparity based on race in the State of Virginia. The researcher then moves to determine how a select group received education despite the disparity. The researcher further determines what struggles existed, what strides were made and how. In this type of research, working backwards from an important event is an often-used approach. Looking backward from the 1954 Brown decision reveals an era of African-American education that was very much dependent upon individual sacrifices of teachers and private citizens who were willing to use or sell family land to build a school, for example. According to E.R. House (1978), “the naturalist looks for convergence of his data sources and develops sequential, phaselike explanations that assume no event has a single cause” (p. 37).

According to N.K. Denzin (1971), triangulation forces the writer to situationally check for validity, as various data sources are used (p. 177). E.J. Webb (1966) concluded that triangulation, though difficult, is worth doing because it makes the data and findings credible: “Once a proposition has been confirmed by two or more measurement processes, the uncertainty of its interpretation is greatly reduced” (p. 3). Thus, in reviewing the findings of this research, for example, it can be determined credible information that black students wanted to go to school as we look at enrollment data, parent requests for schooling, requests for transportation and willingness to sell personal land to build a school. These things, as well as others, are examples of what Webb meant by “measurement processes.” Such processes can be as formal as a school board presentation or as informal as a former student’s statement: “Everybody came to school a lot” (M.B.F. Smith Interview, (1993, May 25).

Nigel and Jane Fielding (1986) discuss triangulation and state, “if diverse kinds of data support the same conclusion, confidence in it is increased.” Their position is supportive of other researchers on the topic. The method of researchers utilized in this study is in keeping with these discussions. Fielding and Fielding further pointed out the importance of the strength of cited data or interpretation. Accordingly, “the role of triangulation is to increase the researcher’s confidence so that findings may be better imparted to the audience” (Fielding & Fielding, 1986, p. 25).

According to Bruce L. Berg in *Qualitative Research Methods for the Social Sciences* (1995):

Triangulation is restricted to the use of multiple data gathering techniques (usually three) to investigate the same phenomenon. This is interpreted as a means of mutual confirmation of measures and validation of findings. (p. 5)

His thought is in keeping with Denzin (1971), House (1978), and Fielding and Fielding (1986). The dissertation research combined more than three forms of data to assess the status of education for black students in Fairfax County prior to 1954.

Data Analysis

To analyze data gathered from the naturalistic approach, the researcher used triangulation. By so doing, the researcher cross references the received information and recognized some common themes and trends. Like naturalistic inquiry, several authors discuss triangulation as a method of analyzing and validating findings. A Dictionary of Social Science Methods describes triangulation as follows:

The use of different research methods or sources of data to examine the same problem. If the same conclusions can be reached using different methods or sources, then no peculiarity of method or source has produced a particular conclusion and one’s confidence in their validity increases. (A Dictionary of Social Science Methods, 1983, p. 117)

In the case of this research, seven people were interviewed. After cross-referencing the data received, the author rewrote the highlighted themes from notes. These themes are presented in Chapter VII. Further data triangulation analysis, including the content of school board records, revealed findings similar to the information received from those interviewed. Many authors discuss triangulation as a method of validating naturalistic research. In the case of this research, common themes emerged from using various sources including interviews, superintendent's reports, teacher ledgers and citizen requests. At the core of these themes was a basic desire and request for equitable quality education for black students. This method of analyzing the data proved time consuming but produced accurate results.

On the subject of data analysis, Gubrium and Holstein (1997) stated, "qualitative inquiry must take a middle ground that sustains a sharp focus on lived realities" (p. 113). In this research, the interviews, coupled with other data, provided a focus on lived realities. These writers encourage "going to the places where the action is or meeting people in their own environments" (p. 113). As a result of being in a naturalistic setting, language is more likely to be authentic, thus providing a clearer more reliable analysis of what is heard. Analysis of the data in this research has come about as a result of reviewing several forms of data including superintendent's reports, teacher directories, interviews and other resources. This method of cross-referencing received data is referred to as triangulation. In the process of cross-referencing, the author created a simple matrix of topics and then placed a check at select chronological intervals to indicate how often the topics were discussed. By so doing, the establishment of themes occurred.

Bruce L. Berg (1995) states, "researchers should offer detailed excerpts from relevant statements or messages that serve to document the researchers interpretation" (p. 176). The researcher has done this in presenting the emerging themes in Chapter VII. In each case, statements from school board meetings, superintendent's records, teacher ledgers or school leagues serve as documentation in support of the theme. In support of the themes, the researcher included three or more examples of documentation.

Both Holsti (1969) and Carney (1972) discuss three major components in communication: (a) the message, (b) the sender, and (c) the audience. By examining common messages from parents, teachers and community persons, for example, the researcher found the interest to consistently be of requesting improved transportation, improved educational facilities for black children and improved salaries for teachers. The senders of these messages were consistently black citizens of Fairfax County. The audience was appropriately the school board or the governing body that had it within its power to bring about the requested changes.

Validity of Findings

In reviewing the validity of findings, the researcher has shown concern for both internal and external criticism. To determine the validity for external criticism, the research should question the genuineness of the source material. Basically, the researcher should ask, "Is it a valid piece of primary data?" (Berg, 1995, p. 167). For this research, primary sources were from the archives of the state library or private libraries. Those interviewed were either former teachers or former students, and respected within the community as far as the author could determine. One person interviewed, for example, discussed her husband's teaching experiences. Although he was deceased, she showed the researcher his 1952 Fairfax County Teacher's Contract assigning him to Cub Run Colored School in 1953 to Eleven Oaks Colored School, and in 1954 to Luther Jackson (see Appendix C). Other similar documentation validated the teaching assignments for two other persons interviewed: Mr. Oswald Robinson and Mrs. Ora Lawson. These documentations were in the form of letters, dated February 13, 1951 and February 10, 1953, assigning Mr. Robinson and Mrs. Lawson to teach (see Appendix C).

Assessing internal criticism is also an important part of a validity of findings. Key questions in such assessment include: "What does the document mean, what was the author trying to say? Why did the author write the document or what inferences or impressions can be taken from the contents of the document?" (Berg, 1995, p. 168).

The second page of the teacher contracts in Appendix C, for example, discussed the role of the principal teacher. Although no job description was available, inferences can be made from this very short segment of the contract. By reviewing the Last Will and Testament of Jennie Dean, the researcher can feel more assured that those who described her as a woman with little or no formal education were correct. Her Last Will and Testament was a personally written document that displayed her giving spirit but also indicated her lack of formal writing skills (see Appendix C). The researcher has evaluated sources used to ensure their quality for reliable information. The information received throughout the research was categorized into topical themes as recommended by Berg (1995). Using a researcher-made matrix to assess the maintenance of structure and content, efforts were made to ensure external and internal validity. As a result of this approach, the ability to analyze the content and categorize it into themes was possible. Berg (1995) further suggested using additional sources to explain the themes. The researcher has done this in Chapter VII. The initial six research questions discussed in the Methodology section that guided the interview conversation have been explained as a result of the use of data as well as reviewing internal and external validation.

The interviews serve as a bit of oral history. They help to eliminate or limit the formalities of library and archive research (Samuel, 1991). They bring humanness to data. The use of oral history helps to validate findings and provides background information and social texture to research. It adds dimension to document-based research (Berg, 1995). Completing the interviews allowed the research to investigate ordinary people who would not otherwise have been documented. As a result of this portion of the research, the story of the educational pursuits

of blacks in Fairfax County became a real one with a foundation in the commitment of ordinary citizens willing to take a stand on behalf of the black children in the county.

CHAPTER II

PRE-CIVIL WAR EDUCATION IN VIRGINIA

Geographical Background

In June of 1742, by decree of the Virginia General Assembly, Fairfax County was formed by dividing the County of Prince William. Though the reasons for the division were not educational in nature, it is important to determine the geographical area in question for the purpose of this study.

In 1742, the time of the formation of Fairfax as a separate legal jurisdiction, the county of Fairfax extended from the Potomac and Occoquan rivers to the Blue Ridge Mountains and included the current counties of Arlington and Loudoun, as well as the cities of Alexandria, Falls Church and Fairfax. Because the author's major chronological focus in this chapter is pre-Civil War, the events discussed do not affect each of the aforementioned locations. Later chapters reflect the geographical areas affected by boundary changes that occurred after 1870.

The research of Fairfax Harrison, Landmarks of Old Prince William (Harrison, 1964), as well as the May 1742 Act of the Virginia General Assembly, state that the decision to divide the counties was "for the greater ease and convenience of the inhabitants of the county of Prince William, in attending courts and other public meetings, be it enacted by the Lieutenant Governor, Council and Burgesses of this present General Assembly . . . the said county of Prince William be divided into two counties. . . ." (Hening, 1948, p. 207) The act specified geographic boundaries and legislative jurisdictions. Loudoun County was formed from the previously described Fairfax boundaries in 1757. Arlington and the City of Alexandria were ceded by Virginia to the federal government in 1789 to be a portion of the District of Columbia. However, in 1846, these locales were returned to Virginia and designated Alexandria County. The Town of Alexandria came into existence in 1852 and was no longer part of Alexandria County (Macoll, 1977). The name, "Alexandria County, was changed to Arlington County in 1920" (Fairfax County Board of Supervisors, 1907, p. 37). Falls Church, which was organized as a town in 1875, became a second class city in 1948 (Nickell & Randolph, 1924, p. 7). In 1915, 1930 and 1951, Alexandria City annexed portions of Fairfax county territory. In 1961, the Town of Fairfax became a second class city (Fairfax County Public Schools, 1958).

Attitudes Toward Education in Early Virginia History

Before introducing information concerning the education of blacks in Fairfax County, it is important to present an overview of education in Virginia. Within this generic description, information will be presented more specifically on Fairfax County and then on black students within the county.

During the seventeenth century, Virginia was mainly rural. The state had little money or interest in the development of educational facilities. Field schools existed, however. These were

literally one-room schoolhouses often in the middle of a field. Because the usual expectation was for children to assist with farming, school attendance was poor, particularly during times of planting or harvesting. Mandatory attendance laws did not exist; and since education was not considered as valuable or profitable as farming, school absenteeism generally was not questioned.

Religious and moral teaching governed the goals of education (Bruce, 1964; Woodson, 1990). Although Virginia was not looked on as having the same puritanical values as the New England states, writers such as Woodson state that christianizing the Indians and giving moral values to blacks were goals of the educator working with these minorities. Woodson (1990), a black writer, presented his ideas on this issue in his book, The Education of the Negro. He stated that missionaries came to teach the slaves the English language so that they might learn the principles of the Christian religion. This, missionaries believed, was the slaves' best chance for mental improvement.

In Institutional History of Virginia in the Seventeenth Century, Bruce (1964) presents an excerpt from the will of one John Waltham of Accomac County, prior to Waltham's death in 1640. He requested that his son, as soon as he reached the age of 6, "receive instructions of good learning and that the child be confided to a good and Godly schoolmaster . . . one selected with extraordinary care" (Fairfax County Public Schools, 1958, p. 14). So important was his education that the father requested that the child should remain under the teacher's guidance until the age of 11 and that the entire annual increase, both male and female of the cattle, were to be used as provisions for his education. After the 11th year, only the male cattle were to be used for this purpose. Other such sales were to be continued until the boy reached the age of 18. At this time, his education was to cease and he was to come into full possession of all of his father's property. The entire will represents a great desire for education as preparation for total property ownership. The guardians were instructed to hold the child in "their tender care, more specifically in the particular care of his education and breeding in the rudiments of good learning" (Bruce, 1964, p. 296). The writing and values within Waltham's will suggest that the writer was landed gentry and not representative of the masses of Virginians at the time.

Quite unusual at the time was the will of Nicholas Granger, also of Accomac County, who provided for his daughter's education by "setting apart for that purpose a definite number of cattle" (Accomac County Records, 1640-1645, p. 38). A citizen who could not put aside cattle for the purpose of educating a child might donate the labor of one of his slaves as provisions for the child's education. Such was the case in 1654 with John Brown of Northhampton County. He requested that the child's guardians "reserve the income derived from one of his Negro's work in the corn and tobacco fields and to devote it to meeting the expense of tuition of the testator's son" (Northhampton County Records, 1645-1651, p. 93).

Also uncommon was the will of Thomas Gerrard of Lower Norfolk, who bequeathed one thousand pounds of tobacco to meet the necessary outlay for the learning and education of a Negro boy who was either his illegitimate son or a favorite body servant (Northhampton County

Records, 1654-1655, p. 86). This will was unusual because educating blacks was not a priority in colonial Virginia.

Again emphasizing the relationship between education and moral character development, Mr. Prevost Nelson requested Reverend Thomas Teakle to take charge of his two sons and to see that they acquired the ability to read and write "for the future benefit of their affairs and the health of their souls" (William and Mary Quarterly, 1936, p. 84). Although provisions were sometimes left for the education of girls within Virginia's upper class and landed gentry, more common was the attitude that girls did not need to be educated in the same way as males.

Mr. William Rookings of Surry County requested that:

the entire number of his slaves should, after his death, continue attached to his plantation . . . not only to pay off all the debts he had incurred, but also to cover the expense of providing clothing and schooling for his children. . . . the boy was to be brought up to good education; the girls were to receive what education may be fitting for them (Northhampton County Records, 1683-1689, p. 329).

In the late 1600s, David Williams, of Isle of Wight county instructed that his sons be under a teacher's care until they "could read the Bible with facility" (Surry County Records, 1671-1684, p. 329).

Education of Orphans

As early as the seventeenth century, the courts of Virginia took a stand on the protection and education of orphans. Cornelius Heatwole (1916), in his book, A History of Education in Virginia, and Bruce in Institutional History of Virginia in the Seventeenth Century, addressed the issue of educating orphans in the state. They documented cases in which the courts intervened since these children were often financially abused by their guardians (Bruce, 1964). Court records indicate many instances where guardians were forced to document their successful efforts at meeting the requests of deceased parents. There are even cases where children presented their own cases in courts. Results show that the courts often intervened on behalf of the child. According to the Isle of Wight County records, from 1661 to 1684, "a special session of the courts was held at least once a year for the purpose of passing upon all matters relating to their [child] welfare" (Isle of Wight County Records, 1661-1719, p. 271). It appears that the courts had as their paramount objective the safety, financial and educational protection of orphaned children.

Consider the case of George Ford, guardian of John Saker, both of York County. In 1638, Mr. Ford was required by the justices of that county to present an account of all costs that he had so far incurred for the boy's education (Isle of Wight County Records, 1661-1719). A second example much later in the seventeenth century was the case of Thomas Bonnewell of Accomac. Young Mr. Bonnewell informed the justices that he was not receiving the tuition to which he was

entitled by law. His petition for a new guardian was granted based on the new guardian's promise to secure the instruction the boy was anxious to receive (Isle of Wight County Records, 1661-1719, p. 310).

Except for orphans, the previous examples represent Virginia's upper class and the landed gentry. These families could often trace their ancestry to England and desired education modeled after their cherished English values. Many of such families provided the children fine private British tutors who gave instruction according to British tradition. There also were many examples of families who sent their sons, especially, to England to be educated.

Education for the Lower Classes

Lower socio-economic groups were faced with more basic concerns and therefore didn't put a high priority on formal education. These families relied on the formation of schools within their churches. These schools were called Parsons Schools. As with the field schools, the teacher was often a member of the clergy and the parents paid the teacher's salary. We, therefore, look upon them as private schools.

Grammar schools existed for students who excelled beyond basic primary instruction. The course of study in these schools included more advanced reading, writing and arithmetic than was offered by the Parsons school or the field school. Since attendance was not mandatory and many families in such cases relied on their children to work the farms, academic success was difficult to measure. However, the fact that the schools existed was a considerable accomplishment given the barriers of geography, transportation and limited financial resources.

Generally, black children weren't involved in these educational issues. The case mentioned about the Negro boy who received provisions from his master's will was indeed an isolated case. The education of black students will be addressed in Chapter Two.

Historical Origins of Free Public Education in Virginia

According to a 1976 bicentennial report entitled, "Education in Virginia", the first settlers in Virginia were all adults. Prior to 1619, these original settlers had little interest in formal schooling. In 1619, however, approximately 100 orphans arrived from England with the stipulation that their masters should teach them a trade. The arrival of these youths affected the development of education in Virginia for many years.

According to Education in Virginia, apprenticeship laws enacted in 1643, 1646 and 1672 paralleled the apprenticeship and poor laws of England and attempted to provide some vocational, educational and religious training for orphans, indigent children and other minors without guardians (Virginia Retired Teachers Association, 1976). Because of the nature of the new settlement, the original stipulations were mainly vocational, clearly with objectives toward servicing the new colony. Academic training generally was limited to reading and writing. The

social structure of early Virginia discouraged the movement of these youth from becoming landed gentry. Generally, they were trained to be productive, contributory citizens of the working class.

In 1705, Virginia passed a law that provided that:

masters were to be compelled to teach orphans in their charge to read and write. This is believed to have been the first legislative requirement that reading and writing should be taught in the new world (Virginia Retired Teachers Association, 1976, p. 98).

Prior to 1705, however, we find cases of individuals whose interest in education was demonstrated by their legacies to their communities. These serve as underpinnings for the beginning of free public education in Virginia.

Benjamin Syms died in 1634, leaving a farm and some livestock. He stated in his will that the income from the farm was to provide free education for the children of Elizabeth City Shire (Virginia Retired Teachers Association, 1976, p. 95).

Again in 1659, Mr Thomas Eaton left a similar legacy in his will. He left property consisting of

five hundred acres of land, two slaves, twelve cows, two bulls, twenty hogs, assorted farming equipment and household utensils. Mr. Eaton specified in his will that the schools would be for poor children of Elizabeth Shire (Virginia Retired Teachers Association, 1976, p. 90).

Because both farms were isolated, "in January 1805, as a result of pressure from the citizens, the farms were sold and Hampton Academy was opened in a more suitable location" (Virginia Retired Teachers Association, 1976, p. 92). Hampton Academy was operated privately until 1852 at which time it joined the existing public school system in Hampton, Virginia. Education in Virginia cites the will of Benjamin Syms as reflecting the oldest, continuous trust fund in the country for the support of free education (Virginia Retired Teachers Association, 1976).

Free public education met much resistance in Virginia, partly because of the state's social structure. The wealthy planters resisted the notion as they traced their ancestry to England and could afford private tutors accustomed to British teaching. Land was passed down within families, thus enabling one to maintain his social standing, but making it difficult to climb the social ladder if one were of humble background. Generally, those labeled the landed gentry viewed education as a private venture, rather than a governmental concern. Many of the upper class resented using their private funds to educate the masses. The social structure also reflected an attitude that the working class would remain so, therefore, educating them at public expense was not considered. Governor Sir William Berkeley of Virginia characterized this educational policy as "the same course that is taken in England. . . . every man according to his ability,

instructing his children" (Virginia Retired Teachers Association, 1976, p. 96). The only public schooling was therefore in the form of charitable aid for orphans and indigents (Virginia Retired Teachers Association, 1976).

In an effort to assist the original group of 100 orphans who arrived in the Virginia colony, Virginia's first schools were established. The establishment of these schools also suggests that the adults realized the necessity in supplementing the provisions of the apprenticeship legislation.

A free school was established in Charles City around 1620. A similar school was established in Elizabeth City County in 1634. Both were short-lived and their successes are difficult to determine due to limited record-keeping. These community schools were "local, private, free enterprise operations" (Virginia Retired Teachers Association, 1976, p. 106). As with the field schools, the teachers were often clergymen giving a great deal of religious influence to instruction. Thus, the pattern for early free schools in Virginia was established.

Methods of funding varied, but usually education was greatly determined by social class. The academies, with their strong family and financial backing, became the basis for private education as we know it today in Virginia. The free schools, on the other hand, struggled for financial survival. The issue of financing public education met with great debate. Many were unwilling to allow their private funds to support education for the masses of children, regardless of the child's race. In Virginia's colonial history, as much attention was placed upon educating the poor as was placed upon educating blacks. The social ideology accepted at the time was that blacks--most of whom were slaves after 1640 and indentured servants prior to 1640--would remain in positions of servitude. Therefore, formal education was not mandatory for them. Furthermore, the maintenance of the status quo was supported by Sir William Berkeley, colonial Governor of Virginia. In 1670, the governor said,

I thank God that there are no free schools, nor printing, and I hope we shall not have these hundred years, for learning has brought disobedience and heresy into the world and printing has developed them (Virginia Retired Teachers Association, 1976, p. 61).

The aforementioned apprenticeship laws were modeled after English laws, and received the governor's support. They prepared the youth to fit into the established social structure. Prior to 1776, Virginia's primary interest was not on formal education for all children, especially if it threatened the social class structure. The maintenance of social class was paramount.

Generations passed and change was almost non-existent until 1776 when Thomas Jefferson took action on his belief that widespread literacy was needed for a successful republican government. Jefferson took steps to create an educational system that would be both affordable and available for the masses. With this notion, he began a plan for revising the existing system.

Jefferson's Plan

"In 1779, Jefferson introduced a bill stating that Virginia needed a system of public education so that all freedmen should share in its benefits" (Virginia Retired Teachers Association, 1976, p. 61). In 1796, the Virginia General Assembly enacted a law which in essence embraced Jefferson's original proposal for a public school system. This act of 1796 became the first legal provision for a local school board in the state (Virginia Retired Teachers Association, 1976). Jefferson's ideas differed greatly from those of Sir William Berkeley as he stated, "All the states but our own are sensible that knowledge is power" (Virginia Retired Teachers Association, 1976, p. 61). Unlike Governor Berkeley, Jefferson was not threatened by the education of the masses. In fact, he thought it would be an asset to the state.

Jefferson, who believed that educating the masses was necessary for good government, acknowledged that the operation of government was a complex task. It was not a job for the common uneducated man. His goal, then, was to make the masses knowledgeable, rational and responsible decision makers. His plan threatened the longstanding social fibers of this state. Jefferson's plan was not implemented because the state did not want to invest the necessary funding at that time.

The Literary Fund

In an effort to fund the 1796 law supporting Jefferson's original proposal for a public school system, The Literary Fund was established. This fund stipulated that all "escheats, confiscations, fines, penalties and forfeitures, and all rights accruing to the state as derelicts, shall be set aside for the encouragement of learning" (Education in Virginia Then and Now, 1776-1976, p. 61). The Literary Fund was established in 1810 as the first effort toward providing free education at the expense of state taxes. For the first time, state financing was set aside for the purpose of assisting public schools.

According to Heatwole, in 1851 the constitution provided that one-half of the capitation tax should go to The Literary Fund. In 1853, all taxes from this source went to the fund. The guiding definition of the fund was that it should provide schools for the poor in any county of the state. The governor, lieutenant governor, treasurer, attorney general and president of the court of appeals served as dispersers of the fund.

Although the original intent was that the fund should not be used for building schools, by 1829 the need was recognized as being so great that 10% of the money could be used for building schoolhouses. Around the time of the Civil War, the fund was abused by politicians, and many persons who were intended to benefit from its existence did not. Despite the many needs of the free schools, there were surplus amounts available. According to Heatwole (1916), in A History of Education in Virginia, these surplus monies were spent on institutions of higher education and private academies. Heatwole further contends that the institutions in question included the University of Virginia, from 1818 to 1863, and the Virginia Military Institute in 1842. Heatwole states that 17 other academies in the state received financial assistance from The Literary Fund,

as well as Hampden Sidney College and the Medical College in Richmond during the mid-nineteenth century.

In addition to using the funds for higher education and private academies, poor investments also contributed to the limited effectiveness of the fund. Although the fund contributed to the growth of free schools, the lack of commitment by politicians led to poor financial decisions, thus limiting the possible effectiveness of The Literary Fund.

Mercer's Plan

Charles Fenton Mercer's ideas regarding education for blacks were grounded in the mood toward colonization which existed in Virginia during the nineteenth century. A body of legislators from several southern states gathered to discuss and act upon their separationist theory. According to Woodson and Wesley in their book, The Negro in Our History, their goal was to request that the U.S. Congress lay aside some territory for those Negroes and mulattoes who have been or may in the future be emancipated in the United States. They further requested that the U.S. government make the necessary provisions for said group to be cared for in that setting. Woodson and Wesley (1990) commented that Mercer supported this legislative body as they passed a specific resolution in 1816, asking the U.S. government to find a place of asylum on the Northern Pacific coast on which to settle free Negroes from Virginia. Mercer was a Virginia slave owner who supported the notion of colonization. It is not surprising, then, to find that his educational plan encouraged a similar separationist belief.

In 1817, Mercer presented a plan to the legislature providing for a Board of Public Instruction. According to Heatwole, the Board would provide a system of free primary schools to all white children. He proposed building academies for male and female students, as well as the establishment of a college and university system (Heatwole, 1916).

Conflict between Jefferson and Mercer

Unlike Jefferson's plan, Mercer called for state funding rather than local funding. Mercer believed that emphasis needed to be placed on primary education, saying state funding should be guided toward primary grades first and college later. Jefferson wrote in a letter to Joseph C. Cabell his fear that if Mercer's ideas were adopted, “. . . the primary school alone on that plan would exhaust the whole fund, . . . and a university would never come into question” (Hunt, 1981, p. 342). Based on this fear, Jefferson wrote, “I determined to try whether I could not continue a plan more within the compass of our fund” (as cited in Hunt, 1981, p. 342).

In essence, he felt that greater success might be gained if a more realistic financial approach were taken. Although both Jefferson and Mercer agreed that a statewide system of education should exist, they were in conflict concerning financing and implementation. Jefferson opposed the use of The Literary Fund for primary schools. He felt that local jurisdictions should tax themselves for educational purposes. Such taxation would easily occur if the General

Assembly established that reading was a prerequisite for citizenship (Dabney, 1971; Hunt, 1981). Jefferson, politically and educationally, opposed strong central government intervention. Mercer, on the other hand, felt that strong governmental involvement was essential to the success of such a plan.

Jefferson feared that Mercer's plan would give too much control to the state and that local jurisdictions would not be able to meet their individual needs. Neither Jefferson nor Mercer were successful in acquiring support from the General Assembly for their bills (Koch, 1957). Because planners in the Tidewater and Piedmont regions did not support Jefferson's taxation plan to finance public schools, the University, Jefferson's priority, was established and the opening of elementary schools was postponed. No state supported system of free education for all classes was established as Mercer wanted (Hunt, 1981).

The conflicting views of Jefferson and Mercer stirred great debate among decision makers in Virginia regarding education. These discussions continued among Virginia legislators and clergymen throughout the mid-nineteenth century. During this time, The Literary Fund served as the major financial agent for free schools in Virginia.

Summary

A state public education system in Virginia was nonexistent for all children prior to the Civil War. With social conditions hampering its development, geographical conditions and attitudes toward the poor also affected its progress. Legislation regarding the education of orphans had to be established as well. There existed within the state a notion that the lower classes did not need the same quality or quantity of education as did wealthier citizens.

Many Virginians had to overcome beliefs that certain segments of the population were destined to lives of servitude before the ideas of Jefferson could be implemented.

Jefferson's introduction of a bill offering public education to all free men would have given a great deal of decision-making power to local jurisdictions. Mercer, on the other hand, proposed that the state make educational decisions for all jurisdictions. Neither offered a plan that proposed quality education for both black and white children.

Although free public education met much resistance because of established values within the state, persons such as Benjamin Syms and Thomas Eaton left wills supporting the establishment of schools in the state. As a result of the contributions of these men and others, schools were established in Charles City, as well as in other areas of the state.

The question of funding became paramount as many wealthy citizens did not want their tax money to go toward public education. In most cases, the children of wealthy planters were educated by private tutors at the expense of their parents. Even the ideas of Governor Berkeley supported the maintenance of the status quo.

Virginia's unwillingness to let go of a rigid social-class system put restrictions on educating the masses. The battle became focused on racially segregated schools. Thus, the issue of establishing free public education became an issue divided along racial and social class lines. Such a division created two educational systems with double standards of quality and expectations. Although the ideas of Jefferson and Mercer offered some structure to the goals of public education, neither was prepared to incorporate black children as a part of their educational vision for the state.

The battle for the education of black children became a separate fight with relatively few supporters. The Literary Fund became the vehicle to financially accommodate the state's first efforts toward public education. Although sometimes mismanaged, it became the state's first efforts at financing public education with public funds. Although Virginia made some progress in education, the stage was set during the period before the Civil War for social and racial conflict concerning this issue of equitable free public education for all children.

CHAPTER III

THE EDUCATION OF BLACK STUDENTS IN VIRGINIA FROM 1640-1870

Progress toward the education of black children in Virginia was slow. Although efforts were reluctantly made toward the development of free public education for white children, fewer efforts were made to educate black children. This slowness was grounded in part in Virginia's traditional social class structure, since the ideology of the times encouraged the maintenance of a service class. In Virginia, this class came to be identified as the masses of the black population.

The John Punch Case: Its Impact on the Legal Status and Education of Blacks in Virginia

From 1619, when history records the arrival of the first blacks to Jamestown, to 1640, it seems that little difference was made in the treatment of whites and blacks. Both had served as indentured servants, each with an approximate 7-year indenture period and then acquiring freedom. In 1640, however, the John Punch case occurred in Virginia, marking the first recorded, legal difference in the treatment of blacks based on race.

Re Negro John Punch, July 1640. "Whereas Hugh Gwyn hath . . . brought back from Maryland three servants formerly run away . . . the court doth therefore order that said three servants shall receive the punishment of whipping and to have thirty stripes apiece one called Victor, a dutchman, the other a scotchman called James Gregory, shall first serve out their times with their master according to their indentures, and one whole year apiece after the time of their service is expired . . . and after that service . . . to serve the colony for three whole years apiece, and that of the third being a negro named John Punch shall serve his said master or his assigns for the time of his natural life here or elsewhere." (Catterall, 1926, p. 77)

Free public education did not exist for anyone at this time. After this period, however, legal differences in social treatment found their way into every aspect of Virginia's economic, social and educational planning. According to Bullock (1967), in 1620, one year after a shipload of captive Africans landed at Jamestown, a school was established to educate both blacks and Indians in Virginia. Although no records were found describing curriculum, the establishment of such a school suggests that the early Virginians recognized the necessity of a somewhat literate labor force (The Ethnic Almanac, 1981, p. 74). Although for selfish reasons, the formation of a school was a concentrated effort toward the creation of such a labor force. The slave class rose sharply when in 1662 the Virginia legislature decreed that the child of a slave woman and white father would inherit the status of his mother and be considered a slave (The Ethnic Almanac, 1981, p. 67).

The Education of Blacks Prior to Landing at Jamestown

In 1619, twenty Africans landed at Jamestown in a Dutch ship which had veered off course en route to the West Indies. That mistake began what was the eventual "enslavement of millions of West Africans from diverse tribal groups such as the Fulani, Mandingo, Wolof and Ashanti" (The Ethnic Almanac, 1981, p. 74). These natives of west African countries were educated within the systems of their own environments. Numerous rites and ceremonies existed in west Africa at the time to prepare the citizens for productive contributions to their environments. Social classes existed; discipline and self supportive independence was expected. Clearly defined roles existed between men and women. Educational objectives centered around the maintenance of land, acquisition of socially acceptable leadership skills and providing for the extended family unit. Success in these areas required disciplined and learned behavior. D. T. Niane (1979) examined the role of one educational leader in west Africa in two articles entitled, "The Words of the Griot Mamadou Kouyate" and "Sundiata: An Epic of Old Mali." Niane notes that griots have been Africa's oral educators and historians for eras far predating the printed word. This might give the impression that they disappeared with the coming of books:

they proudly guard the words passed on to them by their griot forefathers . . . and pass on only a part of this to each audience. Their memories baffle experts on human storage and retrieval. . . . they served as human tape recorders, living history books, entertainers, poets and musicians (Niane, 1979, p. 21).

The west African who arrived in the new world during the seventeenth century arrived with knowledge and respect for family history and culture. The Random House Dictionary (1983) defines a griot as a member of a heredity caste among peoples of western Africa whose function it was to keep an oral history of the tribe or village and to entertain with stories, poems, songs, and dances. This definition is limited as it does not address the impact of the griot on the preservation and passing on of educational values within the extended family units of the tribe.

On the issue of formal education, A. Adu Boahen (1979) notes in his article, "Kingdoms of West Africa", that by the late fifteenth century, Timbuktu had developed into the educational metropolis of the western Sudan and was called the Queen of the Sudan. According to Boahen, its university district produced thousands of scholars and historians. J. Spencer Trimingham, a west African historian, comments that there were as many as one hundred fifty Koranic schools in Timbuktu alone.

Leo Africanus, leader of one of the ancient west African empires, talked about the great store of doctors, judges, priests and other learned men that was bountifully maintained. Further records document the diverse manuscripts and written books, which sold for more money than any other merchandise (Boahen, 1979). The educational system of Timbuktu, as well as of other nations, attracted west Africans prior to the slave trade. The west African slave, therefore, arrived in the new world with a strong basis for discipline and working within an established cooperative educational system and family unit. There is no evidence that the first Africans brought to the

U.S. were considered slaves. They were indentured servants, as were many whites at the time. After the John Punch case, legislation was passed in Virginia making all non-Christian servants from overseas slaves for the rest of their lives (Russell, 1981, p. 3). Since most west Africans at the time practiced Islamic beliefs or polytheism, the ruling negatively affected the lot.

The Educational Effects of Being Defined Slave

After 1700, slavery created major obstacles in every aspect of daily life, including education. During the colonial period, the ideas and values of Governor Berkeley prevailed. There was a general belief that there would always exist a servant's class in Virginia and these persons did not need formal education. This belief went even further to suggest that education would encourage resistance, thus causing problems for the majority. Limited educational opportunities would, therefore, reduce the probability of resistance and insurrection.

Many slaves who found themselves faced with the choice to become Christians as a method of eliminating their slavery status were disappointed to learn that the Virginia Assembly in 1667 enacted a resolution declaring that the baptism of a person did not singly determine one's status as slave or free man (The Ethnic Almanac, 1981, p. 67).

It is important to understand the legal implications of slavery as they affected one's educational opportunities. Changing one's religious practices under this legislation did not necessarily afford one the opportunity for equitable educational experiences. In 1670, Virginia ruled that Christians would not be liable to life long servitude and could possibly live as free men and free women without waiting for judgement (Russell, 1981, p. 3). Although somewhat ambiguous, this offered some hope for a better life and better educational possibilities. Given the implications of this legislation, it is understandable that choosing Christianity offered hope for a better life. The interpretation of this 1670 legislation left the slave at the mercy of his master to determine his quality of life. If one was defined as a slave, the opportunity for formal education was immediately reduced. A black, therefore, would make every effort to define his or her social status so as to acquire the most favorable results.

Most whites in colonial Virginia adamantly opposed the education of blacks and made their views known publicly. Others did not address the issue. They passively allowed societal standards, as well as established social structure, to prevail. Even Quakers, who have a historic reputation for assisting blacks, were expected to take an oath of allegiance and supremacy prior to teaching reading and writing to blacks (Brickman & Stanley, 1960, p. 154).

One writer of the time, Charles C. Jones (as cited in Bullock, 1967), made several comments on the issue of educating blacks. He contended that blacks had to be closely monitored to insure honesty or virtuous behavior. He supported the prevailing attitude that blacks were lacking quality moral character. Jones further commented on issues of color and determined white to be superior. Whites, then, were obliged to establish laws to govern and regulate the behavior of blacks. With this in mind, Virginia established Black Codes to address how these

regulatory guidelines for behavior were to be implemented. As early as 1663 slave resistance was observed in Virginia.

Franklin (1957) described a 1687 plot in the Northern Neck in which the slave population planned to kill whites in the area while they were gathered for a funeral (Franklin, 1957, p. 74). By 1694, lawlessness was so widespread in the state that Governor Andros complained that there was insufficient enforcement of the codes. Before the end of the seventeenth century, Virginia had well-established slave codes. These codes restricted learning and were believed a necessity for safety and for the protection of life for white Virginians.

The Impact of the Insurrections of Gabriel Prosser and Nat Turner on Education for Blacks in Virginia

Both Gabriel Prosser and Nat Turner were slaves in Virginia. Both were deeply religious and history indicates their insurrections as having been guided by biblical interpretations. So dissatisfied were they with their lives of servitude that they both executed organized resistance to their situations.

Prosser, at age 14, in the summer of 1800, organized and planned to overthrow those who kept him in bondage. His plan was simple. With the assistance of other slaves, he would attack Richmond from his origins in Henrico County, Virginia. His orders were equally as simple. They would attack all white persons except Frenchmen, Methodists and Quakers, as these groups had offered assistance and refuge to blacks historically. That August, two slaves informed their masters of Prosser's plan. Not knowing of the betrayal, Prosser carried on with his plan. On the evening of the planned attack, the weather was not in his favor. Because of a fierce thunderstorm Prosser postponed his attack. The postponement was fatal as this gave authorities time to squelch the rebellion plans. That same year, Prosser was executed.

Ironically, Nat Turner was born during the same year that Prosser was executed. He, too had the ability to read and write and relied heavily upon biblical interpretations as a personal guide for his actions. With the assistance of seven men, Turner moved through Southhampton County, Virginia destroying those persons that he associated with the maintenance of slavery. Turner and his band brought fear to large parts of Virginia, North Carolina and Maryland. Bennett (1984) pointed out that hundreds of soldiers from North Carolina and Virginia were organized to stop Turner's rebellion. According to Bennett, after approximately 2 months, Turner was captured and put to death by hanging.

As a result of the Turner and Prosser insurrections, a stronger hold was placed on blacks and most slaveowners restricted reading and writing as a precaution to avoid additional rebellions. In 1831, as a result of Nat Turner's rebellion, the state enacted laws against the teaching of reading and writing and expelled black children from white Sunday schools in the District of Columbia (Bullock, 1967, p. 111). There was a general belief that the insurrections executed by both Turner and Prosser were prompted by the ability of these men to read and write.

It was therefore reasoned that further insurrections could be eliminated if knowledge and exposure to freedom were restricted.

The Freedmen's Bureau

The Bureau of Refugee Freedmen and Abandoned Lands was created in March 1865 to address, among other things, the education of any newly freed slave. The agency became known as the Freedmen's Bureau and was given the mission of supervising and managing all abandoned lands and controlling all subjects relating to refugees and freedmen (Brawley, 1921, p. 264). In addressing the issue of education, the Bureau is given credit for establishing and maintaining a total of 4,239 schools; it hired 9,307 teachers and served 247,333 students in racially segregated schools.

According to Brawley (1921), the Bureau's greatest success lay in the planting of free schools among Negroes, and the idea of free elementary education for all classes in the south. Education was considered one of the positive marks identifying one's newly freed status. The devastations of war caused many cities in Virginia not to address the issue of education. For example, a wartime constitution drawn up in 1864 by the Union-sponsored Pierport government in Alexandria made no reference to public education for either race. Since Virginia ratified no other constitution until 1870, the Freedmen's Bureau schools played a major role in offering free educational opportunities. Until this time, most wealthy white students in Virginia paid tuition (Bullock, 1967, p. 111). Although charity schools existed before the Civil War, attendance was not mandatory. The schools did not appeal to the wealthy and the children of lower socio-economic status often had primary responsibilities to the livelihood of their families.

During the reconstruction period after the Civil War, education for blacks came to be considered the function of the federal government. Private assistance came from northern churches and benevolent organizations, which sent money and missionaries to aid in these educational efforts. Assistance also came from local citizens. White landowners from Virginia donated land or labor for the establishment of schools for blacks. In some cases, planters built schools on their personal property, and upper class white women sometimes gave free lessons. In still other cases, planters provided board and lodging for teachers. William Preston Vaughn (1974) addressed these issues and others in his book, Schools for All: The Blacks and Public Education in the U.S., 1865-1877. He also cited cases of whites who received a lower social acceptance because of their efforts on behalf of education for black children. He presents the case of one woman from Richmond, who knew she would reduce her social standing, but who continued to work with "colored children because of her personal interest" (p. 92).

Violence Toward Freedmen's Schools

William Preston Vaughn (1974) states in Schools for All: The Blacks and Public Education, that violence found its way to Freedmen's Schools in Norfolk, Virginia in 1866 when unknown attackers burned a concert hall used to accommodate black schools. Although teachers

felt that whites were responsible for the incident, there was no clear evidence. In other areas, whites attacked and burned schools primarily because of the hatred and fear of an educated black man. The assistant commissioner of the Freedmen's Bureau felt that white reaction to the Bureau's schools was so strong that military protection was required in all areas of the south. This protection, he felt, should be strengthened where it already existed. The commissioner commented that all Bureau schools would cease to exist without such protection.

John Alvord, also a commissioner of Freedmen's Schools declared in 1867 that "military forces alone would save many schools and where as yet there have been no atrocities attempted against schools, protecting power is called for to give that sense of quiet and consciousness of security, which the calm duties of both teacher and pupils require" (Reports of the Assistant Commissioner of Freedmen's Schools, 1867, p. 120). In the final 2 years of operation, from 1868 to 1870, the Bureau schools continued to have similar difficulties, although some whites gradually grew to accept the idea of education for blacks.

An End to Freedmen's Schools

At the end of its official tenure in 1869, the Freedmen's Bureau turned over its remaining assets to various benevolent societies that had supported its mission. The American Missionary Society received most of its assets, however, according to Vaughn (1974).

The establishment of the Freedman's Bureau gave way for the development of schools for blacks in Virginia. According to Bullock (1974), schools were established in Virginia under the administration of the Freedmen's Bureau at Fortress Monroe, Norfolk, Portsmouth and Newport News Plantation. These schools acquired a great degree of stability. As early as April, 1864, prior to the formal establishment of the bureau, reports revealed that more than 3,000 black pupils were enrolled in schools to be administered by the Freedmen's Bureau (Bullock, 1974, p. 115). Instruction was rendered from 52 teachers including five blacks. According to Bullock, this was an impressive number compared to what other states offered. Despite this impressive educational advance, Virginia still operated racially separate educational systems displaying dual quality of instruction. When the mission of the Freedmen's Bureau ended in 1869 and 1870, all of its schools in Alexandria, Norfolk, Hampton, Petersburg, and Richmond were transferred to the state. In late 1869, Richmond incorporated the former Bureau schools into its city system although benevolent societies continued to pay 50% of teacher salaries.

Ralza M. Manly, the former Superintendent of Virginia's Bureau Schools, took a position with the Richmond Board of Education and remained in charge of black schools. This afforded some continuity to black schools in Richmond. By 1868-1869, many areas had ended financial assistance to teachers. Cities and states were left to take over or incorporate Bureau schools into their local education systems. Some Bureau schools became private institutions; others closed.

The Virginia Constitutional Convention of 1867-1868

Public education was an issue at the Virginia Constitutional Convention of December, 1867-1868. Attending the convention were 25 Negroes who represented radical views, and several middle class whites, all of whom were interested in educating their children at the state's expense. By January 1868, the issue became a two-fold battle that lasted till April 1868. One issue was the establishment and maintenance of free public education. All of the radicals present agreed that such should exist. The issue remaining, however, involved mixing these schools so that white and black children could benefit equally. Efforts toward integration were not successful at this time, however, because not enough middle class whites supported the idea. Vaughn's research concludes that the report of the committee on education was made with an amendment from a conservative delegate, Mr. James French, who introduced a separate school amendment (Vaughn, 1974, p. 72). This amendment specified that in "no case should white and negro children be taught in the same schoolhouse at the same time" (Bullock, 1967, p. 111). Although the 25 black delegates opposed the amendment, they could not secure enough Republican support to defeat the issue. Thus, the provision for mixed schools failed by a large majority (Bullock, 1967, p. 93).

The issue of free public education remained a divided issue with energies and efforts split along racial lines. Another conservative delegate proposed that a poll tax be collected and divided along racial lines. Under this system the tax from black polls would be used for black schools. The delegates chose to table this motion (Vaughn, 1974, p. 72). During a heated discussion, Dr. Thomas Bayne of Norfolk spoke to the issue. Dr. Bayne was a former slave who had learned dentistry, escaped to Massachusetts to practice, and returned to Virginia to serve as minister of the Catherine Street Baptist Church in Norfolk. He moved that public schools accept all races and that no pupil be removed on account of race or any distinction (Knight, 1916, p. 5). Comments from white radicals were not favorable towards Bayne's proposal, leaving black delegates to question whether their own fellow radicals would support them on this issue.

Bayne was well spoken and had a reputation for successfully organizing people for numerous civic causes. Approximately 2 years prior to the Virginia Constitutional Convention, in June of 1865, the black citizens of Norfolk, Virginia met at the Catherine Street Baptist Church to prepare a national address. Bayne chaired this committee. Included in this address were comments from the group regarding the use of educational facilities by blacks in Norfolk. This lengthy work invited those who questioned the seriousness of blacks about education to ". . . visit colored schools in the city and neighborhoods in which between 2,000 and 3,000 pupils are being taught . . . while in the evening the colored schools may be seen, after the day's toil, full of adults desiring to acquire skills of reading and writing" (Foner & Walker, 1986, p. 87). Thus, prior to participating in the convention of 1867, Bayne had worked within one Virginia community and could well represent the views of his constituency.

Bayne's proposal was strong and based upon his experiences within the Norfolk community. The participants at the convention, for the most part, were not mentally prepared to

seriously entertain his motion, however. In an effort to gain white support, Mr. Willis A. Hodges, also a participant at the convention, warned white radicals that without black support, the radical party would "hardly be a skeleton in Virginia" (Vaughn, 1974, p. 72).

Still another black participant commented that not a single white person had spoken in favor of racially mixed schools (Vaughn, 1974, p. 72). Another proposal was presented by white radical William J. Parr, who suggested that integration should exist in schools with the unanimous consent of all parents involved (Vaughn, 1974, p. 73). This motion was tabled due to the influence of white radicals, as blacks felt that it did not show sincerity about the issue of integrating the schools. It was obvious that the majority of white parents, having grown up with segregation as the natural order of existence, was reluctant to consent to desegregated classrooms. The delegates returned to Bayne's proposal, which was defeated.

Overall, well-to-do whites opposed paying taxes for the support of integrated or black schools. Many also opposed using the taxes of blacks to educate black children, because in predominantly black counties, black children would receive more educational funding per child than did some white children. For example, in 1871, Prince Edward County, a predominantly black county, reported greater numbers of black children in schools than whites. They announced that "every colored school was crowded and growing in enrollment" (Vaughn, 1974, p. 120).

According to Bullock similar reports came from other parts of the state. This could have been true because blacks were taking advantage of the institutional education, which previously was denied them. Bullock makes an interesting observation as he points out that the educators in the Freedmen's schools were greater in number, and better trained to teach than were white teachers. He states that there were no normal schools for training white teachers in the state of Virginia. There were, however, two such schools for blacks; one in Hampton and one in Richmond. Nonetheless, it was determined that education was necessary for both blacks and whites, but in separate facilities.

The Virginia legislative session of 1869-1870 faced this same issue of racially mixed schools. William Henry Ruffner was appointed as the state's first superintendent in 1870. To add to the concern of black radicals, Ruffner had prepared a bill stipulating that whites and blacks be taught in separate schools (Vaughn, 1974, p. 73). This further alienated blacks from their goals of quality integrated education for all children. In opposition to Ruffner, William Mosely, a black senator and large land owner, moved to eliminate the separate school clause. This opened additional debate to that which was presented at the Convention of 1867-1868. Blacks voiced their support for mixed schools. Again, it was to no avail; Ruffner's bill passed the senate in June, 1870. Mosely filed a formal protest, stating that the bill would continue "caste and prejudice and was subversive of good order and harmony" (Vaughn, 1974, p. 73). He further indicated feelings of betrayal from white radicals. Despite opposition, the bill passed the house on July 1, 1870 and became a law on July 11 of that year. Still, the law now stated that "schools

were to be free and open to all children between five and twenty-one years of age whose fathers had paid the head tax, but there would be separate schools for each race" (Knight, 1916, pp. 16-17).

Ruffner, a Presbyterian minister and supporter of public education, had the difficult task of keeping the legislature financially focused on public education. Among his greatest opponents was Dr. Robert L. Dabney, who headed the organization, "Friends of the Virginia System," and taught at Hampden-Sidney College in Farmville, Virginia. Dabney and his followers believed that universal education was not a proper function of the state and that it would not prepare the laboring classes for their lot in life. He especially "opposed the education of negroes" (Weigle, 1928, p. 693). Ruffner was the son of former Washington College President, Dr. Henry Ruffner, who 20 years earlier had submitted a plan for the education of white children in Virginia.

Shortly after his appointment, Ruffner submitted a plan for instituting a system of public schools in the state. Heatwole comments on the work of Virginia's first Board of Education, headed by Ruffner. Within 3 months of Ruffner's appointment, 1,400 county superintendents and district trustees were appointed. These officials were assigned to:

1. Take the census of school population.
2. Examine and commission teachers.
3. Determine the number and location of schools.

According to Heatwole, these guidelines served as a basis for opening the first schools in November 1870, the same year that Ruffner presented his plan to the Legislature. Heatwole further reports that Virginia boasted of 2,900 schools, 3,000 teachers and 130,000 students. Ruffner accepted the practice of being a racially segregated school system. Thus, in Virginia in 1870, the school system serviced both black and white children, but in separate facilities.

Opposition to Ruffner's plan existed throughout his tenure. He made numerous decisions within Virginia's Board of Education that would affect its operation for years to come. Ruffner instituted the offices and responsibilities of the Board of Education as county officials. These officials, he concluded, would include the Governor, who would serve as president, the Superintendent of Public Instruction, and the Attorney General. He determined the duties and tenure of each office. Ruffner served for 12 years and established a secure foundation for public education in Virginia.

Support of and Opposition to Efforts Toward Mixed Race Schools from 1870

During the 1870's, Charles Sumner, a white congressional radical, took steps toward the acquisition of federal support for school integration in the south. Also in 1870, those members of

Congress who desired mixed schools wanted to incorporate guarantees for integrated schools in acts to readmit Virginia, Mississippi, and Texas to the Union. In the political campaign of 1869, following the Convention, conservative candidate Gilbert Walker ran, assured voters that the controversial portion of the new constitution would never be enforced to the detriment of white citizens. His underlying agenda in such a position was to block the possibility of mixed schools in the state. Walker won the election and was named Governor of Virginia in July, 1869. Gains toward mixed race education were lost as a result.

Also in 1870, Congressman Rockwood Hoar questioned Sumner's educational criteria for Virginia's readmission to the Union. Congressman Hoar stated that "it would clearly not be in the power of Congress to impose any requirements of additional qualifications upon them [Virginia] differing from those . . . which may be required in all other states" (Vaughn, 1974, p. 120). Even radical John Bingham of Ohio questioned the constitutionality of Sumner's proposal for school integration by making a motion that the clause be deleted from the amendment.

The southern press also opposed Sumner's proposal. Generally, southern writers stressed a belief that integration would destroy struggling school systems in the south; that white taxpayers would refuse to support integrated schools; and that white parents would refuse to send their children to these schools. In the 1874 superintendent's report, William Ruffner stated that the public feared the bill and its implications for the social conditions to which they had become accustomed. As a result of Sumner's bill, 15 counties displayed increased opposition to public education. The superintendent of Hanover County contended that the actual presentation of Sumner's bill had "done more to retard his work and weaken the cause of public education" (Vaughn, 1974, p. 120). The superintendent of Franklin County schools warned that should integration be required by federal law, "the white people of this county will, with one voice, stay away with the public school system" (Vaughn, 1974, p. 120).

The Virginia legislature acted upon the desires of the people and, in January 1874, it passed five resolutions denouncing the bill, declaring it:

1. In violation of the Fourteenth Amendment.
2. An infringement on the constitutional and legislative powers of the states.
3. Injurious to both blacks and whites of southern states.
4. Destructive to the educational systems of the south, if forced upon them.
5. Productive of continual irritation between the races. (Fourth Annual Report of the Superintendent of Public Instruction of Virginia, 1874, p. 52).

Southerners were criticized in The Richmond Enquirer (1874) for accepting anything Congress wished to do to them without question. The newspaper editorialist further commented

that he found Sumner's proposal "revolting" because it intended to put blacks and whites on the same social level (The Richmond Enquirer, Jan. 4, 1874). The State Journal, a radical newspaper published in Richmond, Virginia, also opposed the bill, saying its passage would destroy public schools. It urged blacks to petition Congress at once to desist from any legislation enforcing mixed schools (Vaughn, 1974, p. 130). The State Journal contended that if blacks took such a stand against mixed schooling, they would acquire a new level of respect from whites. Sumner died in March 1874 with this issue of mixed schools still at a highly controversial point.

Sumner's fight was continued by E. Rockwood Hoar in the House and Theodore Frelinghuysen, of New Jersey, in the Senate. Frelinghuysen contended that the school clause should be maintained since its object was to destroy racial distinctions and not to recognize them. Opposition was strong, however, so he sought to gain support by stating that the "adoption of the bill would not preclude the existence of two schools in a single district, each attended by a different race, and that blacks and whites in the south would, in most cases, voluntarily arrange for separate schools after the bill became law" (Vaughn, 1974, p. 130).

Senators Sumner and Wilson, both of Massachusetts, had been determined that Virginia should have mixed schools. In an effort to override Bingham's point, Wilson proposed an amendment that the Virginia constitution should never be amended to deprive any class of citizens of their school rights and privileges (Vaughn, 1974, p. 129). On January 24, 1870, the bill became law. However, the passing of this bill did not actually affect Virginia's schools because in July 1870, the Virginia legislature passed an education law which contained a segregation clause.

Conference for Education in the South

At the end of the nineteenth century, an organization came together at Capon Springs, West Virginia. The group came to be called the "Conference for Education in the South." They planned to meet annually for 17 consecutive years to review the issue of education for the Negro and to make suggestions for program implementation. Although many positive things came out of their proposals, they accepted the caste system of the south and attempted to establish an educational system for blacks within the existing social order. There were 36 participants in this conference from the north and the south who had contributed in some way to the development of an educational system for blacks. Virginia was represented by Dr. Julius Dreher, of Roanoke College. Fourteen of the 36 persons at the first conference were ministers of seven denominations and nine were presidents of white and black colleges in the south.

Dr. Hollis Frissell, white president of Hampton Institute, commented at this first conference that the method of teaching blacks at Hampton encouraged them to build their own homes, to cultivate their own land and to escape the clutches of the crop-lien system. He contended that the south's greatest need was to bring both blacks and whites out of the mentality of slavery. He felt that proper education, as he had defined it, could do this.

J.L.M. Curry spoke to the second conference and pleased southerners greatly as he addressed the issue of Negro education:

I shall not stultify [sic] myself by any fresh argument in favor of Negro education, but I must be pardoned for emphasizing the fact that there is a greater need for the education of other races. The white people are to be the leaders, to make the initiatives, to have the direct control in all matters pertaining to civilization and the highest interest of our beloved land. History demonstrates that the Caucasian will rule. White supremacy should mean friendship rather than hostility toward the Negro. (Bullock, 1967, p. 93)

Curry's view was shared and supported by William H. Baldwin, who spoke to the second conference saying, "In the Negro is the opportunity for the South" (Bullock, 1967, p. 94). This statement exemplified the notion that the south's goal in educating blacks was to make a better service race.

At the close of the third Capon Springs Conference, it was decided that the best way to provide training for Negroes was to first provide adequate schools and training for the neglected whites. The conference agreed that "there should be separate schools, governed by one body of laws and that the system should be supported by taxes paid by all the people" (New York Herald, April 27, 1901, p. 2).

Booker T. Washington, among the supporters of industrial education, attended the conference. Other supporters included Captain Charles F. Vawter, who gave up a professorship to become superintendent of the Miller Manual Labor School in Albemarle County, Virginia. Although the school focused on meeting the needs of the white community, it realized his belief in training the hand and mind together. He encouraged this type of training for the masses of black children.

As a result of various expositions on industrial education, it was agreed by the conference participants that:

1. The conditions under which most Negroes lived made industrial education an essential part of their school curriculum.
2. The education of the Negro should concern those fields available to him.
3. The Negro's education had to be directed toward increasing the labor value of his race. (Bullock, 1967, p. 110).

These were key decisions as they formally began the concept of 'Negro education'. Thus, industrial departments were found wherever there were black schools. These departments sometimes drew money from northerners or southerners who wanted to show their support for

'universal education', as it was defined in this system. The establishment of such racially identifiable programs, however, was contradictory to the original goals of the conference, as well as the original definition of universal education. The system did seem to resolve or at least pacify the issue of educating blacks. Mr. S. E. Breed, a conference participant, commented that industrial education had contributed greatly to the development of black women (Bullock, 1967, p. 108). Bullock discussed Breed's position as he referred to a Norfolk, Virginia experiment in which Breed contended that mothers in such programs could be encouraged to send their children to school (Bullock, 1967, p. 108).

Contrary to the conference's general acceptance of an industrially focused education for black children was the position of Mr. Edwin A. Alderman, President of Tulane University. Mr. Alderman commented that "education was an investment not an expenditure and, therefore, common schools for both races had to be universally established to enrich the productive and moral power of the community" (*Annals of America*, 1968, p. 109). Alderman's point met with much resistance as the majority of conference participants actively accepted and planned the implementation of the dual educational systems with an industrial focus for black students. The Conference for Education in the South became the basis for a very influential fact finding and governing board. Its original goals for universal education came to be defined as education with strong industrial overtones for blacks and strong academic overtones for whites. Southern states, including Virginia, bought into this system as the acceptable way to address the issue of educating blacks. In many ways, the system was a more sophisticated version of the ideology of Governor Berkeley, discussed in Chapter One of this paper. It was not threatening to the existing social order in Virginia.

James D. Anderson (1988) in his book *The Education of Blacks in the South, 1860-1935* supported the notion of nonvocational education as presented in the Hampton-Tuskegee Model. He contended that after slavery blacks demonstrated a desire for academic learning as schools were set up throughout the south. Anderson cited the existence of a school for refugees in Alexandria, Virginia. He further contended that such schools were facilitated by blacks. "A white teacher did not work with Afro-Americans in Alexandria until October 1862, by which time they [blacks] had established several schools" (Anderson, 1988, p. 8). He found fault with the emphasis of the Conference for Education in the South, Capon Springs, that education for blacks should be highly vocational and service oriented. Concerning the comments of Hampton's President, Dr. Hollis Frissel, Anderson stated:

The traditional emphasis on Hampton as a trade or technical school has obscured the fact that it was founded and maintained as a normal school and that its mission was the training of common school teachers for the south's black education system. The Hampton-Tuskegee curriculum was not centered on trade or agricultural training; it was centered on the training of teachers. (Anderson, 1988, p. 34)

Anderson's data is critical of the focus of the Capon Spring focus. He further substantiated his position by pointing out that "a condition for admission to Hampton was the intention to remain through the whole course and become a teacher" (Anderson, 1988, p. 34). Hampton Institute was successful in achieving this goal "as approximately 84% of the 723 graduates from Hampton's first 20 classes became teachers" (Anderson, 1988, p. 34). According to Anderson, Hampton did not offer any trade certificates until 1895, 27 years after the school was founded. Even at the turn of the century, when the Capon Spring's Conference occurred, "only 45 of Hampton's 656 students were enrolled in its trade school division and only four students were listed as majoring in agriculture" (Anderson, 1988, p. 34). Dr. Frissel's position on the Institute's focus was not a true reflection of the goals and aspirations of its students according to Anderson.

Anderson addressed the "practical self-help approach" of Booker T. Washington as a part of the teacher training process. Although both the agricultural and trade division of Hampton were secondary and "relatively insignificant," the established farms and small shops gave the prospective teachers the required manual labor experience. According to Anderson, it was a secondary goal of Hampton Institute to produce persons skilled in trades or farming. The primary aim was to work the prospective teachers long and hard so that they would embody, accept and preach the ethic of hard toil or the "dignity of labor." With such work ethics, it was believed the normal school graduates would develop the appropriate values and character to teach the children of the south's distinctive black laboring class (Anderson, 1988, p. 137).

The National Colored Labor Platform on Education

The National Colored Labor Platform was organized in 1866 to meet the needs of the newly freed slaves who had moved into the work force. One original goal of the organization was to unite black and white workers of the United Caulkers Trade Union. This plea was made by Isaac Meyers, a member of the Colored Caulkers Trade Union. After numerous unsuccessful attempts at unifying workers of this trade, Meyers became president of the Negro National Labor Union in 1869. This union was based in Washington D.C. but its members came from the surrounding areas, including Virginia. As an organized body, this union expressed an interest in education as a necessity for success for blacks. Grounded in this belief, on January 1, 1870 this union issued a platform statement that focused largely on education as an important part of employment advancement (Annals of America, 1968, p. 223).

The participants commented that they regarded education as one of the greatest blessings that the human family enjoyed. They appealed to fellow citizens to allow no opportunity to pass unimproved. They thanked the United States government, General O.O. Howard, commissioner, and Reverend J. W. Alvord, for their cooperative efforts toward the establishment of good government of hundreds of schools in the southern states. The National Colored Labor Platform concluded that these efforts as well as others were instrumental in raising the colored race to the proper standard of intelligent American citizenship (Jones, 1969, p. 70).

Other Legislation Affecting the Education of Blacks in Virginia

As early as 1680, after the John Punch case discussed earlier, Virginia passed an act preventing the frequent and regular meetings of blacks. These meetings, it was felt, were camouflaged and labeled feasts or burials. The punishment for such gatherings was 30 lashes. The purpose of this act was to reduce the possibility of insurrection. The implementation of this act made regular, planned schooling an impossibility (Hening, 1969, p. 481).

Another legislative ruling which affected the education of blacks in Virginia was established to address the unlawful assembling of blacks in groups of three or more. As a result of this February 1801 legislative ruling, it was difficult for blacks to lawfully gather for any purpose, including education. This legislation was also established to reduce the possibility of insurrection and it, too, restricted educational opportunities.

A similar act was passed in January, 1804, but this act did not "prevent masters from taking their slaves to places of religious worship conducted by a regularly ordained or licensed white minister" (Jones, 1969, p. 308). This act also forbade overseers to require poor black orphans, bound out, to be taught reading, writing and arithmetic. The right to basic education had been previously guaranteed and protected by the state.

Until 1804, only those blacks labeled slaves were restricted from educational opportunities. However, in the Virginia Revised Code of 1819, restrictions were placed on assembling at any schoolhouse during the day or at night. This code provided that punishment would consist of a \$3 fine or 20 lashes. It provided that the same punishment would exist for any white person, free Negro, mulatto or Indian who was found in an unlawful educational setting.

In 1831, after the Nat Turner rebellion in Virginia, the Virginia Assembly stated:

. . . be it further enacted that any white person or persons who assemble with free negroes or mulattoes at any schoolhouse, church, meeting house or other place for the purpose of instructing such . . . shall be fined a sum not to exceed fifty dollars and may be imprisoned . . . not exceeding two months. (Jones, 1969, p. 311)

Because Alexandria had a large free-black population, many became threatened and frightened by this ruling (Berlin, 1936, p. 351). In October of 1831, the city of Alexandria passed an ordinance prohibiting "the assembly of free Negroes, slaves, mulattoes . . . day or night under the pretense of attending religious meetings or for the purpose of amusement". Another section of the ordinance "forbade any free Negro or mulatto person living in Alexandria from subscribing or having access to a newspaper . . . or any written or printed paper, or book of seditious or evil character" (Jones, 1969, p. 394). If discovered, such illegal acts would result in a fine not exceeding \$20.00 or 30 days in the work house.

Laws that pertained to educational restrictions for blacks were generally put under the heading, "Offenses Against Public Policy". Mrs. Margaret Douglass, a white woman, born in South Carolina, and head of a school for blacks in Norfolk, Virginia committed such an offense. She was imprisoned in the common jail of Norfolk in 1854 for violating the state's mandates concerning educating blacks (Jones, 1969, p. 395). It seems that Mrs. Douglass was unaware of the legislation when she opened her school in 1851. She, however, chose to openly continue instruction after learning of its existence. It also seems that secret schools existed for black children in Virginia in spite of various restrictive legislations. In 1871, Ayere Publishing Company circulated The History of Schools for the Colored Population. The research for this publication was continued by the Phelps-Stokes Fund and published in two volumes under the direction of Thomas Jesse Jones. In this publication statements are made in support of the existence of secret schools for black children. Jones contends that "slates were carefully hidden from every prying eye" (Jones, 1969, p. 397). Thus, even though Virginia was slowly addressing the issue of common free schools for white children, concentrated efforts were made to prohibit personal, academic growth for blacks in the state.

The Establishment of Normal Schools for Black Teachers in Virginia

The Richmond Normal and High School was opened in October, 1867. This was the first of two such schools to open for the specific purpose of educating black teachers in the state. It had a five-member board of trustees and a charter granted by the circuit court. The two-story facility with a 500-volume library originally accommodated 100 students. Its principal, Mr. Andrew Washburn, was aided by two assistant teachers. Funding came from white citizens, the Peabody Fund, the city council, and the Freedmen's Bureau. The overall purpose of the institution was to prepare competent teachers for the planned public school system (Jones, 1969, pp. 612-613).

The Hampton Normal and Agricultural Institute

The goal of this institute was also to prepare black teachers for employment. Hampton Normal and Agricultural Institute opened in April, 1869 under the leadership of Mr. S. C. Armstrong. The Institute stated its mission in a pamphlet distributed shortly after it opened as, "to prepare youth of the south, without distinction of color, for the work of organizing and instructing schools in the southern states" (Jones, 1969, p. 398). Although the school did not limit its enrollment to black students, the student population was entirely black. As years passed Indian students also enrolled. From 1878 to 1911 the schools received Federal appropriations for Indian education, according to Jones. It also received a great deal of support from the American Missionary Association, which helped to administer the use of its 120-acre farm. Thus the school was to afford its students the opportunity for theoretical as well as manual educational and agricultural experiences. Female students, for example, performed all of the house work that pertained to boarding.

The curriculum incorporated a 3-year course of study which included English grammar and composition, arithmetic, bookkeeping, geography and natural sciences. The lecture approach was often employed as the method of delivering instruction. Physiology, agriculture, agricultural chemistry and soil analysis combined both in and out of classroom experiences. According to Jones, the agricultural portion of the Institute grossed produce sales of more than \$2000 per year (Jones, 1969, p. 398). Students at the Institute enjoyed some practical student teaching experiences at the Butler and Lincoln Model Schools which were in the vicinity of the Institute. Funds were continuously sought to increase and improve the library and to purchase scientific apparatus. The school was considered a successful experience, according to T. J. Jones in The History of Schools for the Colored Population, because it helped to meet the great demand for Negro teachers in the state (Jones, 1969).

Anderson (1988), in his book The Education of Blacks in the South 1860-1935, contended that Hampton should be "analyzed more in the context of post-civil war black normal school training than as part of the era's general trend toward technical, trade and manual education" (p. 32). Hampton's manual labor routine was designed partly to teach steady work habits, practical knowledge and Christian morals. Mr. S. C. Armstrong, president of Hampton, viewed industrial education as an "ideological force that would provide instruction suitable for adjusting blacks to a subordinate social role in the emerging New South" (Anderson, 1988, p. 37).

To Armstrong, the removal of black people from any effective role in southern politics was the first step toward "proper" reconstruction. He wrote almost exclusively of the immorality and irresponsibility of black voters; he excoriated black politicians and labeled the freedmen's enfranchisement as dangerous to the south and the nation. (Anderson, 1988, p. 37)

Although Hampton Institute was established to train teachers, Armstrong insisted that the freedmen should refrain from participation in southern political life because they were culturally and morally deficient and therefore unfit to vote and hold office in "civilized" society (Anderson, 1988). As a result of requiring prospective teachers to do field work, for example it was expected that they would internalize the value of hard work and transmit this value to their students. Anderson presents the Hampton model of industrial education as one viewed with suspicion by significant sections of the black community. Some historians have failed to analyze industrial education programs from this perspective. Because Hampton was established to train teachers, those students who entered expecting to "totally learn skills for future livelihood" were disappointed with the absence of technical training and the low level of trade training (Anderson, 1988, pp. 58-59).

William W. Adams, having heard that "scholars could learn trades" at Hampton, entered the school in 1878 to learn the printing trade. Adams was appalled at the elementary character of the academic program and commented bitterly that he was "not learning anything," merely "going over what I had learned in a primary

school." He was more disheartened, however, in discovering that no one would teach him the printing trade. He left in dismay and charged that the school was "greatly overrated." Ten years later, another student complained about the inadequate training of the printing division. Thomas Mann wrote to Armstrong, "Bookbinding is a part of the printer's trade of which we get none . . . As I wish to become a successful printer, I would like to learn all about the trade." (Anderson, 1988, p. 59)

Anderson contended that Hampton was capable of offering better training in the printing trade since the school printed The Southern Workman, The African Repository and it operated the Normal School Press. In 1878, according to Anderson, there were no students in the printing trade and by 1890, there were only eight black students working in the printing office. The above excerpt had been included in support of the Institute's purpose which was "to train teachers, not printers or shoemakers." Other criticisms of the school's industrial department included:

1. A student in the blacksmith department complained in 1888 that there were "six blacksmiths and only two forges." This greatly restricted the practice in heating and hammering.
2. John H. Boothe, in his last year of training to become a shoemaker complained that he had not "received any instructions on cutting out and fitting shoes." Another complaint indicated that the shoemaking department did not teach "sewed work" in the shop.
3. C.L. Marshall, a shoemaking student stated that "people do not want peg or nail work, they want sewed work. Should I go home and attempt to set up a shoe shop without any knowledge of sewed work; I don't think I could earn my daily bread." (Anderson, 1988, p. 59)

Both carpenters and shoemakers were trained to be handymen rather than craftsmen or artisans. William M. Keffie was annoyed that he did not receive "enough practice in the way of building and framing houses." Another carpentry student, J. A. Colbert, "worked all day for six days each week" and was "dissatisfied with the lack of training in the use of timber." The students urged Armstrong to upgrade the work from what was essentially manual labor to skilled trade training. So dissatisfied were these students that they presented a petition to Hampton's faculty during the summer of 1887. The protest document was signed by every student. There was no response from the Institute concerning the requested changes in the quality of trades education. Anderson contends that letters in which students protested against the menial level of training, hard labor, low wages, and poor working conditions followed the petition. "Dissatisfaction with overwork" was the theme of the students' letters. "Publicly, Armstrong propagandized that at Hampton "there was no begging except for more work." Although the students requested reduced workloads, Armstrong's belief that blacks had no "respect for labor" prevailed and he insisted upon 10 hours of work "to put the students in shape for the struggle of life" (Anderson, 1988, p. 61).

Select members of the black community expressed their concerns with the implementation of Armstrong's social philosophy at Hampton Institute. Although Armstrong in 1878 admitted the existence of objections to the Hampton program "were common in the colored papers," he offered no change in curriculum. In 1888, Armstrong stated: "During the first 10 years of our school life, our work was looked upon with disfavor by the Negro leaders as providing only a low grade of instruction" (Anderson, 1988, p. 62). H. B. Frissel recalled that Negro conventions referred to Hampton as a "slave pen and literary penitentiary." The black Virginia Star newspaper recommended that the government should make Hampton a National Reform School because it was adapted for such and it would prevent many unwary parents from sending their children there to equip them with a classical education. The Christian Recorder of the African Methodist Episcopal Church criticized the conservative view of a Hampton student in 1875 and asked "Have Virginia conservatives captured Hampton?" Criticisms of Hampton received national attention in the black press during the late 1870s. The People's Advocate (1876), a newspaper edited in Alexandria, Virginia by John Wesley Cromwell, a prominent black journalist, described the Hampton program as an "educational experience that sought to affirm the legitimacy of black subordination" (Anderson, 1988, p. 63).

After attending the 1876 commencement exercise, one writer stated:

. . . To speak in general the colored people and students are made to feel that they must forever remain inferior to their white brethren no matter what their attainments may be . . . it is better, far better, yes infinitely better that we have no high schools and colleges, if our youth are to be brought up under such baneful influences. (Anderson, 1988, p. 63)

Still another black writer, Henry M. Turner, recorded his impressions of Hampton in The Christian Recorder (1878). In his weekly column, he "chastised Hampton for its Confederate orientation" (Anderson, 1988, p. 64). He offered this criticism after visiting the school and observing pictures of Andrew Johnson and General Robert E. Lee hanging on the walls of the school's chapel.

Among other black educators and writers of the 1880s and 1890s who criticized industrial education were Harry Smith, Alexander Crummell and Calvin Chase. These men questioned the motives of those persons who promoted industrial training as the educational model most suitable for blacks. Crummell (1887), rector of Washington's St. Luke's Methodist Church published Common Sense in Common Schooling. In this publication, he emphasized the value of skilled trades and technical training. In so doing, however, he did not intend to encourage the Hampton program of industrial education. Smith, editor of The Cleveland Gazette (1890), argued that attaining the industrial arts would not fit young blacks for the higher duties of life. He further reported in 1890 that Hampton graduates were being employed as porters and waiters. Calvin Chase, editor of The Washington Bee (1890) urged blacks to "relegate industrial education to a secondary role and to place top priority on the training of lawyers, doctors, scientists and other

professional persons" (as cited in Anderson, 1988, p. 65). Remarks in the Bee specifically criticized Booker T. Washington in 1896:

It is a notorious fact, that the utterances of Mr. Washington are nothing more than to make himself rich by assuring the white people of this country that the negroes [sic] place is in the machine shop, at the plow, in the washtub and not in the schools of legal and medical professions; that he [the Negro] has no business to aspire to those places as they are reserved for the proud Caucasian. (as cited in Anderson, 1988, p. 65)

Anderson points out in his work that "black protest against the Hampton Idea was directed at that particular form of industrial education; it was not a blanket rejection of vocational and technical training." Anderson stresses the point that careful analysis of the curriculum of black schools during 1880 will reveal that although industrial education existed, it was relegated to a subordinate role. According to Anderson, the more traditional liberal and classical curriculum remained dominant throughout the nineteenth and early twentieth centuries.

Summary

Despite efforts to eliminate the possibility of education for blacks in Virginia, great strides were made. Support came from the land donations of private citizens as well as monetary contributions. Churches and other benevolent societies contributed to the successes of numerous individual programs. There were many setbacks which directly and indirectly affected education for blacks as represented by various legislative acts that occurred in the state.

Although blacks landed in Jamestown in positions of servitude, until the 1640 John Punch Case, none were considered slaves. It was after this case that dejure slavery became a reality and the status of blacks changed from that of indentured servant to slave. This legislative change led to a difference in treatment, expectations and educational opportunities. The west African educational experiences of blacks prior to coming to America served as a grounding for their continual desires to pursue and acquire knowledge even at the risk of severe punishment. The universities at Timbuktu, for example, had prepared many of the ancestors of the slaves for successful lives in academia.

So strong were the beliefs of many benevolent societies and religious denominations in the equitable distribution of knowledge that they too took risks on behalf of educating blacks. Organizations such as the Freedmen's Bureau, the Peabody Foundation, and the American Missionary Association continually supported these efforts. Still, destructive acts occurred to shatter the work and facilities used by the Freedmen's Bureau. Many whites at this time could not accept the reality of educated black citizens.

Although the arguments and the positions presented at the Virginia Constitutional Convention of 1867-1868 at Capon Springs, West Virginia, did not reflect what is currently

considered as equitable procedural and program implementation, the work of this convention demonstrated a steady, continuing movement in the state on behalf of educational programs for black children. All of the participants at this convention agreed that free public education should exist. Racial division came between black and white participants concerning the issue of the integration of schools. They did not resolve the issue as it was carried over to the Virginia legislative session of 1868-1869 under the direction of Dr. William Ruffner, the state's first superintendent. Under Ruffner's leadership the state maintained two separate systems of education, one for black children and another for white children. Dr. Ruffner's tenure offered the state a Board of Education and numerous administrative stabilizing factors. He could not, however, overcome the rigid racial and class structure that had unofficially governed the state for generations.

Efforts were made by Charles Sumner to acquire federal support for the integration of schools in the south. These efforts were unsuccessful as were his efforts to make school integration a criteria for Virginia's readmission to the Union. Heated arguments continued on the issue of integration as both The Richmond Enquirer and The State Journal presented their positions on the issue.

In 1869 the Conference for Education in the South was held in Capon Springs, West Virginia. This conference focused on vocational and industrial educational programs for blacks. The conference operated on the premise that education for blacks should concern those fields available to them at that time. As a result of this conference a number of racially identifiable industrial programs could be found throughout the state of Virginia. Also as a result of this conference the Southern Education Board was created to monitor programs as they developed.

So intense were educational concerns for blacks that the National Colored Labor Platform addressed the issue of education during the late nineteenth century. Although this organization was established to address the concerns of blacks in the work force, it addressed the issue of education as a paramount factor in determining employment success. Many types of legislation existed that impacted upon educational opportunities for blacks. As early as 1640, Virginia legally restricted blacks from gathering in frequent or regular meetings. Although the goal of such legislation was to limit or completely avoid insurrection, the harshness of punishment and implementation restricted the opportunity for formal schooling for blacks in the state. Legislation was developed after the Nat Turner rebellion, for example. This legislation clearly defined a fine and imprisonment for any blacks, free or slave, or mulattoes who were found at any schoolhouse. Despite this type of legislation, secret schools existed for blacks. After the Civil War normal schools were established to meet the growing need for black teachers in black schools. In Virginia, the Richmond Normal and High School and the Hampton Normal and Agricultural Institute served to educate blacks. Along with preparing teachers the Hampton Normal and Agricultural Institute had an industrial curriculum that was criticized by some in the black community. Although there were many disappointments for blacks, constant efforts were made toward equitable education. Blacks demonstrated a sincere interest in acquiring an education as they attended secret schools, and night schools when punishment would have been severe.

Even with the appointment of Virginia's first superintendent, Dr. William Henry Ruffner, the state operated two school systems, one for black children and another for white children. Dr. Ruffner's tenure offered the state a Board of Education and numerous administratively stabilizing factors. He could not, however, overcome the rigid racial and class structure that had unofficially governed the state for generations.

CHAPTER IV

EDUCATION IN FAIRFAX COUNTY PRIOR TO 1870

Introduction

Fairfax County grew and transitioned, as did the rest of the state of Virginia, regarding education. Its transitions were also challenged by the status quo as it proceeded through stages of private school programs to the evolution of a public school system for all children. In this chapter, the writer has narrowed the focus to Fairfax County, Virginia. It is within the global context of what has been previously presented that we will look at education in Fairfax County, Virginia. Education will be reviewed as it existed for white children and then in Chapter V as it existed for black children.

Private Academies

Private academies were prompted by the desire of citizens to provide a system of higher education within the area, thereby lessening the expense on parents in the educational travel costs for their children. The overall goal of the private academy was to promote higher education by "guarding the morals, promoting the comfort and offering real improvement for its students" (Eaves, 1936, p. 131). Academies included day schools as well as boarding institutions. Tuition, therefore, varied accordingly. Academic subjects included reading, writing, arithmetic, classical languages, geography, history and advanced mathematics. It was expected that every student would understand and 'reason out' the lesson of the previous day. Study classes existed daily for this purpose. Instructors were "thoroughly learned in the classics as well as in the sciences" (Circular of the Alexandria Boarding School, 1845, p. 3). Some of the instructors were ministers who supplemented their incomes by teaching. However, most academy instructors were very specialized in their fields.

The Alexandria Academy

The Alexandria Academy was founded in 1785, when Alexandria was still a part of Fairfax County. The Academy's governing body was a board of trustees elected by contributors. The overall purpose of the school was to "give a polished and complete education and to exist for the future glory of the state and the lustre of the individual" (Eaves, 1936, p. 144). The goal of the founding trustees was to provide education for those children who were denied an education "either from an inability in relation to expense or from unwillingness to hazard the exchange of moral for intellectual treasures" (The Alexandria Gazette, January 14, 1814). Tuition ranged from \$20 to \$30 per year according to course selection. Students taking higher level courses often paid more. At the time of the establishment of the academy Latin, Greek and advanced forms of mathematics were taught. By 1807, the Alexandria Academy added geography to its curriculum. In 1814, "history and natural philosophy were added to the curriculum as major subjects" (The Alexandria Gazette, January 14, 1814).

The Alexandria Boarding School

The Alexandria Boarding School was founded in 1824. It was also called the Hollowell School after Benjamin Hollowell, a major financial contributor to the school. This school developed the most extensive curriculum of any institution in Alexandria prior to 1860 (Hollowell, 1883, p. 15). Its purpose was "to expand and strengthen the mind" (Eaves, 1936, p. 146). Tuition was expensive because it included boarding. "For boarding, lodging, washing, lectures and tuition, students paid \$160 per annum" (Circular of the Alexandria Boarding School, 1845, p. 7). By 1845, there were six instructors employed to teach a variety of classical mathematical and scientific courses. Sixty male students were enrolled. These students were "allowed to carry on various types of experiments in natural science as the building was equipped with a large amount of scientific apparatus" (Circular of the Alexandria Boarding School, 1845, p. 2). The school established an extensive library to accommodate the wide range of course offerings. The school's 1845 circular listed more than 15 topics of study that related to mathematics alone as well as 25 different textbooks in the field. The school's extensive selection of course offerings drew students from many cities along the East Coast. In 1845, of the 60 students enrolled, only 18 came from the City of Alexandria (Circular of the Alexandria Boarding School, 1845, pp. 13-14). Others came from Louisiana, Pennsylvania, Florida, Arkansas, Ohio, and Missouri. The school established a code of conduct which governed the behavior of its students. Generally, academies provided the wealthy with the opportunity for a better quality of education than was generally available at other institutions.

Seminaries

Seminaries, which were established to educate female students, were equal in standard to all male academies. In an effort to open a seminary in 1827, a woman educator commented, "the spirit of improvement was abroad; every public paper, journal and review beamed with plans for the diffusion of knowledge among the female sex" (Phenix Gazette, August 19, 1828, p. 4). She further commented that the instruction of females "was a cornerstone upon which was to be reared the structure for the gradual improvement of the whole human race" (Phenix Gazette, August 19, 1828, p. 4). Female institutions were small, however, and taught some "academics as well as bookkeeping and needlework" (The Alexandria Gazette, June 25, 1832, p. 3).

The Academy for Young Ladies

The Academy for Young Ladies was founded in 1832 by the Sisters of Charity. This was a group of pious ladies who formed a society in 1809 to "dedicate themselves to the service of God and the education of females" (The Alexandria Gazette, June 25, 1832, p. 3). The sisters set a goal to "impart useful knowledge and to inoculate correct principles of literature and morality which were the brightest gems of the female character" (The Alexandria Gazette, June 25, 1832, p. 3). Instruction was given in English, French, orthography, grammar, composition, writing, natural science, mathematics and practical arts. This was not a boarding school and tuition was

based on the subjects taken. English, for example, was \$5 per academic quarter. Music was \$10 and French was \$7 (The Alexandria Gazette, June 25, 1832, p. 3).

The Alexandria Female Academy

In 1800, a woman referred to as Miss Tebs purchased a lot on the corner of Queen and St. Asaph Streets for \$6,500. The Alexandria Female Academy was established on this lot in 1828. The young ladies who attended were taught French and composition. Awards were given at the end of the year for excellence in academics; however, limited records remain concerning this academy (The Alexandria Gazette, November 5, 1832).

Church Funded Schools

Many small schoolhouses that were supported by the religious community were scattered throughout the county. These schools provided education for rural children. In many cases, because of their accessibility and affordability, church schools appealed to more people than did academies (Lawless, 1984, p. 7). The curriculum in such schools included academics as well as religious and moral instruction.

The Episcopal High School of Fairfax County

The Episcopal High School was founded in 1839 by the Diocese of Virginia. The school's focus was to fulfill the educational needs of the Diocese. The goal of the school was to

apply the instructions of the Bible and the works of training the mind to influence the heart and to regulate the habits of boys during the critical period of middle youth and incipient manhood (The Alexandria Gazette, October 15, 1939, p. 5).

The school was to provide "the safest and best superintendents, the soundest and most helpful moral influence and the most faithful Christian guidance associated with the most useful and extensive course of learning possible" (The Alexandria Gazette, October 15, 1939, p. 5). According to The Alexandria Gazette (1966), the school's goal was that the morals of its students could be "preserved from the evils of association" (Poyntz, 1939, p. 5). The school was somewhat self-sufficient. It even had its own fruit orchard and vegetable garden. It was located on 80 acres adjoining the Virginia Theological Seminary about three miles west of what is now called Old Town, Alexandria. The Diocese spent approximately \$5,000 to provide residences and other buildings. Thirty-five students were enrolled in 1839. Disciplinary techniques were more severe than those demonstrated at other schools (Poyntz, 1939, p. 5). At Episcopal High School "whippings were frequent and students were known by assigned numbers rather than their given Christian names" (Poyntz, 1939, p. 5).

St. Mary's Academy

St. Mary's Academy for girls was founded in 1834. It was located in downtown Alexandria. It was recognized for its success in exposing young ladies to the genteel arts. The Alexandria Gazette (1966) described "Madonna Evenings" where musically inclined pupils could perform for the community (The Alexandria Gazette, May 27, 1966). Field trips were also a part of the educational process. Records describe one such trip to Mt. Vernon in 1867 (The Alexandria Gazette, June 14, 1967). St. Mary's Academy provided formal religious instruction as well as academic instruction, while Sunday school classes within Fairfax County reinforced reading and writing that were a part of this academy's daily teachings.

Philanthropic Free Schools

The Lancasterian Schools

The Lancasterian School for girls was founded on the banks of the Potomac as a result of a contribution of 10 shares of Potomac Bank stock held by a Mrs. Washington. She was motivated by her desire to "rescue from poverty and sin and of shameless immorality those sweet tho' wild blossoms" (The Alexandria Gazette, February 17, 1814, p. 5). There was a male counterpart to the Lancasterian School. It was founded by Joseph Lancaster in 1812. It was primarily for "a monitorial system of instruction whereby reading, writing, arithmetic, grammar and geography were taught" (Eaves, 1936, p. 142). The school was funded by the Common Council of Alexandria. The boys were allowed to "begin with the alphabet and advance to a certain degree of efficiency in these academic subjects" (Eaves, 1936, p. 142).

In 1830, the Lancasterian School was renamed the Washington Free School after receiving \$500 from the Washington Society of Alexandria (Phenix Gazette, August 3, 1832). This society was organized to "carry out the benevolent attitude of Washington in the education of poor children" (Gott, 1976, p. 16).

There were other philanthropic schools in Fairfax County such as a school built on North Columbus Street in Alexandria and a school on Colchester Road in Fairfax County. The latter school was sponsored and funded by the families of Joseph Wiley, Richard Trice, John Haislip and John Reardon, all of Fairfax County (Eaves, 1936, pp. 142-143). Few documents exist concerning other schools. According to the 1828-1829 Literary Fund Report, 26 free schools existed in Fairfax County. Until 1870, there was not enough interest within the county to maintain a tax-supported system of free schools.

St. John's Military Academy

St. John's Military Academy, established in 1833 in Alexandria, Virginia trained young men as well as provided academic studies (The Alexandria Gazette, April 7, 1810). The academy

was well known and run by William F. and Richard Carne. Students from this academy were known by regular drilling done on the streets of Alexandria.

Night Schools

One night school existed in Alexandria. It was organized in 1795 and cost \$1 per month to attend. Students were taught the "three R's" from 6:00 to 9:00 p.m. Students were asked to bring their own quills. The school was located on the corner of Fairfax and Queen Streets (The Alexandria Gazette, April 7, 1810).

Other Schools

In 1835, Henry Fairfax announced in the National Intelligencier that a "female school was to be established in Ash Grove, Fairfax County" (Wren, 1825, p. 34). Classes were to be rendered in "all the branches of education usually studied in the best female seminaries in the country" (Wren, 1825, p. 16).

In 1862, a Mrs. Marks advertised a school for girls in The Alexandria Gazette to be opened on King Street in Alexandria. Low enrollment threatened the existence of female schools in Fairfax County. They were in constant financial danger and could never "grow to become stable organizations with good faculties" (Phenix Gazette, August 19, 1828). Education for females in Fairfax County was inadequate throughout the nineteenth century.

Ellen Lightfoot Lynch attended a school in the interior of Fairfax County from 1836 to 1850. She does not give the formal name of the school, but describes it as a substantial whitewashed log building built in 1780. According to Lynch, the building had a shingled roof covered with moss. The building consisted of one large room with a fieldstone fireplace in the rear. In the center was a raised platform for the teacher's desk. This area served as the central instructional point (Steadman, 1964, pp. 128-129). The one-room schoolhouse was the place for educating children from surrounding farm communities. The curriculum consisted of elementary instruction in reading, writing and arithmetic. In such locations attendance was sporadic reflecting the role weather, planting, harvesting and economic conditions had on rural life.

In 1825, William Brent Jr. opened a school at Sully Plantation. He advertised in the National Intelligencier as having a "healthy inland situation, surrounded by fine fruit and water, in full view of the mountains" (National Intelligencier, September 20, 1825). He described the course of instruction as "liberal, comprising reading, writing, grammar, composition, geography, the uses of globes, civil history, the element of natural philosophy, chemistry, arithmetic, algebra, geometry, Latin, French, Belle-Lettres, logic and ethics" (National Intelligencier, September 20, 1825). The fee for a 10-month academic year was \$250. This included board, bed and washing. The school operated through 1834.

Private tutors at home were used by a privileged few. One wealthy family named the Fitzhughs of Fairfax, for example, list expenses for such a tutor in their family records. These records do not, however, offer any information about what was actually taught. Another tutor, John Frignet, advertised in The Alexandria Gazette (1810) that he would tutor "the French language at his house on the corner of Prince and Royal Streets in Alexandria" (Alexandria Gazzette, April 7, 1810).

Effects of the Civil War on Education in Fairfax County

The Civil War had a tragic effect on Fairfax County economically, politically and educationally. In 1924, Thomas Keith made this recording resulting from an economic and social survey:

The scars of war were left deep upon the breast of Fairfax County . . . Problems no other county in the state suffered to an equal extent. Only in the past 25 years (since 1900) did the anemia of war give place to returning vitality." (as cited in Nickell & Randolph, 1924, p. 47)

In defense of Fairfax, Keith wrote that the county should not be criticized for its slowness in initiating educational reform. He contended that this was a direct result of the physical and financial stresses of war. He further stated that Virginia was wrecked and ruined almost as much as Belgium and northern France were after World War I and that the confederate currency had become worthless almost overnight. Under these conditions, he asserted that it was "not difficult to understand why the state could not build schoolhouses or pay teachers or build roads, or do the things which money alone could provide" (as cited in Nickell & Randolph, 1924, p. 47). Keith concluded that Virginia corrected this inadequacy and moved forward despite the ravages of war.

Summary

Prior to 1870, few records have been kept concerning the development of schools in Fairfax County. Those who could afford it, paid for their children to attend private schools. Early agrarian lifestyle, the poor quality of roads and the scattered population limited accessibility and made it difficult for public schools to successfully exist in the county. Private tutors offered educational services within their homes or the homes of their students. Such tutors may have been members of the clergy, or private citizens.

Prior to 1870, the most prevalent type of school was the private academy. The cost factor alone restricted many persons from attending such institutions. Two examples of such academies that educated male students were: (a) The Alexandria Academy, and (b) The Alexandria Boarding School.

Seminaries also existed. They were established to meet the educational needs of female students. Although many young women were sent to northern states for higher education, the following seminaries existed in Alexandria: (a) The Academy for Young Ladies, and (b) Alexandria Female Seminary.

Funding from churches helped to support schools in Fairfax County prior to 1870. The curriculum for both male and female students included religious and moral instruction as well as basic academic subjects. Among the church schools in Alexandria prior to 1870 were: (a) The Episcopal High School, and (b) St. Mary's Academy.

Although a better quality of instruction could be offered by private schools, toward the end of the eighteenth century free schools could be found. Among these were: (a) The Lancasterian Schools, and (b) The Alexandria School.

Money was supplied for both by The Literary Fund. Enrollment was small and attendance was not regular. At least one military academy and a night school also existed as alternative methods of education. Although the latter two schools did promote and encourage the growth of education within the county, they were not as well known as other schools.

CHAPTER V

EDUCATION FOR FAIRFAX COUNTY BLACK STUDENTS FROM 1871-1900

Background

A series of reports by Virginia's State Superintendents beginning in 1871 summarized the annual or biennial status of the state's educational system. From 1871 to 1900, Virginia's state superintendents requested that the various county superintendents respond to a series of questions concerning the status of public education in their specific county. The requested information was not detailed and thus, the state superintendents' reports during this time period were general narrative overviews.

In November 1871, Mr. William Henry Ruffner, state superintendent for public instruction, presented the Virginia School Report for the 1871-1872 school year to Mr. Gilbert C. Walker, Governor of Virginia. Mr. Ruffner's introductory comments suggested that he was pleased with the overall progress of education in the state. ". . . you [Mr. Walker] will be pleased to observe, a gratifying advance in our educational work" (Virginia School Report, 1871-1872, p. 27).

Mr. Ruffner's data gathering methodology set a precedent. For several years, local superintendents' responded to narrative questions about their respective counties. The state superintendent required responses on such points as fundraising, public sentiment toward public schools, teacher qualifications, uniformity of textbooks, school records, vandalism and the quality of the school plant facility.

According to Mr. Chichester, Fairfax County's superintendent in 1871, the school system showed more positive sentiment toward a public system. "If there has been any change in public sentiment, it has grown more favorable to the system" (State Superintendent's Report, 1871-1872, p. 59).

Mr. Chichester claimed, however, that blacks in Fairfax County "did not demonstrate a great desire for education except in isolated cases." On the issue surrounding teacher qualifications, Mr. Chichester responded that there was a general tendency toward improvement but "the qualifications are not such as I would desire." By the time of the 1871-1872 report, Mr. Chichester responded that there was uniformity of textbooks almost "without exception." There were no vandalized school properties and school records were kept in good order according to the report.

The work of the Quaker Society was evident in Fairfax County as per these 1871 diary entries. According to these entries, blacks in the county demonstrated a desire for education. This was contrary to Mr. Chichester's statement. Mr. Chaulkley Gilliam, a Quaker resident of Fairfax County recorded in his diary efforts to establish a school for whites and two schools for black students at Woodlawn and Gum Spring. Mr. Gilliam was an ancestor of Sarah Cox, a Fairfax

County teacher from 1896 to 1933. According to Mr. Gilliam's diary entries, funding for these schools came from the Society of Quakers and from the state. No other information is available concerning support for these schools. Mr. Gilliam made the following entry in his diary:

January 14, 1871

I have been very busy the past two weeks attending to help the inaugurating public free school, according to a recent act of the state legislature. Have started two colored schools, one on each side of my place at Woodlawn and Gum Spring, the two of which I have had the charge of so far. Under the assistance of Friends in Philadelphia with their fund--giving ten dollars per month for each school--we have a colored teacher in Woodlawn and a white one in the Gum Spring school and about 40 scholars in each on the list, 37 being present yesterday at Gum Spring and 34 at Woodlawn. We also expect to start a white school on the 2nd day next in our meeting house under the care of Friends in connection with the public fund. Was to make it a free school, having a fund of our own, of which we can have the use of 100 dollars per annum. The two funds used together will give a free school, which will probably contain 40 or more scholars. Though we have had considerable difficulty in getting it up, there always being some narrow minded and contrary people to contend with. If this were not the case, the world would move more rapidly in reformation from the oldness of the letter, into the newness of the spirit. (Hogan, 1971, p. 22)

To show the progression of his efforts Mr. Gilliam made a diary entry on April 1 of the same year.

April 1, 1871

Since the above was written, we have started the white free school in our meeting house. Sallie, the wife of John Parrish, as teacher, with upwards of 50 scholars. She only agreed to inaugurate the school while we should have the opportunity to look for a permanent teacher. She remained two months after which Maria Troth, the daughter of P.H. Troth of Accotink took it and continues the teaching successfully. We had to change the teacher in the Woodlawn school from colored to white and one of our daughters, Hannah W. Cox, is teacher there. The whole three schools are now in successful operation. Hannah V. Cables at Gum Springs, H.W. Cox at Woodlawn, both colored schools and Maria Troth, Woodlawn white school. The three schools all free. Friends of Philadelphia give ten dollars per month for each colored school and the state 15 dollars, making 25 dollars each. The white school at the meeting house 15 dollars per month from the state and 15 per month from the Friends Fair Mill school fund. (Hogan, 1971, p. 22)

Mr. Gilliam's diary entries suggest that blacks in Fairfax were indeed interested in acquiring an education. Mr. Chichester's comments concerning the sentiments of blacks toward education are also contrary to the points made by Carter G. Woodson (1968) in his book The Education of the Negro. Although Woodson did not directly discuss Fairfax County, he contended that after the Civil War, missionaries from the North came south to educate eagerly awaiting black children and adults. Also supportive of Woodson's view concerning the desire of blacks to become formally educated were Benjamin Brawley's (1921) comments in his book A Social History of the American Negro. According to Brawley, education was considered a status symbol among newly freed blacks. Brawley contended that education was greatly desired for both black adults and children in the South.

William Preston Vaughn (1974), in his book Schools for All: The Blacks and Public Education in the U.S. 1865-1877, gave examples of violence that were directed at the Freedmen's Bureau's schools in Norfolk, Virginia. Vaughn's findings, however, were not apparent in Fairfax County as the county's superintendent wrote that there was no vandalism or violence directed toward black schools in the county.

Henry Bullock was another author who disagreed with Chichester's comments concerning the desire of blacks for formal education. Bullock contended that schools established under the direction of the Freedmen's Bureau acquired a great degree of stability. He further stated that more than 3,000 black pupils were enrolled in schools in the state. Again, this author did not focus on Fairfax County but concentrated largely on the Tidewater area of Virginia (Bullock, 1967).

No comments were made about the work of Jennie Dean who began her fundraising efforts to open an industrial school for black youth in Manassas. Although the school did not become a reality until 1892, its existence had an impact on Fairfax County's black students because it provided them with the opportunity for formal industrial education and an opportunity to be formally educated past the seventh grade, neither of which was a reality within the county during the late 1800's.

The Annual School Report of 1873 resulted in similar findings. William Henry Ruffner again displayed pride in the progress of public education as he wrote to the President of the State Board of Education, Governor Gilbert C. Walker. "I respectfully submit my Annual Report which exhibits a good condition of school affairs" (Annual School Report, 1873, p. 85).

Contrary to the previous year's response, however, Mr. Chichester indicated that there "was not total uniformity of textbook use." The Annual School Report of 1873 offered the following data shown in Table 1 on the number of schools and enrollment for the 1872-1873 school year.

Table 1

Number of Schools and Fairfax County Enrollment (1872-1873)

Schools and Enrollment	White	Colored
No. of schools opened	36	13
No. of pupils* enrolled	1525	640

*Pupils between 5 and 25 years of age.
Annual School Report, 1873, p. 86.

The above data also disproves Chichester's comments that blacks did not demonstrate a desire for education. According to the 1872-1873 state superintendent's report, there were 640 black students in the county between the ages of 5 and 25 years. These students were accommodated in 13 school houses.

Except for a decrease in the number of "colored schools" from 13 to 9 and an increase in the number of white schools from 36 to 39, there were no significant changes in the Annual School Reports of 1874 through 1876. Enrollment for black students increased to 703 in 1874 and to 719 by 1877. This increase can serve as additional evidence that blacks desired formal education in Fairfax County. Mr. Chichester offered no explanation for these changes but commented on public sentiment toward public schools by stating, "There are still many enemies of the system, but the desire for good schools in every neighborhood seems to be stronger than ever" (Annual School Report, 1874, p. 30).

The 1874 State Superintendent's Report made no comment concerning a resolution that was drafted by Fairfax County's School Board to remove Mr. Chichester from office. Although Mr. Chichester advised the state superintendent that there was a great desire for good schools in every neighborhood it seems that some in the county were displeased with his "indefatigability and unbound feeling toward free schools" (Hogan, 1971, p. 30). No information was available concerning specific behaviors that may have led to the circulation of such a resolution.

Among the philanthropic organizations established to assist in financing education for blacks was the Peabody Fund. The Peabody Fund was established by George Peabody, a northern philanthropist, in 1867. Its purpose was to help the South recover after the Civil War. Mr. Peabody selected a Board of Trustees from the eastern portion of the United States. He then donated \$1,000,000.00 to support the activities initiated by the Board. The Peabody Fund supported both blacks and whites, especially with teacher training and the development of

Normal Schools. James Anderson contends that Peabody displayed an interest in the education of blacks as a result of his introduction to the Hampton program in 1876.

In 1884, Peabody became a part of the Board of Trustees of Hampton. He also served briefly as Hampton's treasurer. According to Anderson, Peabody viewed Hampton as the solution to the southern race problem and used his banking skills toward placing Hampton and Tuskegee on a solid economic base. Anderson contends that because these black schools were struggling financially, they could not ignore the support offered by Peabody and other philanthropists even if their goals were to promote industrial education in order to produce a service class among blacks. Anderson further contends that Peabody believed that industrial training would "help the Negro fit in his environment" and he used his influence to impress upon white southern businessmen the idea of the inseparable relationship between black education and the south's prosperity (Anderson, 1988, p. 87). Robert C. Ogden, president of the Hampton Trustee Board and agent for the Peabody Fund voiced the basis of support for the education of blacks in the South when he made the following statement:

The Prosperity of the South depended upon the productive power of the black man. . . The purpose of the Hampton School was to furnish district school teachers, well equipped with all the necessary knowledge of domestic science for practical missionary work among the colored people. . . The Hampton-Tuskegee program will help fit blacks into the southern agricultural economy as wage laborers, sharecroppers and domestic workers. (Anderson, 1988, p. 89)

According to Ulin W. Leavell, the Peabody Fund contributed more than 3.5 million dollars in several fields, and blacks received a considerable portion of this funding (Leavell, 1933, p. 45). J. L. Blair states that the final disbursement of these funds was in 1914. Prior to this date the money from the Peabody Fund was used for the employment of the first state agents of black schools (Buck, 1952, p. 87). The Peabody Fund was the first multimillion dollar educational foundation in America (Smith, 1950, p. 1). After the 1914 liquidation of the fund, about \$350,000.00 was transferred to the trustees of the John F. Slater Fund.

A principal portion of the fund was to be kept inviolate, the income to be used for improving the rural schools for the Negro race (Leavell, 1933, p. 95). In 1937, the remaining funds became part of the Southern Education Fund.

State Superintendent Ruffner on the Status of Education

From 1876 to 1882, State Superintendent Ruffner described the public school system as being of "increasing usefulness." Although each year local superintendents responded to narrative questions, Fairfax County's responses displayed no major differences from previous years. In the 1876 Annual School Report, Ruffner's introduction for the first time addressed some concerns of a school system experiencing growing pains. Among other points, he discussed the machinery of the school system and assured the general populace that school funds were not used

for other governmental purposes. He further pointed out that he was making efforts to "simplify the organizational structure of education." Concerning the "quality" of our public schools, Ruffner quoted his father, Henry Ruffner:

Great care should be taken to prevent our youth from immoral or incompetent men many such now go about as schoolmasters--some lazy drunken, unprincipled vagabonds--who impose on illiterate and uncautious patients by crafty pretension and gain employment by offering to work cheaply. (Annual School Report, 1876, p. 91)

Ruffner concluded his introductory comments with, "Altogether the school system was never so prosperous, so well managed or so strong in public favor as it is today" (Annual School Report, 1876, p. 99). Although narrative questions were asked in the Annual School Reports from 1876-1882, Fairfax County's responses showed no significant changes other than the 1876 report revealed that the county's books and accounts were not satisfactorily kept. Mr. Chichester offered no explanation for this finding.

Although Mr. Ruffner's comments in the 1876 Annual School Report expressed concerns about the machinery and simplification of the school system, he requested no comments or suggestions from local school superintendents on these issues. His questions from 1876 to 1882 were concerned with such things as public sentiment toward public schools, improvements in school houses, dates of annual meetings, and the accuracy of books and papers.

Salaries, Enrollment and School Buildings
under Ficklin's Administration

In 1878, Eugene D. Ficklin became superintendent of Fairfax County. Mr. Ficklin submitted the following data (see Table 2) to the State Superintendent's Report in 1880.

Table 2

1880 School Population in Fairfax, by District

Schools	White	Black
Number of schools	45	18
Number of teachers	45	18
District		
Centreville	483	274
Dranesville	621	140
Falls Church	617	412
Lee	477	150
Mt. Vernon	539	378
Providence	911	495
Herndon	115	48

Annual School Report, 1880, p. 98.

The above data also disproves Chichester's comments. According to the 1880 state superintendent's report, 1,897 black students were enrolled in the county's 18 black schools. This is an increase of 1,257 black students from the 1872-1873 report. Fairfax County's superintendent offered no explanation for this increase. (Refer to 1872-73 Annual School Report, p. 90.) Note that although records indicate that the number of black students increased by more than 1,000, the number of schools to accommodate these students increased by only five. Considering the total numbers of black and white students, it seems that black schools were more crowded, but despite these conditions, attendance was constant. It is difficult to determine the number of students per school. Although eight districts are listed, there is no breakdown to determine the number of schools that existed per district.

In contrast to the 1873 school report, the 1880 report displayed an increase in the number of black schools. The data displayed inequitable salaries between male and female teachers but indicated that salaries were racially equitable and the length of the school term was not determined by race (see Table 3).

Table 3

Length of Term and Average Salary (1880)

Average/Salary	White and Black
Average session (months)	4.83
Average monthly salary	
Male	\$22.15
Female	\$22.88

Annual School Report, 1880, p. 99.

It was not until the 1886 state superintendent's report that racial inequities were documented in terms of teacher's salaries (see Appendix B). Fairfax County, however, was listed among those counties whose records were in part found to be unsatisfactory as to neatness and accuracy. State Superintendent Ruffner posed one question in this annual report to get an overview of the overall impact of public education during the first decade of its state-wide existence.

Have you observed any effects, good or bad, of our school system during the decade it has been in operation, on the population generally, in promoting an appreciation and desire for education? Please answer this as to white and colored respectively.

Mr. Ficklin gave this response on behalf of Fairfax County:

The population generally seem to have appreciated very highly the advantages which have been offered them for the education of their children; so much so that it is very rare that a lad over 10 years of age is met with who is unable to read and write. There seems to be a marked improvement in the youth of both races, especially the colored; the latter being more careful than formerly, are husbanding their means, and investing in small tracts in different parts of the county; thereby obtaining for themselves a solidarity which it is impossible to obtain as tenants and day laborers. (Annual School Report, 1880, p. 117)

Mr. Ficklin's response suggests that blacks were benefitting greatly from their experiences in the county's system of public education. The 1886 state superintendent's report indicated disparities among the salaries of black and white educators in the county. The salary data is presented by district. In the case of each district, white males had higher salaries than any of their educational counterparts. The salaries of black males was equal to or greater than the salaries of black females except for the district of Falls Church and Centreville where black women made \$2.50

more in Falls Church and \$7.50 more in Centreville. No explanation is offered for either disparity. White females made more than black females in each district except Falls Church where the salaries were the same.

This 1886 data also indicates that 2,667 black students were enrolled in 22 schools. According to this data, 770 additional black students were added to the county's black enrollment. The number of schools increased from 18 to 22 within this 6-year time span (see Appendix B).

A similar salary pattern was displayed in the 1887 report when males received higher salaries except in Mount Vernon district. The salaries of black males was equal to or greater than salaries of black females except for Falls Church district and Centreville district where black males received \$1.00 less in Falls Church and \$5.76 less in Centreville while white females made more than black females in each district. Again, the report offers no explanation for the disparity. The report indicates that 2,147 black students were enrolled in 25 black schools. Although the report indicates an increase of three schools, enrollment was down by 520 from the previous year. No additional information was available (see Appendix B). There is no way, however, to determine whether or not the data given are complete.

For the years 1888, 1889 and 1894, the number of schools for black students decreased from 25 in 1888 to 23 in 1889 and returned to 25 in 1894 with no explanation. Enrollment for black students declined to 2,047 in 1888, remained the same in 1889 and increased to 2,144 in 1894 without explanation. The researcher believes that the information may be inaccurate or incomplete.

Teachers' salaries for 1888 depicted the following scenario. Except for the districts of Mount Vernon and Centreville, the salaries of white males were higher than the salaries of other teachers. Black males earned less than black females except in the Centreville district. In four districts, white females earned more than their black counterparts (see Appendix B).

In 1889, white males continued to earn more except in Centreville, where the salaries of black females were slightly higher. This was an unusual occurrence but no explanation was given. The researcher believes this could have been a result of black female teachers being more experienced. No records exist to offer explanation, however. In three districts, black males earned more than black females. White females earned more than black females in five of seven districts (see Appendix B).

By 1894, salaries in the county ranged from \$75.00 per month to \$18.75 per month. Although this salary range appears wide, the 1894 superintendent's report indicates that two teachers in the district of Herndon were earning \$75.00 per month and eight teachers from the Dranesville district were earning \$18.75 per month. Salaries of white males were highest in the

county. Both black males and white women had higher salaries than black women. Again, the report offered no explanation for this disparity (see Appendix B).

There was no sharp decline in the number of black teachers in the county between 1886 and 1894 despite the unexplained salary disparity. This suggests that black teachers wanted to give black children the opportunity for a formal education to increase their opportunities for success (see Appendix B).

The Constitutional Convention of 1867-1868

Fairfax County, at this time, like others in the state, supported the position presented by the Virginia Constitutional Convention of 1867-1868. Bullock summarized the amendment put forth by the convention when he stated, "in no case should white and negro children be taught in the same schoolroom at the same time" (Bullock, 1967, p. 111). Despite separate facilities, however, Ficklin's comments concerning blacks in the county are supported by the observations of Dr. Thomas Bayne who spoke at the Convention of 1867-1868. Bayne contended that blacks looked at education as a method of improvement for themselves and their children. He spoke of Norfolk, Virginia in which a pattern of devotedness to public education existed. According to Bayne, large numbers of black children in the city attended schools during the day and "even after the day's toil" evening classes were full of adults who desired to acquire "skills of reading and writing" (Foner & Walker, 1986). There was no record of a night school existing for blacks in Fairfax County by 1880.

The 1881 Annual School Report is the first one to mention Fairfax County teacher participation in a summer institute. The report states one such institute was held at Manassas from August 30 to September 5, 1880. Twenty-eight Fairfax County teachers were in attendance. In addition to this, 12 Fairfax County teachers attended an institute at Front Royal. There was no racial breakdown provided for either institute.

The Virginia State Institute for Colored Teachers was held at Hampton from June 28 until July 15, 1881. Five black teachers from Fairfax County were in attendance. Among the topics of discussion were geography and American history but the Annual Report states that

. . . the heat was so intense and the teachers so tired [many of them having just closed 10 months of school work] that we were forced to discontinue the teaching of these subjects. No provision was made for lectures and none were given.
(Annual School Report, 1881, p. 95)

Although the length of the school term differs from the state superintendent's report, no explanation is given. Responses in the 1882-1883 Annual School Report were made by Fairfax County's new superintendent, E.F. Crocker of Falls Church. The new state superintendent, R.R.

Farr, requested responses to similar questions as were asked in previous years. Mr. Crocker's responses did not reveal significantly different information about the school system.

The Slater Fund

The Slater Fund was created in 1882 by Mr. John Slater who donated a gift of \$1,000,000.00 for the purpose of helping to improve education for blacks in the South (Smith, 1950, pp. 1-2). Although its focus was on secondary and college levels, much of the money was used for teacher training. Because the Slater Fund supported teacher training, children in public schools benefitted from the fund. In addition to Mr. Slater's gift, the Fund received \$350,000.00 from the Peabody Fund to assist with the maintenance of county training schools for Southern blacks (Fisher, 1986, p. 3). In 1911, the Board of the Slater Fund agreed to allow \$500.00 to assist training schools that met certain criteria: (a) the school property had to belong to the state or county and the property had to be a part of the public school system, (b) there had to be a \$750.00 appropriation from public funds for maintenance, and (c) teaching should last through the 8th grade and should include industrial work and some teacher training in the last year (Jones, 1919, p. 47).

Dr. James Dillard, the director of the Slater Fund, suggested that provisions be made to train teachers who were employed in schools in their own locals (Leavell, 1930, p. 103). According to Dr. Dillard, opening a training school would afford an opportunity for the better class of pupils to continue their education beyond the limits of what they were receiving. Dillard further suggested that centrally located schools in most counties could be turned into training schools with little help from the Slater Fund (Leavell, 1930, p. 105).

Although the Slater Fund was also instrumental in assisting black schools, the Fund received criticism from author and historian James Anderson. Anderson (1988) equates the Slater Fund with the Peabody Fund in as much as it supported industrial education for blacks. According to Anderson, the Slater Fund supported a belief that Hampton molded appropriately conservative black teachers. In support of Anderson's contention, Atticus Haywood, general agent of the Slater Fund, summarized the Fund's support for Hampton when he stated that "the school's faculty views industrial training as the best intellectual and moral discipline for those who are to be teachers and guides of their people" (Anderson, 1988, p. 36). Anderson contends that many black schools in the south initiated vocational programs during the 1880's so as to qualify for assistance from the Slater Fund. Some of these schools would not have existed without assistance from the Fund. Anderson further contends that the increased interest in industrial education by black schools indicated, above all else, a pragmatic search for funds, not a commitment to the social educational philosophy as presented by the Hampton model. Although many schools offered new industrial courses in pursuit of funding, these courses never replaced classical, liberal academic education. By 1915, the Slater Fund money had almost doubled as it received support and cooperation from other foundations in developing training schools (Buck, 1952, p. 28).

Changes in the County 1882 to 1886

From 1882 through 1886, there were no "irregularities" or significant changes in the county. The 1886 Annual School Report indicates that two teacher institutes were held by Fairfax teachers during that year--one for black teachers and one for white teachers. Fairfax County's Superintendent commented that "47 of both colors were present" but made no additional comments about the location or content of these institutes. Although the superintendent's report does not offer attendance information by race, the researcher has determined that there were 78 schools in the county for the 1886 school year. Fifty-five of that number were white schools and 23 were black schools. There were 55 white and 23 black teachers in the County; it is not possible to determine the racial breakdown of those in attendance.

M.D. Hall Becomes Superintendent

By 1887, Mr. M.D. Hall was superintendent of Fairfax County and Mr. John L. Buchanan was state superintendent of public instruction. The 1886-1887 Annual School Report focused largely on teacher training institutes and summer training schools. Mr. Hall stated that one teacher's institute was held during the year for white teachers and one for colored teachers and that "67 of both colors were present" (Annual School Report, 1886, 1887). Mr. M.D. Hall, Fairfax County's superintendent in 1887, offered no racial breakdown in his 1886-1887 summer institute count. The census list of Fairfax County teachers begins in 1893, thus there is no way to determine the percentage of black teachers who attended summer institutes using this source. According to the state superintendent's report for 1886-1887, there were 56 white teachers and 32 black teachers in Fairfax County. Even with this data available, it is not possible to determine how many of the "67 present" in 1887 were black.

The 1887 Report also discussed a conference of county superintendents that was held in Richmond from May 18-20. Fairfax County was represented by Mr. M.D. Hall. Some of the topics covered included:

1. Examination and certification of teachers.
2. How to increase the average daily attendance of pupils.
3. School literature reading associations, Educational Journal of Virginia.
4. Teacher institutes, county, city, and state.
5. Sub-districting location of school houses.
6. Relative duties of district trustees, trustees and patrons.
7. School laws--what should be abolished, amended and enacted.

State Superintendent Massey Responds to Concerns Regarding Teacher's Examination

From 1888 through 1894, there were no outstanding occurrences in the county's school system. As a result of inquiries and concerns from various county superintendents, a uniform

teachers' examination was established in 1894. State Superintendent Massey concluded the following based upon the inquiries.

1. There should be a uniform test examination for all applicants for license to teach in the state, and for the convenience of applicants, at least two examinations should be held annually.
2. That a state board of examiners should be appointed, charged with the duty of preparing questions for the uniform examinations and for the examinations for state certificates.
3. That the State Board of Examiners or District Boards, composed of members of the state board, should conduct all examinations for state certificates, and should be empowered, under such regulations as may be prescribed by the Board of Education, to call for and revise or reject the papers of applicants for county certificates.

Fairfax County Lists Black Teachers

The 1893 annual report was the first to list black teachers in the county as a separate group. The list was comprised of 24 names. Of the 24 names, only two had first grade certificates. Eight of the 24 held second grade certificates and the remaining 14 teachers held third grade certification.

In 1894-1895, there were 26 black teachers in the county. Again, most of them (16) held third grade certificates. Two held first grade certificates and eight held second grade certificates. The pattern continued from 1895 through 1897. Most of the teachers held third grade certificates although the number of first grade certificates increased from three to four in 1897 and the number of second grade certificates decreased from eight to seven during the same time period. The superintendent's report listed 24 teachers in 1895-1896 and 22 teachers in 1894. Records are missing from 1897 through 1908. Thus, from 1893 through 1897, most black teachers in the county held "lower level certificates."

Examinations were held in Bedford City on July 23, 24, and 25 of 1894. No Fairfax County teachers were accounted for at that time. However, on the examination held in July of 1895, of 22 persons, one Fairfax County teacher was reported having successful results.

Mr. John Minor Botts (black), of Clifton Station in Fairfax County completed the examination successfully. He excelled in the following areas: penmanship, arithmetic, geography, United States history, general history, algebra, and civil government. [Separate examinations existed for whites and blacks.]

New categories and regulations for state certification were presented in the 1896 Annual Report. A summary of these categories and regulations follow.

State Certificates

According to the new regulation for Professional Certification, an examination in the following categories was required: (a) orthography, (b) general history, (c) reading, (d) algebra, (e) writing, (f) physiology, (g) arithmetic, (h) civil government, (i) grammar, (j) Virginia school laws, (k) geography, (l) theory and practice of teaching, and (m) history of the U.S. Both black and white teachers answered questions in the same categories with equitable levels of difficulty according to the superintendent's report.

For Life Diplomas, applicants would be examined in the following categories in addition to those categories for professional certification: (a) geometry, (b) composition and rhetoric, (c) natural history, (d) psychology, (e) botany, and (f) English literature.

According to the 1896 Annual Report, diplomas and certificates would be issued to applicants who showed a standing of 75% in reading, writing, spelling, arithmetic, grammar, geography, history, algebra, and physiology. These applicants should also *average* 75% in the other branches required, and not fall below 50% on any one subject. According to this report, the holder of a Professional Certificate may obtain a Life Diploma by passing examination in all the additional branches, as stated above, and furnishing satisfactory evidence of continued success in teaching.

This report also presented the "criteria" necessary for taking the state examination. Before the examination began, applicants had to present to the examiners satisfactory testimonials of good character, and proof of at least two years of successful experience. When possible, testimonials were presented from the superintendent of the county in which the applicant last taught, and the superintendent who gave the last certificate under which he taught. No special exemptions were to be granted to any applicant (Annual School Report, 1896).

The 1896 Annual School Report also presented a copy of the examination for certification for that year. Although there were separate examinations for white and black teachers, each examination covered the same categories with an equitable degree of difficulty (see Appendix E). The examination for white teachers gave a time allowance for the completion of each category. The examination for black teachers offered no information as to how much time was allowed for completion. No explanation was presented for this difference.

Joseph Southall Becomes State Superintendent

In the 1898-1899 Biennial Report, State Superintendent Mr. Joseph W. Southall reviewed a number of issues including "the education of negroes." He presented a price-list and regulations of the Board of Education for textbooks. A memo was drafted to county and city superintendents advising them of adopted textbooks in the state as an introduction to expected uniformity of use. No follow-up information was given concerning uniform use of textbooks.

The results of the 1898 and 1899 examinations for state certification were also published in this report. No Fairfax county teacher was listed as having successfully completed either examination. Concerning the "education of Negroes," Mr. Southall submitted the following statement:

The Education of The Negroes

The most serious and difficult problem with which the South has to deal is the education of the Negroes. The Census for 1900 will probably show that we have nearly ten millions of Negroes in the United States. They are here among us from no choice of their own.

In the light of present information it must be confessed that the Negroes of the South are not making such progress in moral and material development as the advocates of public education had hoped. The fact is, our common schools are not giving the Negro the right kind of education to aid him in becoming a better and more profitable citizen. As I have said above, we have been giving him a smattering of book-knowledge that tends to educate him out of his environment rather than to aid him in making an honest living and becoming a good and profitable servant of the State. The education that we are giving the Negro makes him dissatisfied with the menial pursuits in which his fathers engaged, and in which he must engage, if he is to make an honest living and become a useful member of the community in which he lives.

Among those who have had the largest opportunities to study the subject may be named Dr. J.L.M. Curry, the general agent of the Peabody Education Fund; Dr. H. B. Frissell, the principal of the Hampton Normal and Agricultural Institute; and Booker T. Washington, president of the Tuskegee Normal and Industrial Institute. All these agree that the surest road to the regeneration of the Negro race lies through moral and industrial training; that the three R's should be in large measure supplanted by the three H's--the head, the heart, and the hand.

. . . we should see to it that these people are educated to a moderate degree of intelligence, and that they have such instruction in industrial training as to make them thrifty in habits and productive in labor. (Annual School Report, 1898-1899, p. 34)

With this submission, Mr. Southall advocates the position that blacks are more suited for industrial pursuits. He is supportive of the Hampton-Tuskegee Model of industrial education that was criticized by Anderson in his book The Education of Blacks in the South, 1860-1935. Anderson criticized this model because he stated that it intentionally created a servitudinal attitude and social class among blacks--even among those who were educated. Anderson gave

several examples of criticisms from the black community directed at this model of industrial education.

Resolution of the Third Hampton Negro Conference

The Third Hampton Negro Conference was discussed in the 1898-1899 Annual School Report. From the Hampton-Peabody Institute came Resolutions of the Third Hampton Negro Conference on the following topics.

The resolutions from this conference covered the following categories: (a) education, (b) vital and sanitary problems, (c) religion and ethics, (d) reformatories, (e) domestic economy, and (f) business and labor (Annual School Report, 1898-1899). Concerning education, the conference resolved that black teachers should be equipped to serve the communities in which they labor. No comment was specifically made as to whether industrial education should be encouraged in such communities. Within the category of domestic economy, points were made which depicted the values of the times. The conference resolved that girls should be given a knowledge of the "domestic industries" including "cooking, cleaning, neatness and suitability of dress." Boys, it was resolved, "should be taught a respect for womanhood, to practice manly sports and amusements, to save a part of their earnings and to eliminate the evils of gambling, swearing and other vicious and boisterous habits and practices" (Annual School Report, 1898, 1899, p. 176). The last point made as a part of the conference's resolutions was that the nation's welfare was greatly dependent upon black laborers and that anything that degraded these workers hurt the nation. Although this appears to be in support of the industrialists' views of educationally preparing blacks to be of service to the South, it is likely that this resolution was encouraging contrary practices. Because W. E. B. Dubois was listed among the contributors of this document, it is possible that this resolution implied that a better quality of education for blacks was essential if the nation was to prosper. Dubois encouraged more academic pursuits for blacks and was often critical of Booker T. Washington and the Hampton-Tuskegee model he stood for. No specific comments by Dubois were given in the records of the conference's proceedings. Dubois, however, historically, was not a supporter of total industrial education and took a stand to the contrary, encouraging blacks to become more a part of the mainstream of American life by assuming a leadership role in political and educational matters.

The resolutions were compiled by specified participants of The Third Negro Conference at Hampton. Contributing participants included: Kelly Miller, Archibald H. Grimké, W. Ashbie Hawkins, Maria L. Baldwin, S. G. Atkins, Edwina B. Kruse, and W. E. B. Dubois.

Ironically, the conference made no mention of the work of Jennie Dean, founder of the Manassas Industrial School for Colored Youth. Dean completed a survey of the number of black children needing educational opportunities in the northern Virginia area. Dean prepared a pamphlet in 1896 entitled Jennie Dean's Rules for Good Behavior Among Her People. The pamphlet encouraged proper qualities of humility of soul and of Christian virtues applicable to God and man as well as the cultivation of those simple but important virtues of politeness and

good manners. She also discussed how to win the favor of those in authority through the medium of correct social and cultural attitudes in daily relationships (Jennie Dean High School Yearbook, 1951).

The resolutions of the Third Negro Conference at Hampton did not directly address the state superintendent's comments concerning educating blacks to a moderate degree of intelligence and preparing them in industrial training as to make them thrifty in habits and productive in labor (Annual School Report, 1898-1899, p. 341). Perhaps because of the industrial focus of the times, the resolutions urged community leaders such as ministers to stress the importance of practical everyday duties of life. Along with this, the conference suggested that concern be given to the intellectual qualifications of candidates for the Christian ministry. Although the resolutions of the conference expressed both industrial and academic concerns, no concrete suggestions were made concerning the academic curriculum that black children should receive to prepare them for more professional pursuits.

The 1898-1899 report also stated that three white Fairfax County teachers attended the Peabody State Summer Normal Institute at Roanoke and seven white Fairfax County teachers attended the Summer Normal Institute at Fredericksburg. Although the Peabody Normal Institute for Colored Teachers was held in Hampton, the Annual School Report gave no specific breakdown to verify participation from Fairfax County's black teachers. No other information was available concerning the participants of the program at the Summer Normal Institute at Hampton.

State Superintendent Southall Encourages School Consolidation

By the turn of the century, State Superintendent Southall's Annual Report (1900) encouraged the consolidation to "avoid the dissipation of educational energies and resources" (p. 22). He commented that many rural school districts "put a school house on every hilltop and in every valley" (p. 23). Some of these school houses, he felt, were unfit for human habitation and commented that the school year was so short that "the children forget as much during vacation as they learn during the short school term" (Annual School Report, 1900, p. 28). He contended further that nearly one-half of the rural schools for whites and one-fourth of the rural schools for blacks were illegal in that they failed to make the average attendance of 20 students required for each white school during the school term.

In an effort to determine the extent of the problem, Mr. Southall requested by special circular that each county superintendent submit:

1. The number of schools in his jurisdiction having an average attendance of less than 20 and not less than 15 pupils.
2. The number of schools having an average of less than 15 and not less than 10.

3. The number of schools having an average of less than 10.

Fairfax County's superintendent did not respond to this request for information. The state superintendent offered a simple pattern of consolidation to address this issue. He suggested that the district trustees agree to have their schools at least four miles from each other and eliminate schools that do not make the legal average. In most cases, he felt that consolidating would allow schools to reach the legal attendance average. As a result of consolidation, he felt that there would be longer terms and better teachers. Thus, "the child of the farmer shall have the same opportunity to obtain an education as the child of a banker or the child of the merchant prince" (Annual School Report, 1900).

Realizing that consolidation would bring about other concerns, Mr. Southall addressed the issue of transportation and teacher supply.

Transportation

On the issue of transportation, Mr. Southall suggested that the counties within the state observe and model the behavior of several out of state counties in which the children are transported at public expense. He described a scenario where:

"comfortable covered wagons provided with lap-ropes and other appliances for protecting the children from severe weather. The drivers are required to have the children on school grounds at 8:45 a.m., which does away with tardiness, and to leave for home at 3:45 p.m. The local school board would exercise great care in selecting drivers. Potential drivers would contract for each route and the lowest bidder would be under bond to fulfill his contractual obligations. The wagons would call at every farmhouse where there are school children. The children would be picked up at the roadside and 'set down at the schoolhouse door steps.'" (Annual School Report, 1900, p. 27)

Mr. Southall had dual results in mind if this policy of transportation were adopted:

1. It would serve as a solution to the rural school problem.
2. If adopted, the state might be led to build better public highways to ensure the safety of the children.

Supply of Teachers

In this turn of the century report, Mr. Southall suggested that schools demand better equipped teachers by offering them more adequate compensation for their work. Fairfax County was largely rural at the time. The average teacher salaries were \$30.10 (male) and \$24.01 (female). This was consistent with other rural county salaries. The average school term was 6.5

months. In an effort to secure the best schools, Mr. Southall recommended: (a) consolidate small county schools, (b) lengthen the school term, and (c) raise more money by state and local taxation for school purposes. As a result, teachers could receive "an honest year's work for an honest year's wage."

For black teachers, two summer normal institutes existed in the state--one in Petersburg and one in Hampton. Although these opportunities existed for black teachers to attend summer institutes, no records exist to determine participation from black teachers in Fairfax County.

Summary

From 1871 through 1900, State Superintendent reports summarized transitions in the state and county. The content of this data was largely written in narrative rather than graphic format.

State Superintendent Ruffner indicated that he was pleased with the overall growth and progress of the system in 1871. Mr. Chichester indicated that Fairfax County was showing a more positive sentiment toward public education. Although disproved by a number of data, Chichester concluded that blacks did not demonstrate a desire for education except in isolated cases. Chichester's belief was challenged by diary entries from members of the Quaker Society who served as teachers for black children in the county; Jennie Dean, who successfully opened a school for black children in the area also found that blacks were eager to go to school. Other authors who supported the notion that Blacks wanted to acquire a formal education were Carter, G. Woodson, Benjamin Brawley, William Preston Vaughn and Henry Bullock. Again in 1873, State Superintendent Ruffner wrote of "the good condition of school affairs" in his Annual School Report for that year. Enrollment data for black children displayed an increase between 1874 and 1877.

Among the philanthropic organizations which focused on educating blacks was The Peabody Fund. This fund supported teacher training for both blacks and whites by funding the development of normal schools. Peabody was criticized by author James Anderson for his belief that blacks were best suited for industrial tasks. Anderson contended that Peabody was a strong advocate for the Hampton Program because of this belief. Anderson further criticized Robert C. Ogden, president of the Hampton Trustee Board for his similar beliefs.

Eugene Ficklin became superintendent of Fairfax County in 1878 and submitted data to the state superintendent that displayed an increase in black student enrollment from the 1872-1873 report. By 1880 there was an increase in the number of black schools in the county, again a demonstration of the desire to learn among black citizens. Black teachers continued to teach despite lower salaries as compared to their white counterparts. Along with this, Mr. Ficklin made comments in his 1880 Annual School Report which suggested that blacks in Fairfax County were benefitting greatly from public education.

Like other counties in the state, Fairfax County maintained a racially separate school system for black and white children. This concept was supported by the Constitutional Convention of 1867-1868. Beginning in 1881, Fairfax County has a record of its teachers participating in Summer Institutes. In 1881, both black and white teachers attended such institutes at separate locations.

The Slater Fund was another organization which directed its funds toward educating blacks in the South. Like the Peabody Fund, it supported teacher training and received criticism from historian James Anderson because it supported industrial training for blacks. Anderson felt that such training limited the opportunities for blacks to maximize professional growth. Although Anderson criticized The Peabody Fund and The Slater Fund for the reasons for their support of the Hampton-Tuskegee Model Programs, he felt that neither Hampton nor Tuskegee had a choice but to accept funding if they were to survive.

Issues surrounding teacher certification and examination were discussed and revisions were made at the state level concerning each. In 1893, Fairfax County listed the names of certification levels of its black teachers for the first time. This is important in that it helps to determine what type of certificate most black teachers in the county held.

Joseph W. Southall addressed the education of blacks in his 1898-1899 report as well as the need to adopt texts for uniform use. In this report, Southall supported the belief that moral and industrial training were most important for blacks. The Third Hampton Negro Conference was discussed in the 1898-1899 Report. With this discussion came a summary of the resolutions focused largely on the development of ethics, religion, reformatories and domestic economy. The Conference stressed the importance of black laborers to the nation as a whole although the conference did not mention the work of Jennie Dean who founded Manassas Industrial School for Colored Youth. Dean's ideas paralleled those of the Conference as she encouraged proper behavior and ethics among blacks. Neither Dean nor the participants in the Third Annual Negro Conference at Hampton directly addressed State Superintendent Southall's comments supporting industrial education.

At the turn of the century, Superintendent Southall encouraged the consolidation of schools to avoid wasting educational resources. Although Southall requested information from all counties in the state concerning this, Fairfax County's Superintendent did not respond. The state superintendent also discussed transportation and teacher supply in his annual report.

There is ample data to suggest that blacks in Fairfax County wanted to attend school from 1871-1900. Despite major obstacles concerning transportation, and what appears to have been overcrowded schools, black student enrollment was on the rise.

CHAPTER VI

EDUCATION FOR FAIRFAX COUNTY BLACK STUDENTS FROM 1901-1930

Philanthropic Organizations

After the turn of the century several organizations focused on Negro education. In addition to the Peabody Fund and the Slater Fund introduced in Chapter IV were the Southern Education Board and the General Education Board. These organizations eventually merged financially in their efforts toward advancing education for Blacks. The Southern Education Board was a philanthropic organization that evolved out of the Fourth Conference for Education in the South in 1901. This conference, held in Winston-Salem, North Carolina, supported teacher training institutes. In his 1900-1901 annual report, the U.S. Commissioner of Education described the Southern Education Board as "an investigative and preaching board for carrying on a propaganda of education" (Anderson, 1988, p. 85). This organization would provide support for the General Education Board.

Organized in 1902 by John D. Rockefeller, the goal of the General Education Board was to promote education in the South (Buck, 1952, p. 87). The Board's overall objective was to promote education in the United States without distinction of race, sex or creed. In support of this objective the Board granted funds to black and white farmers. Both were taught to raise cotton for profit. This generally helped to improve southern economies (Buck, 1952, p. 157). The General Education Board was supported by the Peabody Fund, which provided funds for a white state supervisor to oversee black schools. The General Education Board realized financial growth and provided funding for the Slater Fund to aid in its goal of establishing county training schools for teachers. The Southern Education Board merged with other organizations forming the Southern Education Foundation. Included in the merger were the Slater Fund, the Negro Rural School Fund (Anna T. Jeanes Foundation) and the Virginia Randolph Fund. Indirectly, the Peabody Fund was a part of this merger as it had donated money to the Slater Fund as a part of its liquidation. All had as their goal the improvement of education in the South with a focus on Negro education. Thus, the objective of the Southern Education Foundation was to cooperate with public and private school officials in improving educational and living conditions with special regard for the needs of the Negro race. In essence the foundation worked toward the advancement of education for Negroes in the South.

Author and historian, James Anderson, was critical of philanthropic organizations for being supportive of total industrial education for blacks. One of the original members of the General Education Board was Robert Ogden, former Peabody agent, who viewed industrial education as the most important and effective type of education for blacks. The General Education Board was criticized by Anderson for financially supporting black teacher training institutes. These institutes were encouraged to produce a laboring class as opposed to a class of people who would contribute to policy making.

Guidelines are Established Regarding the Quality of the School Plant

In the 1902 Virginia School Report, State Superintendent Southall addressed the concerns of school houses and furniture and made specific recommendations about the physical plant. In an effort to eliminate the building of unsuitable schoolhouses, he made recommendations to the county superintendents. Since there existed no laws on the subject, the following is a draft of a bill prepared by the Committee on School Legislation. This committee was approved by the Department of School Administration of the National Education Association. The bill was adopted in July 1902.

Section 1. It shall hereafter be unlawful to let any contract for or to obstruct any public school-house, or other building, to be thereafter used in school purposes, the lighting, heating and ventilation of which is not in accord with the provisions with this act.

Sec. 2. All public school buildings hereafter constructed or remodeled for school purposes, must be *lighted* by windows placed in *one rear* or *side wall* of each class and study room, and such windows shall contain *glass surface* of not less than *one-fifth of the floor space* of each room; and all desks and seats shall be so arranged that the windows will be on the left or in the rear, so far as possible, of the pupils.

Sec. 3. All classes and study rooms shall contain not less than *fifty square feet of floor space*, and not less than *one hundred and eighty cubic feet* of air space for *each pupil*.

Sec. 4. All public school-houses or school buildings of more than three rooms each, which shall hereafter be constructed, or remodeled for school purposes, must be provided with such heating and ventilating apparatus that will facilitate the introduction of warm air, when occasion requires, into each class or study room, not less than eight feet above the floor line, with provision for the exit of impure air at the floor line; and the whole shall be so arranged that the required *temperature of seventy degrees* can be maintained throughout each room even in the coldest weather, and the *air changed* in each room (combined average measured at inlet and exit openings) at least *eight times in each hour*, without lowering the temperature or creating a noticeable draft at or below the breathing line.

Sec. 5. All closets and urinals must be so constructed as to provide for the absolute seclusion of the pupil using the same. They must also be provided with vent flues, so arranged that all foul odors and air will be carried out below breathing line.

Sec. 6. Any contract for the construction or remodeling of any school building, not in conformity with the requirements of this act, shall be void; and any public school officer or contractor who shall violate the terms and conditions of this act, by letting or accepting any contract for the construction or remodeling any public school-house or school building, not in conformity with this act, shall be deemed guilty of a misdemeanor, and shall be subject to a fine of not less than two hundred dollars, nor more than one thousand dollars for each offense." (Virginia's School Report, 1902, p. 31)

This was the first bill made concerning the expected quality of the school plant. This statement set guidelines for eliminating health problems that could come from overpopulation or poor ventilation.

The Manassas School for Colored Youth

The 1902 school report did not mention the existence of the Manassas Industrial School for Colored Youth which was in operation by 1902. The school admitted students who were at least 14 years old. Fairfax County's black students, as a result, had the opportunity for "advanced academic and industrial" training. Neither the county nor the state superintendent offered comments about the existence of the school. According to Lewis (1942), Jennie Dean, founder of Manassas Industrial School, took a survey and determined that 11,000 school-aged children lived in counties near Manassas. This survey included Fairfax County.

Dean planned the school on the premise that a real leader first must be a good follower (Jennie Dean High School Yearbook, 1951, p. 12). She herself became devoted to the industrial education of blacks only after she did 12 years of mission work. Although the school produced a detailed curriculum bulletin in 1915-1916, the ideals presented in her pamphlet of rules and good behavior were the crux of the school's aims. According to the school's catalogue, "the aim is not to make young men and women craftsmen; the aim is to make craftsmen better men and women" (Jennie Dean High School Yearbook, 1951, p. 14).

Summer Normal School Attendance

The 1903 School Report discussed the participation of "100 other colored teachers who benefitted" from the University of Virginia Summer Normal School of Methods. The report further indicated that 10 of these teachers were from Fairfax County. Although Hampton Summer Normal School had an enrollment of 543 teachers during the summer of 1903, there is no record of attendance from Fairfax County (Virginia School Report, 1903).

Changes in the County Under Superintendent J. D. Eggleston

As reported in the 1905-1906 Virginia State School Report, the new superintendent, Joseph D. Eggleston, divided the state into circuits in an effort to activate former state

superintendent Southall's ideas concerning cost effective consolidation. Fairfax County was in the 5th Circuit with Mr. Charles G. Maphis of Charlottesville serving as the examiner from the State Board of Examiners. No specific mention of Fairfax County was made in Mr. Maphis' narrative report. However, he generically spoke of the improvements in his circuit area. He indicated that there was an increase in the number of teachers' institutes, and that there was an establishment of county teachers' associations. He further commented that teachers as a whole were better paid, better qualified, and had more professional zeal. He recommended increased salaries and longer terms of employment as necessary to bring further improvements to the profession.

Mr. Maphis' summary presented the following:

Heating, Lighting and Ventilation

Prior to 1905, the lighting and ventilation of school buildings in my circuit was a mere matter of chance. No schoolhouse was designed with these important ends in view. As a result most of the old buildings are improperly or insufficiently lighted; and it is a rare thing to find one properly ventilated. I am glad to say that this matter is now receiving the attention it deserves, and most of the new buildings are being heated, ventilated and lighted according to improved methods.

Summer Schools

The summer schools in my circuit, held at the University of Virginia, Winchester and Madison Court House, have had an increased attendance and have, I believe, more fully met the needs of teachers by giving more practical class-room instruction in subject matter, and less of general lecturing on methods. In addition to those who attended the State summer schools, quite a number of teachers attended the spring normal term at Bridgewater College and Shenandoah Collegiate Institute at Dayton.

School Improvement Leagues

Quite a number of citizens leagues have been organized and many of them have been active, and have assisted in purchasing school libraries, improving school grounds, furnishing buildings, etc.

The first junior school improvement league in the State was organized by Principal T. S. Settle at Alberene, Albemarle County. There are now about twenty in my circuit, and they have proved to be very valuable and helpful organizations. (Virginia State School Report, 1905-1906, p. 90)

In Part II of this report, the state superintendent provided a statistical overview of the various counties based upon data provided by the local superintendents (see Table 4). Fairfax County reported the following.

Table 4

School Data (1905)

Criteria	White	Black
School Population	4338	2047
Number of schools	75	21
Average session	6.55	6.55
Number of teachers		
Male	12	7
Female	63	14
Average monthly salaries		
Male	\$40.77	\$29.78
Female	\$33.36	\$20.29

Virginia State School Report, 1905-1906, p. 126.

According to this data in 1905, there were 21 schools for black students in Fairfax County and 21 black teachers to accommodate the 2,047 black children enrolled. Although there is no additional data to supplement this finding, according to this report, each teacher's enrollment totaled 97 students. The author was unable to cross-reference this finding as no other information was available.

No explanation was given for the unequal salary distribution between black and white teachers. Records in the state archives are missing from 1895 through 1908 thus it is impossible to determine the level of certificate each teacher held. Such information might offer some explanation for this disparity.

Summer Normal Schools 1905

Three Fairfax County teachers enrolled in the University of Virginia Summer School of Methods in 1905. No racial breakdown was given. During the summer of 1906, one Fairfax teacher attended the Summer Institute at Emory.

The Jamestown Exposition

In September 1907, the Virginia Educational Exhibit at the Jamestown Exposition was held. Fairfax County contributed to this exhibit of the following inclusion :

- A. *Progress and trend of educational life in Virginia, shown by:*
 - 1. Pictures of school buildings, new and old.
 - 2. Maps showing location of high schools and central schools with high school departments.
 - 3. Maps showing wagon routes and pictures of children in wagons.
 - 4. Statistics.

- B. *Concentration of school work on environment, shown by:*
 - 1. Production maps and brief illustrated compositions.
 - 2. Relief maps showing local geographical conditions.

- C. *Concentration of school work on local history, shown by:*
 - 1. Pictures of prominent Virginians and their homes, with compositions.
 - 2. Other local history and incidents.

- D. *Efficiency of the work, shown by:*
 - 1. Bound volumes of school work.
 - 2. Illustrated lessons on special subjects.

- E. *Broadening of the course study, shown by:*
 - 1. Manual training.
 - 2. Training.
 - 3. Music.
 - 4. Literature.

(Virginia State School Report, 1907-1908, p. 520)

In addition to discussing the Jamestown exhibit during this year, information was provided by county districts concerning teacher salaries. Salaries at the time were partially determined by the grade or level of one's teaching certificate. However, the average monthly salary of black teachers in the county was less than their white counterpart with the same type of certification. No explanation was offered for this disparity.

A Reorganization of Circuits Occurs

As reported in the 1907-1908 Virginia School Report, the circuits of the state were reorganized, thus placing Fairfax County in the third circuit with Charles G. Maphis of Charlottesville continuing to serve as the State Board Examiner.

State Superintendent Joseph D. Eggleston addressed the issue of teacher certification in this biennial report. His goal was to bring continuity to the various certification grades thus making clear standards for each. He commented that the "standard for the various certificates has been raised but the life of the certificate has been correspondingly extended" (Virginia State School Report, 1907-1908, p. 54). The board hoped to eliminate frequent examinations of teachers after they have given a satisfactory test of scholarship. According to the board, the standard scholarship would not be lower than the required first grade certificate. The first grade certificate was guarded with care as it was considered the best certificate issued, although it was not the highest. It was supposed to represent a fair degree of scholarship and successful experience in the classroom. According to the Board, once a teacher attained this standard, further examination would not be necessary unless the teacher wished to receive a higher grade of certification. As long as the teacher's performance proved successful in the schoolroom and she showed zeal and interest by attending summer institutes and exhibiting the usual evidence of a progressive teacher, reexamination would not be necessary (Virginia State School Report, 1907-1908).

Emergency Certification

The emergency certificate served as a permit. The use of such a certificate enabled the board to "refuse to issue regular certificates to applicants whose scholarship was so low as to class them as ignorant" (Virginia State School Report, 1907-1908, p. 60). Many of those to whom emergency certificates were issued were fully qualified as to scholarship and experience, but for various reasons, these persons did not expect to teach, and hence, they did not take the regular examinations.

The emergency certificates have this merit: those who hold them are not satisfied with them as a rule, the patrons do not like them, and school officials discriminate against them in the matter of salaries. They properly and justly put the holders on a different footing from the regularly licensed teacher.

The number of emergency certificates issued this year was very much less than in any preceding year, and the most of those issued were given either to colored teachers or to white teachers who already held old first grade certificates, but were careless in meeting the requirements for renewal. Rather than deviate from our regulations and extend certificates which had finally expired our board issued emergency certificates to such teachers.

It will not be long before the use of these certificates can be dispensed with almost altogether, except in a few out of the way places where, on account of local conditions, only native teachers can be employed for lack of proper accommodations for any who might be brought in from a distance.

If not abused, the emergency certificate will still be useful until the supply of properly licensed teachers exceeds the demand. (Virginia State School Report, 1907-1908, p. 61)

Negro Schools

Concerning Negro schools, the state superintendent did not address Fairfax County directly but commented that "there has been considerable improvement in the Negro schools over the past 2 years" (Virginia State School Report, 1907-1908, p. 62). School Improvement Leagues were organized in many communities. As a result of the League's support, the superintendent cited improvements which included more attractive and hygienic buildings and grounds. The Report concluded that many of the black teachers were pursuing a special course of study prepared by a committee from the Petersburg Normal and Industrial Institute and Hampton Institute. The purpose of the course was to prepare the teachers for better results on state examinations.

Although there is no general list of teachers available for the 1907-1908 school year, the county provided information concerning black and white schools by district. While it is unclear as to why there appears to be mathematical error in the numbers presented, it is clear that most of the students in attendance were between the ages of 7 and 9. As the ages of students increased, their number of days in attendance decreased. Of the 2,047 black students listed, a total of 456 were between the ages of 15 and 17. Three students were between the ages of 18 and 20. Since the county only offered public education up to the seventh grade for black students at that time, the implication is that these students wanted to have a formal education and their academic grade placement was below their years.

Black Teacher Salaries 1907-1908

Salary and certification information for the 1907-1908 school year reveals similar inequities to the previous years. Most black teachers held second or third grade certificates and the salaries of black teachers were less than their white counterparts who held equal certification. Again in 1910-1911, research reveals that the salaries of black teachers in the county were lower and most black teachers held second or third grade certificates.

Summer Normal School Attendance 1909

The Virginia School Report of 1909 indicated that one black teacher from Fairfax County attended the summer institute at Hampton, three Fairfax County black teachers attended at Manassas and one Fairfax County teacher attended the Virginia Normal and Industrial Institute.

Fairfax County Progress Report

To give an overview of the progress of Fairfax County Schools, Superintendent M.D. Hall forwarded the following data (see Table 5) to State Superintendent Joseph Eggleston in his 1909-1910 School Report.

Table 5

School Population (1909-1910)

<u>Districts</u>	School Population		No. Of Schools Opened	
	White	Colored	White	Colored
Centreville	369	175	12	3
Dranesville	665	189	14	1
Falls Church	591	471	11	5
Fairfax	55	27	1	1
Herndon	134	53	3	1
Lee	447	105	9	1
Mount Vernon	812	477	12	5
Providence	890	476	14	2
Town Falls Church	254	41	5	0
Vienna	121	33	2	1
Total	4338	2047	83	20

Virginia School Report, 1909-1910, p. 127.

Although the number of students remained constant according to the data provided in the 1905 and 1909-1910 Annual Reports, the number of schools available for black children in the county decreased from 21 to 20 with no explanation. If these numbers are correct, the enrollment in each building increased and there was an increase in the teacher-pupil ratio.

The above table compares white and black school population as well as the number of schools open for the 1909-1910 school year. As a result of the divisions by district, it can be determined where the largest numbers of blacks were living and attending school in Fairfax

County during the 1909-1910 school year. No additional information is given to explain why the Dranesville district, for example, lists "189 colored children" in its school population but shows only one school building open to accommodate the children. Other districts from the 1909-1910 school population list also show a large number of students per school. The Town of Falls Church lists 41 black students attending school with no school building for the students. The researcher found no explanation for this.

Summer Normal School Attendance 1910-1911

Concerning summer normal schools for that year, the report indicates that 6 Fairfax County teachers attended the program at Harrisonburg, 3 Fairfax County teachers attended the Seaside program, 13 Fairfax teachers attended the program at the University of Virginia and 4 teachers attended the summer program at Winchester. No racial breakdown was given. Although seven summer institutes for black teachers were held in the state in 1909, there is no documentation to indicate participation from Fairfax County's black teachers. Documentation from the 1910-1911 Annual School Report reveals that three black teachers from Fairfax County attended the Summer Session at Hampton and two black teachers attended the Manassas Summer Institute.

Black Teachers 1911-1912

The county listed 19 black teachers in its 1911-1912 report. Twelve held second grade certificates. Two held fourth grade certificates for which no clarification was offered. One teacher was listed as having emergency certification. Four teachers held professional certification. In keeping with previous years, larger numbers of black teachers held lower levels of certification.

In Part I of the 1912-1913 Virginia School Report, State Superintendent Eggleston commented that more emergency certificates were given in the 1912-1913 school year. He was critical of the misuse of emergency certificates for white teachers but stated that it would be necessary to issue a large number of emergency certificates to colored teachers, because the supply of colored teachers would probably not be sufficient for 5 to 10 years. Although the superintendent made this comment, the statistical data in his report does not reveal an increase in the number of emergency certificates issued to black teachers. Perhaps this is because detailed records were not kept of emergency certificate distribution. The superintendent's comment does, however, suggest that he felt that the interest of blacks in formal schooling was such that he anticipated an increase in black student enrollment, thus creating a need for more black teachers.

Summer Normal School Attendance 1912-1913

This report also discussed the summer normal institute at Fredericksburg which had 17 white Fairfax County teachers in attendance, the institute at Harrisonburg which enrolled six white Fairfax County teachers, the University of Virginia which enrolled four Fairfax County

teachers and the summer program at Seaside which enrolled three white teachers from the county. Of the five institutes held for black teachers, two Fairfax County teachers attended at Manassas and four teachers attended at Hampton.

In 1912-1913 there were again 19 black teachers listed but no information was given concerning their levels of certification. By 1913-1914, of the 20 black teachers in the county, the number of black teachers from Fairfax who attended summer normal schools was reduced to two, one at Lawrenceville and one at Manassas. The 1913-1914 Virginia School Report offered no explanation for this decrease. In 1915, the school report listed 11 black Fairfax County teachers. The number who attended summer normal school increased to four teachers. Two attended the summer session at Manassas and two attended at Petersburg. The 1916-1917 Virginia School Report shows another increase to six black Fairfax County teachers who attended summer normal school. One teacher attended the Hampton program, four attended at Manassas and one attended the Petersburg session. The School Report lists 22 black teachers in the county during that year.

Progress at Manassas Industrial School for Colored Youth

Again, neither the state nor county superintendent's report made mention of the progress of the Manassas Industrial School. By 1915, the school had produced a detailed catalogue of its overall program and course offerings as well as information about its founder Jennie Dean. Although black students from Fairfax County attended Manassas Industrial School, no information was given in the report about these students. However, one person interviewed for this research, Mrs. Mary Belle Ferguson Smith, indicated that her brothers attended the school. According to Mrs. Smith, there were no buses. Parents arranged for children to get to school. Mrs. Smith's mother worked as a cook at Mount Vernon. They moved from Mount Vernon to Gum Springs in 1914 so that she could attend the school.

My mother didn't allow me to walk to school with the boys. But when we moved to Gum Springs, the school was closer so I could go too. My mother died when my sister was thirteen and I put my brothers through Manassas Industrial School. I stayed at home after the 7th grade to take care of the children. I had good learning though. I took English, math and history. I used to love history. (M.B.F. Smith, personal interview, May 25, 1993)

Mrs. Smith provided additional information about other Fairfax County schools.

Mrs. Mary Belle Ferguson Smith

Mrs. Smith is an 85-year-old resident of Fairfax County. She attended the Gum Springs School for Colored Children from grades 1 through 7. The building was located on Route 1 in the space currently occupied by Brown's Volvo Dealership. Mrs. Smith remembered her first teacher to be Miss Mary Holland. "At first there were five to eight children in my class and everybody

brought their lunch from home. The school day was from 9:00 a.m. to 4:00 p.m." (M.B.F. Smith, personal interview, May 25, 1993).

According to Mrs. Smith, the number of students increased and most were related. "We had great long old benches and desks. Sometimes three or four children sat in one seat. We had an outhouse--not like we got now" (M.B.F. Smith, personal interview, May 25, 1993).

Students paid for their books. The county provided for those who were not able. Mrs. Smith commented that the children came regularly and got along well. The teacher was very strict and gave homework often. If a student didn't complete a homework assignment, the teacher would make that student stand in the corner for several days or "she wouldn't let you go out and play" (M.B.F. Smith, personal interview, May 25, 1993).

We started the day with a hymn and prayer. We would sing Must Jesus Bear the Cross Alone sometimes. Then we would go to our seats and get ready for class. We sat in the same seat each day. (M.B.F. Smith, personal interview, May 25, 1993)

Mrs. Smith stated that the school year was from September to May or June and that they got report cards three or four times during the year. There was a 7th grade graduation ceremony with twelve to fifteen graduates. Everyone wore white for graduation and a "white person from Fairfax came down for a part of the ceremony". Mrs. Smith recalled:

We used to have Flag Day with marches and food in the school yard. . . . And for the county fair, school closed for the day and buses came to take us to Fairfax. We all marched to the fair in our blue uniforms and white blouses. My mother made my uniform. The boys wore blue pants and white shirts. (M.B.F. Smith, personal Interview, May 25, 1993)

On a daily basis, there was no requirement to wear uniform. Mrs. Smith commented: You had to be spic and span through. The teacher would check to see if you had clean teeth and combed hair. The teacher didn't allow you to do a whole lot of things . . . You went to the outhouse and you had so many minutes to get back . . . You stayed too long and the teacher came to see what happened to you . . . whether you were a boy or a girl.

Sometimes visitors came--big shots from Fairfax--white folks, you know, who talked to children and made speeches for us--about learning, schools, being helpful to other people and not fighting and fussing. (M.B.F. Smith, personal interview, May 25, 1993)

At lunch time, Mrs. Smith said that she sat in the classroom with the teacher and ate. There was no cafeteria but the teacher sometimes had a pot of soup on the pot-bellied stove. "She

saw to it that everybody got food" (M.B.F. Smith, personal interview, May 25, 1993). The county would bring "food and other stuff sometimes--the teacher took down certain student's names and gave the names to the people from Fairfax" (M.B.F. Smith, personal interview, May 25, 1993). This suggests the beginnings of the free or reduced lunch program that exist today.

Sometimes it would be so cold that the teacher would gather us around the stove and go on with the lesson--but everybody came to school--we wanted to learn. (M.B.F. Smith, personal interview, May 25, 1993)

Mrs. Smith remembered that there was another school nearby called the Springbank School for Colored Children. It was at the corner of Quander Road and Richmond Highway. It was a small one-room wooden school, not as large as Gum Spring School. She had no additional information about the school, however.

Jennie Dean, Spokeswoman for the Education of Black Children in Northern Virginia

Among the limited resources about the life and contributions of Jennie Dean is a book by Stephen Johnson Lewis entitled Undaunted Faith . . . The Life Story of Jennie Dean. Dean, born in 1852, was the daughter of slave parents from Prince William County, Virginia. After her father died, she relocated to Washington, D.C., to work as a domestic to pay her father's debts and to educate her younger sister.

Although Dean had a very limited formal education, she dedicated her life to the industrial education of black children in Northern Virginia. Realizing the difficulty blacks encountered in acquiring work, she began a Sunday school in Manassas. This school evolved into a church called Colony Chapel. Other missions were successfully established under Dean's guidance. These included Prosperity Chapel in Loudoun County, Catharin Calvary Baptist and Dean-Diver Chapel in Manassas (The Journal Messenger, March 8, 1984). Using these experiences as a base, she conducted classes in cooking and sewing for residents. Dean exhorted black residents of Northern Virginia to "Keep your children at home. Don't send them to the cities. You must buy your land; become taxpayers. Make all you can and save all you can. Meanwhile, I will go out and raise the money to build a school where your children can be educated to trades. You do your part and I will do mine out in the world" (The Town of Manassas Centennial Newspaper, May 13, 1973). The school would be called the Manassas Industrial School for Colored Youth. By 1912, the school was known as the Manassas Industrial Institute.

Lewis and others referred to Dean as a person of great organization and determination. She was credited with establishing formal and informal educational opportunities for black children (Lewis, 1942, p. 43).

The Founding of Manassas Industrial School for Colored Youth

To determine the need for a school, Dean and her committee completed an assessment of the area. According to Lewis (1942) in Undaunted Faith, "One of the first things was to see how many colored people were in the five adjoining counties near Manassas. Among these counties was Fairfax County. It was determined that there were 23,972 colored persons and of this number 11,000 were of school age" (p. 42). In 1871, an association was formed to begin the search for funding and land. The first funds were collected in Marion, Massachusetts, during the summer of 1871. At that time, Dean was employed as a cook in the area and spent her evenings speaking about her school at churches and to anyone who would listen. Upon returning to the Washington area, she acquired the support of prominent citizens who formed a board of directors to promote her work (The Town of Manassas Centennial Newspaper, May 13, 1973). Additional funds came from northern philanthropists. By the summer of 1878, the necessary funds were in place.

Farm land was purchased from the Bennett family of Manassas for \$2,650. The owners requested \$100 cash to bind the bargain. Dean advocated a philosophy of direct action based on human needs as she interpreted them at the time. She felt that leadership and teaching should be in conformity with Christian teachings. She taught the dignity of labor and encouraged specialization in one's craft (Lewis, 1942, p. 43). These beliefs became the organizational and instructional grounding for The Manassas Institute for Colored Youth.

The school opened in September of 1894 with a dedication ceremony for Howland Hall, the girls' dormitory. A beautiful flag was given by Miss Jennie E. Thompson, a financial supporter from New York. "When we raised it, it floated once to the breeze and then collapsed. Some said that was a sign of trouble. Reverend Bradford of Washington, D.C. led in singing the hymn, 'My Country Tis of Thee'. An audience of about 1,500, old and young, joined in the singing. Prayer was offered by Reverend Credit then of Washington, D.C., after which there was speaking by the Hon. Frederick Douglass, Dr. H. M. Clarkson, Capt. Tyler and others" (Lewis, 1942, p. 40).

In commenting on Jennie Dean's work, Oswald Garrison Villard, nephew of abolitionist William Lloyd Garrison and owner of The New York Evening Post said:

I think it was her own straightforward honesty and refusal to pretend to be anything else than what she was, a plain woman, unashamed of being a cook who made money to help the school and her people [that impressed me]. I was much interested by the deep impression she made upon my Southern wife. There was nothing servile about her; she did not play up to or toady to the whites. She was just a plain, simple, dignified black woman with no gift for oratory and no charm beyond what I have said . . . her straightforwardness and sincerity. (Lewis, 1942, p. 61)

The Physical Plant of the Manassas Industrial School for Colored Youth

The school received students from all of northern Virginia as well as other states. The boarding school's property consisted of "more than two hundred acres of land, nine buildings besides barns and outhouses. It was situated near the battleground of Bull Run" (The Journal Messenger, March 8, 1984).

According to the school's 1915-1916 manual, the buildings included Howland Hall, a gift from Miss Emily Howland of Sherwood, New York. This three-story building with a basement was used as a dormitory for girls and women teachers. A new wing to the building was constructed by the school's carpentry department and had a dining room to seat 150, a modern kitchen and a pantry. The second and third floors were used as a dormitory, equipped with showers, bathtubs and modern toilet conveniences.

Hackley Hall was a two-story brick building with a basement. Used as a dormitory for boys, this building was the gift of Mrs. Frances Hackley of Tarrytown, N.Y.

The Library and Trades Building opened in January of 1911. One-half of the funding came from Mr. Andrew Carnegie, the other half was "raised by the colored people and by devoted white friends of the school" (Lewis, 1942, p. 61). This was a brick structure of three stories. The library, as well as the offices of the principal, the treasurer, the Domestic Science Department and the Domestic Art Department were on the first floor. On the second floor were classrooms of the Academic Department. The Assembly Hall occupied the entire third floor. The Trades Building was equipped with carpentry, blacksmithing, wheelwrighting and shoemaking shops as well as a laundry.

The Old Industrial Building consisted of five rooms in which all trade classes were taught originally. By 1915 this building was used as a temporary boys dormitory. The trades shops were transferred to the new Trades Building.

By 1915, a number of significant physical changes occurred. Two small buildings originally used as shops for blacksmithing and wheelwrighting were used to house vehicles, farm implements and tools.

A storage building consisted of four rooms and a cellar was also a gift from Miss Howland. It was formerly used to house farm products and commissary supplies. By 1915, it was converted into a temporary home for one of the faculty members and his family.

Dwelling Cottages

There were four dwelling houses on the school grounds: Charter Cottage, Orchard Cottage, Roof-Tree Cottage and Black Cottage. Two were used for residential purposes and two for instructional purposes. Although Charter Cottage was used as a teachers' home by 1915, it

was the house in which the first sessions of the school were held. Orchard Cottage was a farmhouse with eight rooms and a cellar. Roof-Tree Cottage was an eight-room house in which the principal lived. Black Cottage was named for Mr. Morris A. Black, one of the largest individual donors for its construction. It was a six-room bungalow constructed by the school's carpentry department. Black Cottage was to serve a model cottage in that it would be used in demonstrating "the practicality of attaining a comfortable living by intensive farming. The plan was to operate in conjunction with this cottage a model eight-acre farm" (Manassas Industrial School, 1915-1916, p. 4).

The school's 1915-1916 manual describes the installation of the Kewanee Pneumatic System, which assured the abundant flow of pure water from an artesian well more than 200-feet deep. The manual concludes, "Electricity for light and power that is now being installed, the steam heat and sanitary equipment in all buildings, the septic tank system of sewage disposal—these improvements in buildings and grounds more than double the efficiency of the plant and operate to make the Manassas Industrial School one of the healthiest spots in a healthy state" (Manassas Industrial School, 1915-1916, p. 10).

The Manassas Institute for Colored Youth

The school was instrumental in training many black children from Northern Virginia. The student body came mainly from ten local jurisdictions (Manassas Industrial School, 1915-1916, p. 12). The school constantly struggled financially because its main source of funding was donations. In the beginning, the school was unable to pay faculty members and lost some buildings to fire, but it endured until 1966.

There were several name changes from the time the school was founded in 1892 as the Manassas Industrial School for Colored Youth. By 1912, it was the Manassas Industrial Institute. By 1938, it was Manassas Regional High School. In 1952, it was called the Jennie Dean High School. And finally, from 1954 to 1966, it was called Jennie Dean High and Elementary School. With these changes came revisions in the program of studies from a trade school to an academic and later an academic/vocational high school (Manassas Industrial School, 1915-1916, p. 13).

Aim and Philosophy of the School

The philosophy of the school originated with Dean's commitment to Christian teachings and ethics. Dean focused not only on preparing excellent craftsmen, but she also tried to instill in students the virtues she considered necessary for a quality life. The school's motto, therefore, was to "Educate the Head, Heart and Hand".

According to the 1915-1916 catalog, the school's aim was:

. . . to train for useful lives those boys and girls who from necessity of desire must enter as early as may be into some self-supporting occupation . . . to teach Negro youth the need and the importance in a democratic society of all kinds of useful labor intelligently done. And as far as possible to send them back to their homes efficient teachers and leaders in industry and civic welfare . . . through work as well as through books it aims to teach the value and dignity of work . . . upkeep of the school's 200 acre farm, farm implements, the stock, the dormitories and the cottages--all done by the students themselves . . . with particular stress laid upon the study and practice of agriculture and upon the adequate training and preparation of teachers for the colored elementary rural schools.
(Manassas Industrial School, 1915-1916, p. 13)

Even as late as 1916, the remnants of the beliefs of Jennie Dean were seen in the school's goal to develop excellent character.

Admission and Enrollment

According to the school's 1915-1916 manual, which outlined the criteria for student admission, candidates had to:

1. Be at least 14 years old.
2. Be in good health.
3. Satisfy the school authorities of their integrity and earnestness of purpose.

In terms of academic preparation, it was expected that those admitted to the first-year class (Junior A) should be able to intelligently do "fourth-grade reading, write, in a fair hand, a paragraph or letter in simple English with proper regard to punctuation, capitalization and spelling, and pass a satisfactory examination in both oral and written arithmetic" (Manassas Industrial School, 1915-1916, pp. 4-5).

"Provisions were made to admit students under special status when they could not meet all of the requirements, but demonstrated an aptitude for a particular trade" (Manassas Industrial School, 1915-1916, p. 7). There also was a category for work students. Each year, a limited number of male and female students was admitted under this heading to work on the farm, in the laundry, dairy or dining room during the day and to attend school at night. Such students could earn enough money to become self-supporting in the day school the following year.

Each student was expected to submit an application for admissions to the school's principal. If accepted, he or she would receive a card of admission which was to be presented upon arrival at the school.

New students arrived to confirm their acceptance and enrollment on the first Monday in October. Old students registered on the first Tuesday in October. Any arriving late could forfeit the right to enter (Manassas Industrial School, 1915-1916, p. 7).

Expenses

In 1915, a \$5 entrance fee was required of all students. The fee for room, board, laundry and "all reasonable amount of mending for boys" was \$11 a month to be paid in advance (Manassas Industrial School, 1915-1916, p. 8). Each student also was required to pay a \$2 medicine and doctor's fee. This was paid to the physician who was engaged all year. Students also were required to deposit \$18 at the school's treasury upon arrival.

Day students who did not board were charged \$2 a month in addition to the \$5 admissions fee. Books cost about \$5 a student per year. Tuition in the Academic and Trades Departments was \$33.30 a year. A limited number of students could receive financial assistance upon faculty recommendation from scholarship money donated to the school. Money for scholarships could "go for instruction only; it has nothing to do with entrance fees incidental fees or board bills" (Manassas Industrial School, 1915-1916, p. 12).

Boys were expected to wear uniforms at all times except at work. The uniform cost no more than \$12.50. In addition, they were expected to have two pairs of overalls for work. Girls had to have two white blouses and a good dark-blue serge skirt. They also had to have an inexpensive wash dress to be worn in the Domestic Sciences Department and in the laundry. All girls needed boots and a good raincoat. The wearing of jewelry and showy dress was discouraged. "How to dress simply, inexpensively and yet appropriately was one of the most important lessons" the school taught (Manassas Industrial School, 1915-1916, p. 34). All students were required to have a Bible for private reading, prayer services, Sunday school and chapel services. Warm underwear was listed as a necessity in northern Virginia. And each student was expected to bring a toothbrush, a comb, a brush, six towels, six napkins, one pail, one broom and one dustpan.

Funding

With the exception of a small amount appropriated by the state toward the support of the Summer School, Manassas received neither state, nor federal aid; it was supported almost wholly by contributions of benevolent persons, both white and black, and by grants from educational funds. Every year, the books were examined by a well-known firm of certified public accountants; and year after year, the school won the reputation of having its funds "most faithfully administered and its accounts most efficiently kept" (Manassas Industrial School, 1915-1916, p. 30).

Curriculum

The original curriculum was strongly agricultural and trade oriented. When the school opened in 1894, the farmhouse, which became Charter Cottage, was used for instruction. At that time, the course of instruction included carpentry, taught by Mr. Jefferson Thomas; sewing, taught by Mrs. Clemons; cooking and literary, taught by Miss Mary E. Vernon. These instructors worked for no pay during their first year. Room and board were provided in return for their services (Manassas Industrial School, 1915-1916, p. 39).

The regular 4-year courses, as described in the school's 1915 manual included:

- I. Academic-Normal Course. Aimed primarily to train teachers who taught in rural schools. The course was designed so that students completing the work would be able to meet the requirements for admission to the school at a higher grade of work. Part of the fourth year was devoted to practice teaching under the supervision of the instructor.
- II. Agricultural Course. Grounded in the belief that the prosperity of all country sections is directly dependent on agriculture, this course was designed to make good practical farmers. Theoretical work and work on the farm were included. One was not done at the expense of the other. Boys who took the course were more than work students; they are students of scientific and practical agriculture.
- III. Trade School Course. Primary aim was the educational value that is derived from commercial work in the trades. Studies included:
 - A. Blacksmithing. This 4-year course required learning the names of tools, the study and test of good coal, how to make a fire, identifying different kinds of iron, and learning the manufacture and cost of the same.
 - B. Carpentry. This course was designed to make students proficient in details of the trade, including making tools, designing tools, estimating costs, contracting and completing the building of an ordinary cottage.
 - C. Mattressing. Students were taught the use of machines, needles and thread. The school made its own mattresses, pillows, doormats etc. Students of the school also caned chairs.
 - D. Shoemaking. This was a 4-year course in shop care, sharpening methods and stitching.

E. Wheelwrighting. This was a 4-year course, using a plane and try square and practical squaring stock. Coursework included pattern making, wheel repairing and shop management.

IV. Home Economics. This was a 4-year course. It began with personal habits in the kitchen and cleanliness and among other things, coursework included making fires, learning measurements and abbreviations, uses of water, dishwashing, making coffee and tea, cleaning and cooking vegetables. (Manassas Industrial School, 1915-1916, pp. 37-38)

During the first year of the school, teachers and the principal, Dr. E.P. Clemons, were not paid and only received room and board (Manassas Industrial School, 1915-1916, p. 29).

Rosenwald Schools in Fairfax County

Julius Rosenwald was a businessman and philanthropist who contributed millions of dollars to the educational welfare of blacks in the South. The Rosenwald Fund was incorporated in 1917. Although the Rosenwald Fund was responsible for building many schools in the South, the goal was for these facilities to function independently. Permanent dependency upon the Rosenwald Fund by any school would mean that the Fund was a failure (McCormick, 1934). There were specific criteria for receiving these funds. They included: (a) the funded schools should represent the common effort of state and county authorities as well as black and white citizens, (b) both the state and county had to contribute to the maintenance of the building as a part of their public school systems, (c) whites had to be supportive of the project by donating land, funds or other resources, and (d) blacks had to demonstrate a desire for education by donating funds or labor (Waxman, 1949, p. 39).

James Anderson accuses this philanthropic organization of only being interested in the development of black industrial education. The Fund participated by giving financial support because of its beliefs in the Hampton-Tuskegee model of educating black teachers. Like other philanthropic organizations of the times, Anderson contends that the Rosenwald Fund encouraged the discipline of manual labor for blacks.

According to Mr. Cecil Robinson and Mrs. Marjorie Robinson, both teachers in Fairfax County during the era of "colored one-room schools," there were four Rosenwald Schools in Fairfax County. These were Ordric's Elementary School for Colored Children, Gum Springs Elementary School for Colored Children, Old Seminary School for Colored Children and Bailey's Crossroads School for the Colored (C. Robinson & M. Robinson, personal interview, May 14, 1993). No information is available concerning the amount of funding or its specific use.

Superintendent Reports Focus on Certification, Number of Rooms and Length of Term

Again in 1918-1919, the focus of the Report of the Superintendent of Public Instruction of the Commonwealth of Virginia was teacher certification. In summary, this report defined the following qualifications for first grade certification.

1. The completion of the second part of the elementary professional courses in summer school equivalent to first grade certificate or high school graduation and twelve weeks of professional training.
2. Graduation from a normal training high school and seven months training experience.
3. State examination.

Second grade certification qualifications follow:

1. Completion of the first part of elementary professional course in summer school (represents high school graduation or a 1st grade certificate and 6 weeks of professional study).
2. Graduation from a normal training high school.
3. State examination.

The State Superintendent's Report (Virginia School Report, 1918-1919) gave the following statistical data concerning the number of school rooms open and the length of the term (see Table 6).

Table 6

Number Schools Rooms Opened and Term in Days (1918-1919)

Criteria	White	Negro
No. School rooms opened	110	23
Term in days	159	126

Virginia School Report, 1918-1919, p. 78.

The length of the school term for black students was 33 days shorter according to the 1918-1919 report. Again, no explanation was offered. It is conceivable, however, that Fairfax County's agrarian lifestyle forced children to assist their families with farm labor, especially in

cases where hired help was not affordable. Although the county indicated that there were 23 school rooms open for 'colored children', the state archives listed only 12 teachers for that year. No explanation was given for this.

By 1919-1920 State Superintendent Harris Hart separated the classes of teaching certificates into two categories: professional and nonprofessional. Two options were listed as possibilities of professional certification.

1. The Collegiate Professional Certificate--for advanced school work. This certificate was issued on a permanent basis and its status would be reviewed by the Department of Education every 10 years. The holder of the certificate was expected to have shown evidence of professional growth and development during this time. Satisfactory evidence of continued professional growth would mean life certification for the holder of the Collegiate Professional Certificate. The certificate was issued to a graduate of a 4-year college course of a standard university college or normal school which had a recognized department of education. This certificate permits the holder to teach in the high and elementary schools of the state.

2. The Normal Professional Certificate--for elementary grades. The applicant must have completed a course in a standard normal school which requires for admission graduation from a standard high school or its equivalent. The certificate permits the holder to teach any subject in which the holder has had 2 years of college credit in the elementary or junior high schools (Virginia School Report, 1919-1920).

Options for non-professional certification included:

1. The Collegiate Certificate--issued to the applicant who had graduated from a standard high school and who had completed the prescribed 4-year course at a standard college or university. It was issued for 7 years and could be converted to collegiate professional certification upon completion of the required professional work at a recognized university, college, or normal school. The holder could teach in elementary or high school.

2. The Special Certificate--issued for 6 years and was renewable for a similar period. No provision was made for the permanency of this type of certificate. The holder of this type of certificate had to be 19 years old and have secondary training equivalent to graduation from a standard high school (Virginia School Report, 1919-1920).

Certificates based on state examination included the following:

1. First Grade Certificate--received as a result of successfully completing the state examination in the spring. The holder must have been 19 years old. The expected exam grade had to be at least 85%. The certificate was issued for 5 years and permits the holder to teach in elementary school. Subjects covered on the examination included arithmetic, U.S. history, geography, hygiene, and reading.

2. Second Grade Certificate--issued in the spring based upon the results of specified examination subjects. This certificate was issued for 2 years and could be renewed for 2 years. Subjects covered on the examination included grammar, Virginia history, civics, theory, drawings, and spelling. The holder was expected to be 18 years old and the expected examination grade was at least 75%.

The report offered a racial breakdown of data concerning the distribution of teacher certificates in Fairfax County (see Table 7). This annual report listed only 14 black teachers.

Table 7

Distribution of Certificates (1921-1922)

Type of Certificate	Number of teachers holding certificates	
	White	Negro
Collegiate professional, collegiate, and normal professional certificates	26	0
Elementary professional certificates	32	2
Special certificates	11	1
First grade certificates	25	5
Second grade certificates	16	13

Virginia School Report, 1921-1922, p. 110.

According to this data, no black teachers in the county held any level of professional certification. The county list of black teachers did not provide individual teacher certification information for the 1921-1922 school year so it is impossible to compare the two for accuracy. Again, the data indicates that most black teachers held second grade certificates. According to this report, however, no black teachers held certification below second grade certification.

This report also provided a racial breakdown of the one- and two-room schools in the county (see Table 8). As with the previous report, there is an obvious inequity in terms of the number of days black and white children were in school. As with previous reports, no reason is given for this.

Table 8

Statistics One and Two-Room Schools (1921-1922)

Description of School	White	Black
No. 1-room schools	29	23
No. 2-room schools	14	2
Average term 1-room schools	150	140
Average term 2-room schools	160	140

Virginia School Report, 1921-1922, p. 73.

By the 1923-1924 school year, as depicted in Table 9 below, the gap between the number of days black and white children were in school widened even more. No reason is given for this disparity.

Table 9

Statistics One and Two-Room Schools (1923-1924)

Description of School	White	Black
No. 1-room schools	24	19
No. 2-room schools	13	3
Average term 1-room schools	148	126
Average term 2-room schools	148	120

Virginia School Report, 1921-1922, p. 73.

The county listed 25 teachers in its registry of black teachers for the 1923-1924 school year, but provided no information about their certification.

Although the 1923-1924 report made no mention of the Manassas Industrial School for Colored Youth, the author interviewed Mr. Oswald Robinson who attended the school during that year. Mr. Oswald Robinson attended the Manassas Industrial School from 1924 to 1928 and remembers taking such courses as mathematics, French, Latin, science, English and history. He recalls his mathematics teacher, Mr. W.C. Taylor; his history teacher, Mr. Wilford Jackson; and Mrs. Loucille Woodford, his Latin teacher. Among the extracurricular activities at that time, Mr. Robinson recalls playing football at the school and practicing pole vaulting. As a result of developing his athletic skill at Manassas, he became the 1927 bronze metal winner at the Penn

Relays. Mr. Robinson also became one of the first black principals in the Fairfax County School system, having acquired the principalship of the Louise Archer School in 1948 (O. Robinson, personal interview, March, 1992).

The 1929-1930 school year was the first one in which the county's teacher directory listed the names of black schools. During that year, 16 black schools were listed, most of them having an enrollment of under 50, and one, Gunston School for Colored Children, listed an enrollment of 150 students. Not all schools covered all grades; however, the range of grades was from one through seven. No information was provided concerning curriculum or student attendance. Twenty women were listed as teachers or head teachers. Head teachers served as the school's principals. No information was provided concerning certification. The Preliminary Annual High School Report for Manassas from 1931 through 1938, however, lists English, mathematics, science, Latin, French, home economics, social studies, physical education, hygiene and agriculture as a part of the school's curriculum.

Summary

Several philanthropic organizations, including the Southern Education Board and the General Education Board, existed to advance education for blacks in the South. These evolved out of the Fourth Conference for Education in the South held in Winston-Salem, North Carolina. These organizations are largely accredited with supporting teacher training institutes.

Both organizations received criticism from author historian James Anderson because he felt that they were supportive of industrial education for blacks. Although Anderson felt that black institutions solicited and accepted funding from these sources to avoid closure, he felt that overly stressing industrial education limited political and economic growth for blacks.

For the first time in 1902, the Virginia School Report addressed issues surrounding the physical school plant. Guidelines were established concerning lighting, heating, and ventilation as well as other aspects of the school plant. Although the Superintendent's Report made no mention of the existence of Manassas Industrial School for Colored Youth, the school was in operation. The school's founder, Jennie Dean, incorporated values and ethics in the industrial curriculum.

Under the administration of State Superintendent Joseph Eggleston, the state was divided into circuits. Fairfax, the 5th circuit, was assigned Mr. Charles G. Maphis as its State Board Examiner. Mr. Maphis spoke of several improvements in his circuit area including an increase in the number of teachers, improvements in heating, lighting and ventilation, and the establishment of school improvement leagues in several locations.

The 1905 school data depicted 2,047 black students were enrolled in the counties 21 black schools. This suggested that blacks wanted to attend school in the county. Area organization of the state's circuit system occurred in 1907-1908. Fairfax became a part of the 5th

circuit with Mr. Maphis remaining as its examiner. A goal of State Superintendent Eggleston was to bring continuity to the certification grades and to eliminate frequent examinations for recertification. A plan was put in place to address this concern. In essence, under Eggleston's new system, once a teacher attained a standard, it would not be necessary to be reexamined unless the teacher desired a higher grade of certification.

In 1907-1908, the county provided data that showed most black students in attendance were between the ages of seven and nine. As the ages of students increased, their days in attendance decreased. This could have been because the county offered formal education for black students up to seventh grade. Those who wished to advance beyond this point had to arrange to attend school in Manassas. The salaries of black teachers were less than their white counterparts, yet they continued to teach, thus demonstrating a commitment to education.

The 1909-1910 school report listed black student enrollment by district. As a result, it can be determined where the larger number of blacks attended school within the county. In 1911-1912, the county listed 19 black teachers most of whom held lower levels of certification. One year later the state superintendent stated that it would be necessary to issue a large number of emergency certificates to black teachers. He felt that the supply of colored teachers would not be sufficient for 5 to 10 years. This suggested that he anticipated continual growth in black schools. In an effort to increase professional growth, six black teachers from Fairfax County attended Summer Normal Institutes at either Hampton or Manassas. By 1913-1914, only two black teachers attended Summer Normal Institute. There was no explanation for the decrease. In 1916-1917, the number of black Fairfax County teachers attending Summer Normal Institutes increased to six.

While the superintendent's reports continued to leave out the Manassas Industrial School for Colored Youth, the school continued to make progress. The school produced a catalogue of its goals and course offerings. Because the catalogue did not list students in attendance, the author interviewed several persons who attended the school during its history. Among the persons interviewed was Mrs. Mary Belle Ferguson Smith whose brothers attended the school. Mrs. Smith, who attended school in Fairfax County in 1914, described some of her experiences in the one-room facility near Gum Springs, a Fairfax County community.

Mrs. Smith did not offer a great deal of information about Manassas Industrial School but other sources revealed that the school was the vision of an uneducated woman, Jennie Dean. Her goal was to establish a high school for black children in an area which included Fairfax County. Dean advocated conformity with Christian values. Manassas Industrial School was therefore grounded in select ethical and moral values which were as much a part of the school as its industrial curriculum. The school was a residential facility housed in a farm setting with clear guidelines concerning admission and codes of conduct.

Another philanthropic organization that provided financial support in Fairfax County was the Rosenwald Fund. There were four Rosenwald Schools in Fairfax County. The Rosenwald

Fund also contributed to the advancement of education for blacks by contributing to teacher training. This organization was also criticized by James Anderson because of its support for industrial education--more specifically--it encouraged the discipline of manual labor.

The 1918-1919 Superintendent's Report defined the qualifications for first and second grade certification. The criteria described would govern the distribution of such certificates. The same report reviewed the length of the school term for white and black students and stated that the term was 33 days shorter for blacks. Again in 1919-1920, the superintendent addressed teaching certificates and presented options for professional and nonprofessional certification. In addition to this, options for certificates based on state examination were given. In 1921-1922, the county provided data indicating that most black teachers held second grade certification. By 1923-1924, the gap between the length of the school term for black and white children widened even more with no explanation.

By 1929-1930, the county's teacher directory listed the names of 16 black schools. These schools covered grades one through seven. Twenty women served as teachers or head teachers. Again, no mention was made of Manassas Industrial School in the superintendent's report. The school, however, still existed and received students from Fairfax County. Despite disparities in salaries and conditions, blacks continued to attend school in Fairfax County in increasing numbers.

CHAPTER VII

EDUCATION FOR FAIRFAX COUNTY BLACK STUDENTS FROM 1931-1954

There were no significant changes from the previous year for the 1930-1931 school year. By 1932, however, the county's education archives of teachers' records as well as the Virginia School Report indicate that there were 18 trucks or wagons to transport white children and still none to transport blacks. Although there were 16 brick or stone buildings for white children, there were none for blacks. County Superintendent W.T. Woodson offered no explanation for this disparity in his report.

The author interviewed Charles and Edmonia McKnight, both of whom attended Old Seminary School during the early 1930's. No explanation is available as to why this school is not listed in county records. According to the McKnights, the school was so named because it was in the neighborhood of the Episcopal Seminary and many of the black residents of the area worked as cooks or gardeners at the seminary. The land for the school was donated by Mr. William Wood, a black landowner in the area. The school was built in 1926.

The area around the school was called Mud Town and the school was referred to as the Rosenwald School because part of the funding for the building itself came from the Rosenwald Fund. Families in the area donated things to maintain the school. The school was on what is now King Street near the current T.C. Williams High School. (C. McKnight & E. McKnight, personal interview, June 1, 1993)

According to Mr. and Mrs. McKnight, the school consisted of three rooms, a library and an outside toilet. Each room had a pot-bellied stove and Mr. T.J. Fannon of Alexandria delivered coal and dumped it in a wood/coal bin in the back. Mr. Rust, the school custodian, built a fire each day. The school consisted of grades one through seven. Each teacher had two grades and grades five, six, and seven had one teacher. Mrs. Geraldine Stevenson was principal and teacher. Other teachers included Miss Frances Ross, Mrs. Janie Ross Brown and Mrs. Cosner, wife of the late Reverend Cosner, pastor of Second Baptist Church of Vienna. There were twelve to fifteen students in each class. "We walked more than a mile from the Fort Ward area off of what is now east Braddock Road. We went home for lunch sometimes and then walked back to school" (C. McKnight & E. McKnight, personal interview, June 1, 1993). The school day was from 9:00 a.m. to 3:00 p.m.:

There was morning devotion prayer singing and a recitation. We studied reading, arithmetic, geography, history and we paid \$1.50 to rent books. If you didn't have the money, you could still get your books, however. We didn't have the same books as the whites, that's why we weren't as "up with them". (C. McKnight & E. McKnight, personal interview, June 1, 1993)

Mrs. McKnight, who graduated in 1934, did not continue her education beyond her seventh grade graduation from Old Seminary School. Mr. McKnight, who graduated in 1935,

went on to Manassas Industrial School. A part of Mr. McKnight's post-Fairfax County educational experience was his experience at Manassas Industrial School. He commented that he was greatly encouraged by Mrs. Emma O. Moore, the county's black supervisor of schools. He and other black children from the area boarded a county bus that began its route in Gum Springs, went through Spring Bank toward Seminary Road, stopped at Bailey's Crossroads, Mt. Pleasant, and a community called Ilda, just outside of Fairfax. The bus went through Centreville and then on to Manassas. The 35 mile one-way commute took more than one hour. "But the students were enthused about going to school and rarely missed a day" (C. McKnight, personal interview, June 1, 1993). Mr. McKnight recalled waiting for the bus daily along with white and black students. Everyone was friendly and cordial and then we boarded separate buses and said "See you tomorrow" (C. McKnight, personal interview, June 1, 1993).

By 1935-1936, the number of one-room schools in the county for blacks was reduced to 11 with 355 students enrolled compared to one building of similar size for white students but with only 26 pupils enrolled. The number of brick facilities for white children increased to 22-- still there were none for blacks. According to Fairfax County's school report submitted by W.T. Woodson, Superintendent, 14 trucks or wagons were used to transport white children. No similar benefit existed for black children.

Again, the 1935-1936 data suggested that black children wanted to go to school. Even though most schools for blacks were one-room facilities and all had outdoor toilets, black children remained enrolled in comparable numbers as white children (see Table 10). Despite the fact that there was limited availability of county transportation, black schools displayed enrollment comparable to white schools. For example, the average classroom enrollment in one room schools was 30 students among blacks and 26 among whites. A similar ratio existed in the 2-room schools where there were 37 pupils per room in both white and black schools.

For the 1931-1932 school year, 20 black schools were listed as enrolling fewer than 100 students per school. Twenty-seven black teachers were employed in the county. By the 1932-1933 school year, the number of black schools was reduced to 17. No explanation for this reduction was given. Again, fewer than 100 students were enrolled per school and 25 women were employed as teachers. Of this number, 18 were listed as principals. The 1933-1934 report listed 18 schools and 25 female teachers. In neither report from 1931 through 1936 was there information about the teachers' certification. Between 1934 and 1936 one school indicated that its enrollment had increased to more than 100. The Vienna School for Colored Children listed an enrollment of 101 students in 1934-1935 and 104 students in 1935-1936.

Table 10

School Buildings, 1935-1936

Description	White	Black
Number of:		
1-room schools	1	11
Enrollment	26	355
2-room schools	2	6
Enrollment	148	405
3-room schools	3	1
Enrollment	289	104
Brick, stone or concrete	22	0
With sanitary heat and ventilation	28	18
With sanitary outhouses	28	18
With patent desks	28	18
Flying U.S. Flag	20	5
Flying Virginia Flag	0	0
Houses built during year	--	--
Consolidated schools	17	--
Total schools closed by consolidation present and past years	29	1
Pupils transported		
High School	819	0
Elementary	2129	0
Trucks or wagons at public expense	14	0
Schools visited by superintendent	161	26
School rooms visited only once	33	20
School rooms not visited	0	0
Days employed in visiting schools	40	15
Teachers meetings held	16	4

(Fairfax County Annual School Report, 1935-1936)

By 1936-1937, there were no one- or two-room schools for white children in Fairfax County. Eleven one-room and six two-room schools still existed for blacks. These 17 school rooms accommodated approximately 700 students according to the superintendent's report for that year. Given these numbers, each classroom would have accommodated 41 students. The county's Annual School Report for the 1938-1939 school year indicated that there were 33 trucks

or wagons to transport white children and only two to transport black children. Despite this, black children continued to attend school.

In cross referencing the names of black schools in the county, the author located a list in Kathryn Hogan's book (1971), A Centennial Chronicle of Fairfax County Public Schools 1870-1970. Although Old Seminary School, for example, was not listed in some county school records, according to deed book records, the school did indeed exist. Other black schools not listed in county school records but listed in deed books were Chantilly, Forestville, Herndon, Hughesville, Providence, Rock Ridge, Sideburn, Snowden School for Colored Boys and Woodburn. Although it is difficult to determine why these schools were not listed in the county's early 1930's records, the reason could be that many churches or community centers were used as schools and few records can be found about these facilities. Other schools on Hogan's list can be found in county school records and are named as a part of the list of teachers in the appendices.

According to the school reports from 1938-1939 through the 1946-1947 school year submitted by W.T. Woodson, Superintendent, salaries for black teachers, principals and supervisors were lower than those of their white counterparts (see Table 11). In 1938-1939, for example, white female elementary teachers earned \$853.00 per year. Black female elementary teachers earned \$547.00 with no explanation for the difference in salary. White supervisors earned \$2,150.00 while their black counterparts earned \$1,000.00 annually--again with no explanation. Job descriptions for the period do not exist, making it impossible to compare and contrast employment responsibilities.

Table 11

Salaries, 1938-1939

School Staff	White		Black	
	Male	Female	Male	Female
Average annual salaries:				
Supervisors	--	\$2150	--	\$ 1000
Elementary teachers	--	\$ 853	--	\$ 547
High school teachers	\$ 1219	\$ 969	--	--
All teachers	\$ 1219	\$ 880	--	\$ 547

(Fairfax County Annual School Report, 1938-1939)

There was no information provided for salaries in 1939 through 1940.

A similar pattern is seen in 1940-1941 (see Table 12). W.T. Woodson, Fairfax County's Superintendent, stated that black female elementary teachers in the county were earning \$1,000.00 annually, white elementary female teachers were earning \$1,850.00. By the 1942-1943 school year, although the salary for black female elementary teachers increased to \$1,400.00, their white female counterparts were earning \$2,100.00. Again, no explanation was given for this disparity.

Table 12

Salaries, 1940-1941

School Staff	White		Negro	
	Male	Female	Male	Female
Average annual salaries:				
Supervisors	\$ 2122	\$ 1800	--	--
Elementary teachers	\$ 2250	\$ 1850	--	\$ 1000
High school teachers	\$ 1242	\$ 965	--	\$ 653
All teachers	\$ 1283	\$ 1004	--	--

(Fairfax County Annual School Report, 1940-1941)

There was no information provided with regard to salaries for 1941 through 1942.

It seems that there was concern about salaries among black teachers at the time as the January 7, 1941 School Board minutes reveal that a "colored delegation led by Ernest Penn spoke before the Board requested equal salaries for white and Negro teachers" (Fairfax County School Board Minutes, Jan. 7, 1941, p. 124). Mr. Penn also stated that he recognized that it would probably take a period of a few years to complete the equalized salary scale. There were no comments from the Board regarding his concerns.

Since Fairfax County only provided education within the county for black students up to the seventh grade, the high school salaries listed for black teachers in 1940-1941 and 1942-1943 reflect salaries from Manassas Regional High School. The salaries of the teachers at Manassas Regional High School were based on the Prince William County salary scale which was lower than the Fairfax County scale. This may explain the disparity shown in Table 13 for the 1942-1943 school year. Black students from Fairfax County who wished to continue formal education beyond seventh grade attended Manassas Regional High School.

Table 13

Salaries, 1942-1943

School Staff	White		Negro	
	Male	Female	Male	Female
Average annual salaries:				
Supervisors	\$ 1650	\$ 1563	--	\$ 1014
Elementary teachers	\$ 2500	\$ 2100	--	\$ 1400
High school teachers	--	\$ 1162	--	\$ 920
All teachers	\$ 1810	\$ 1177	--	\$ 920

Fairfax County Annual School Report, 1942-1943)

According to the September 3, 1940 minutes from Fairfax County's School Board meeting, the county provided transportation for students to attend Manassas Regional High School. The minutes from this meeting named Garland Hicks as driver of the colored bus from Falls Church to Manassas. His salary for this service was \$40.00 per month (Fairfax County School Board Minutes, Sept. 3, 1940, p. 34). At the same meeting, Mr. Joseph Kelley of Vienna presented a letter requesting that his children be picked up by the bus operating from Falls Church to Manassas Regional High School. His children would be dropped off at Vienna Colored School. The Board granted permission for these children to ride the colored high school bus "provided no change in route was required--such changes not to be made unless at the request of parents of the high school children riding the bus" (Fairfax County School Board Minutes, Sept. 3, 1940, p. 34).

Additional transportation concerns were presented at the September 17, 1940 School Board meeting when Ms. Pauline Carr (colored) requested transportation for a group of black children to Gunston Elementary School stating that it would be cheaper per capita to transport the group. The results of her request led to an investigation by Mr. Finks. No other information was available. At the same meeting, W.H. Coates requested that the school board continue to pay \$20.00 per month to the gas station to assist in the transportation of black students to Vienna and Odrick's Corner School (Fairfax County School Board Minutes, Sept. 17, 1941, p. 44, 46).

So committed was one Fairfax County black teacher to the education of black children in the county that she used her personal funds to assist with transporting black children to school. Mrs. Louise Archer submitted a receipt for \$1.00 to request a refund for the expense of transporting children to the Vienna Colored School (Fairfax County School Board Minutes, May 4, 1944, p. 167).

In April 1941, a budget for Manassas Regional High School was submitted to the Fairfax County School Board. F.W. Robinson and W.T. Woodson of Fairfax County assisted in the preparation of this budget. There was discussion concerning instructional and operational supplies. Other data revealed that Fairfax County provided Prince William County \$5,367.00 as an enrollment fee. This was based on an enrollment of 406 pupils at \$18.00 each. The Board approved the budget.

Manassas Regional High School was "owned" by the counties of Fairfax, Prince William and Fauquier. Although black students were enrolled from the other counties, school management and maintenance was the responsibility of these three counties. The 1941 budget does not indicate how many of the 406 students were from Fairfax County although later records indicate that most of the students enrolled were from Fairfax County.

Black parents seemed to be well organized at the time. One committee was formed concerning the transportation of pupils of the Pearson Colored School presented their concerns to the Fairfax County School Board in July 1941. One Mr. Haar reported that he found 17 children living "some distance from the school." Local arrangements had been worked out whereby a bus and a station wagon could be used to transport these children and that a safe driver could be provided. The teacher would drive the station wagon and the owner of the truck would drive his own vehicle. Parents had been paying five cents per day to the School League. The money was used for paying the operation of one route. Two routes, however, were desired. After much discussion, Mr. Sherman of the Fairfax County School Board moved that this Board "pay not to exceed an average of \$20.00 per month for gas, oil and truck maintenance in connection with private transportation of school children to the Pearson Colored School; all bills in order to be honored by this Board shall be approved by the President of the Pearson School League" (Fairfax County School Board Records, July, 1941, p. 42).

Such efforts again suggest that black parents were committed to the education of their children. At this same meeting, Mr. Finks of the Fairfax County School Board reported concerns that "the colored school bus which operates from Woodlawn to the Manassas Regional High School was off of its route and seen far down in Alexandria city toward the river. It appears that the bus sometimes stopped in Alexandria city for the children to shop." The matter was referred to the supervisor of transportation (Fairfax School Board Records, July, 1941, p. 42). This was an obvious financial concern as buses to Manassas Regional High School were funded by Fairfax County and should have been used for purposes of school transportation only.

Other black citizens concerned about transporting black children to the 'colored schools' spoke to the Board and included Ms. Pauline Carr (colored) who requested group transportation for black children from Gum Springs and W. H. Coates (colored) who requested that the School Board continue to pay \$20.00 per month for gas so that black children could be transported to Vienna and Odrick's Corner Colored Schools (Fairfax School Board Report, Sept. 17, 1940).

The report does not state whether the money for the latter request was for a private vehicle or a county bus.

The April 15, 1941 School Board minutes includes a budget for Manassas Regional High School for the 1941-1942 session. The budget was prepared by the Manassas Regional High School Board and presented by F.W. Robinson and W.T. Woodson of Fairfax County. The budget reflects Fairfax County's contribution to the administration and maintenance of Manassas Regional High School. The budget disbursements are shown in Table 14 and the budget receipts are shown in Table 15.

Presentations to the School Board: 1941

Other presentations to the School Board in 1941 on behalf of the education of the county's black children included the following.

June 24, 1941

A colored delegation representing the Colored Citizen's Association and the Colored Federation of PTA of Fairfax County and the Gum Springs and Woodlawn Colored School Leagues presented a petition requesting the construction of a new school in the Gum Springs community. They specifically requested a five or six room fireproof school building with auditorium, library and office with central heating plant and interior sanitary facilities similar to the building constructed for white children at Franconia, Burke and Fairfax Station. (Fairfax County School Board Records, June 14, 1941)

They further requested the consolidation of Woodlawn and Spring Bank black schools. The Board responded that the Spring Bank building was less than 2 years old and the Board had requested a two room addition to that plant to accommodate children moving in from the Woodlawn community as well as other growth within the Gum Springs community.

June 24, 1941

Mr. Ollie Tinner and R.V. Evans of Falls Church Colored School League explained that the league had raised part of the money to aid the Board in the purchase of a new lot across from the present school. Comments from the Board were that "enrollment had not increased" according to record--it having been 87 in 1933 and 78 in 1941. The superintendent further commented that the building was "in poor repair." The chairman requested that the Board "do something to improve the situation at Falls Church Colored School as soon as possible" (Fairfax County School Board Records, June 24, 1941).

Table 14

Manassas Regional High School Budget, including Disbursements, 1940-1941 and 1941-1942

Disbursements	1940-1941	1941-1942
<u>Instruction:</u>		
Principal	\$ 1,200. (12 months)	\$ 1,320. (12 months)
7 Academic teachers (\$675)	\$ 4,725. (9 mo.; 8 @ \$765)	\$ 6,120. (9 months)
2 Home Ec teachers (\$850; \$950)	\$ 1,800.	\$ 1,900. (10 months)
1 Trade teacher (\$935, 11 months)		\$ 1,080. (12 months)
1 Trade teacher (\$935, 11 months)		\$ 1,080. (12 months)
1 Agriculture teacher	<u>\$ 1,200 (12 months)</u>	<u>\$ 1,260. (12 months)</u>
	\$10,795.00	\$12,760.00
<u>Instruction Supplies:</u>		
Lab Equipment	\$ 100.00	\$ 100.00
Home Economics	100.00	180.00
Library Books	150.00	180.00
Equipment-Agriculture	100.00	100.00
Chalk, Erasers, Etc.	25.00	28.00
Equipment Trades Dept.	400.00	300.00
Other Instruction Supplies Costs	<u>50.00</u>	<u>50.00</u>
	\$925.00	\$938.00
<u>Operation and Maintenance:</u>		
Water and Electricity	\$ 125.00	---
Fuel	800.00	\$ 800.00
Janitor	180.00	360.00
Janitor Supplies	25.00	50.00
Maintenance	880.37	800.00
Insurance	414.63	600.00
Furniture Replacement	<u>200.00</u>	<u>200.00</u>
	\$2,625.00	\$2,810.00
Grand Total Disbursement	\$14,345.00	\$16,508.00
Increase over Previous Year		\$2,163.00

Table 15

Manassas Regional High School Budget, including Receipts, 1940-1941 and 1941-1942

Receipts	1940-1941	1941-1942
State Appropriation Vocational Funds	\$ 5,000.00	\$ 5,000.00
State Reimbursement Vocational Transportation	3,500.00	3,500.00
State Reimbursement Vocational Equipment	250.00	200.00
Donations	428.00	400.00
Miscellaneous Tuitions	100.00	100.00
*Fairfax County Funds and Per Capita Enrollment	<u>5,367.00</u>	<u>7,308.00</u>
Grand Total	\$14,345.00	\$16,508.00
Increase over Previous Year		\$ 2,163.00

*Note. The 1941-1942 per capita amount is based on 406 enrollment at \$18.00 per capita. The Board approved the budget as presented.

September 2, 1941

A line item in the Fairfax County budget showed tuition costs of \$2,598.00 to Manassas Regional High School. This implies that additional students from Fairfax County were enrolled. No comment was made about the item, however (Fairfax County School Board Records, Sept. 2, 1941).

September 16, 1941

Mr. Louis Smith and Ms. Pauline Carr, both black, of the Gunston community requested that colored pupils from Gunston be allowed \$3.00 per month and from Franconia, \$12.00 per month as aid toward transporting them to Gum Springs School. This was likely for private vehicle transportation although records do not so state. The request was approved.

October 7, 1941

Reverend Costner of Fairfax County addressed the Board concerning its declining to pay electric bills for black schools after agreeing to be responsible for these bills. He also requested electrical rewiring for black schools. As a result of his request, electrical service for black schools was put in the name of Fairfax County and the Board paid for service. No action was taken on rewiring (Fairfax County School Board Records, Oct. 7, 1941).

October 21, 1941

Delegates representing Odrick's Colored School requested assistance with transportation to Odrick's School. The delegation stated that 40 children lived over two miles from the school and three or four children lived nine miles away. They requested a separate bus to pay for gas and driver. The Board agreed to contribute to the School League if the sum did not exceed \$30.00 per month for transportation (Fairfax County School Board Records, Oct. 21, 1941).

November 4, 1941

The Board reconsidered its October 21 decision and requested that Mrs. Grace Willis Jackson, teacher at Odrick's Colored School submit a list of pupils enrolled in her school--grouped by those who lived north of Leesburg Pike and those who lived south of Leesburg Pike. It was the opinion of the Board that both Vienna and Odrick's School transportation combined would not justify more than \$40.00 per month in transportation (Fairfax County School Board, Nov. 4, 1941). These school board records reflect the concerns of the counties black citizens to provide education for black children.

In March of 1942, Fairfax County Superintendent W.T. Woodson met with superintendents of Fauquier and Prince William counties to prepare the budget for Manassas Regional High School, as shown in Table 16 (disbursements) and Table 17 (receipts). The budget shows that Fairfax County contributed to the total "running of the school" as did Prince William and Fauquier counties. Other counties that sent black students to the school paid only tuition.

Table 16

Manassas Regional High School Budget, including Disbursements, 1941-1942 and 1942-1943

Disbursements	1941-1942	1942-1943
<u>Instruction:</u>		
Principal (\$150 x 12 months)	\$ 1,320. (\$165 x 12 mo.)	\$ 1,980.00
8 Academic teachers (\$85 @ 9 mo.)	\$ 6,120. (5 mo. @ \$93; 3 @ \$90)	\$ 6,930.00
2 Home Ec teachers (10 months)	\$ 1,900.	\$ 2,000.00
1 Trade teacher (11 months)	\$ 1,080 (\$100 @ 11 mo.)	\$ 1,100.00
1 Trade teacher (11 months)	\$ 1,080 (\$100 @ 11 mo.)	\$ 1,100.00
1 Agriculture teacher	\$ 1,080 (\$100 @ 10 mo.)	\$ 1,000.00
	\$ 1,260 (\$115 @ 12 mo.)	
	<u>plus \$100 travel</u>	<u>\$ 1,480.00</u>
	\$12,760.00	\$15,740.00
<u>Instruction Supplies:</u>		
Lab Equipment	\$ 100.00	\$ 80.00
Home Economics	180.00	180.00
Library Books	180.00	90.00
Equipment-Agriculture	100.00	---
Chalk, Erasers, Etc.	28.00	30.00
Equipment Trades Dept.	300.00	100.00
Other Instruction Supplies Costs	<u>50.00</u>	<u>80.00</u>
	\$ 938.00	\$ 560.00
<u>Operation and Maintenance:</u>		
Fuel	\$ 800.00	\$ 800.00
Janitor	360.00	360.00
Janitor Supplies	50.00	50.00
Maintenance	800.00	600.00
Insurance	600.00	460.00
Furniture Replacement	<u>200.00</u>	<u>150.00</u>
	\$2,810.00	\$2,240.00
Grand Total Disbursement	\$16,580.00	\$18,540.00

Table 17

Manassas Regional High School Budget, including Receipts, 1941-1942 and 1942-1943

Receipts	1941-1942	1942-1943
State Appropriation Vocational Funds	\$ 5,000.00	\$ 3,000.00
State Reimbursement Vocational Transportation	3,500.00	3,910.00
State Reimbursement Vocational Equipment	200.00	50.00
Donations	400.00	400.00
Miscellaneous Tuitions	100.00	100.00
*Fairfax County Funds and Per Capita Enrollment	<u>7,308.00</u>	<u>10,600.00</u>
Grand Total	\$16,988.00	\$18,540.00

*Note. The 1942-1943 per capita amount is based on 400 enrollment at \$26.50 per capita. The Board approved the budget as presented.

On August 18, 1942, the superintendent requested tuition from non-Fairfax County residents whose children attended Fairfax County Schools. Payment would begin in the 1942-1943 school year. The superintendent requested \$45.00 for white high school students, \$35.00 for white elementary students and \$30.00 for Negro elementary students. When reviewing per capita costs within the county, the author learned that the per capita instructional costs for the 1942-1943 school year were as follows: (a) White High School, \$55.32; (b) White Elementary School, \$35.45; and, Negro Elementary School, \$25.92 (Fairfax County School Board Records, August 18, 1942).

Black children from outside the county who wished to attend the county schools were paying more than the per capita costs to the school system. No explanation was offered for this disparity.

From 1943-1944 to 1945-1946, Fairfax County's Annual School Report presents comparative data on the salaries of elementary principals, teachers and supervisors. This data is shown in Table 18 for 1943-1944, in Table 19 for 1944-1945, and in Table 20 for 1945-1946. Blacks in each case made less although the gap was not as wide between black and white supervisors in 1944-1945 and between black and white teachers in 1945-1946.

Table 18

Number of Positions and Annual Salaries, 1943-1944

School Personnel	White		Negro	
	Number	Salary	Number	Salary
Elementary Principal				
Male	3	\$2,133	0	--
Female	19	\$1,905	7	\$1,040
Elementary Teachers				
Male	0	--	0	--
Female	163	\$1,449	18	\$1,210
Supervisors				
Male	1	\$2,800	0	--
Female	1	\$2,100	1	\$1,800

(Fairfax County Annual School Report, 1943-1944)

Table 19

Number of Positions and Annual Salaries, 1944-1945

School Personnel	White		Negro	
	Number	Salary	Number	Salary
Elementary Principal				
Male	3	\$2,133	0	--
Female	19	\$1,905	7	\$1,040
Elementary Teachers				
Male	0	--	0	--
Female	163	\$1,449	18	\$1,210
Supervisors				
Male	1	\$2,800	0	--
Female	1	\$2,100	1	\$1,800

(Fairfax County Annual School Report, 1944-1945)

Table 20

Number of Positions and Annual Salaries, 1945-1946

School Personnel	White		Negro	
	Number	Salary	Number	Salary
Elementary Principal				
Male	3	\$2,365	2	\$1,498
Female	19	\$2,091	8	\$1,745
Elementary Teachers				
Male	1	\$ 812	0	--
Female	180	\$1,585	17	\$1,583
Supervisors				
Male	1	\$3,039	0	--
Female	1	\$2,474	1	\$2,083

(Fairfax County Annual School Report, 1945-1946)

Although the superintendent's Annual School Report does not include data from the Manassas Regional High School, Fairfax County School Board Records include the 1943-1944 budget for the school. As in previous years, the budget reflects the county's support of the entire school including administrative costs, instruction, instructional supplies and operation and maintenance. The information available, as shown in Table 21, revealed the following county funded per capita tuition rate paid for students to attend Manassas Regional High School.

Table 21

County Funded per Capita, 1941-1942 and 1942-1943

Criteria	1941-1942	1942-1943
County funded per Capita	\$10,930.00	\$12,100.00

(Fairfax County Annual School Report, 1945-1946)

This was based on \$30.25 per capita enrollment of 400 students. No information was provided to determine the percentage of students in attendance from Fairfax County specifically. The budget was approved as presented.

On June 29, 1943, the School Board listed "approved" books to be used in grades 1 through 7. There was no mention of whether or not these books were to be used in black schools in the county.

No data concerning the salaries of black high school teachers was given in 1944-1945 or 1945-1946 Annual School Reports. Although no explanation was given for this, it could have been that no Fairfax County black teacher taught at Manassas Institute during those years. Since Manassas Institute accommodated students from areas in addition to Fairfax County, it is likely that teachers came from various geographical locations also. Fairfax County School Board Records of 1944 indicate that the county still met its obligations to the school, however.

In the February 1, 1944 School Board Minutes, Superintendent Woodson commented that it was only necessary to enter a budget outline as opposed to an entire budget for Manassas Regional High School. Table 22 shows the per capita data that were provided.

Table 22

From County Funded per Capita, 1943-1944 and 1944-1945

Budget	Estimate	Proposed
<u>1943-1944</u>	<u>1943-1944</u>	<u>1944-1945</u>
\$13,600.00	\$13,600.00	\$18,950.00

According to School Board Minutes, there were 37 pupils for other counties. At \$50.00 per student, \$1,850.00 was received from other counties. There were "380 pupils from owning counties" (Prince William, Fauquier and Fairfax). The per capita cost was \$45.00 each totaling \$17,100.00. The information given does not indicate the exact number of students from Fairfax County. The budget was approved as presented.

On January 3, 1945, a special School Board meeting was called to address concerns prepared by a Joint Committee on Negro Schools. Reverend Robert F. Gibson chaired this committee and presented the following.

Needs of Negro Schools

1. Water, Heat and Lights

According to Reverend Gibson, Negro schools were deficient in the basic essentials of water, light and heat. Six of 15 schools have no water on the property and depend on the generosity of neighbors. None have running water or modern

toilet facilities. Two schools lack electric lights. Heating is provided from stoves and soft coal. The use of soft coal makes it impossible to keep the school room clean.

2. Janitorial Service

Even part-time assistance would be beneficial.

3. Repairs

Too numerous to list. We request prompt and special consideration.

4. Bus Service

We recommend carrying white and colored children on the same bus as a possible solution.

5. School Furniture

It is necessary that Negro children share with white children in the 'new furniture pool' and the practice of supplying them with secondhand furniture should be discontinued.

6. Equalization of Salaries for Teachers

7. Consolidation

We recommend the consolidation of small isolated schools at least for upper grades in hopes that new larger schools will be physically equal to white schools (consolidate Mt. Pleasant, Chesterbrook, Spring Bank and erect a new building at Falls Church site).

(Fairfax County School Board Records, Jan. 31, 1945)

In response to the Committee's concerns, the Board concluded:

1. There would be no lighting at Spring Bank and Clifton since those schools would be closed.
2. Poor heating was due to the inferior quality of coal. The Board suggested using hard coal in some buildings.

3. Janitorial service would be provided at the following rates:

\$10.00 per month for one and two room schools.

\$15.00 per month for three room schools.

\$20.00 per month for four room schools.

(Fairfax County School Board Records, Jan. 3, 1945)

As shown in Table 23, in 1946-1947, the salary pattern within the county changed with no explanation. Although black elementary principals and the black elementary supervisors made less than whites in the same position, black female elementary teachers earned \$2,102.00 while whites earned \$1,962.00--\$140.00 less. Again in 1948-1949, this unusual situation occurred where the black female supervisor earned \$178.00 more than the white female supervisor. No additional information was provided to explain this disparity.

Table 23

Number of Positions and Annual Salaries, 1946-1947

School Personnel	White		Negro	
	Number	Salary	Number	Salary
Elementary Principal				
Male	2	\$3,808	2	\$2,127
Female	20	\$2,523	10	\$1,975
Elementary Teachers				
Male	5	\$1,265	--	--
Female	190½	\$1,962	16	\$2,102
Supervisors				
Male	2	\$2,270	0	--
Female	1	\$2,906	1	\$2,592

(Fairfax County Annual School Report, 1946-1947)

Again, the County's Annual School Report leaves out Manassas Regional High School. County School Board records of 1946-1947 revealed that the county's per capita participation came to \$22,400.00 in 1945-1946. Proposed for 1946-1947 was \$25,200.00. This figure (\$25,200.00) was based on an estimated enrollment of 420 pupils at \$60.00 each. Again, no breakdown was available to determine the percentage of students from Fairfax County only.

School Board records also revealed that Bailey's Colored School was consolidated with Falls Church Colored School. Although citizens from the Bailey's community requested that their former school be used as a community recreation center, the Board decided that it should be used for storage of supplies and equipment.

Concerns regarding the transportation of black students were presented to the Board on several occasions in 1946. One example of these concerns follows.

August 20, 1946

A letter dated August 9 from Roberta Harris, Negro, was presented to the Board. In this letter, Mrs. Harris requested additional assistance toward the cost of transporting five children from Franconia to Gum Springs School for the next session. It was moved that the board would pay as last year.

From: Franconia to Gum Springs	10 cents
Gunston to Gum Springs	20 cents
Pohick to Gum Springs	10 cents

(Fairfax County School Board Records, Aug. 20, 1946)

Also, in August, 1946, Superintendent Woodson requested that tuition be charged for Veterans over 20 years of age at the following rate:

White High School Students	\$95.00 per session
White Elementary School Students	\$60.00 per session
Negro High School Students	\$94.00 per session
	(plus \$15.00 per session when furnished transportation)
Negro Elementary School Students	\$60.00 per session

This was approved although there was no explanation or discussion of the disparity in costs or the added charge for transporting black high school students.

On February 4, 1947, Superintendent Woodson agreed in conjunction with Fauquier and Prince William counties to raise the salaries of Manassas Regional High School teachers \$200.00 for the remainder of the session. Because these teachers were on the same salary scale as Prince William County teachers and because the superintendent of Prince William County requested a raise for his teachers, he feared that there would be "much dissatisfaction" should the black teachers support this increase and adjusted its budget accordingly. Table 24 shows the number of positions and annual salaries for the 1946-1947 school year.

In 1947-1948 the statistical data, as shown in Table 24, reflects earnings for black male elementary principal of \$1,803.00 more than their white counterparts. No explanation was given for this disparity. A similar disparity existed for elementary male teachers for the same year. Black male elementary teachers earned \$367.00 more per year than white male elementary teachers. Although it was unusual for this to occur, no explanation was offered.

Table 24

Number of Positions and Annual Salaries, 1947-1948

School Personnel	White		Negro	
	Number	Salary	Number	Salary
Elementary Principal				
Male	5	\$2,796	2	\$4,599
Female	17	\$3,244	9	\$2,659
Elementary Teachers				
Male	4	\$1,868	0	\$2,235
Female	216½	--	17½	\$2,484
Supervisors				
Male	2	\$4,559	1	\$2,886
Female	5	--	--	\$4,382

(Fairfax County Annual School Report, 1947-1948)

Table 25 below show data for number of positions and annual salaries for the 1948-1949 school year.

Table 25				
<u>Number of Positions and Annual Salaries, 1948-1949</u>				
School Personnel	White		Negro	
	Number	Salary	Number	Salary
Elementary Principal				
Male	5	\$3,237	3	\$2,747
Female	18	\$3,394	7	\$2,949
Elementary Teachers				
Male	6	\$1,755	--	--
Female	242	\$2,430	20½	\$2,489
Supervisors				
Male	2	\$4,889	0	--
Female	6	\$3,288	1	\$3,486

(Fairfax County Annual School Report, 1948-1949)

February 3, 1948 reflects the first School Board entry in which "Colored citizens came before the Board to request the establishment of a colored high school within Fairfax County." The Board recommended that the citizens visit Manassas Regional High School to familiarize themselves with the set up and then set a time to meet with the Board some night" (Fairfax County School Board Records, Feb. 3, 1948).

On March 2 of the same year, Superintendent Woodson reported that Reverend Costner requested that the Board set a date for the Committee to appear concerning the establishment of a Negro high school within Fairfax County as most of the black citizens had visited Manassas Regional High School. On March 9, 1948, 11 black citizens met the Board. Reverend Costner stated that the Committee had met twice to discuss the need for a black high school in Fairfax County. The Committee of Colored Citizen's requested:

1. A first class comprehensive high school to which colored children may attend.
2. That Manassas Regional High School be developed into a first class vocational high school.

Reasons for these requests were:

1. Manassas is too far for the majority of children in the county.
2. Manassas Regional High School has never had the faculty nor educational opportunities equal to high school education for white children--no gym or modern shops. Adequate facilities are essential.
3. A first class comprehensive high school will lift the level of intelligence for all colored citizens, keep more children in school and attract colored residents to the county who will be a great asset.
4. The entire county will benefit from an increase in intelligence, reduction in delinquency and crime, increased involvement in athletics and other programs.

Reverend Costner continued stating that blacks were leaving Fairfax County because it lacked "movie picture houses, restaurants and meeting places for blacks."

The Board responded by expressing fear that if Fairfax County withdrew its support, Manassas Regional High School would not have the enrollment to justify state support. However, on a more positive note, the Board asked if the Committee was interested in just classrooms with later additions of a gym and auditorium. The Committee requested a complete plant but felt that the black citizens would be happy with any initial steps taken. The Board further stated that "should a colored high school be constructed, the Board could not give any assurance as to courses which might be offered since this would depend upon school enrollment" (Fairfax County School Board Report, Mar. 9, 1948). The meeting ended with the Board expressing its desire to "cooperate with colored citizens and its desire to treat the colored children the same as white children" (Fairfax County School Board Report, Mar. 9, 1948). The Board, however, made no promise, but stated that the matter would be considered.

As shown in Table 26, in 1949-1950, black elementary school principals, teachers and supervisors earned more than their white counterparts. In 1950-1951, black principals earned less money than white principals but elementary female teachers and supervisors earned more than whites (see Table 27). Only one male elementary teacher is listed as having taught in Fairfax County's black schools during that year and his salary was less than his white counterparts. Again in 1951-1952 (see Table 28), there was an unexplained disparity in the salaries of educational employees. Although black male elementary principals earned less than their white male counterparts, black female elementary principals earned more. In the case of elementary teachers, black males and females earned more than whites. The county's one black supervisor earned more than the white supervisor. Again, no job description or other data was available to explain any of the disparities in salaries.

Table 26

Number of Positions and Annual Salaries, 1949-1950

School Personnel	White		Negro	
	Number	Salary	Number	Salary
Elementary Principal				
Male	6	\$3,470	3	\$3,767
Female	16	\$3,203	7	\$3,322
Elementary Teachers				
Male	10	\$2,228	0	--
Female	255½	\$2,655	2	\$2,658
Supervisors				
Male	1	\$5,400	0	--
Female	1	\$3,918	1	\$3,999

(Fairfax County Annual School Report, 1949-1950)

Table 27

Number of Positions and Annual Salaries, 1950-1951

School Personnel	White		Negro	
	Number	Salary	Number	Salary
Elementary Principal				
Male	6	\$3822	3	\$3,599
Female	16	\$3,929	7	\$3,371
Elementary Teachers				
Male	10	\$3,027	1	\$1,949
Female	333	\$2,683	26	\$2,847
Supervisors				
Male	2	\$5,649	0	--
Female	6	\$3,967	1	\$4,308

(Fairfax County Annual School Report, 1950-1951)

Table 28

Number of Positions and Annual Salaries, 1951-1952

School Personnel	White		Negro	
	Number	Salary	Number	Salary
Elementary Principal				
Male	4	\$5,194	4	\$3,788
Female	25	\$3,885	6	\$4,006
Elementary Teachers				
Male	15	\$2,919	1	\$3,042
Female	382½	\$2,898	26	\$3,291
Supervisors				
Male	3	\$5,900	0	--
Female	7	\$4,165	1	\$4,691

(Fairfax County Annual School Report, 1951-1952)

On April 4, 1950, Superintendent Peters of Prince William County requested that Fairfax freeze its assets to Manassas so his Board might proceed alone with building a black elementary school near the high school. Superintendent Peters supported his request by stating that additional facilities were urgently needed at Manassas and that he felt that Fairfax was committed to build a black high school in Fairfax County and could not contribute to financing further the facility at Manassas. Fairfax Board members responded by saying the county was not "withdrawing for participation in the regional high school but did not wish to invest further monies in capital outlay (Fairfax County School Board Records, Apr. 4, 1950).

Again in 1950-1951, Fairfax disbursed \$83,680.00 to Prince William County for Manassas Regional High School. No information was given on per capita tuition payments. School Board records for 1950 revealed numerous discussions and purchases for Negro school sites. These included:

September, 1950

Mr. Holcomb Rogers . . . willing to sell four acres for \$1,500.00 for colored school site near Floris.

September 21, 1950

Mr. Jackson, colored--willing to sell 7.85 (Quander Road and Beacon Hill Road) to the Board for a school . . . daughter also willing to sell but seven heirs must be contacted, some out of state.

October 19, 1950

Mr. John Barbour, colored--12 acres, willing to sell to the Board for high school building. Superintendent commented that at least 15 acres were needed.

November 7, 1950

Plat presented showing 12 acres near Fairfax owned by Mr. Barbour.

These black citizens, among others, were willing to sell family land for the purpose of building schools for blacks within the county.

The 1952-1953 school year (see Table 29) and the 1954-1955 school year (see Table 30) records depicted that black male and female principals earned more than whites. Black elementary teachers made more than white elementary teachers. The disparity in teacher salaries may be explained because many teachers in the black schools were principal-teachers at the time. This meant that they served the school in a dual capacity as both a principal and teacher. The title suggests that the responsibilities of such a person were greater than the responsibilities of an individual carrying the title of teacher only. There are, however, no specific job descriptions to verify differentiated job responsibilities. The available data did not indicate the teachers' years of experience or type of certification which could also explain the differences in salaries. In 1952-1953, the black female supervisor earned slightly less than the white female supervisor, but in 1954-1955, the salary of the black supervisor was \$357.00 higher than her white counterpart. Although Fairfax opened its first black high school in 1954, no comparative salary data was available concerning high school teachers.

Table 29

Number of Positions and Annual Salaries, 1952-1953

School Personnel	White		Negro	
	Number	Salary	Number	Salary
Elementary Principal				
Male	9	\$4,311	22	\$5,216
Female	22	\$4,582	4½	\$4,772
Elementary Teachers				
Male	23	\$3,044	1	\$3,783
Female	453	\$3,262	29	\$3,785
Supervisors				
Male	2	\$6,058	0	--
Female	8	\$5,191	1	\$5,176

(Fairfax County Annual School Report, 1952-1953)

Table 30

Number of Positions and Annual Salaries, 1954-1955

School Personnel	White		Negro	
	Number	Salary	Number	Salary
Elementary Principal				
Male	10	\$5,214	4	\$5,414
Female	24	\$5,414	2	\$5,460
Elementary Teachers				
Male	25	\$3,669	2	\$3,699
Female	536½	\$3,502	34½	\$4,133
Supervisors				
Male	2	\$6,799	0	--
Female	9	\$5,286	1	\$5,643

(Fairfax County Annual School Report, 1954-1955)

In August 1951, the Fairfax County School Board paid \$37,372.56 for shared use of Manassas Regional High School. Four new bus drivers were hired to transport black students to the school for the 1951-1952 school year.

In September 1952, Mrs. Fortune, teacher at Odrick's Colored School, was removed from that position and placed as a floating teacher to teach art at the black schools in the county. She would spend one-half day at each school and she would receive six cents per mile not to exceed \$300.00 per year for travel. Mrs. Ida Murchison would teach part time at Odrick to replace Mrs. Fortune.

Plans were in place for a combined black elementary and high school at Merrifield. Bailey's citizens requested that the plans be reconsidered and that the Bailey's community have a separate elementary school rather than add an elementary wing to the high school. The citizens of the Bailey's area stated that approximately seven acres would be needed to build a school for 175 children. They had spoken with land owners in the area who were willing to sell at a reasonable price for a black school to be built. The Board complied with their request saying that "Negro people will not be satisfied with a combined elementary and high school at Merrifield." No instructional issues were discussed at the meeting.

On June 2, 1952, the following names were considered for the black high school at Merrifield: (a) Merrifield High School, (b) Liberty High School, and (c) Luther Jackson High School. After much discussion, the decision was postponed to a later meeting.

By 1940-1941, some teachers provided brief narratives of the equipment that was available in their classrooms as well as units taught. Some teachers during this period provided a "Teacher's Cash Record" for the school year. From this list, we can learn of some of the activities that occurred in that teacher's classroom.

An example of a classroom description was left by Mrs. Remell Lomax, a 1940-1941 teacher at Bailey's Elementary School. Mrs. Lomax's classroom consisted of 31 desks, 3 double desks, a teacher's desk, a piano, a book case, a first aid cabinet, one set of six maps, one globe, a dictionary and an encyclopedia. Mrs. Lomax's classroom was well equipped when compared to many which had no globes, maps, dictionaries, teacher's desks or encyclopedias. Mrs. Lomax listed two units of instruction which she taught her first, second and third grade students. These units were: (a) Our Neighbor, (b) South America, and (c) Living with Myself in the Defense Program. Other than their titles, no other information was given about these units of study. Mrs. Corrine E. Washington, teacher at Floris Elementary School for the same school year, indicated that in addition to her 27 single desks and chairs, she had a radio, a playhouse, a globe, map and water cooler in her room. It seems that the county had no guidelines to determine what each elementary classroom would have or what each elementary teacher was expected to cover instructionally. Elementary units of study for 1940-1941 school year included such topics as: (a) Health and Animal Shelter, (b) Contemporary Negro Life, (c) The Newspaper, (d) Leisure Time, and (e) How to Use It and National Defense.

A similar pattern of presenting information existed for the 1941-1942 and 1942-1943 school year. One teacher to give a first hand account of her teaching career in Fairfax County was Mrs. Marjorie Robinson. Mrs. Robinson taught in the county's all black schools from 1943 to 1954. An account of her experiences follow.

A Teacher's Story

Mrs. Marjorie Robinson taught at Oak Grove Elementary School for Colored Children beginning in February of 1943. There were two teachers in this building located in the area of Herndon, Virginia. Mrs. Robinson taught grades one through four. By September, 1943, Mrs. Robinson relocated and taught at Mt. Pleasant Elementary School for Colored. She described Mt. Pleasant as a one-room wood frame building just off Columbia Pike at Lincolnia Road. The school building no longer exists, however, Mt. Pleasant Baptist Church is now in that location.

When I first arrived I taught seven grades alone. There were thirty-five students the first year. By the third year there were around 54 to 56 children. I found out where the kids were as far as their reading and math levels and I just had to group them. (M. Robinson, personal interview, May 14, 1993)

Mrs. Robinson indicated that by World War II most of the men had jobs related to the war so there was a problem getting bus drivers. She stated:

I grew up on a farm so I could drive anything so I drove the bus and taught from about 1946 to 1954. I parked the bus at a gas station overnight. Another girl who taught at Old Chesterbrook School and I shared in driving the bus--I don't know a lot about the school but it did exist and she taught there. Her name was Julia Hall Brockman. (M. Robinson, personal interview, May 14, 1993)

Mrs. Robinson recalled her first check for teaching was \$55.00 and her allotment for driving the bus was \$50.00 per month.

According to Mrs. Robinson, Mt. Pleasant Elementary School for Colored Children, called a shoe box, also had a pot-bellied stove which she was responsible for "lighting each day." The students brought vegetables to make a big pot of soup on the stove several times per week. She "tended the soup" while she taught. Mrs. Robinson was visited several times per year by Mrs. Emma O. Moore, the county supervisor for black schools. Mrs. Moore would visit for about one-half day but never really gave you a follow-up report. "There was never a formal assessment made."

By the 1950's it was decided that the black schools in Fairfax should be consolidated "so we could have smaller classes." Mr. W.T. Woodson was superintendent at the time. The PTAs got together and went to the school board and convinced them that we had too many children in a

one-room set up. "The school board listened but said that they couldn't guarantee bus drivers at that time. So I continued to drive the school bus."

Mrs. Robinson continued:

There are no records; records were put in the attic--things were not recorded in regular order--they were handwritten by the secretary of the school board but the records on the black schools just don't exist. (M. Robinson, personal interview, May 14, 1993)

Mrs. Robinson taught at Bailey's Elementary School for Colored Children from 1946 to 1948. She commented that Bailey's was a three-room Rosenwald School, and stated:

There were no more than 3 or 4 Rosenwald Schools in the County. The money didn't take care of the total cost of building but it helped to build the building. I think the other Rosenwald Schools were Gum Springs, Odrick's and Vienna Elementary. (M. Robinson, personal interview, May 14, 1993)

Bailey's Elementary consolidated with the James Lee School in 1948. The James Lee School was an all-brick facility with up to six rooms, an auditorium, cafeteria and indoor toilet facilities. Mrs. Robinson recalled lining up the students to take them to the bathroom and how fascinated they were to see the water run when the toilet was flushed. Mrs. Robinson remained at James Lee Elementary School from 1948 until she became a visiting teacher in 1954.

A Principal's Story

From 1946 to 1952, Mr. Cecil Robinson was a teacher or principal in the county's black schools. Mr. Robinson commented that the piano in his school was donated by the P.T.A. and indicated that "other schools with pianos probably got them the same way" (C. Robinson, personal interview, May 14, 1993). This suggested that black parents were interested and involved in the education of their children. Mr. Robinson's interview revealed the following about Fairfax County Schools.

Mr. Cecil Robinson had the dual role of principal and teacher at Odrick's Elementary School for Colored Children from 1946 to 1952. During a May 14 interview with Mr. Robinson in his home, he described the building as "being brick veneer with two classrooms, a kitchen and a full basement." The other teacher, now deceased, was Mrs. Ann Fortune Boykins, taught grades one through four. Mr. Robinson taught grades five, six and seven.

Among the courses taught were history, geography, language, arts, spelling, math, art, and music. A piano was given to school by the P.T.A. During inclement weather, the basement was used for physical education activities.

As principal, Mr. Robinson made sure that adequate coal was in place so the building was heated and that the physical plant was ready for the students. There were approximately forty to forty-five students in each class. Many of the students were related--often with five or six children from the same family. It was the responsibility of the principal to find out why certain students were not in school. Home visits were made in the evening. According to Mr. Robinson, Mrs. Mack, now deceased, served as attendance officer for black schools in the county. Prior to his principalship, the parents in the community arranged for the children to get to school. However, beginning in 1946, the county provided free buses; Margaret Smith was the bus driver. Mr. Robinson recalled the following about Odrick's School for Colored Children:

There was a pot-bellied stove in the school and I can remember that we made a big pot of soup maybe three times per week to serve the children. Basically, the children brought their lunch but when we had soup, the children ate soup. Parents sent potatoes and other vegetables to add to the pot. The teacher would bring meat. (C. Robinson, personal interview, May 14, 1993).

Mr. Robinson also recalled receiving "government products such as powdered milk and cheese when it was available." Maybe it was the first unofficial lunch program in the county. Odrick's Elementary consolidated with Louise Archer Elementary. Mr. Robinson moved on to be principal and teacher at Merrifield Elementary. He taught grades four, five, and six for two years.

A letter from Falls Church Colored School League can be found in Appendix B. This letter supported Mr. Cecil Robinson's statement that PTAs, sometimes called School Leagues, were supportive of the school's efforts. The letter from the 1940-1941 school year indicates that there was an active parent group in existence. The League managed two accounts, one for current expenses and one "reserved as monies earmarked for the new school building project" (Falls Church Colored School League, 1941). It seems that the league had both immediate and long-term goals. An additional financial statement shows funds expended for such things as mowing school grounds suggests that the league was actively a part of the school's regular maintenance functions. Of the funds accounted for in this statement, "\$300.00 was earmarked for the new school building project for the Falls Church Colored School Community" (Falls Church Colored School League, 1940-1941). The new school building project was the James Lee School described in Ms. Marjorie Robinson's interview as an "all brick building with up to six rooms, an auditorium, cafeteria and indoor toilet"--the first of its kind for black students in the county (M. Robinson, personal interview, May 14, 1993).

Cash reports for the Spring Bank Colored School League also suggest that parents were actively involved. In their handwritten cash report (see Appendix A), this league left evidence of its members paying dues, supporting the schools field day activities and purchasing a flag for the school. Similar documentation was left by the Vienna Colored School which in June of 1941, left records of having raised \$300.00 for the school (see Appendix A). Expenditures included payments for the installation of electric lights, financial support for the school's field day, and a picnic for the children. This school's league reached beyond the immediate needs of their

building as contributions were made to the Manassas Jennie Dean Fund, the Manassas School Health Department, the Community Chest and Christmas Seals.

Another person who taught in Fairfax County's all black schools was Mrs. Ora Lawson. Mrs. Lawson traced her teaching career from 1947 through 1954. She provided the following information about her experiences.

Mrs. Ora Lawson taught at Cub Run Elementary School for Colored Children from 1947 through the spring of 1951. She was hired as principal and teacher of grades 4 through 7. It was a two-room school with an outdoor privy.

We did our own janitorial work till the PTA hired a high school boy as a janitor. When I came we had an old broken ax, an old shovel and three or four pieces of chalk, erasers and a very few "hand-me-down" books from the white schools. Furniture was hand-me-down from the white schools. There was well water and one dipper for drinking unless the students brought their own drinking cup. (O. Lawson, personal interview, May 20, 1993)

Mrs. Lawson remembered that the county delivered wood in big round pieces which had to be split. The children and the teacher cut wood for the school.

There was a pot-bellied stove in the building. We shoveled the wood daily. The stove was changed to the rectangular type. We needed a better ax and other things so I asked the bus driver how I could get these things. He responded that there was a school supply building on Route 236. One day I went there and backed my car up the building and got my own supplies with no problem. (O. Lawson, personal interview, May 20, 1993)

We had a hot soup program, too. The parents donated ingredients and the soup was made in a large pot on the stove. The second year, a secretary came and we divided the coatroom in half. We used half of it for coats and the other half for office space for the two of us. She became "the cook". She was a farmer and often brought canned vegetables to add to the soup. (O. Lawson, personal interview, May 20, 1993)

During the third year, the attendance grew to about 90 students and one room was added. Students who attended Cub Run were bused from the town of Clifton and Centreville. The school was located on Route 29 just below Centreville. The building is still standing but is currently used as a church. "Cub Run School was started by people who came out of slavery--it was built by these people--it was not a Rosenwald School" (O. Lawson, personal interview, May 20, 1993).

Mrs. Lawson rode the Manassas Institute School bus daily. She was dropped off at Cub Run School in time to make a fire and fill the water pails. "The regular morning devotion began with the reciting of the Lord's Prayer, the salute to the flag, a song or recitation of a poem. Morning assignments followed" (O. Lawson, personal interview, May 20, 1993). While doing math with one group, she would assign work for other groups to complete.

According to Mrs. Lawson, Mrs. Moore, the county supervisor for black schools, observed classes for one day per month. "There was never a comparison to white schools." Both Mrs. Lawson and Mrs. Moore boarded in the same house. Mrs. Lawson indicated during our interview that they never discussed what was going on in white schools. In June 1951, Mrs. Lawson "left to have a baby". Shortly afterwards, the one- and two-room schools were consolidated into Eleven Oaks Elementary School. Eleven Oaks was built by the county. The all-brick facility is still standing and is used as an administration building.

Mrs. Lawson's husband taught at Cub Run for one year and then at Eleven Oaks from 1951 to 1954. A copy of his teaching contract is in Appendix C. In 1952, Mrs. Lawson returned to teach at Floris Elementary for Colored. She served as a lower-level teacher at the two-room facility. Mrs. Lutie Coates, deceased, served as principal. Mrs. Lawson describes Floris as being "similar to Cub Run. There was a pot-bellied stove, a 'soup program' and 50 to 60 students from the Herndon and Chantilly areas. The school caught fire during Thanksgiving, and the students from Floris were consolidated with others to attend Oak Grove to complete the 1952 term" (O. Lawson, personal interview, May 20, 1993). Oak Grove had indoor toilet facilities and Mrs. Lawson commented that her students were fascinated with flushing the toilet. From Oak Grove Elementary, Mrs. Lawson taught at Louise Archer Elementary School in Vienna from 1953 to 1954. She describes Louise Archer as a "larger school with 6 or 7 rooms. She recalled that the teachers at that time were Mrs. Mable Mack, Mrs. Channie Henderson, Mrs. Dorothy Jones, and herself.

The principal was Mr. Oswald Robinson. Originally there was no cafeteria. A cafetorium and more classrooms were added as the enrollment increased. The teachers were required to leave lesson plans for the upcoming week with Mr. Robinson, the principal, prior to leaving school on Fridays. Students attended Luther Jackson School after completing Oak Grove (O. Lawson, personal interview, May 20, 1993).

The teachers end-of-year reports continued to supply random information about the school plant, and in a few cases, the name of a unit of study. Select teachers left cash reports which reflected the outreach efforts of the school. In one 1944 report by Mrs. Agnes Coleman, monies were expended for the Red Cross for Soldier's Stockings, for TB Seals and for the Civil War Fund. In each case, the exact amount received was expended in support of the efforts of that organization. The same year, Mrs. Channie Henderson left a record that included expending funds for the services of a dental clinic, the March of Dimes, the Carter G. Woodson Fund and a religious education project. Again, in each case, the amount received was expended for that

specific purpose. In 1945, Mrs. Bertha Waters left a cash record that indicated she exposed her students to a motion picture, a graduation exercise and a school party. Funds were also expended for certain industrial supplies, for kitchen equipment and for a Patrick Henry Fund. That same year Mrs. Mildred Jennings received \$19.41 from her class and purchased books, tacks and posters. No discussion was given in these records concerning money given by the county for specific supplies.

Mrs. Annie M. Moore, teacher at Odrick's School for Colored Children, raised money and purchased such items as door mats, waste baskets, sweeping powder, art materials and a bell. Expenditures from her report supported the library, the Junior Red Cross, boxes for soldiers and a cancer fund. Another teacher's cash report listed only \$10.25 received from the March of Dimes but expenditures far exceeded the amount received as the money supported the state library, Community War Fund, Junior Red Cross, Christmas Seals and several other benevolent efforts. No explanation was provided concerning the source of the excess money expended. There was, for example, no data to indicate whether or not the teacher collected these funds from students, parents, other teachers or from community sources. Neither does data exist to determine whether or not teachers were provided an annual list of benevolent societies to support.

One 1946 report indicates that the students were given a Halloween party and that a girl's club existed in the school. Funds were received from a few rallies and in addition to expenditures for social efforts, one Reverend Powell was given \$10.00 from the school funds. The teacher's records do not indicate who Reverend Powell was or what the \$10.00 was for. No records indicate that the teachers had to account to county officials concerning these funds. It seems that decisions concerning expenditures were made from within the school building or community. Thus, the teacher, principal and school league discussed and met the needs of the school community with no documented outside intervention. Mrs. Lonnie Harris in 1945 collected funds and purchased such items as paper towels and soap, a porch light bulb, a softball and a play rope. It appears that Mrs. Harris made special efforts to encourage her students to attend school as she purchased prizes for attendance in June of that year.

Beginning in the 1940-1941 school year, the teacher's cash records revealed that black teachers were making purchases which are usually supplied by county funds. Such things as art supplies, map cases, payment for janitorial services, a phonograph, physical education supplies and books are usually not the responsibility of the classroom teacher. The pattern of expenditures of the cash records suggest that these were normal purchases for Fairfax County black teachers. As late as 1949, there are records of teachers collecting funds from the students for extra workbooks and patrol uniforms.

Mrs. Mary T. Roff in 1949 collected \$112.25 and spent this money on a play, a magician, movies, an operetta, a ditto machine, the repair of a projector, a pencil sharpener and bandaids. This record gives some ideas concerning what this teacher exposed her seventh grade class to during the school year. The last "Teacher's Cash Record" was reported in 1951. Even as late as

1951, funds were collected and spent on such items as inside games, paper supplies, aspirin and lunches. By 1953, data concerning the physical characteristics of classrooms was unavailable.

Summary

The growth of public education in the state of Virginia was slow. Even slower was educational growth for black children in the state. Fairfax County was no exception. The county faced a number of physical obstacles ranging from insufficient or poor transportation to poor quality roads and limited resources for education. Along with these obstacles, blacks faced barriers that were grounded in the "old Virginia mindset." Those barriers would be considered racially biased today as they prepared educational opportunities for white children and not for black children.

Many persons in influential decision-making positions made policy decisions based upon criteria that were familiar and comfortable to them. Unfortunately, this mental posture left blacks fighting a battle for equitable education for their children in addition to battles surrounding finance and transportation. The county, like the state, was generally opposed to the education of blacks in the early stages of its educational history. Some white citizens, perhaps, felt that the plight of blacks was naturally predetermined to be one of servitude. Others were likely threatened that formally educated blacks would present an "imbalanced" social and professional structure to the Virginia that they were most familiar with.

With the insurrections of Gabriel Prosser and Nat Turner came more rigid laws against teaching blacks to read and write. This became a measure of self-protection as much as it was a desire to limit formal educational opportunities. Whites, at the time, wished to limit the opportunities for Southern blacks to read abolitionist literature. The two most obvious ways of so doing were to forbid reading and to eliminate the presence of such literature. By so doing, blacks in bondage could be more easily controlled and the possibility of insurrection could be curtailed. Despite such laws, however, some blacks learned to read and write from benevolent masters or their wives.

With the conclusion of the Civil War, Fairfax County, like many others in the state, faced issues concerning rebuilding the areas affected by the war. Education for all children was not a priority. Those families who could afford private tutors continued to educate their children. Other families either offered no formal education or resorted to combining their efforts and utilized a community field school approach often using a local clergymen as teacher. Blacks attended the various Freedman's Schools in the state. The Freedman's Bureau assisted by recruiting teachers from the North and by building schools for blacks in the South. These schools met with opposition and were sometimes vandalized or destroyed as was the case in Norfolk, Virginia. Although historical documentation discusses the existence of a Freedman's School in Falls Church, a part of Fairfax County, no information about the school was provided. At the Virginia Constitutional Convention of 1867-68, there was discussion about the establishment of schools for all children. Despite arguments on behalf of black children, a dual educational system was the

accepted one. The state's first Superintendent for Instruction presented a plan for universal education in 1870. This plan, however, called for black and white children to be educated separately. As a result of this dual approach, considerable attention was paid to educating white children and less attention was paid to educating blacks. With divided focuses from policy makers and private citizens, the two systems were not of equal quality. There was still the attitude that blacks would be in servitudinal positions and would not need the same quality of education as white children needed. Nonetheless, Normal Schools were established to train black teachers to educate black children. Summer normal programs were established also for academic enrichment or for certification purposes for both black and white teachers. Courses in these programs ranged from academic to a disproportionate number of vocational courses such as chair caning or housekeeping for blacks.

In Fairfax County, a number of private academies, free schools, and night schools existed. These, however, had no direct impact on education for the majority of black children. Even with the establishment of public education in the county, there were few opportunities for blacks to attend school formally. Philanthropic organizations such as the Rosenwald Foundation allowed for the building of select schools for blacks in Fairfax County. Like other state jurisdictions, Fairfax County submitted annual superintendents' reports which addressed issues such as educational growth and teacher certification and salaries. These reports showed an overall increase in the number of black students and schools as the years progressed. They did not, however, focus on curriculum. As the years progressed, these reports became less narrative and more statistical in nature. They showed, among other things, changes in enrollment, teacher salaries and certification criteria. In addition to the superintendent's report, the teachers at many of the "colored" schools recorded select data concerning their classrooms. Classroom financial reports gave some insight into the activities available for the students. Although there is not a great amount of available detail, this information is valuable in understanding the academic and recreational resources that were available.

Because of the absence of secondary programs for black students within Fairfax County limits, many attended school at Manassas Institute until 1954. Jennie Dean, the founder of Manassas Institute for Colored Youth, was successful in establishing a program whose origins were largely vocational. The academic program at Manassas was directed at students who had completed elementary school. Prior to attending Manassas Institute, black students from Fairfax attended elementary school up to grade seven within the county. Information about these schools is limited within county records, however, as a result of interviews with former educators and students, more information was provided concerning the schools.

In an effort to understand the history of education for black students in Fairfax County, the author has outlined a progression of events and reports that influenced this process. Unlike many other areas of the state, Fairfax County did not experience intensive physical battles concerning the education of black students. Fairfax, like other areas of the state, maintained a dual educational system in which black and white children were educated separately. Some white Fairfax County residents did not readily accept the notion that its black students merited an

equitable education. Although most of the county's schools are racially diverse today, efforts are still being made to close the gap in academic performance.

CHAPTER VIII

CONCLUSION

Throughout the research, common themes emerged from blacks reflecting a desire for formal education. Evidence of this desire showed itself in the Quaker diary entries, the success of the Manassas Institute for Colored Youth and the writings of Brawley (1921), Woodson (1968), and Vaughn (1971). A chronology of occurrence beginning with the 1872-1873 superintendent's report shows that there was an increase in black student enrollment. Again between 1874 and 1877, data reflected an increase in black student enrollment. Black teachers continued to teach despite disparities in salaries between them and their white counterparts. Superintendent Eugene Ficklin commented in his 1880 report his belief that blacks benefitted greatly from public education. Like their students at the time, black teachers attended racially segregated summer institutes in 1881 to refine their teaching skills.

Although much of the thought patterns surrounding the education of blacks stressed the importance of black laborers to the nation, blacks participated in the only educational opportunities that existed for them at the time. These vocationally driven opportunities were criticized by author James Anderson (1988), but they were in keeping with the majority thinking regarding educating blacks. Thus, the Manassas Institute for Colored Youth and the Hampton and Tuskegee Models, provided opportunities for advanced vocational education and quality employment for the time from 1871 to the turn of the century.

There is evidence that blacks in Fairfax County wanted to attend schools. Crowded classrooms, transportation obstacles, segregation and/or limited post elementary educational opportunities did not deter them. By 1905, school data depicted 2,047 black students attended the county's 21 black schools. Although most black teachers held lower level certification according to the 1911-12 records, it became necessary to issue a large number of emergency certificates the following year to meet the needs of the growing number of black students in the county. Growth was anticipated by the superintendent as he commented that the supply of colored teachers would not be sufficient for the next 5 to 10 years. The 1916-17 county records again indicated that six black teachers attended Summer Normal Institutes at Hampton, Manassas and Petersburg in an effort to keep abreast in the field. There were 22 black teachers in the county at that time.

Several persons who were students or teachers in Fairfax County in all black schools were interviewed to further support the notion that blacks wanted to attend school. Among them was Mrs. Mary Belle Ferguson Smith whose siblings attended the Manassas Institute for Colored Youth. The 1916-17 county records do not mention the curriculum or daily operation of the Institute. It was, however, in operation and served black youth from Fairfax County. Mrs. Smith attended school in a one-room facility in the Gum Springs community of Fairfax County. Mrs. Smith stated that there were no buses from the county, so parents arranged for their children to get to school. Mrs. Smith's mother moved to Mount Vernon where she worked as a cook. Thus, Mrs. Smith could walk to school. She was quite proud of what she learned. It appeared that she

willingly walked to have the opportunity to go to school. She further commented that the other children in her class came regularly and got along well. This indicated that the students earnestly desired to be present at school.

Mrs. Smith's information paralleled other interviews that provided information about students attending regularly and getting along well. She and others stated that the teacher would sometimes make a pot of soup on the classroom stove. This was shared with all. The teacher's role, therefore, went beyond instructional responsibilities. Several teachers stated that they "minded a pot of soup on the stove" while they taught. They discussed getting to school early to get wood or coal to light a fire, so the building would be warm before the children arrived.

By the 1923-24 school year, black teachers in the county numbered 25. The school report for the same year again made no mention of the Manassas Institute for Colored Youth. The author, however, interviewed a Fairfax County resident who attended the school at that time. Although its overall curriculum was industrial, Mr. Oswald Robinson remembered taking Latin, French, science, English and history. He was able to develop his athletic abilities at the school to the point of becoming a bronze medallist at the 1927 Penn Relays. Mr. Robinson continued to strive and later became one of the first black principals in Fairfax County despite his humble educational beginnings.

The county first listed the names of black schools in its 1929-30 directory. Sixteen black schools were listed. Most of them enrolled fewer than 50 students. Gunston School for Colored Children, however, boasted an enrollment of 150 children. During the same year, 20 women were listed as teachers or head teachers. The Manassas Institute for Colored Youth, despite its vocational and character development goals, also provided traditional academic instruction. Black teachers in the county utilized the buildings and established programs to develop their student's academic growth.

The 1935-36 data also suggested that black children wanted to go to school. Most schools for blacks at that time were one-room facilities with outdoor toilets. Black children, however, remained enrolled in numbers comparable to white enrollment. Limited parent-organized transportation for blacks did not seem to impact enrollment.

For the 1935-36 school year, there were 22 brick facilities for white children and none for black children. There were 11 one-room schools for black children. These 11 rooms accommodated 355 black students, which averaged 32 students per room. At the same time, there was a single one-room facility for white children with 26 white students being served in that room. During the same year, 14 trucks or wagons were used to transport the county's 2,129 white elementary students. There was no record of trucks or wagons to transport black elementary students. Black students above elementary level did not attend school within the county.

Salaries for black teachers remained lower than those of their white counterparts, according to the 1946-47 school report. In an effort to correct this, a colored delegation led by Mr. Ernest Penn spoke before the Fairfax County School Board to request equal salaries for white and Negro teachers. Although the Board recorded no comment in response, members of the black community came forward to make a salary request on behalf of the county's black teachers. Individual requests from the black community came from such members as Ms. Pauline Carr, who requested transportation for a group of children to Gunston Elementary. W.H. Coates made a request that the Board continue to pay \$20.00 monthly to a gas station to assist in the transportation of black students to Vienna and Ordricksu Corner School. Records also showed that one black teacher used personal funds to transport children to school.

The desire for education was a constant one as reflected by efforts from the black residents of the county. Black parents made requests for larger buildings when a delegation of black citizens asked for a five- or six-room fireproof school with a library, auditorium and other more modern amenities. The Board did not address their concerns in their June 1941 meeting. Despite this, the citizens presented themselves as an organized voice and continued to send their children to existing facilities while they continued to fight for a better quality of education.

Two parents, Mr. Ollie Tinner and Mr. R.U. Evans, of the Falls Church School League explained to the Board that the League had raised part of the money needed to purchase a new lot to build a better school. It is important to note again that while these citizens sought improvements in their educational circumstance, they continued to utilize what was available to them even though opportunities were largely agricultural or vocational for older students. To accommodate a group of children who lived a distance from the school in June 1941, black citizens arranged for a bus and a station wagon to be used to transport the children. School attendance was so important that the teacher would drive the station wagon and the owner of the bus would serve as the second driver. Parents paid five cents per day to the School League to help pay for this service. Essentially, on numerous occasions, private citizens approached the Board for assistance with improving teacher salaries, improving transportation or increasing funding for transportation so that black children could go to school.

In 1945, a special Board meeting was called to address concerns of a Joint Committee on Negro Schools led by Reverend Robert Gibson. This Committee of black residents listed very specific conditions of six black schools that had no running water but relied on the generosity of neighbors, two schools with no electric lights, the need for janitorial assistance and workmen for "repairs too numerous to list." Other concerns in the report addressed again black teacher salaries and consolidation of facilities. The Board's response to the Committee's requests:

1. There would be no lighting at Spring Bank and Clifton schools since they would be closed.
2. Poor heating resulted from inferior quality coal. They suggested using hard coal in some buildings.

3. Janitorial services would be provided at specified rates. (Fairfax County School Board Report, 1945)

Undeterred by this reply, the Joint Committee on Negro Schools again came before the Board to request the establishment of a colored high school in Fairfax County. This committee was again very specific in listing its requests and expectations for a colored high school. The goal was not integration but a quality high school education facility for black children within Fairfax County. The committee requested an adequate facility and although they had utilized the services of the Manassas Institute, they listed among their concerns that the Manassas facility had never had the faculty or educational opportunities comparable to high school education for white children.

Essentially this committee, led by Reverend Costner, made yet another plea for educational excellence for black children. The committee also stated that a first-class comprehensive high school would raise the level of intelligence for all colored children and attract quality colored residents to the county.

Still other black citizens were willing to sell personal land for the building of black schools as late as 1950. Between September and November, 1950, school board records include the names of three black Fairfax County citizens who were willing to sell family land for the purpose of building black schools. Mr. Holcombe Rogers was prepared to sell four acres near Floris for \$1,500.00; Mr. Jackson was prepared to sell 7.85 acres at Quander and Beacon Hill Roads and Mr. John Barbour was prepared to sell 12 acres. Although Mr. Barbour did not set a price, the superintendent responded that at least 15 acres were needed.

One black teacher, Mrs. Marjorie Robinson, whose career spanned from 1943 to 1954, taught in a one-room school that served 35 children and seven grades. She, too, described tending a pot of soup as she taught, driving a school bus and using personal funds and resources to assist with educating her students. She remembered being visited by the black supervisor, Mrs. Emma Moore, but commented that there was never a formal assessment or comparison to the white schools. Mrs. Robinson stated, "no records were kept, nobody cared about what happened to the colored children." Mrs. Robinson was among the first teachers to teach in the brick James Lee School in 1948. It seemed to bring about pleasant memories for her as she described the auditorium, running water and indoor toilets.

Mr. Cecil Robinson, her husband, also shared his struggle to acquire the things needed for his students. He, too, spoke of the pot of soup on the classroom stove and the spirit of community that contributed to the soup and the success of the educational process. He served as principal teacher before his retirement and described how he received a piano and other donations from residents. Another committed black teacher, Mrs. Ora Lawson, actually rode the Manassas Institute bus daily to her school. She and her students split wood, made a fire and filled water pails before the beginning of their instructional day.

These are stories of commitment to academics--basically doing one's best with what exists while simultaneously fighting for more. Each teacher and student experience is a worthwhile contribution to the whole story. Even today, as administrators and teachers review disparity in achievement scores between black and white students, we should consider whether the intentional historical educational disparity presented in this research is a contributor to current lower achievement scores. This is, of course, a separate study, but the historical content of this research can serve to ground such a study.

Findings

Using the naturalistic inquiry approach, the following themes have emerged from this research.

Theme I: There were marked disparities between the salaries of black and white teachers recorded from 1886 to 1954.

Although neither of the teachers interviewed discussed their salaries in comparison to white teachers, superintendent reports and citizen requests indicate that teacher salaries were not equitable. It is interesting to note that the Annual School Report of 1880 did not show racial disparity in salaries. It seems that both white and black teachers earned the same. There was, however, a difference in male and female salaries, with males earning \$22.15 monthly and females earning \$22.88 monthly.

By 1886, the state superintendent's report showed salary inequities based on race. No explanation is offered for the disparity. During that year, the salary breakdown was presented by district. The reader should be advised that Fairfax County records were found to be unsatisfactory by the state superintendent's office that year. The records, however, show that black male teachers made less than white male teachers in the districts of Providence, Falls Church, Dranesville, Centreville and Herndon. In the Mount Vernon district, black male teachers earned \$1.50 more per month. While examining the same seven Fairfax County districts, the researcher found that black female teachers earned less than their white counterparts in the districts of Providence, Mount Vernon, Centreville and Lee.

The 1887-1888 reports showed a similar pattern, as shown below in Table 31. The salaries of black males were equal to or greater than the salaries of black females except for Centreville where black females earned \$5.70 more.

Table 31

Average Monthly Salaries for 1886 through 1889, 1894 and 1895

Year	Population	Average Monthly Salaries						
		Providence	Falls Church	Mount Vernon	Dranesville	Centreville	Lee	Herndon
1886	Male: W	\$35.00	\$50.00	\$26.50	\$27.00	\$27.50	\$31.50	\$40.00
	Male: B	28.33	25.00	28.00	25.00	20.00	N/A	30.00
	Female: W	27.50	27.50	29.00	23.70	28.50	27.50	N/A
	Female: B	27.00	27.50	28.00	N/A	27.50	27.00	N/A
1887	Male: W	32.44	40.00	24.00	27.72	27.74	26.38	50.00
	Male: B	28.33	25.00	28.00	25.00	20.00	N/A	30.00
	Female: W	27.07	28.57	27.23	23.64	28.75	21.10	N/A
	Female: B	24.50	26.00	25.98	N/A	25.70	20.11	N/A
1888	Male: W	30.97	36.08	13.50	28.02	24.50	26.00	40.00
	Male: B	26.20	25.00	25.02	23.83	30.00	N/A	30.00
	Female: W	26.72	27.25	28.92	24.57	28.84	27.95	25.00
	Female: B	30.00	26.25	28.23	N/A	27.25	23.42	N/A
1889	Male: W	27.50	34.28	31.14	25.51	25.93	28.36	23.74
	Male: B	25.10	23.57	26.49	24.88	23.37	N/A	25.05
	Female: W	24.83	28.47	24.70	24.13	24.77	23.27	24.46
	Female: B	23.74	25.05	24.47	18.75	26.50	24.79	18.75
1894	Male: W	29.21	N/A	N/A	28.89	36.25	32.50	N/A
	Male: B	25.00	26.41	29.00	23.47	24.00	N/A	30.00
	Female: W	28.39	29.14	29.38	23.75	26.70	24.99	35.00
	Female: B	N/A	25.00	26.67	18.75	24.00	22.50	N/A
1895	Male: W	28.65	26.94	N/A	30.00	50.00	32.50	50.00
	Male: B	25.00	26.33	29.00	24.42	24.00	N/A	30.00
	Female: W	30.00	30.00	29.65	23.58	26.88	23.48	30.00
	Female: B	25.00	25.00	26.57	21.37	22.40	22.50	N/A

State Superintendent's Reports: 1886 through 1889, 1894 and 1895

No explanation is given for the drop in white male salaries in the Mount Vernon and Herndon districts during the 1888 school year. Despite the decline in white male salaries in the Herndon district, black male salaries remained lower. Despite the increase in black female salaries during the same period in the districts of Falls Church, Centreville and Lee, their salaries remained lower than their white counterparts. In the Providence district (1888), black females

earned more than their white counterparts. No explanation was provided. A similar pattern existed in the 1889 records that reflect lower salaries for black teachers in all districts except Lee and Centreville where black female teachers earned \$1.52 more in Lee District and \$1.73 more in Centreville District.

Again in 1894, the salaries of white males were highest in the county. Both white women and black males had salaries higher than black women. There was no sharp decline in the number of black teachers in the county between 1886 and 1894. Despite the salary disparity, black teachers were committed to teaching black youth.

By 1895, the district of Vienna was added but the data reflected the same pattern. White males earned \$50.00 per month in Vienna in 1895. Black females earned \$25.00 per month in the same district at the same time. No data was given regarding black males or white females. In each case, black teachers earned less than their white counterparts without explanation.

By the 1907-1908 school year, information regarding type of certification existed along with salary information (see Table 32). The pattern remained the same as in previous years.

Table 32

Fairfax County Totals Showing Grade of Certificates, Number of Teachers and Monthly Salaries as per 1906-1907 State Superintendent's Report

Type of Certificate	White		Colored	
	Number	Average Mo. Salary	Number	Average Mo. Salary
Teachers Holding Certificates:				
Collegiate	2	\$37.50	1	\$25.00
Professional or Life Diplomas	10	\$43.00	1	\$35.00
Special	3	\$53.33	1	\$35.00
First Grade	24	\$42.68	1	\$30.00
Second Grade	24	\$34.25	12	\$28.63
Third Grade	10	\$28.20	5	\$27.00
Emergency	N/A	N/A	N/A	N/A
Average Monthly Salary for				
all Certificates:		\$51.50		\$40.00
Male		\$37.00		\$28.91
Female				

Black teachers earned less than their white counterparts with the same certification. Most black teachers in the county held second or third grade certificates at the time. The data for the 1910-

1911 school year revealed the same disparities (see Appendix B). Again, divisions are presented by district. In the Centreville District, for example, four white teachers with second grade certificates earned \$29.00 per month, three “colored” teachers with the same certification earned \$26.00 per month. The pattern remains consistent in each of the 10 districts listed with the exception of Providence District where one black teacher and one white teacher held the same certification and received the same salary. A summary of Fairfax County totals for the 1906-1907 year is given below.

Similar data was available for the 1907-1908 school year (see Table 33 below). Information was presented as total annual series rather than monthly salaries for that year (see Appendix B). The same disparities existed without explanation.

Table 33

Fairfax County Totals Showing Grade of Certificates, Number of Teachers and Annual Salaries as per 1907-1908 State Superintendent’s Report

Type of Certificate	White		Colored	
	No.	Average Annual Sal.	No.	Average Annual Sal.
Teachers Holding Certificates:				
Collegiate	2	\$624.00	1	\$226.00
Professional or Life Diplomas	7	\$2,671.00	1	\$240.00
Kindergarten, Music and Other Special	N/A	N/A	N/A	N/A
First Grade	36	\$12,632.00	4	\$1,095.00
Second Grade	23	\$65,160.00	11	\$2,119.00
Third Grade	9	\$1,714.00	3	\$492.00
Emergency	2	\$365.00	1	\$150.00
Total for All Certificates:		\$2,125.00	7	\$1,360.00
Male		\$22,441.00	14	\$2,933.00
Female				

After studying the annual salary for each district, the author has learned that these figures represent the total sum of earnings for all teachers in a given category. They do not represent an individual salary unless the number in that category is one. Thus, for example, the \$65,160.00 figure in the Second Grade Certificate category represents the total annual salary for all 23 white teachers in 1907-1908. Once divided, the average annual salary per white teacher was \$2,833.00. Using the same formula, the average annual salary for a colored teacher with a second grade certificate was \$192.63 (see Appendix B).

The 1908-1914 school years revealed the same pattern (see Tables 34, 35, and 36). In 1908, for example, 31 white teachers held second grade certificates and averaged a salary of \$229.67. Fifteen black teachers with the same certification averaged \$200.73 each.

Type of Certificate	White		Colored	
	No.	Average Annual Sal.	No.	Average Annual Sal.
Teachers Holding Certificates:				
Collegiate, Professional or Special	22	\$8,707.00	2	\$520.00
First Grade or High School	37	\$12,467.00	2	\$425.00
Second Grade	26	\$6,298.00	13	\$2,575.00
Third Grade	3	\$682.00	3	\$606.00
Total for All Certificates:	6	\$2,310.00	4	\$1,023.00
Male	82	\$25,844.00	16	\$3,103.00
Female				

Type of Certificate	White		Colored	
	No.	Average Annual Sal.	No.	Average Annual Sal.
Teachers Holding Certificates:				
Special or Higher than First Grade	1	\$720.00	6	\$280.00
First Grade or High School	59	\$22,336.00	6	\$1,913.00
Second Grade	33	\$8,410.00	8	\$1,952.00
Third or Fourth Grade	3	\$746.00	1	\$180.00
Emergency Certificates	4	\$929.00	0	0
Total for All Certificates:	7	\$2,836.00	4	\$960.00
Male	93	\$30,306.00	17	\$3,365.00
Female				

Table 36

Fairfax County Totals Showing Grade of Certificates, Number of Teachers and Annual Salaries as per 1913-1914 State Superintendent's Report

Type of Certificate	White		Colored	
	No.	Average Annual Sal.	No.	Average Annual Sal.
Teachers Holding Certificates:				
Special or Higher than				
First Grade	10	\$5,101.00	4	\$210.00
First Grade or High School	52	\$18,515.00	9	\$2,007.00
Second Grade	31	\$8,360.00	8	\$1,770.00
Third or Fourth Grade	4	\$988.00	2	\$295.00
Emergency Certificates	5	\$1,481.00	1	\$105.00
Total for All Certificates:	5	\$2,602.00	17	\$850.00
Male	20	\$31,844.00	16	\$3,537.00
Female				

A similar pattern existed from the 1938-1939 school year through the 1942-1943 school year (see Table 37, 38, and 39). In 1938-1939 white females earned \$853.00, black elementary teachers earned \$547.00. While white supervisors earned \$2,150.00 annually, black supervisors earned \$1,000.00 annually. Job descriptions were not located, thus making it impossible to compare responsibilities.

For the 1940-1941 school year, the superintendent's report revealed the same pattern.

Table 37

Salaries, 1938-1939, W.T. Woodson, Superintendent

Personnel	White		Colored	
	Male	Female	Male	Female
Average Annual Salaries:				
Supervisors	--	\$2,150.00	--	\$1,000.00
Elementary Teachers	--	\$853.00	--	\$547.00
High School Teachers	\$1,219.00	\$969.00	--	--
All Teachers	\$1,219.00	\$880.00	--	\$547.00

Table 38

Salaries, 1940-1941, W.T. Woodson, Superintendent				
Personnel	White		Colored	
	Male	Female	Male	Female
Average Annual Salaries:				
Supervisors	\$2,122.00	\$1,800.00	--	--
Elementary Teachers	\$2,250.00	\$1,850.00	--	\$1,000.00
High School Teachers	\$1,242.00	\$965.00	--	\$653.00
All Teachers	\$1,283.00	\$1,004.00	--	--

Table 39

Salaries, 1942-1943, W.T. Woodson, Superintendent				
Personnel	White		Colored	
	Male	Female	Male	Female
Average Annual Salaries:				
Supervisors	\$1,650.00	\$1,563.00	--	\$1,014.00
Elementary Teachers	\$2,500.00	\$2,100.00	--	\$1,400.00
High School Teachers	--	\$1,162.00	--	\$920.00
All Teachers	\$1,810.00	\$1,177.00	--	\$920.00

High school salaries in the 1940-1941 report and the 1942-1943 report represent the salaries from Manassas Regional High School. From 1943-1944 to 1945-1946, blacks earned less although the gap was not as wide between black and white supervisors in 1944-1945 and between black and white teachers in 1945-1946.

Table 40

Number of Positions and Annual Salaries, 1943-1944, W.T. Woodson,
Superintendent

Personnel	White		Colored	
	No.	Salary	No.	Salary
Elementary Principal:				
Male	3	\$2,133.00	0	--
Female	19	\$1,905.00	7	\$1,040.00
Elementary Teachers				
Male	0	--	0	--
Female	163	\$1,449.00	18	\$1,219.00
Supervisors				
Male	1	\$2,800.00	0	--
Female	1	\$2,100.00	1	\$1,800.00

Table 41

Number of Positions and Annual Salaries, 1944-1945, W.T. Woodson,
Superintendent

Personnel	White		Colored	
	No.	Salary	No.	Salary
Elementary Principal:				
Male	4	\$2,100.00	0	--
Female	18	\$2,008.00	8	\$1,368.00
Elementary Teachers				
Male	1	\$1,350.00	1	\$1,300.00
Female	172	\$1,530.00	19	\$1,376.00
Supervisors				
Male	1	\$3,050.00	0	\$2,000.00
Female	1	\$2,100.00	1	\$2,000.00

Table 42

Number of Positions and Annual Salaries, 1945-1946, W.T.
Woodson, Superintendent

Personnel	White		Colored	
	No.	Salary	No.	Salary
Elementary Principal:				
Male	3	\$2,365.00	2	\$1,498.00
Female	19	\$2,091.00	8	\$1,745.00
Elementary Teachers				
Male	1	\$812.00	0	--
Female	180	\$1,585.00	17	\$1,583.00
Supervisors				
Male	1	\$3,039.00	0	--
Female	1	\$2,474.00	1	\$2,083.00

No data was provided regarding black high school teachers who taught at Manassas Regional High School from 1943-1945.

Changes in salary patterns for black and white educators began during the 1947-1948 school year when black male elementary principal's salary was \$1,803.00 more than whites with the same title. During the same year, black elementary teachers earned \$367.00 more than white male elementary teachers. In 1949-1950, black elementary principals, teachers and supervisors earned more than their white counterparts. The pattern reversed for black principals in 1950-1951 when they earned less than whites. Black female elementary teachers earned more than whites the same year and the one black male elementary teacher listed in county records earned less than his white counterparts. In 1951-1952, the unusual pattern returned where black female elementary principals earned more than whites. Black male and female teachers earned more and the black supervisor earned more than the white supervisor. From the 1952-1955 school year, records show that black male and female principals earned more than whites. Black elementary teachers made more than white elementary teachers. The author feels that increase in black teacher salaries may have been a result of some black teachers serving the dual role of principal teacher in their buildings. No financial records exist to validate this belief, however.

Thus, from 1886 to 1947, the salaries of black teachers were consistently lower than salaries of white teachers. This, however, did not deter blacks from the profession. During select years, it became necessary to give a disproportionate number of emergency certificates to black teachers to accommodate increased enrollment of black students in the county. Not only did black teachers remain faithful to the profession despite salary inequities but they also attended summer normal institutes to keep abreast in the field. The author concludes that this consistent

representation in the profession demonstrated a commitment to the education of the county's black children.

Theme II: Black parents and black community leaders sought equitable education for their children by providing transportation and other support for black schools.

As early as 1870, State Superintendent Ruffner posed a question to get a response regarding the overall impact of public education in Virginia. He questioned the impact of the public school system on the general population regarding their appreciation of the system and their desire for education. He further requested that each county representative respond "as to white and colored respectively."

Responding on behalf of Fairfax County was Mr. Eugene Ficklin, Superintendent of Fairfax County. He commented that the population generally seemed to have appreciated the advantages that had been offered them for education. He commented that there seemed to be "marked improvement in the youth of both races, especially the colored"(Annual Superintendent's Report, 1880). He observed that blacks were saving and combining their resources for investment. Basically, as early as 1870, blacks were uniting and bonding to gain every benefit offered by the 10-year-old public education system. Ficklin's comments also suggested that blacks were benefiting from the public education system. Despite the 1880 observation by County Superintendent Eugene Ficklin, State Superintendent, Joseph Southall, in an address regarding the education of the Negro presented another view indicating that formal education was causing blacks to become dissatisfied with a servitudinal race. His comments suggested some concern that the dissatisfaction threatened the status quo in the state. There was, as per his views, still a school of thought in Virginia that was uncomfortable with educating blacks (Annual Superintendent's Report, 1899). Contrary to Ficklin's observation, Southall's thoughts regarding educating blacks did not suggest that he sought academic or professional growth for blacks in the state. He further stated that educating blacks to a "moderate degree of intelligence" with a focus on industrial training would make good laborers of the black population so they could serve the state well (Annual School Report, 1898-1899, p. 34).

Black citizens in Fairfax County accepted and utilized educational opportunities afforded them but sought more. Early in the 20th century, as Jennie Dean founded the Manassas Industrial School for Colored Youth, blacks from Fairfax County took advantage of the opportunity to acquire advanced education. This was the only opportunity for black youth from Fairfax County who wanted to study beyond the 7th grade. The initial goal of the school focused on character development as well as industrial training.

So important was education to Mrs. Mary Bell Ferguson Smith, a Fairfax County black student, that she continued to send her brothers to school even though she had to drop out of school due to her mother's death. The value of education had been instilled in her through her own mother's sacrifices to educate her children. Also, early in the turn of the century, Fairfax County parents began to form school leagues. These were parent organizations that worked on

behalf of the schools. Mr. Charles Maphis, State Board Examiner assigned to Fairfax, spoke favorably of these leagues in terms of school improvement. Examples of the work of these leagues are given throughout the research as parent organizations speak before the School Board or organize themselves to provide for 800 students independently. Another example of how blacks supported education came as the researcher learned of a black citizen, Mr. William Wood, who donated land for the building of Old Seminary School. Research does not indicate whether or not Mr. Wood was a parent or just a citizen with a personal commitment to education. Nonetheless, as a result of his donation, Old Seminary School was built near the Episcopal Seminary in 1924, thus providing children with the opportunity to go to school. Families in the area donated things to maintain the school although no specific list of donations was given.

In an effort to acquire equitable salaries for black teachers, several “colored delegations” organized by community leaders spoke before the Board (Fairfax County School Board Minutes, 1941, Jan. 7). Although the Board gave no comments in response, the delegation of black Fairfax County citizens recognized the need and addressed it to the proper authorities. Among their requests was the construction of a quality school for black children in the Gum Springs area (Fairfax County School Board Records, 1941, June 24). They were very specific regarding their requests suggesting that they had researched what they wanted in a school. They wanted a building similar to the one for white children at Franconia and Burke. They further requested consolidation of Woodlawn and Spring Bank Colored Schools. Perhaps they felt that by consolidating these schools, resources would be more concentrated and provide a better facility for the children in that area. Although again the Board did not address their concerns, these parents and citizens took a stand on behalf of black children in the county. Still other black citizen’s committee formed concerning the transportation of students to various black schools. As a result of their requests, limited funding was provided to help accommodate student transportation to and from school (Fairfax County School Board Records, 1941, July). This was a small but important victory for black citizens of the county and it showed parental commitment to education. Other parents made similar requests for transportation support. In some cases, funding was allotted; in other cases, students were allowed to travel on an existing bus to get to school (Fairfax County School Board Report, 1940, Sept. 17). These citizens recognized that transportation was an issue to be addressed if education was to be acquired. These were a few of the citizen and parent requests regarding transportation of students to colored schools.

An example of parent and community school league support came in the form of funds raised to assist in the purchase of land for a new school (Fairfax County School Board Records, 1941, June 24). Knowing that the school as a physical plant had to be maintained, black citizens approached the Board requesting that the county pay the electric bills and other utilities for black schools. With safety in mind, maintenance requests, including the electrical rewiring of black schools, was discussed by black parents and community residents. Although no rewiring was done, a step was made toward the necessary maintenance of black schools. As a result of these requests, limited janitorial service was provided for black schools (Fairfax County School Board Records, 1941, Oct. 7; 1945, Jan. 3).

Because black parents and citizens were organized into school leagues and other committees regarding black schools, they were able to again approach the Board in 1948 to request a high school within the county for black students. Demonstrating persistence, blacks approached the Board on more than one occasion regarding this. They had planned well and stated in their presentation that the construction of such school would benefit the county as a whole, not just black citizens (Fairfax County School Board Records, 1948, Mar. 9). The Board made no promise.

School records from 1949 indicated that approximately 50% of the enrollment at Manassas Institute was made up of Fairfax County students. Presenting this information to the Board strengthened the citizens' argument and led to the eventual construction of the Luther Jackson School in 1954 (Fairfax County School Board Records, 1949).

In addition to petitioning the School Board for a colored high school, at least three black citizens are recorded as having offered to sell family land to the county for the purpose of building a black school. Although neither was accepted, the Board's records show that black families were persistent in their efforts to facilitate the best quality education possible for their children (Fairfax County School Board Records, 1949).

Even while pursuing better educational opportunities, black school leagues maintained the buildings the children occupied as demonstrated by a 1941 letter to the Fairfax County School Board from the Falls Church Colored School League. In this document, the president and secretary of the League described their financial recordkeeping process as being twofold and consisting of a general checking account for current expenses and a second account reserved with monies for the new school building project. They included a financial statement to show expenditures from the general account. Nine monthly payments totaling \$9.50 were made to the Virginia Public Service Company and one payment of \$1.00 was for mowing the school grounds. Such entries show evidence of concern for the general maintenance of the school. The second financial statement was entitled "Special School Building Project Account, School Session 1940-41." This statement identified \$328.97 as "earmarked" for the new school building project for Falls Church Colored School community. Three persons signed the statement indicating that they had each checked the statements and found them correct (see Appendix B).

Other similar school league reports reflected such expenditures for the school as the installation of electric lights, payment of electric bills and bus expenses. Although handwritten, the content of these statements showed parental concern for quality education and building maintenance.

Theme III: Black teachers in Fairfax County did not hold higher level certification.

The first grade certificate was the best offered because it represented a fair degree of scholarship and successful classroom experience. Upon receiving this, a teacher did not have to take additional examinations unless he/she wished to receive a higher grade of certification. To receive this level of certification, an applicant should have completed the second part of the elementary professional courses in summer school or high school graduation and 12 weeks of professional training. They should have graduated from a normal training high school and have 7 months training experience. They should have taken the state examination and passed with a score of 85% or higher.

For second grade certification, applicants had to complete the first part of an elementary professional summer school course, graduate from a normal training high school and take the state examination. It was issued for 2 years and could be renewed for 2 years. The holder was expected to be at least 18 years old. He/She should have passed the state examination with at least 75%.

The emergency certificate served as a permit. Persons who received emergency certification were often fully qualified regarding scholarship but did not expect to teach and thus, they did not take regular examinations (Fairfax County School Board Report, 1907-1908). The Annual School Report for that year further stated that persons with emergency certification often made efforts to improve their status because “school officials discriminated against them in the matter of salaries.” According to the report, most of such certificates issued were given either to colored teachers or to white teachers who held old first grade certificates and did not renew their certificates.

The following teacher certification was available:

1893. In 1893, the Annual School Report listed black teachers in the county as a separate group. Of the 24 names on the list, two teachers had first grade certificates, seven held second grade certificates and the remaining 15 held third grade certification.

1894-1895. No Fairfax County teachers were accounted for in the July, 1894 examination. In the July 1895 examination, however, of 22 persons tested, one Fairfax County teacher was reported as having successful results, Mr. John Minor Botts, a black teacher, from Clifton Station in Fairfax County. Of the 26 teachers listed in the county, two held first grade certificates, eight held second grade certificates. The remaining 16 held third grade certificates.

1896. By 1896, new regulations existed for professional certification. Both black and white teachers answered questions in the same categories with equitable levels of difficulty according to the 1896 Annual School Report.

For life diplomas, applicants were examined in categories in addition to those categories for professional certification. Of the 24 black teachers listed, three held first grade certificates, six held second grade certificates and the remaining 13 teachers held third grade certificates.

1896-1897. Twenty-three black teachers were listed for that year. Four held first grade certificates. Eight held second grade certificates and eleven held third grade certification.

1898-1899. No Fairfax County teacher was listed as having successfully completed either examination.

1895-1908. Many state archival records are missing from 1895 through 1908, thus making it impossible to acquire consistent detailed teacher certificate information for those years.

1907-1908. Most black teachers held second or third grade certificates according to the Annual School Report but no specifics were provided.

1911-1912. Nineteen black teachers were listed in the county's 1911-1912 report. Twelve held second grade certificates. Two held fourth grade certificates for which no clarification was offered. One teacher was listed as having emergency certification. No information was offered regarding the certification status of other teachers. As with previous years, larger numbers of black teachers held lower level certificates.

1912-1913. Superintendent Eggleston stated that more emergency certificates were given that year. He criticized the misuse of these certificates for white teachers, but stated that it would be necessary to issue a large number of emergency certificates to colored teachers because the supply of colored teachers would not be sufficient for 5 to 10 years (Fairfax County School Board Report, 1912-1913). Statistical data for this period did not reveal an increase in emergency certificate distribution to black teachers. This is possibly because detailed records were not kept regarding the distribution of emergency certificates. Although the names of teachers were listed, specific certification information was not provided.

1913-1918. State archive records did not list certificate information regarding black teachers in Fairfax County.

1919-1920. State Superintendent Harris Hart separated the classes of teaching certificates into two categories: professional and non-professional. The Collegiate Professional Certificate was offered for advanced schoolwork and would be reviewed for renewal every 10 years. The Normal Professional Certificate was for elementary grades. Holders of this certificate could teach elementary or junior high schools (Fairfax County School Board Report, 1919-1920). Non-professional certification included the Collegiate Certificate, which was for an applicant who had completed a 4-year course at college. It was issued for 7 years. The holder could teach in elementary or high school.

The Special Certificate was issued for 6 years and was renewable for a similar period of time. It was not a permanent certificate. The holder had to be 19 years old and have secondary training equal to high school graduation (Fairfax County School Board Report, 1919-1920).

1921-1922. The Virginia School Report for 1921-1922 revealed that no black teachers in the county held Collegiate Professional, Collegiate or Normal Professional Certificates. Two black teachers held Elementary Professional Certificates. One black teacher held a special certificate. Five black teachers held first grade certificates and 13 black teachers held second grade certificates. Again, most black teachers in the county held second grade certificates.

1923-1954. State archives provided lists of black teachers for the county but did not provide certification information for those years. Valuable information from that period included the names of the schools teachers taught in, grades taught, school enrollment, units taught and classroom descriptions (see Appendix A).

Theme IV. Despite marked inequities in facilities and teacher-pupil ratio, black students pursued the meager educational opportunities that were available to them.

In 1871, a Quaker resident of Fairfax County, opened two schools for black students at Woodlawn and Gum Springs. Each school enrolled about 40 students. Attendance was good at the time of diary entry as he wrote that 37 of the 40 were present at Gum Springs and 34 were present at Woodlawn. Essentially, black students were attending school. The 1872-1873 Annual School Report listed 13 colored schools to accommodate 640 students. Enrollment for black students increased to 703 in 1874 and to 719 by 1877. With this, however, the number of school houses for black children decreased from 13 to 9 between 1874 and 1876. This suggests more crowded classrooms. The increase in enrollment evidences an interest in school attendance from black students. In an 1880 report to the state superintendent, Mr. Eugene Ficklin submitted that Fairfax County's seven districts served 1,897 black students in 18 schools (Annual School Report, 1880, p. 98). These figures show an increase of 1,257 black students from the 1872-1873 report. The number of schools to accommodate these students increased by only five. By 1886, county records indicated that 2,667 black students were enrolled in 22 schools. Between 1880 and 1886, the number of schools for black children increased from 18 to 22. the 1887 report indicated another increase in the number of school buildings, from 22 to 25. Although the number of students seemed to decrease by 520 during that year, the writer questions the validity of this reduction. It is more likely that black student numbers either remained constant or increased, since school buildings were made available. Generally from 1871 to 1900, black student enrollment showed only one decrease despite what appears to have been overcrowded classrooms.

The 1905 Virginia School Report indicated that there were 2,047 black students who attended 21 schools. Each school would have accommodated approximately 97 students. There was no discussion of room size or teacher-pupil ratios. There were 21 black teachers according to this report. Despite this ratio, black students attended school. Enrollment numbers remained

constant throughout the 1909-1910 school year. The number of schools for black children in the county decreased from 21 to 20 with no explanation. During that year, Dranesville District listed 189 colored children but listed only one colored school. No explanation was given about this, however. Still another interesting observation was from Falls Church District which listed 41 black students, but no school buildings for them. Again, no explanation was given regarding where these students were accommodated. Displaying a similar pattern that year was Providence District, which listed 476 colored students and two schools for colored children. This created a ratio of 238 students per school.

In the 1912-1913 School Report, Superintendent Ficklin anticipated the need to increase the number of emergency certificates for black teachers because he felt that the interest of blacks in formal schooling was such that he anticipated an increase in black student enrollment (Virginia School Report, 1912-1913). The author interviewed Mrs. Mary Belle Ferguson Smith who attended the colored school at Gum Springs in 1914. During the interview, she commented “everybody came to school; we got along; we wanted to learn” (M.B.F. Smith, 1993, May 25). Despite conditions in the classroom, the students attended and the teacher continued with instruction.

Although specific records do not exist to determine the number of Fairfax County students enrolled, The Manassas Institute for Colored Youth was in operation and served at least some of Fairfax County’s black students above the seventh grade. Mrs. Ferguson had two brothers who attended school at Manassas at the time. This is further evidenced by the county’s contribution to the maintenance of the school. The 1923-1924 report did not mention the Manassas School but Mr. Oswald Robinson, a black Fairfax County resident, who was interviewed by the author, attended the school.

Old Seminary School was not listed in county records but served students who lived in the area of the Episcopal Seminary. The students were the children of black employees at the Seminary. The school held grades one through seven with each teacher having two grades and grades five, six and seven having one teacher. Despite these conditions, students attended. The McKnight’s, interviewed by the author, stated that they walked more than a mile each way for the opportunity to go to school. Mr. McKnight continued his education at The Manassas Institute, thus giving another example of Fairfax students attending in 1935. To acquire the educational opportunities offered at Manassas Institute, Mr. McKnight traveled more than an hour on a county bus (Mr. & Mrs. McKnight, 1993, June 1). According to the McKnight’s “. . . the students were enthused about going to school and rarely missed a day” (Mr. & Mrs. McKnight, 1993, June 1). This again demonstrated evidence that black students wanted to attend school.

County records in 1935-1936 indicated that there were still 11 one-room schools in the county. These 11 rooms served 355 black children. There were six, two-room schools for blacks. Four hundred five students were enrolled. There was one three-room school that served 104 black children. These numbers again suggested crowded conditions but black students were attending.

The author came across no incident of black students being turned away no matter how crowded the school was or what the physical plan conditions were. Consistent enrollment and student attendance, despite multi-level classrooms indicated an individual desire to learn from the students.

Theme V. Philanthropic organizations provided teacher training opportunities and contributed to public education in Fairfax County.

Throughout the research, the author found that several philanthropic organizations contributed to the success of black schools in Fairfax County. Among them was the Peabody Fund.

Established by George Peabody in 1867, the purpose of this fund was to assist in financing education for blacks. Generally, its goal was to help the South after the Civil War. Although the fund supported both blacks and whites, especially with teacher training and the development of Normal Schools, George Peabody is given credit for setting Hampton and Tuskegee Institutes on solid economic base. Because of the financial struggles that these schools faced, they could not ignore his contribution. Even though his goal was to promote industrial education in order to produce a service class among blacks, author James Anderson (1988), was critical of Peabody's thinking. He seemed to justify the acceptance of financial support because there were limited opportunities for black institutions to receive significant financial support. Robert Ogden, president of the Hampton Trustee Board and agent for the Peabody Fund voiced his support for the Hampton Program as "one that would furnish district school teachers" (Anderson, 1988, p. 89). Although black teachers throughout the state, including Fairfax, would benefit from opportunities offered at Hampton, Ogden continued his statement by saying that Hampton would make "teachers well equipped with all the necessary knowledge of domestic science for practical missionary work among the colored people. The Hampton-Tuskegee program will help fit blacks into southern agricultural economy as wage laborers, sharecroppers and domestic workers" (Anderson, 1988, p. 89). It is evident that both Peabody and Ogden were grounded in thoughts that blacks should offer menial service to the state. The author has included the Peabody contribution as one that supported the available efforts in higher education for blacks. The Peabody Fund supported the Normal Institute for Colored Teachers in Hampton in 1898-1899. Although Fairfax County's black teachers were eligible to attend, there is no record of their attendance. Recognizing his contribution should not suggest that the author supports the thought processes of Peabody and Ogden. The final disbursement of the Peabody funds was in 1914. The money was used for the employment of the first state agents of black schools. With the liquidation of the fund, a portion of the money was transferred to the John Slater Fund. A portion of the funds would continue to be used for improving the rural schools for the Negro race (Leavell, 1933, p. 95). In 1937, remaining funds were made part of the Southern Education Fund.

Another organization that supported education for blacks was the Slater Fund. Mr. John Slater created the Slater Fund in 1882. Its purpose was to help improve education for blacks in

the South. Although its focus was secondary and college level work, much of the money was used for teacher training. Because of its teacher training support, black children in public schools benefited from the fund. The Slater Fund received liquidation money from the Peabody Fund. This money was used to assist with the maintenance of county training schools for southern blacks (Fisher, 1986, p. 3). Dr. James Dillard, director of the Slater Fund, suggested that centrally-located schools in counties be turned into training schools and teachers could be trained locally. The Slater Fund, like the Peabody Fund, received criticism from author James Anderson, who believed it supported industrial education to mold conservative blacks. According to Anderson (1988), many black schools in the South initiated vocational programs in order to qualify for assistance from the Slater Fund. Opportunities for industrial education, although criticized, are largely what were available for blacks. Equitable funding would not likely have been so readily available for strictly academic schools for blacks at the time. Although schools offered industrial courses, liberal academic education was still available as in the case of the Manassas Institute for Colored Youth. Available support from the Slater Fund increased considerably for black schools because other foundations contributed to the fund to help with the development of training schools.

Two other organizations that worked on behalf of educating blacks were the Southern Education Board and the General Education Board. These organizations merged financially to support teacher-training institutes. The original objective of the General Education Board was to promote education in the South with distinction of race, sex or creed (Buck, 1952, p. 157). Eventually, the Southern Education Board merged with other organizations including the Slater Fund, the Negro Rural School Fund (Anna T. Jeanes Foundation) and the Virginia Randolph Fund. Their overall goal was the improvement of education in the South with a focus on Negro education. The records from The Manassas Institute for Colored Youth indicated that it received contributions from benevolent persons and from grants from educational funds (Manassas Industrial School, 1915-1916, p. 30).

Unlike the other philanthropic societies, Rosenwald Schools have a record of existence in Fairfax County. Julius Rosenwald, founder of the Rosenwald Fund was a businessman who contributed money to support the educational welfare of blacks in the South. The ultimate goal of the fund was to make black schools independent and self-sufficient. According to former Fairfax County black teachers, Mr. and Mrs. Cecil Robinson, there were four Rosenwald schools in Fairfax County. They were Ordricks', Gum Springs, Old Seminary and Bailey's Crossroads, all schools for colored children. Another black teacher interviewed by the author, Mrs. Marjorie Robinson, taught at Bailey's Elementary School for Colored Children, from 1946 to 1948. She commended that Bailey's was a three-room Rosenwald school. "There were no more than three or four Rosenwald schools in the county. The money didn't take care of the total cost of the building but it helped to build the building" (M. Robinson, 1993, May 14). Mrs. Robinson confirmed that the other Rosenwald schools were Gum Springs and Odricks but added Vienna Elementary School for Colored Children to the list. In 1948, Bailey's Elementary, a Rosenwald school, consolidated with the James Lee School.

Like most historical accomplishments, the educational achievements in Fairfax County received support both directly and indirectly from philanthropic societies. Those discussed provided support, either through teacher training or through direct support for black schools as with the Rosenwald Fund. The overall goal and contribution of each, however, was in some way, to provide for the education of black children.

The process of educating black children in Fairfax County was a slow one. Unlike in other counties of the state, there is no history of physical violence, sit-ins or marches. Rather there were many quiet slow climaxes. Throughout these climatic episodes, both teachers and students continued to attend the schools that existed for black children. Students continued to learn what was available to learn and teachers taught what was available to teach.

This study has examined the education of black children in Fairfax County. It has acknowledged, for the first time, the contributions of many quiet, patient warriors who worked through the system with stamina despite its disparities. The statements of these contributors validate each other. The research consistently depicts both children and adults who have an intense desire to learn. Despite many negative forces that hindered a proper equitable education, the desire to learn was retained. The support of such philanthropic agencies as the Rosenwald and Peabody Funds sustained the black community, which continued in a forward stance despite silence from the school board many times. This quiet forward-looking stance has led to many successes including the building of the Luther Jackson School in 1954.

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APPENDIX A

School Year Ending July 31, 1893

<u>Name</u>	<u>Grade or Certificate</u>	<u>Name</u>	<u>Grade or Certificate</u>
Mr. R.T. Jackson	2nd	Miss A.M. Smith	2nd
Mr. H.L. Mills	3rd	Miss J.F. Parker	3rd
Mr. E.J. Roberts	1st	Miss S.G. Brooks	3rd
Miss O.A. Parker	3rd	Mr. H.T. White	1st
Miss F.A. Sintfield	2nd	Mr. J.M. Hyson	1st
Miss C.A. Shaw	3rd	Mr. J.L.H. Robinson	3rd
Miss L.B. Hopkins	3rd	Mr. L.H. Shafer	3rd
Miss Lizzie Ware	3rd	Mr. J.H. Bush	3rd
Mr. R.A. Johnson	2nd	Mr. J.F. Parker	3rd
Mr. S.B. Burke	2nd	Miss G. Jackson	---
Mr. J.P. Pinketh	2nd	Miss Fannie Roberts	---
Miss M.E. Holland	2nd	Miss J.E. Harris	---

School Year, 1894-1895

<u>Name</u>	<u>Grade or Certificate</u>	<u>Name</u>	<u>Grade or Certificate</u>
Mr. E.F. Roberts	1st	Mr. T.N. Hyson	2nd
Mr. J.M. Botts	2nd	Mr. H.L. Mills	3rd
Mrs. A.M. Smith	2nd	Miss F.A. Sinkfield	2nd
Mrs. M.E. Holland	2nd	Mr. P.R. Fellon	3rd
Miss J.T. Parker	3rd	Miss S.J. Brooks	3rd
Mr. G.L. Seaton	3rd	H.T. White	1st
Miss Junie Pearson	3rd	Miss Sallie Pearson	3rd
Miss E.V. Steward	3rd	Mr. R.T. Jackson	3rd
Miss L.B. Hopkins	3rd	Miss Martha Hamilton	3rd
Mr. R.A. Johnson	2nd	Miss L.A. Bell	3rd
Mr. J.P. Pinkett	2nd	Mr. L.H. Hartgrove	2nd
Mr. J.T. Parker	3rd	Miss Minnie Beckwith	3rd
Mr. L.H. Sharfur	3rd	Miss H.E. Clark	3rd

School Year, 1895-1896

<u>Name</u>	<u>Grade or Certificate</u>	<u>Name</u>	<u>Grade or Certificate</u>
Mr. H.L. Mills	3rd	Miss S.J. Brooks	3rd
Mr. W.A. West	3rd	Miss L.A. Bell	3rd
Miss H.E. Clarke	3rd	Mr. H.L. Buckner	3rd
Mr. J.P. Pincett	2nd	Mr. R.T. Jackson	3rd
Mr. P.R. Felton	3rd	Miss S.L. Pearson	3rd
Mr. T.W. Hyson	1st	Mr. R.J. Johnson	2nd
Miss L.B. Hopkins	2nd	Miss M.E. Hughes	3rd
Miss M.L. McDonald	3rd	Miss A. Beckwith	3rd
Mr. J.M. Botts	2nd	Miss Jennie Pearson	3rd
Mr. H.T. White	1st	Miss F.A. Sinfield	2nd
Mrs. M.E. Holland	2nd	Mr. L.H. Hartgrove	2nd
Mrs. Annie Smith	2nd	Mr. E.F. Roberts	1st

School Year, 1896-1897

<u>Name</u>	<u>Grade or Certificate</u>	<u>Name</u>	<u>Grade or Certificate</u>
Mr. T.W. Hyson	1st	Miss A. Beckwith	3rd
Mr. P.R. Felton	2nd	Miss M. Beckwith	3rd
Mr. J.P. Pinkett	2nd	Miss A. Botts	3rd
Miss M.L. McDonald	2nd	Mr. R.A. Johnson	2nd
Miss L.B. Hopkins	2nd	Miss L.M. Johnson	3rd
Miss L.A. Bell	3rd	Miss Jennie Pearson	3rd
Mr. H.L. Mills	3rd	Miss S.L. Pearson	3rd
Mr. W.A. West	3rd	Mr. A.T. Shirley	1st
Mr. R.T. Jackson	3rd	Mr. E.F. Roberts	1st
Miss S.J. Brooks	3rd	Miss F.A. Sinkfield	2nd
Mrs. M.E. Holland	2nd	Mrs. A.M. Smith	2nd
Mr. J.M. Botts	1st		

From 1895-1896 school year through 1908, records are missing from the state archives. As of 1908, the procedure for recording employees changed. Rather than preparing two lists, one for white and one for black teachers, one list was made with a

column for the teacher to identify self racially (W or C). Other information requested included name of teacher, PO Box, number of months contracted for, salary per month, date of certificate, by whom issued, and grade of certificate.

There was no racial breakdown provided for the school years 1908-1909 and 1909-1910.

School Year, 1911-1912

<u>Name</u>	<u>Grade or Certificate</u>	<u>Name</u>	<u>Grade or Certificate</u>
<u>Mt. Vernon District</u>		<u>Town of Herndon</u>	
Mrs. M.E. Holland	2nd	Miss B.L. Gordon	4th
Mr. H.T. White	Prof		
Miss E.J. Quander	2nd	<u>Dranesville District</u>	
Miss B.L. Reddick	2nd	E.P. Peterson	Prof
<u>Vienna District</u>		<u>Town of Fairfax</u>	
Mr. H.L. Mills	2nd	Mr. P.E. Hughes	2nd
<u>Falls Church District</u>		<u>Lee District</u>	
Miss A.M. Ashby	2nd	Mrs. A.A. Robinson	2nd
Mrs. L.H. Jackson	2nd		
Mr. L.C. Baltimore	Prof	<u>Providence District</u>	
Miss C.B. Duncan	2nd	Miss E.M. Lyles	Prof
Miss M.F. Gray	4th	Mrs. F.A. Brent	2nd
<u>Centreville District</u>			
Miss F.M. Naylor	Emer		
Mrs. M.E. Hughes	2nd		
Miss L.V. Brown	2nd		

School Year, 1912-1913Name

Mrs. M.E. Holland
 Mr. H.T. White
 Miss B.L. Riddick
 Miss N.C. Bagby
 Miss E.M. Lyles
 Mrs. F.A. Brent
 Mrs. M.B. Hughes
 Mrs. F.M. Ricks
 Miss Corinene Quivera
 Mr. H.L. Mills

Name

Miss M.E. Bush
 Miss A.M. Ashby
 Mrs. L.H. Jackson
 Miss K.C. Carter
 Miss C.A. Lucas
 Mr. P.E. Hughes
 Miss B.L. Gordon
 Mr. C.B. Thomas
 Miss May L. Smith

School Year, 1913-1914Name

Miss M.A. Jackson
 Mrs. M.E. Hughes
 Miss W.A. Naylor
 Miss Indiana Dandridge
 Miss E.C. Lee
 Mrs. L.H. Jackson
 Miss E.A. Lucas
 Miss M.O. Chaney
 Miss A.M. Ashby
 Mr. P.E. Hughes

Name

Miss F.G. Coleman
 Miss E.M. Lyles
 Mr. O.G. Granderson
 Miss Irene M. Quander
 Mrs. M.E. Holland
 Mr. H.T. White
 Miss M.C. Jones
 Mrs. E.H. Bailey
 Miss B.L. Riddick
 Mrs. F.A. Brent

School Year, 1914-1915Name

Miss M.A. Jackson
 Mrs. M.E. Hughes
 Mrs. J.E. Baker
 Mr. G.H. Lucas
 Miss G.V. McKenzie
 Mrs. L.H. Jackson

Name

Miss E.A. Lucas
 Miss M.V. Chaney
 Miss A.M. Ashby
 Mr. P.E. Hughes
 Miss Indiana Dandridge

School Year, 1916-1917

<u>Name</u>	<u>Name</u>
Miss Odessa Hansborough	Miss Annie Bailey
Miss M.A. Jackson	Miss L.A. White
Miss G.V. McKenzie	Miss C.E. Byrd
Miss Edith Henderson	Miss B.L. Riddick
Mrs. L.H. Jackson	Mrs. M.E. Holland
Miss E.A. Lucas	Mrs. E.H. Bailey
Mr. O.G. Granderson	Mrs. F.A. Brent
Miss B.M. Nash	Mrs. Cora Patterson
Miss A.E. Henderson	Miss Pearl Shirley
Mrs. M.E. Hughes	Mr. D.J. Furr
Miss I. Dandridge	Miss A.M. Ashby

School Year, 1917-1918

<u>Name</u>	<u>Name</u>
Miss L.A. White	Mrs. M.E. Hughes
Mrs. M.E. Holland	Mr. W.A. Walker
Miss Louise Hill	Miss Sylvia Jackson
Mrs. E.H. Bailey	Mrs. L.H. Robinson
Miss Blanche Holmes	Miss L.C. McDaniel
Miss M.A. Plummer	Miss M.M. Ford
Miss R.E. Cox	Miss L. Jones
Miss B.M. Nash	Miss P.A. Harrus
Mr. O.G. Granderson	Mr. J.L. Ewing
Miss M.E. Swinson	G.B. McLean
Miss M.S. Robinson	Mrs. L.H. Jackson
Mr. W.R. Manly	Mr. D.J. Furr

School Year, 1918-1919

<u>Name</u>	<u>Name</u>
Mrs. A.A. Robinson	Miss H.L. Shaw
Miss L.C. McDaniel	Miss M.S. Robinson
Miss Minnie Pearson	Mrs. M.T. Young
Miss P.A. Harris	Mrs. M.E. Hughes
Miss A.B. Pheiffer	Mr. W.A. Walker
Mr. C.C. Granderson	Miss P.A. Shirley

School Year, 1919-1920

<u>Name</u>	<u>Name</u>
Mrs. M.E. Henderson	Mrs. M.E. Henderson
Miss C.R. Thomas	Miss C.R. Thomas
Mrs. M.B. Douglas	Mrs. M.B. Douglas
Miss E.M. Evans	Miss E.M. Evans
Miss Minnie Pearson	Miss Minnie Pearson
Mrs. A.A. Robinson	Mrs. A.A. Robinson
Mrs. M.E. Stuart	Mrs. M.E. Stuart
Miss A.B. Phifer	Miss A.B. Phifer
Miss M.S. Robinson	Miss M.S. Robinson
Miss B.M. Nash	Miss B.M. Nash
Miss B.E. Marshall	Miss B.E. Marshall
Mrs. M.E. Hughes	Mrs. M.E. Hughes
Mr. W.A. Walker	Mr. W.A. Walker
Mrs. Sylvia Wright	Mrs. Sylvia Wright
Miss M.E. Patterson	Miss M.E. Patterson
Mrs. M.E. Holland	Mrs. M.E. Holland
Mrs. E.H. Bailey	Mrs. E.H. Bailey
Miss P.A. Shirley	Miss P.A. Shirley
Miss B.V. Burke	Miss B.V. Burke
Miss A.C. Tappe	Miss A.C. Tappe
Miss Ruth Cox	Miss Ruth Cox
Miss M.E. Collier	Miss M.E. Collier

School Year, 1920-1921

<u>Name</u>	<u>Name</u>
Mr. T.W. Hyson	Mrs. A.E. Colbert
Miss E.M. Evans	Miss M.E. Patterson
Mrs. M.E. Henderson	Mrs. Sylvia Wright
Mrs. C.B. Thomas	Mrs. M.E. Holland
Mrs. H.B. Boyd	Miss C.M. Golden
Miss L.A. Stuart	Miss A.C. Tappe
Mr. W.A. Walker	Miss R.B. Tappe
Miss D. Houghton	Miss Katherine Harris
Miss B.M. Nash	Mrs. M.C. Ewell
Miss R.E. Brooks	Mrs. M.A. Robinson
Mrs. M.E. Hughes	

School Year, 1921-1922

<u>Name</u>	<u>Name</u>
Mrs. H.B. Bryant	Miss Ada M. Lias
Miss L.A. Boyd	Miss Catherine Harris
Miss L.B. Brown	Miss R.B. Tappe
Miss C.G. Wanzer	Miss E.J. Woodson
Mrs. F.E. Compton	Mrs. E.M. Norton
Mrs. M.E. Hughes	Mrs. M.S. Robinson
Mrs. A.E. Colbert	Miss M.C. Ewell

School Year, 1922-1923

<u>Name</u>	<u>Name</u>
Mrs. M.E. Henderson	Miss C.G. Wanzer
Mrs. C.B. Thomas	Miss M.M. Ford
Mrs. A.M. Perrin	Miss Lizzie Shellman
Mrs. Hallie Coates	Miss H.B. Lewis
Miss L.E. Lee	Miss M.E. Hughes
Miss Ester Gray	Mrs. A.E. Colbert
Miss Alice Alston	Miss A.M. Lias
Miss B.F. Jones	Miss E.L. Glass
Miss L.V. Brown	Miss M.T. Wilkinson
Mrs. M.E. Stuart	Mrs. A.H. Snowden
Miss M.H. Burruss	Mr. T.W. Hyson
Mrs. L. Reeves Archer	Miss Bertha Harvey
Mrs. A.A. Robinson	

School Year, 1923-1924

<u>Name</u>	<u>Name</u>
Mrs. M.E. Henderson	Miss E.P. Ricks
Mrs. C.B. Thomas	Miss L.V. Smith
Miss C.G. Wanzer	Miss M.B. Lewis
Mrs. B.M. Terrell	Mrs. M.E. Hughes
Miss Esther Gray	Mrs. A. Colbert
Miss Gussie Reeses	Mrs. M. Hamilton
Mr. J.L. Wilkison	Miss A.M. Lias
Mrs. A.B. Carroll	Miss L.E. Byers
Mrs. A. Garland	Mrs. A.B. Hart
Mrs. S.V. Henderson	Mrs. H.M. Coates
Mrs. A.M. Hamilton	Mr. T.W. Hyson
Mrs. M. Stuart	Mrs. D. Branson
Mrs. L.R. Archer	Miss M.S. Robb

School Year, 1924-1925

<u>Name</u>	<u>Name</u>
Mrs. M.E. Henderson	Mrs. B.M. Terrell
Miss A.M. Lias	Miss E.E. Myrick
Miss Esther Gray	Miss B.D. Gamble
Miss G.M. Reeves	Miss H.B. Holmes
Mrs. L.R. Archer	Mrs. A.B. Hart
Mrs. M.W. Johnson	Miss L.E. Byers
Miss R.E. Vincent	Miss M.S. Robb
Mrs. M.H. Mitchell	Mr. T.W. Hyson
Mrs. A.A. Robinson	Mrs. A.E. Colbert
Mrs. M.E. Stuart	Mrs. M.E. Hughes
Miss D.B. Singleton	Mrs. G.L. Stevenson
Miss B.B. Jones	Mrs. Diana Brunson
Mrs. Susie Craven	

School Year, 1925-1926

<u>Name</u>	<u>Name</u>
<u>3-Room Colored Schools</u>	<u>1-Room Negro Schools</u>
Mrs. L.R. Archer	Mrs. A.A. Robinson
Mrs. M.W. Johnson	Mrs. M.E. Stuart
Miss A.B. Howard	Mrs. G.L. Stevenson
	Miss B.D. Gamble
<u>2-Room Colored Schools</u>	Mrs. L.H. Carey
Mrs. M.E. Henderson	Mrs. A.B. Hart
Miss T.E. Smoot	Mrs. L.E. Funn
Mrs. S.L. Craven	Miss E.M. Campbell
Miss W.R. Snappe	Mrs. A.E. Colbert
Miss R.E. Vincent	Miss G. Tinney
Miss L.M. Boyers	Mr. T.W. Hyson
Mrs. A.L. Jackson	Miss L. Thomas
Miss G.M. Reeves	
Miss R.L. Carter	
Miss M.B. Holmes	
Mrs. M.E. Hughes	
Miss D.L. Gilliam	

School Year, 1926-1927Name

Mrs. W.P. Johnson
 Miss E.B. Howard
 Mrs. L.R. Archer
 Miss R.S. Glass
 Miss E.M. Campell
 Mrs. B.M. Terrell
 Miss Elizabeth Conie
 Mrs. M.E. Hughes
 Mrs. L. Saunders
 Mrs. L.H. Carey
 Miss T.E. Smoot
 Mrs. M. Henderson
 Miss G.M. Reeves
 Mrs. A.L. Jackson

Name

Miss C.G. Wanzer
 Miss Louise Thomas
 Mrs. M.E. Stuart
 Miss E.M. Gray
 Miss G. Stevenson
 Mrs. A.A. Robinson
 Mr. T.W. Hyson
 Miss W.B. Snappe
 Miss C.E. Hughes
 Miss F.R. Bush
 Mrs. A.B. Hart
 Mrs. M.S. Robb
 Miss Gertrude Strong

School Year, 1927-1928Name

Mrs. L.R. Archer
 Miss G.M. Reeves
 Miss A.F. Terry
 Mrs. M.E. Hughes
 Miss R. Randolph
 Mrs. A.L. Jackson
 Miss M.L. Broadmax
 Mrs. M.E. Henderson
 Miss G.L. Hunter
 Mrs. L.M. Carey
 Miss P.W. Diggs
 Mrs. G.L. Stevenson
 Mrs. B.M. Terrell
 Miss C.G. Wanzer
 A.A. Robinson

Name

Mrs. M.E. Stuart
 Miss C.E. Hughes
 Miss J.E. Allen
 Mrs. M.S. Robb
 Mrs. A.B. Hart
 Mr. T.W. Hyson
 Mrs. M.S. Robinson
 Mrs. Gertrude Strong
 Miss W.R. Snappe
 Miss M.E. Brown
 Miss Alma Walker
 Mrs. Adelaide Hamilton
 Miss L.P. Buckner
 Mr. H.N. Stanton

School Year, 1929-1930

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Bailey's	Mrs. Mary S. Robb, Principal	34	1-3
Cartersville	Mrs. Annie P. Cupid, Principal	22	1-3
Chesterbook	Mrs. Julia Hall, Principal	39	1-7
Clifton	Mrs. Ethel B. Jackson, Principal	25	1-6
Cub Run	Mrs. L.C. Thomas, Principal	44	1-7
Fairfax	Mrs. M.E. Hughes, Principal	40	4-7
Fairfax	Mrs. Agnes E. Chaves, Teacher		1-3
Falls Church	Mrs. M.E. Henderson, Principal	59	4-7
Falls Church	Mrs. Lola W. Saunders, Teacher		1-3
Floris	Mrs. M.E. Stuart, Principal	57	1-7
Gunston	Miss Clementine Odessa Yergan, Principal	150	1-5
Laurel Grove	Miss Louise R. Washington, Principal	16	1-6
Merrifield	Miss Alma L. Walker, Principal	43	1-7
Oak Grove	Mrs. M.S. Robinson, Principal	52	1-7
Odricks	Mrs. Mabel O. Ross, Principal	43	1-7
Pearson	Miss Gladys Mapp, Principal	22	1-5
Rock Ridge	Mrs. Bessie W. Cox, Principal	24	1-7
Vienna	Mrs. Louise R. Archer, Principal	81	5-7
Vienna	Miss Mabel Bell Thomas, Teacher		2-4
Vienna	Miss A.R. Terry, Teacher	1	

School Year, 1930-1931

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Bailey's	Mrs. L.H. Carey, Principal	74	1-3
Cartersville	Mrs. Addie Belle Pleasants, Principal	30	1-3
Chesterbook	Miss Dolores Hall, Principal	40	1-7
Clifton	Mrs. A.L. Jackson, Principal	25	1-7
Cub Run	Mrs. L.C. Thomas, Principal	48	1-7
Fairfax	Mrs. M.E. Hughes, Principal	63	4-7
Fairfax	Mrs. Agnes E. Chavis, Teacher		1-3
Falls Church	Mrs. M.E. Henderson, Principal	63	4-7
Falls Church	Mrs. Lola W. Saunders, Teacher		1-3
Floris	Mrs. M.E. Stuart, Principal	61	1-7
Gunston	Mr. Richard Brooks, Principal	72	4-7
Gunston	Miss Julie M. Hall, Teacher		1-3
Laurel Grove	Miss Lula P. Buckner, Principal	17	1-6
Merrifield	Miss Alma L. Walker, Principal	45	1-6
Mt. Pleasant	Mrs. Bessie W. Cox, Principal	39	1-7

School Year, 1930-1931 (continued)

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Oak Grove	Mrs. M. S. Robinson, Principal	52	1-6
Odricks	Mrs. Mabel O. Ross, Principal	42	1-7
Pearson	Miss Norma E. Hines, Principal	38	1-6
Rock Ridge	Miss Mary Berry, Principal	27	1-7
Vienna	Mrs. Louise R. Archer, Principal	69	5-7
Vienna	Miss Mabel Bell Thomas, Teacher		2-4
Vienna	Miss A.R. Terry, Teacher		1
Woodlawn	Miss Amaza Briggs, Principal	23	1-7

School Year, 1931-1932

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Bailey's	Mrs. L.H. Carey, Principal	74	4-7
Bailey's	Mrs. Mary S. Robb, Teacher		1-3
Cartersville	Mrs. Addie Belle Pleasants, Principal	32	1-4
Chesterbook	Miss Dolores Hall, Principal	40	1-7
Clifton	Mrs. Agnes E. Chavis, Principal	23	1-7
Cub Run	Mrs. L.C. Thomas, Principal	48	1-7
East Woodford	Mrs. Gertrude E. Strong, Principal	36	1-7
Fairfax	Mrs. M.E. Hughes, Principal	52	4-7
Fairfax	Mrs. Bernice V. Jackson, Teacher		1-3
Falls Church	Mrs. M.E. Henderson, Principal	67	4-7
Falls Church	Mrs. Lola W. Saunders, Teacher		1-3
Floris	Mrs. M.E. Stuart, Principal	88	4-7
Floris	Miss Betty M. Coates, Teacher		1-3
Gum Springs	Mrs. Ada Jackson, Principal	88	4-7
Gum Springs	Mrs. Besse Cox, Teacher		1-3
Gunston	Miss Faith R. Hines, Principal	14	1,4,5,6
Laurel Grove	Mrs. Ola B. Wells, Principal	13	1-7
Merrifield	Miss Alma L. Walker, Principal	33	1-7
Mt. Pleasant	Miss Lula P. Buckner, Principal	38	1-7
Oak Grove	Miss Julia Hall, Principal	45	1-6
Odricks	Mr. Edward K. Washington, Principal	47	1-6
Pearson	Miss Norma E. Hines, Principal	38	1-7
Spring Bank	Mrs. Mattie Adkins, Principal		
Vienna	Mrs. Louise R. Archer, Principal	85	5-7
Vienna	Miss Mabel Bell Thomas, Teacher		2-4

School Year, 1931-1932 (continued)

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Vienna	Miss A.R. Terry, Teacher		1
Woodlawn	Miss Amaza Briggs, Principal	25	1-7

School Year, 1932-1933

<u>Colored School</u>	<u>Teacher/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Bailey's	Mrs. L.H. Carey, Principal	71	4-7
Bailey's	Mrs. Mary S. Robb, Teacher		1-3
Cartersville	Mrs. Addie Belle Pleasants, Principal	22	1-3
Chesterbook	Mrs. Mabel O. Ross, Principal	24	1-7
Clifton	Mrs. Agnes E. Chavis, Principal	27	1-7
Cub Run	Mrs. L.C. Thomas, Principal	45	1-7
Fairfax	Mrs. M.E. Hughes, Principal	58	4-7
Fairfax	Mrs. Bernice V. Jackson, Teacher		1-3
Falls Church	Mrs. M.E. Henderson, Principal	81	4-7
Falls Church	Mrs. Lola W. Saunders, Teacher		1-3
Floris	Mrs. M.E. Stuart, Principal	86	4-7
Floris	Mrs. Jenkie Gaffney, Teacher		1-3
Gum Springs	Mrs. Ada Jackson, Principal	88	4-7
Gum Springs	Mrs. Besse Cox, Teacher		1-3
Gunston	Mrs. Marie B. T. Buller, Principal	14	1-6
Merrifield	Miss Alma L. Walker, Principal	35	1-7
Mt. Pleasant	Miss Lula P. Buckner, Principal	35	1-7
Oak Grove	Miss Julia Hall, Principal	51	1-7
Odricks	Mrs. Gertrude Strong, Principal	43	1-7
Pearson	Miss Norma E. Hines, Principal	31	1-7
Spring Bank	Mrs. Mattie Adkins, Principal	30	1-7
Vienna	Mrs. Louise R. Archer, Principal	27	5-7
Vienna	Miss Mabel Bell Thomas, Teacher		2-4
Vienna	Miss A.R. Terry, Teacher		1
Woodlawn	Miss Amaza Briggs, Principal	27	1-7

School Year, 1933-1934

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Bailey's	Mrs. L.H. Carey, Principal	71	5-7
Bailey's	Mrs. Mary S. Robb, Teacher		1-4
Cartersville	Mrs. Addie Belle Pleasants, Principal	26	1-4
Chesterbook	Miss Dolores Hall, Principal	23	1-7
Clifton	Mrs. Agnes E. Chavis, Principal	27	1-7
Cub Run	Mrs. L.C. Thomas, Principal	31	1-7
East Woodford	Miss Vivian Twitty, Principal	27	1-7
Fairfax	Mrs. M.E. Hughes, Principal	57	4-7
Fairfax	Mrs. Bernice V. Jackson, Teacher		1-3
Falls Church	Mrs. M.E. Henderson, Principal	87	4-7
Falls Church	Mrs. Lola W. Saunders, Teacher		1-3
Floris	Mrs. M.E. Stuart, Principal	95	4-7
Floris	Mrs. Jenkie Gaffney, Teacher		1-3
Gum Springs	Mrs. Ada Jackson, Principal	83	4-7
Gum Springs	Mrs. Besse Cox, Teacher		1-3
Merrifield	Miss Alma L. Walker, Principal	36	1-7
Mt. Pleasant	Miss Lula P. Buckner, Principal	58	1-7
Oak Grove	Miss Julia Hall, Principal	50	1-7
Odricks	Mrs. Gertrude Strong, Principal	43	1-7
Pearson	Miss Norma E. Hines, Principal	35	1-6
Spring Bank	Mrs. Mattie Adkins, Principal	32	1-7
Vienna	Mrs. Louise R. Archer, Principal	26	5-7
Vienna	Miss Mabel Bell Thomas, Teacher		2-4
Vienna	Miss A.R. Terry, Teacher		1
Woodlawn	Miss Amaza Briggs, Principal	26	1-7

School Year, 1934-1935

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Bailey's	Mrs. Mary S. Robb, Principal	60	1-4
Bailey's	Mrs. Ronell Lomax, Teacher		5-7
Cartersville	Mrs. Ethel Flood Holt, Principal	27	1-5
Chesterbook	Miss Dolores Hall, Principal	23	1-7
Clifton	Mrs. Agnes E. Chavis, Principal	25	1-6
Cub Run	Mrs. L.C. Thomas, Principal	29	1-7
East Woodford	Miss Vivian Twitty, Principal	32	1-7
Fairfax	Mrs. M.E. Hughes, Principal	55	4-7

School Year, 1934-1935 (continued)

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Fairfax	Mrs. Bernice V. Jackson, Teacher		1-3
Falls Church	Mrs. M.E. Henderson, Principal	70	4-7
Falls Church	Mrs. Lola W. Saunders, Teacher		1-3
Floris	Mrs. M.E. Stuart, Principal	88	4-7
Floris	Mrs. Jenkie Gaffney, Teacher		1-3
Gum Springs	Mrs. Ada Jackson, Principal	83	4-7
Gum Springs	Mrs. Besse Cox, Teacher		1-3
Merrifield	Miss Alma L. Walker, Principal	54	1-7
Mt. Pleasant	Miss Lula P. Buckner, Principal	37	1-7
Oak Grove	Miss Julia Hall, Principal	57	1-7
Odricks	Mrs. Gertrude Strong, Principal	52	1-7
Pearson	Miss Norma E. Hines, Principal	25	1-6
Spring Bank	Mrs. Mattie Adkins, Principal	32	1-7
Vienna	Mrs. Louise R. Archer, Principal	101	5-7
Vienna	Miss Mabel Bell Thomas, Teacher		2-4
Vienna	Miss A.R. Terry, Teacher		1
Woodlawn	Miss Amaza Briggs, Principal	20	1-7

School Year, 1935-1936

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Bailey's	Mrs. Mary S. Robb, Principal	52	1-4
Bailey's	Mrs. Ronell Lomax, Teacher		5-7
Cartersville	Mrs. Ethel Flood Holt, Principal	20	1-6
Chesterbook	Miss Dolores Hall, Principal	27	1-7
Clifton	Miss Clarence Coles, Principal	29	1-7
Cub Run	Mrs. L.C. Thomas, Principal	25	1-7
East Woodford	Miss Vivian Twitty, Principal	34	1-6
Fairfax	Mrs. M.E. Hughes, Principal	55	4-7
Fairfax	Mrs. Lutie J. Coates, Teacher		1-3
Falls Church	Mrs. M.E. Henderson, Principal	75	4-7
Falls Church	Mrs. Lola W. Saunders, Teacher		1-3
Floris	Mrs. M.E. Stuart, Principal	90	4-7
Floris	Mrs. Jenkie Gaffney, Teacher		1-3
Gum Springs	Mrs. Agnes E. Chavis, Principal	73	4-7
Gum Springs	Mrs. Besse Cox, Teacher		1-3
Merrifield	Miss Winnie B. Walker, Principal	41	1-7
Mt. Pleasant	Mrs. Lula B. Shephard, Principal	41	1-7

School Year, 1935-1936 (continued)

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Oak Grove	Miss Julia Hall, Principal	57	5-7
Oak Grove	Mrs. Catherine N. Nelson, Teacher		1-3
Odricks	Mrs. Charlotte Burke, Principal	55	1-7
Pearson	Miss Norma E. Hines, Principal	35	1-7
Spring Bank	Mrs. Mattie Adkins, Principal	27	1-7
Vienna	Mrs. Louise R. Archer, Principal	104	5-7
Vienna	Miss Mabel Bell Thomas, Teacher		2-4
Vienna	Miss A.R. Terry, Teacher		1
Woodlawn	Miss Geneva E. Walker, Principal	21	1-7

School Year, 1936-1937

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Bailey's	Mrs. Mary S. Robb, Principal	59	1-4
Bailey's	Mrs. Ronell Lomax, Teacher		5-7
Cartersville	Mrs. Carrie E. Carter, Principal	25	1-7
Chesterbook	Miss Dolores Hall, Principal	25	1-7
Clifton	Miss Mabel D. Hayden, Principal	23	1-6
Cub Run	Mrs. L.C. Thomas, Principal	23	1-7
East Woodford	Miss Henrietta Brown, Principal	27	1-7
Fairfax	Mrs. M.E. Hughes, Principal	60	4-7
Fairfax	Mrs. Charlotte Burke, Teacher		1-3
Falls Church	Mrs. M.E. Henderson, Principal	74	4-7
Falls Church	Mrs. Lola W. Saunders, Teacher		1-3
Floris	Mrs. M.E. Stuart, Principal	88	4-7
Floris	Mrs. Jenkie Gaffney, Teacher		1-3
Gum Springs	Mrs. Winnie B. Walker, Principal	71	4-7
Gum Springs	Mrs. Besse Cox, Teacher		1-3
Merrifield	Mrs. Agnes E. Chavis, Principal	52	1-7
Mt. Pleasant	Mrs. Lula B. Shephard, Principal	36	1-7
Oak Grove	Miss Julia Hall, Principal	54	4-7
Oak Grove	Mrs. Ethel F. Holt, Teacher		1-3
Odricks	Mrs. Flossie Furr, Principal	55	1-7
Pearson	Miss Norma E. Hines, Principal	31	1-7
Spring Bank	Mrs. Mattie Adkins, Principal	25	1-7
Vienna	Mrs. Louise R. Archer, Principal	105	5-7
Vienna	Miss Mabel Bell Thomas, Teacher		3-4
Vienna	Miss A.R. Terry, Teacher		1-2
Woodlawn	Miss Geneva E. Walker, Principal	26	1-7

School Year, 1937-1938

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Bailey's	Mrs. Mary S. Robb, Principal	53	1-4
Bailey's	Mrs. Ronell Lomax, Teacher	5-7	
Cartersville	Mrs. Carrie E. Carter, Principal	17	1-7
Chesterbook	Miss Dolores Hall, Principal	20	1-7
Clifton	Mrs. Lucile B. Logan, Principal	24	1-7
Cub Run	Miss Essie G. Thompson, Principal	21	2-6
East Woodford	Miss Ella E. Dodson, Principal	26	1-7
Fairfax	Miss Henrietta B. Brown, Principal	61	4-7
Fairfax	Mrs. Charlotte Burke, Teacher		1-3
Falls Church	Mrs. M.E. Henderson, Principal	76	4-7
Falls Church	Mrs. Lola W. Saunders, Teacher		1-3
Floris	Mrs. Lutie L. Coates, Principal	75	4-6
Floris	Mrs. Carinne Washington, Teacher		1-3
Gum Springs	Mrs. Winnie B. Walker, Principal	73	4-7
Gum Springs	Mrs. Alice E. Fleet, Teacher		1-3
Merrifield	Mrs. Agnes E. Chavis, Principal	54	1-7
Mt. Pleasant	Mrs. Lula B. Shephard, Principal	30	1-7
Oak Grove	Miss Julia Hall, Principal	54	4-7
Oak Grove	Mrs. Ethel F. Holt, Teacher		1-3
Odricks	Miss Grace Willis, Principal	57	1-7
Pearson	Miss Norma E. Hines, Principal	32	1-7
Spring Bank	Mrs. Mattie Adkins, Principal	22	1-7
Vienna	Mrs. Louise R. Archer, Principal	104	5-7
Vienna	Miss Mabel Bell Thomas, Teacher		3-4
Vienna	Miss Channie A. Catlett, Teacher		1-2
Woodlawn	Miss Geneva E. Walker, Principal	27	1-7

School Year, 1938-1939

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Bailey's	Mrs. Mary S. Robb, Principal	56	1-3
Bailey's	Mrs. Ronell Lomax, Teacher		4-7
Cartersville	Mrs. Elsie E. Tynes, Principal	25	1-7
Chesterbook	Miss Dolores Dorsey, Principal	22	1-7
Clifton	Mrs. Norma Hines Gray, Principal	23	1-7
Cub Run	Mrs. Charlotte Burke, Principal	25	1-7
East Woodford	Miss Helen E. Reed, Principal	26	1-7

School Year, 1938-1939 (continued)

<u>Colored School</u>	<u>Teachers/Principal</u>	<u>Enrollment</u>	<u>Grades Taught</u>
Fairfax	Mrs. America C. Nelson, Principal	57	4-7
Fairfax	Mrs. Beatrice Blue, Teacher		1-3
Falls Church	Mrs. M.E. Henderson, Principal	82	4-7
Falls Church	Mrs. Lola W. Saunders, Teacher		1-3
Floris	Mrs. Lutie L. Coates, Principal	65	4-7
Floris	Mrs. Carinne Washington, Teacher		1-3
Gum Springs	Mrs. Winnie B. Walker, Principal	77	4-7
Gum Springs	Mrs. Alice E. Fleet, Teacher		1-3
Merrifield	Mrs. Agnes E. Chavis, Principal	63	4-7
Merrifield	Miss Willie A. Bradley, Teacher		1-3
Mt. Pleasant	Mrs. Lula B. Shephard, Principal	29	1-7
Oak Grove	Miss Julia Hall, Principal	49	3-7
Oak Grove	Mrs. Ethel F. Holt, Teacher		1-2
Odricks	Miss Grace Willis, Principal	51	1-7
Pearson	Miss Henrietta Brown, Principal	34	1-7
Spring Bank	Mrs. Mattie Adkins, Principal	18	1-7
Vienna	Mrs. Louise R. Archer, Principal	117	5-7
Vienna	Miss Mabel Bell Thomas, Teacher		3-4
Vienna	Miss Channie A. Catlett, Teacher		1-2
Woodlawn	Miss Geneva E. Walker, Principal	11	1-7

School Year, 1940-1941Bailey's

Teacher: Remell Lomax

Grades Taught: 1-3

Principal: Mary Roff

Grades Taught: 5-7

Submitted by Mary T. Roff, Principal, June 11, 1941.

Chesterbrook

Teacher/Principal: Geneva M. Costner

Grades Taught: 1-7

Clifton

Teacher/Principal: Miss Carrie Willis

Grades Taught: 1-7

Cub Run

Teacher: Ms. Norma H. Gray

Grades Taught: 1,2,3,5,6

Fairfax

Teacher: Beatrice L. Blue

Grades Taught: 1-3

Principal: Mrs. Lutie Coates

Grades Taught: 5,7

Schoolroom had 29 desks, a teacher's desk, library worktable, one small globe, no dictionary, no encyclopedia. Unit taught: Leisure Time and How to Use It

Falls Church

Teacher: Lola Saunders

Grades Taught: 1-3

Principal/Teacher: Mrs. M.E. Henderson

Grades Taught: 4-7

Schoolroom had 35 desks, 5 double desks, teacher's desk, 1 bookcase, piano, radio, no dictionary, no encyclopedia.

Unit taught: The Newspaper

Submitted June 10, 1941 by Mrs. Lola Saunders.

Floris

Teacher: Corrine E. Washington

Grades Taught: 1-3

Principal: Mrs. Elsie E. Tynes

Grades Taught: 4-7

Schoolroom had 36 desks, 2 double, no teacher's desk, radio, bookcase, table, bulletin board, map globe, cooler and lavatory, dictionary, encyclopedia.

Unit taught: Health Project and King Cotton

Submitted by: E. E. Tynes, June 10, 1941

Gum Spring

Teacher: Mrs. Alice Fleet

Grades Taught: 1-4

Teacher: Mrs. Winnie Walker

Grades Taught: 5-7

No summary sheet.

Merrifield

Teacher: Miss Helen E. Reid

Grades Taught: 1-2

Schoolroom had 39 single desks, 2 double, teacher's desk, 1 table, reading charts, no dictionary or encyclopedia.

Unit taught: Health and Animal Shelter

Teacher: Miss Eloyse E. Smith

Grades Taught: 3-4

Schoolroom had 23 single desks, 2 chairs, teacher's desk, piano, two tables, water cooler, basin and basin stand, no dictionary or encyclopedia.

Principal: Agnes Clavis

Grades Taught: 5-7

Schoolroom had 36 desks, teacher's desk, table, bookcase, water cooler, stove, piano, globe, dictionary, no encyclopedia.

Mt. Pleasant

Teacher: Miss Audrey Thomas

Grades Taught: 1-7

No summary sheet.

Oak Grove

Teacher: Miss Ethel F. Holt

Grades Taught: 1-4

Schoolroom had 17 single desks, 4 double desks, 1 chair, teacher's desk, Victrola, bookcases, drinking glass, cabinet and reading table, no dictionary or encyclopedia.

Unit taught: Contemporary Negro Life

Submitted June 10, 1941 by Miss Julie Hall, Principal

Principal: Miss Julie Hall

Grades Taught: 5-7

Schoolroom had 13 single desks, 7 double desks, teacher's desk, table, no map or globe, no dictionary or encyclopedia.

Submitted June 10, 1941.

Odricks

Teacher: Grace L. Willis

Grades Taught: 4-7

No summary sheet.

Pearson

Teacher: Miss Henrietta Brown

Grades Taught: 1-7

No summary sheet.

Spring Bank

Teacher: Mabel M. Roscoe

Grades Taught: 1-6

No summary sheet.

Vienna

Teacher: C. C. Henderson

Grades Taught: 1-2

Schoolroom had 45 single desks, 1 chair, 1 teacher's desk, piano, handwriting equipment, 1 dictionary and 1 set of encyclopedias.

Unit taught: Health--Grades 1 and 2; The Farm--Grade 1; National Defense--Grades 1 and 2

Submitted by M. Henderson, June 10, 1941.

Teacher: Mabel B. Thomas

Grades Taught: 3-4

Schoolroom had 38 single desks, 1 teacher's desk, stove, sink and stand; 1 globe, one dictionary, no encyclopedia.

Unit taught: Industrial Defense; First Aid

Submitted June 10, 1941

Principal: Louise R. Archer

Grades Taught: 5-7

Schoolroom had 39 single desks, 2 chairs, 1 teacher's desk, stove, globe, small bookcase, piano, some old maps, 1 "fairly large" dictionary and one encyclopedia.

Units taught: [Handwritten and unclear] The Beginnings of Things--Grade 5; Colonial America--Grade 6; Our National Government--Grade 7; Far East--Grade 7; Latin America--Grade 7; Defense Democracy--Grade 7; Our Flag--Grade 7

Submitted June 13, 1941 by principal.

Woodlawn

Teacher: Miss Geneva E. Walker

Grades Taught: 1-7

No summary sheet.

School Year, 1941-1942

Bailey's

Teacher: Remell Lomax

Grades Taught: 1-4

Schoolroom had 20 single desks, 4 double desks, 1 teacher's desk, stove, bookcase, piano, 1 dictionary and 1 encyclopedia.

Units taught: Grade 3--Home Life; Health; Foods

Submitted June 9, 1942 by Mary Robb, Principal

Principal: Mary Robb

Grades Taught: 5-7

Schoolroom had 32 single desks, 3 double desks, 1 chair, 1 teacher's desk, stove, bookcase, piano, table, 1 set of maps, 1 globe, 1 dictionary and encyclopedia.

Fairfax

Teacher: Beatrice Blue

Grades Taught: 1-4

Schoolroom had 32 desks, 1 chair, 1 teacher's desk, piano, radio, 1 globe and 1 map, 1 large dictionary and 1 encyclopedia.

Unit taught: Our Food

Submitted June 10, 1942

Principal: Lutie L. Coates

Grades Taught: 5-6

Schoolroom had 12 single desks, 10 chairs, 1 teacher's desk, 1 table, 1 bookcase, 1 map and 1 globe, 1 dictionary and 1 encyclopedia.

Submitted June 9, 1942.

Falls Church

Teacher: Mrs. Lola Saunders

Grades Taught: 1-3

Schoolroom had 35 single desks, 5 double desks, 1 teacher's desk, 1 bookcase, piano, radio, no dictionary, no encyclopedia.

Submitted June 9, 1942

Principal: M. E. Henderson

Grades Taught: 4-7

Schoolroom had 20 double desks, 2 chairs, 1 teacher's desk, 1 globe, no dictionary and no encyclopedia.

Unit taught: Nutrition

Submitted by principal June 9, 1942.

Floris

Teacher: Corinne Washington

Grades Taught: 1-3

Schoolroom had 35 single desks, 15 chairs, no teacher's desk, chairs, tables, bookcase, radio, playhouse, maps, globes, window boxes, library table, water supplies, 1 dictionary and 1 encyclopedia.

Submitted June 9, 1942 by Elsie Tynes, Principal.

Principal: Elsie Tynes

Grades Taught: 4-7

Schoolroom had 40 single desks, 1 teacher's desk, bookcase, table, radio, cabinet, maps, globes, lectograph, lavatory, no dictionary, 1 encyclopedia.

Unit taught: Health: How to Keep It; Holidays

Submitted June 9, 1942.

Gum Spring

Teacher: Miss Louise Flood

Grades Taught: 1-2

Schoolroom had 29 single desks, 1 chair, 1 teacher's desk, sand table, no dictionary and no encyclopedia.

Teacher: Miss Geneva Walker

Grades Taught: 3-4

Schoolroom had 40 single chairs, teacher's desk, no dictionary or encyclopedia.

Unit Taught: Recreation

Submitted June 9, 1942 by Winnie Walker, Principal.

Principal: Winnie Walker

Grades Taught: 5-7

Schoolroom had 40 single desks, 1 chair, teacher's desk, table, no dictionary or encyclopedia.

Merrifield

Teacher: Helen Reid Bailey

Grades Taught: 1,2,P (primary)

Schoolroom had 39 single desks, 2 double desks, 1 chair, teacher's desk, table, no dictionary or encyclopedia.

Submitted by Helen R. Bailey on June 9, 1942.

Teacher: Eloyse E. Smith

Grades Taught: 3-4

Schoolroom had 29 single desks, 2 chairs, teacher's desk, piano, table, 2 chairs, water cooler, 2 basins and stand, bookcase, 1 globe and 2 maps, crayons, rulers, 1 dictionary, no encyclopedia.

Principal: Agnes E. Coleman

Grades Taught: 5-7

Schoolroom had 36 single desks, 3 chairs, teacher's desk, bookcase, table, trash basket, stove, water cooler, 1 globe, scale, no dictionary or encyclopedia.

Unit taught: Health; Food as Fuel for Our Bodies; Our Community

Oak Grove

Teacher: Miss Margery Dennis

Grades Taught: 1-4

Schoolroom had 18 single desks, 10 double desks, teacher's desk, no other furniture, no dictionary or encyclopedia.

Unit Taught: The Bakery

Teacher: Julia M. Hall

Grades Taught: 5-7

Schoolroom had 14 single desks, 6 double desks, teacher's desk, piano, Victrola, table, no dictionary or encyclopedia.

Unit taught: Wheat and Its Products

Vienna

Teacher: Mrs. Channie Henderson

Grades Taught: 1-2

Schoolroom had 36 single desks, 6 chairs, teacher's desk, piano, water stand, sand table, 1 dictionary and 1 encyclopedia.

Unit Taught: The Grocery Store--Grade 2; Toy Making--Grade 1; Health Defense--
Grades 1 and 2

Submitted June 9, 1942.

Teacher: Mrs. Mabel B. Thomas

Grades Taught: 3-4

Schoolroom had 32 single desks, 1 broken teacher's desk, stove, sink, stand, water cooler, 1 globe, 1 dictionary, no encyclopedia.

Unit Taught: Health for Defense

Submitted June 19, 1942.

Principal: Louise R. Archer

Grades Taught: 5-7

Schoolroom had 42 single desks, 3 chairs, teacher's desk, piano, cabinet-desk-chair made by class, piano bench, 1 globe, 2 wall maps

Unit taught: The March of Civilization--Grade 5; The U.S.A.--grades 5 and 7; The World About Us--Grades 5-7.

Submitted June 12, 1942.

School Year, 1942-1943

Bailey's

Teacher: Remell Lomax

Grades Taught: 1-4

Schoolroom had 15 single desks, 4 double desks, teacher's desk, pictures, table, bookcase, 1 dictionary and 1 encyclopedia.

Unit Taught: Home Life; Health and the Story of Our Foods--Grades 1-3

Submitted June 11, 1943

Principal: Mary T. Robb

Grades Taught: 5-7

Schoolroom had 32 single desks, 3 double desks, 1 chair, teacher's desk, maps, globes, bookcase, first aid cabinet, one set of maps, one large world map, 1 globe, pencil sharpener, 1 dictionary and 1 encyclopedia.

Unit taught: Science; Nutrition; Inflation

Submitted June 11, 1943.

Fairfax

Teacher: Beatrice L. Blue

Grades Taught: 1-4

Schoolroom had 1 single desk, 24 chairs, teacher's desk, piano, radio, 1 globe, no dictionary and 1 encyclopedia.

Unit Taught: For Victory on the Home Front

Submitted June 12, 1943.

Principal: Lutie Coates

Grades Taught: 5-7

Schoolroom had 25 single desks, 6 chairs, teacher's desk, 4 maps, 1 globe, 3 dictionaries, 1 encyclopedia.

Unit taught: For Victory on the Home Front

Submitted June 12, 1943.

Falls Church

Teacher: Lola Saunders

Grades Taught: 1-3

Schoolroom had 46 single desks, 5 double desks, 1 chair, teacher's desk, no other furniture listed, no dictionary or encyclopedia.

Unit Taught: Pioneer Living

Submitted by Mrs. Lola Saunders in June, 1943.

Principal: M. E. Henderson

Grades Taught: 4-7

Schoolroom had 20 double desks, 1 chair (listed as "not good"), teacher's desk, 1 globe, no dictionary or encyclopedia.

Unit taught: Pioneer Living and Living Today

Floris

Teacher: Corinne Washington

Grades Taught: 2-5

Schoolroom had 35 single desks, 15 chairs, no teacher's desk, chairs, tables, bookcase, radio, play house, maps, globes, window boxes, library table, water supplies, playground apparatus.

Units Taught: What We are Doing for Victory--"This includes the 7th Point Program worked on throughout the term."

Submitted June 11, 1943.

Principal: Mrs. Elsie E. Tynes

Grades Taught: 5-7

Schoolroom had 38 single desks, teacher's desk, bookcase, table, radio cabinet, maps, globe, hectograph, and naval lavatory, no dictionary and 1 encyclopedia.

Unit taught: The Seasons; The Part We Can Play in Helping to Win Victory.

Submitted June, 1943.

Gum Spring

Teacher: Miss M. Louise Flood

Grades Taught: 1-2

Schoolroom had 34 single desks, 1 chair, teacher's desk, no dictionary or encyclopedia.

Unit taught: Health and Rest and Sleep

Submitted June 14, 1943.

Teacher: Miss Geneva Walker

Grades Taught: 3-5

Schoolroom had 50 single desks, no chairs, teacher's desk, no dictionary or encyclopedia, no additional furniture.

Unit taught: Health

Submitted June 11, 1943 by Winnie Walker Spencer, Principal.

Principal: Winnie Walker Spencer

Grades Taught: 5-7

Schoolroom had 4 single desks, 1 chair, no teacher's desk, no additional furniture, no dictionary or encyclopedia.

Unit taught: Foods for Victory

Submitted June 11, 1943.

Merrifield

Teacher: Mrs. C. C. Henderson

Grades Taught: 1,2,P (Primary)

Schoolroom had 25 single desks, 4 double desks, 1 chair, teacher's desk, table, no dictionary or encyclopedia.

Unit taught: Serving the Home Front--Grades 1 and 2.

Submitted June, 1943.

Teacher: Mrs. Mignon B. Johnson

Grades Taught: 3-4

Schoolroom had 21 double desks, teacher's desk, stove, no dictionary or encyclopedia.

Unit taught: How Can the United States and South America Work Together for Victory

Submitted June 11, 1943.

Principal: Agnes E. Coleman

Grades Taught: 5-7

Schoolroom had 42 single desks, 1 chair, teacher's desk, bookcase, table, stove, water cooler, scale, globe, no dictionary or encyclopedia.

Unit taught: Australia; Health of the Negro; How We Can Help in the Victory Program

Submitted June 11, 1943.

Vienna

Teacher: Mrs. Barbara J. Jackson

Grades Taught: 1-2

Schoolroom had 35 single desks, 6 chairs, teacher's desk, piano, wash stand, 1 dictionary and 1 encyclopedia.

Unit taught: Making a Victory Garden--Grades 1 and 2; Notebook for Defense--Grades 1 and 2.

Submitted June 11, 1943. Mrs. Jackson's records also indicated that she collected \$1.00 for Christmas deals, \$2.00 from hot dog sales and \$1.81 newspaper money.

Teacher: Miss Mabel B. Thomas

Grades Taught: 3-4

Schoolroom had 30 single desks, no teacher's desk, stove, 1 globe, 1 American flag, 1 dictionary, no encyclopedia.

Unit taught: Soldiering on the Home Front; Health for Victory

Submitted June 11, 1943.

Principal: Louise R. Archer

Grades Taught: 5-7

Schoolroom had 42 single desks, 3 chairs, 1 teacher's desk, 1 heater, piano, 1 globe and 7 old maps, no dictionary, 1 encyclopedia.

Unit taught: American Red Cross--Grade 7; Onward March of Civilization--Grades 5-7;

A World at War--Grades 5-7.

Submitted June, 1943.

School Year, 1943-1944

Bailey's

Teacher: Mrs. Remell T. Lomax

Grades Taught: 1-4

Although there was no narrative explanation for the activities listed, Mrs. Lomax's cash report included the following. This gave some insight into the types of activities that occurred during that school year. Mrs. Lomax, for example, had a doll raffle probably as a fundraising activity. There were three luncheons and suppers listed in her report thus suggesting that the teachers involvement went beyond the classroom.

Nov. 14	Supper	\$38.00
Nov. 14	Refreshments	7.60
Dec. 4	Doll Raffle	37.60
Feb. 2	Supper	40.00
Mar. 8	Luncheon	7.75
Mar. 16	Supper	32.65
Mar. 16	Luncheon	5.00

In September she brought forward \$33.28. In addition to the above, she listed the following for November of the 1943-1944 school year. This report suggests that the individual teacher was responsible for ordering supplies and materials for his or her own classroom. During this school year, the teacher was responsible for duties such as hauling. Such duties would currently be considered custodial in nature. No information was provided to indicate the source of funds listed.

	<u>Received</u>	<u>Expended</u>
Piano	\$ 150.00	\$ 150.00
Haulings	10.00	10.00
Songbooks	3.75	3.75
Volley Balls	9.00	9.00
Softball	.85	.85
Scales	5.95	5.95
Miscellaneous	5.00	5.00

She reported that her classroom had 12 single desks, 4 double desks, 1 chair, one teacher's desk, pictures, 1 table, 1 bookcase, no dictionary, 1 encyclopedia, and an active parent-teacher association.

Unit taught: Home Life; Health; Transportation; Communication

Submitted May, 1944.

Principal: Mary T. Robb Grades Taught: 5-7

Schoolroom had 32 single desks, 2 double, 1 chair, teacher's desk, a first aid cabinet, a piano, bookcase, 1 map, 1 globe, 1 cabinet of maps, no dictionary, 1 encyclopedia.

Unit taught: The Value of Trees; Transportation; Communication

Submitted May, 1944.

Fairfax

Teacher: Sylvia B. Jennings

Grades Taught: 1-4

Schoolroom had no single desks, no double desks, 24 chairs, teacher's desk, piano, 1 globe, no dictionary.

Unit taught: Community Relationships.

Principal: Mrs. Lutie L. Coates

Grades Taught: 5-7

Schoolroom had 25 single desks, 6 chairs, teacher's desk, bookcase, 4 maps, 1 globe, 3 dictionaries, 1 encyclopedia.

Submitted May, 1944.

Falls Church

Teacher: Mrs. Lola Saunders

Grades Taught: 1-4

Mrs. Saunders reported the collection of \$41.69 for the Junior League from September 1943 to May 1944. Her classroom consisted of 43 single desks, 4 double desks, 1 teacher's desk, no dictionary.

Unit taught: Communication

Principal: Mrs. M. E. Henderson

Grades Taught: 5-7

Schoolroom had 20 double desks, 1 chair, teacher's desk, 1 globe, 1 cooler, no dictionary, no encyclopedia.

Unit taught: Communication: The Telephone.

Submitted May 25, 1944.

Floris

Teacher: Mrs. Marian V. Law

Grades Taught: 1-4

Schoolroom had 35 single desks, 15 chairs, no teacher's desks, chairs, table, bookcase, radio, maps, globes, window boxes, library table, water supply, 1 dictionary.

Unit taught: Safety for Victory

Submitted May, 1944.

Teacher: Corrine Washington

Grades Taught: 5-7

Schoolroom had 28 single desks, 10 chairs, teacher's desk, bookcases, table, radio, cabinet, maps, globes, hectograph, pencil sharpener, no dictionary.

Unit taught: Helping with the War Effort

Submitted May 25, 1944.

Gum Spring

Teacher: Mrs. Annable Patterson

Grades Taught: 1-2

Schoolroom had 35 single desks, 1 chair, teacher's desk, table, stove, no dictionary or encyclopedia.

Unit taught: How Can We Help to Keep Ourselves Safe and Healthy?

Submitted May 25, 1944.

Teacher: Miss Geneva E. Walker

Grades Taught: 3-4

Schoolroom had 45 single desks, no chairs, 1 teacher's desk, no dictionary.

Unit taught: How Do People in New Areas Protect Themselves from Unhealthy Surroundings?

Submitted May 25, 1944.

Principal: Winnie Spencer

Grades Taught: 5-7

Schoolroom had 40 single desks, no chairs, no teacher's desks, no dictionary, 1 globe.

Unit taught: Health

Submitted May 25, 1944.

Merrifield

Teacher: Mrs. Helen R. Bailey

Grades Taught: 1,2,P (Primary)

Mrs. Bailey submitted no information about her classroom but gave the following as Units of Study: "We Also Serve"; Health; Saving; Conserving; Safety.

Submitted May 26, 1944.

Teacher: Mrs. Annie M. Moore

Grades Taught: 3-4

Schoolroom had 25 single desks, 1 chair, 1 teacher's desk that "needs mending", no other furniture, no globes, no maps, no dictionary.

Unit taught: How to Protect Our Bodies for the Post-War Period

Submitted May 25, 1944.

Principal: Agnes E. Coleman

Grades Taught: 5-7

Mrs. Coleman submitted the following:

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
October	Red Cross	\$ 1.50	\$ 1.50
October	Civil War Fund	20.00	20.00
November	Pledges	1.25	1.25
November	Ralley	18.00	18.00
December	Program	2.50	
December	Soldier's Stockings	3.00	3.00
December	T.B. Seals	6.00	6.00
March	Red Cross	3.00	3.00
March	Pledges	2.50	2.50
March	Lock for door	2.50	2.50
April	Pledges	31.60	
April	Fines		31.60
April	Miscellaneous		7.00

Schoolroom had 42 single desks, 1 chair, 1 broken teacher's desk, no other furniture, no dictionary or encyclopedias.

Submitted May 25, 1944.

Vienna

Teacher: Mrs. Channie Henderson

Grades Taught: 1-2

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
9/17/43	Dental Clinic	\$15.00	\$15.00
10/43	Community Chest	16.25	16.25
12/43	Red Cross	2.00	2.00
12/43	Soldier's Stockings	1.50	1.50
1/44	March of Dimes	6.00	6.00
3/44	Red Cross Drive	6.60	6.60
2/44	C. G. Woodson Fund	.68	.68
5/44	Rel. Ed. Project	18.64	18.64

No additional information was given concerning these items.

Schoolroom had 39 single desks, 1 teacher's desk, 1 washing stand, dictionary.

Unit taught: Building a Strong America--Grades 1 and 2; How May We Help Make Our Bodies Strong--Grades 1 and 2.

Submitted May, 1944.

Teacher: Miss Mabel B. Thomas

Grades Taught: 3-4

Schoolroom had 30 single desks, 1 chair, 1 teacher's desk, 1 stove, water cooler, 1 water pail, 1 globe, 1 American flag, 1 dictionary.

Unit taught: Food For Victory

Submitted May 25, 1944.

Principal: Mrs. Louise R. Archer

Grades Taught: 5-7

Schoolroom had 40 single desks, 7 chairs, 1 teacher's desk, 1 piano, 1 table, 1 bookcase, 1 globe, several maps, no dictionary, 3 sets of encyclopedia. According to Mrs. Archer, other furniture "too badly used to mention".

Unit taught: How Our Country Started--Grades 5-7; How Our Country Grew--Grades 6-7; How Our County has Participated in World Affairs--Grades 6-7

Submitted May 22, 1944.

School Year, 1944-1945

Bailey's

Teacher: Mrs. Remell T. Lomax

Grades Taught: 1-4

Schoolroom had 12 single desks, 5 double desks, pictures, tables, 1 bookcase, active PTA, 4 meetings during school year.

Teacher: Mrs. Mary T. Robb

Grades Taught: 5-7

Schoolroom had 30 single desks, 3 double desks, 1 chair, 1 bookcase.

Chesterbrook

Principal: Mrs. Julia M. Hall

Grades Taught: 1-3

Schoolroom had 20 single desks, 2 double desks, 1 piano, 1 bookcase, no PTA

Clifton

Teacher: Hyacinth G. Brothers

Grades Taught: 1-6

Schoolroom had 24 single desks, 1 library table, 1 stove, 1 bookcase, 6 window shades, 1 European map, 1 map of Virginia, 1 globe, active PTA met 7 times during year.

Principal: Mrs. Julia M. Hall

Grades Taught: 1-3

Schoolroom had 20 single desks, 2 double desks, 1 piano, 1 bookcase, no PTA

Cub Run

Teacher: Lucinda P. McClellan

Grades Taught: 1,2,3,5,7

Schoolroom had 23 single desks, 1 teacher's desk, 1 piano, 2 tables, 4 benches, 2 bookcases, active PTA met 4 times during year.

Fairfax

Teacher: Mrs. Sylvia Alexander

Grades Taught: 1-4

Schoolroom had 24 chairs, 1 teacher's desk, 1 piano, 3 tables, 1 globe.

Teacher: Mrs. Bertha Waters

Grades Taught: 5-7

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
9/20/44	Motion Picture	\$14.47	\$15.00
9/24/44	Supplies		8.50
12/8/44	Entertainment	14.00	
12/20/44	Kitchen Equipment		10.00
1/19/45	Entertainment	17.03	
1/25/45	Industrial Supplies		7.95
3/1/45	Entertainment	21.11	
5/1/45	May Day	40.25	
5/10/45	Patrick Henry Fund		2.00
5/17/45	Radio Repair Bill	14.00	
6/4/45	Graduation Exercise		
6/6/45	Programs		2.00
6/6/45	School Party		5.41

Schoolroom had 25 single desks, 1 chair, 1 teacher's desk, bookcases.

Falls Church

Teacher: Mrs. Lola Saunders

Grades Taught: 1-2

Mrs. Saunders listed Mr. O. W. Tinner as President of the PTA but gave no other information about her classroom or student activities.

Teacher: Mrs. Mildred Jennings

Grades Taught: 2-3

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
April	Classroom	\$19.41	
April	Books		10.01
May	Luncheon		3.00
April	Books		1.50
April	Tacks		.20
April	Posters		.50
April	Money Order		.28

Schoolroom had 28 single desks, 1 teacher's desk, 5 movable blackboards.

Teacher: Mrs. M. E. Henderson Grades Taught: 5-7

Schoolroom had 19 double desks, 2 chairs, 1 teacher's desk.

Floris

Teacher: Miss Lucille Patterson Grades Taught: 1-4

Schoolroom had 39 single desks, 20 chairs, 1 teacher's desk, 1 bookcase, active 20 member PTA

Teacher: Mrs. Lutie Coates Grades Taught: 5-7

Schoolroom had 25 single desks, 2 double desks, 6 chairs, 1 teacher's desk, bookcase, file cabinet, reading table, active PTA met 6 times during year.

Gum Springs

Teacher: Annabel M. Patterson Grades Taught: 1-2

Schoolroom had 31 single desks, 4 chairs, 1 teacher's desk, 3 tables, a stone, 1 water cooler, 3 benches.

Teacher: Miss Geneva Walker Grades Taught: 2-3

No information given about classroom, active 30 member PTA met 12 times during year.

Teacher: Winnie W. Spencer Grades Taught: 4-5

Schoolroom had 34 single desks, 1 teacher's desk and chair, active 30 member PTA met 12 times during year.

Teacher: Saunders B. Moon Grades Taught: 6-7

Schoolroom had 40 single desks, 6 double desks, 1 teacher's desk, 1 piano.

Merrifield

Teacher: Mrs. Helen Bailey

Grades Taught: 1-4

No additional information given.

Teacher: Mrs. Agnes E. Coleman

Grades Taught: 5-7

Schoolroom had 30 single desks, 6 double desks, 1 broken teacher's desk, 1 globe, one table, 1 stove.

Mt. Pleasant

Teacher: Mrs. Marjorie D. Robinson

Grades Taught: 1-7

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
November	Red Cross	\$ 2.00	\$ 2.00
November	Community Chest	15.00	15.00
September-May		5.00	
December	Program		6.00
March	Sales from Seeds	9.00	
April	Cancer Drive	1.00	1.00
May	Religious Education		5.00

Schoolroom had 36 single desks, 2 chairs, 1 teacher's desk, 1 stove, 1 bookcase, piano, cabinet, paper chest, first aid cabinet, oil stove, table, 2 globes, fire extinguisher, 1 map, active 38 member PTA met 6 times during year.

Oak Grove

Teacher: Maryanne P. Washington

Grades Taught: 1-4

Schoolroom had 30 single desks, 9 double desks, 2 chairs, 1 teacher's desk, 2 reading tables, 1 book stand, 1 piano, no active PTA--had 10 members met 2 times during year.

Odricks

Teacher: Mrs. Annie M. Moore

Grades Taught: 1-4

Schoolroom had 48 chairs, 1 teacher's desk, 4 tables, 1 bookcase.

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
9/44	Luncheon	\$10.90	
9/44	Library		15.19
10/44	Party	15.60	
10/44	Door Mats		10.00
10/44	Luncheon	10.25	
10/44	Luncheon	10.25	
10/44	Waste Baskets		6.40
10/44	PTA		20.00
10/44	Sweeping Powder		2.25
10/44	Water Cooler		7.25
10/44	Bell		2.00
11/44	Play	12.35	
11/44	Junior Red Cross		1.00
11/44	C.G. Woodson Fund		1.00
11/44	Community War Fund		20.00
11/44	Luncheon	6.90	
12/44	Box for Soldiers		2.50
12/44	Art Materials		21.60
4/45	Religious Ed. Fund		10.00
4/45	Cancer Fund		1.00
5/45	Luncheon	8.83	

Teacher: Mrs. Sadie Yates

Grades Taught: 5-7

Schoolroom had 34 single desks, 2 chairs, 1 teacher's desk, 1 piano, table, 1 sewing machine, active PTA met 8 times during year.

Pearson

Teacher: Mrs. Mary W. Mann

Grades Taught: 1-7

Schoolroom had 16 single desks, 15 double desks, 1 chair, 1 teachers desk, 1 piano, table, stove, water cooler.

Spring Bank

Teacher: Mrs. Mabel M. Roscoe

Grades Taught: 1-7

Schoolroom had 13 single desks, 15 double desks, 3 chairs, 1 teacher's desk, 1 globe, 1 table, active 20 member PTA met 9 times during year.

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
10/1/44	State Library		\$15.00
11/4/44	Comm. War Fund		5.00
11/5/44	Jr. Red Cross		1.00
12/13/44	Christmas Seals		3.00
12/15/44	Soldiers XMas Sock		1.00
1/45	March of Dimes	10.25	4.00
5/45	Religious Education		5.00
6/45	7th Grade Exercise		4.70

Vienna

Teacher: Mrs. Elizabeth Hall

Grades Taught: 1-2

Schoolroom had 40 single desks, 1 chair, 1 teacher's desk, 1 busy work table, 8 small chairs, 1 stove, 1 water cooler.

Teacher: Mrs. Mabel Mack

Grades Taught: 2-4

Schoolroom had 34 single desks, 1 chair, 1 teacher's desk, 1 stove, water cooler, 1 globe, 1 American flag, 1 water pail.

Principal: Mrs. Louise R. Archer

Grades Taught: 5-7

Schoolroom had 38 single desks, 1 teacher's desk, 2 teacher's chairs, 1 piano, 1 reading table, 1 bench.

School Year, 1945-1946--Information for the 1945-1946 school year is limited.

However, the Fairfax County Teacher Directory provided the following:

	<u>Teacher</u>	<u>Grade</u>
Bailey's	Mrs. Remell Lomax	1-3
	Mrs. Marjorie D. Robinson	3-5
	Mrs. Mary T. Robb	6-7
Cub Run	Mrs. Sarah E. Simms	1-4
Fairfax	Mrs. Doris R. Jones	1-2
	Mrs. Sylvia Alexander	3-4
	Mrs. Bertha L. Waters	5-6
Falls Church	Mrs. Lola Saunders	1-2
	Miss Julia M. Hall	3-5
	Mrs. Mary E. Henderson	6-7
Floris	Miss Lucille Patterson	1-4
	Mrs. Lutie L. Coates	5-7
Gum Springs	Mrs. Annabel M. Patterson	1
	Miss Geneva Walker	2-3
	Mrs. Winnie Spencer	4-5
	Saunders B. Moon	6-7
Merrifield	Mrs. Helen R. Bailey	1-3
	Mrs. Agnes Coleman	4-6

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
10/45	Luncheon	\$11.12	
10/45	Luncheon	18.40	
10/45	Halloween Party	35.30	
11/45	Donations	2.28	
11/45	Program	7.40	
12/45	Expense Christmas		21.75
3/46	Expense Girl's Club		10.00

Teacher's Cash Record (continued)

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
4/46	Pew Ralley	29.10	
5/46	Expense Program		5.10
5/46	Clinic Expense		2.15
5/46	Phone Expense		1.50
11/46	Red Cross		3.00
11/46	War Fund		2.00
12/46	Community Chest		23.00
12/46	T.B. Seals		12.00
1/47	Polio Infantile Paralysis		13.00
4/47	Rev. Powell		10.00

	<u>Teacher</u>	<u>Grade</u>
Merrifield	Mrs. Lonnie Harris	1-3

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
October	Library Fee	\$ 5.00	\$ 5.00
October	Pencil Sharpener	2.58	2.58
November	Paper towels & soap	.95	.95
November	Map Case	7.50	7.50
December	Service Men's Gift	2.11	2.11
January	Lock and Key	.50	.50
February	Porch light bulb	.20	.20
March	Negro History Week	1.00	1.00
March	Infantile Paralysis	2.00	2.00
May	Softball	1.50	1.50
May	Play Rope	1.75	1.75
May	Religious Education	10.00	10.00
June	Prizes for attendance	1.45	1.45
June	Cancer Drive	3.00	3.00

	<u>Teacher</u>	<u>Grade</u>
Merrifield	Mr. Leon W. Baylor	4-7
Odricks	Mrs. Annie M. Fortune	5-7

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
9/45	Water Pail		\$ 1.69
9/45	Community War Fund		10.00
9/45	Library		5.08
9/45	Halloween Party	21.80	
9/45	Art Supplies		20.02
9/45	Gifts for Soldiers		2.00
9/45	Map Cases		7.00

	<u>Teacher</u>	<u>Grade</u>
Spring Bank	Miss Mabel Roscoe	1-7
Vienna	Mrs. Channie Henderson	1-2
	Mrs. Mabel Mach	3-4
	Mrs. Louise Archer	5-7

School Year, 1946-1947

	<u>Teacher</u>	<u>Grade</u>
Bailey's	Mrs. Remell Lomax	1-3
	Mrs. Marjorie D. Robinson	3-5
	Mrs. Mary T. Robb	6-7

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
November	Carnival	\$84.84	
December	Party	23.55	
February		24.40	
March		20.50	
April		19.65	
May		32.94	
May	Library		5.00
May	Janitor		23.75
May	Phonograph		27.24
May	Books (approximately)		30.60
May	Balls		18.79
May	Records		2.60
May	Cripple Fund		.70
May	Religious Education		10.00
May	Tests		13.80
May	Milk deficiency		5.50
May	Community Chest		15.00
May	Miscellaneous		54.17
May	Rental System		50.00

	<u>Teacher</u>	<u>Grade</u>
Cub Run	Mrs. Sarah E. Simms	1-4
	Mrs. Ora C. Robinson	5-7

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
5/19/46	Social	\$36.00	\$10.00
	Decorations		8.00
	Refrigerator		7.04

	<u>Teacher</u>	<u>Grade</u>
Fairfax	Mrs. Doris R. Jones	1-2
	Mrs. Sylvia Alexander	3-4
	Mrs. Bertha Cook	5-7
Falls Church	Mrs. Lola Saunders	1-2
	Miss Julia M. Hall	3-4
	Mrs. Mary E. Henderson	5-7
Fort Belvoir	Mrs. Julia Snyder	1-3
	Mrs. Winnie Spencer	4-7
Gum Springs	Mrs. Annabel M. Patterson	1
	Miss Geneva Walker	2-4
	Saunders B. Moon	5-7
	Saunders B. Moon	6-7
Merrifield	Mrs. Helen R. Bailey	1-3
	Mrs. Agnes Coleman	4-6
Oak Grove	Mrs. J.L. Harris	1-4
	Mrs. Farnie Givens	5-7
Odricks	Mrs. Anne Fortunes	1-4
	Mr. Cecil Robinson	5-7
Spring Bank	Miss Mabel M. Roscoe	1-7

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
12/3/46	Crayons & Colors	\$ 1.04	\$ 1.04
4/9/46	Victrola Needles	.30	.30
6/46	Paper, tacks, ribbon	2.00	2.00

School Year, 1947-1948--Information for the 1947-1948 school year is limited.

However, the Fairfax County Teacher Directory provided the following:

Cub Run

Teacher: Mrs. Sarah S. Anderson Grades Taught: 1-4

Schoolroom had 32 single desks, 15 double desks, 1 teacher's desk, 1 globe, 3 tables, 4 benches, 1 bookcase.

Teacher: Miss Ora Robinson Grades Taught: 5-7

Schoolroom had 1 teacher's desk, piano, table, bookcase, globe, refrigerator.

Fairfax

Teacher: Mrs. Doris Jones Grades Taught: 1-2

Schoolroom had 39 chairs, 1 teacher's desk and 3 tables.

Teacher: Mrs. Sylvia J. Alexander Grades Taught: 3-4

Schoolroom had 36 single desks, 1 teacher's desk, 1 globe, piano, table, 2 maps.

Teacher: Mrs. Janie Howard Grades Taught: 5-7

Schoolroom had 37 single desks, 24 single chairs, teacher's desk, maps, globe, stove, bookcase, clock, science kit.

Floris

Teacher: Mrs. M. W. D. Mann Grades Taught: 1-4

Schoolroom had 48 chairs, teacher's desk, piano, bookcase, 4 tables.

Teacher: Mrs. Lutie Coates Grades Taught: 5-7

Schoolroom had 30 single desks, 2 chairs, teacher's desk, tables, bookcase, file case, map case, radio, electric ice box, stove, active 25 member PTA met 10 times during year.

Fort Belvoir

Teacher: Mrs. Laura McPhail

Grades Taught: 1-3

Schoolroom had 21 single desks, 28 chairs, 1 teacher's desk, 2 tables, 1 sand table, 1 easel.

Teacher: Mrs. Winnie Spencer

Grades Taught: 4-7

Schoolroom had 25 single desks, 1 chair, 1 teacher's desk, maps, charts, active 4 member PTA met 3 times during year.

Gum Springs

Teacher: Mrs. Annabel Patterson

Grades Taught: 1-2

Schoolroom had 13 single desks, 18 chairs, teacher's desk, 3 tables, stove.

Teacher: Miss Geneva Walker

Grades Taught: 3-4

Schoolroom had 26 single desks, 15 chairs, teacher's desk, 3 tables.

Teacher: Saunders B. Moon

Grades Taught: 5-7

Schoolroom had 38 single desks, 2 chairs, teacher's desk, 1 electric refrigerator, 1 piano, 1 map, 1 file cabinet, 1 electric hot plate.

James Lee

Teacher: Mrs. Lola Saunders

Grades Taught: 1-2

Schoolroom had 27 single desks, 24 chairs, 1 teacher's desk, 3 tables, 1 art desk.

Teacher: Mrs. Remel Lomax

Grades Taught: 1-3

Schoolroom had 22 single desks, 22 chairs, teacher's desk, 1 drawing table, 3 primary tables.

Teacher: Mrs. Julia Hall Brockman

Grades Taught: 3-4

Schoolroom had 41 single desks, 2 chairs, teacher's desk, 3 maps.

Teacher: Mrs. Margery D. Robinson

Grades Taught: 4-5

Schoolroom had 36 single desks, 3 chairs, teacher's desk, 3 maps, 1 globe.

Teacher: Mrs. Mary E. Henderson

Grades Taught: 5-7

Schoolroom had 34 single desks, 2 chairs, teacher's desk, 1 globe, maps, flag, dictionary.

Teacher: Mrs. Mary Robb

Grades Taught: 6-7

Schoolroom had 37 single desks, teacher's desk, maps, and globes.

Merrifield

Teacher: Mrs. Helen R. Bailey

Grades Taught: 1-3

Schoolroom had 23 single desks, 10 double desks, 24 chairs, teacher's desk, globe, maps, tables.

Oak Grove

Teacher: Mrs. I. L. Harris

Grades Taught: 1-4

Schoolroom had 28 single desks, 3 double desks, teacher's desks, water stand, table, six large maps, stove, globe of world, science kit.

Odricks

Teacher: Mrs. Annie Fortune

Grades Taught: 1-4

Schoolroom had 42 chairs, teacher's desk, 5 tables, 2 bookcases.

Teacher: Mrs. Cecil Robinson

Grades Taught: 5-7

Schoolroom had 30 chairs, teacher's desk, 4 tables, one bookcase, globe, 4 maps.

Spring Bank

Teacher: Mrs. Mabel Roscoe

Grades Taught: 1-7

Schoolroom had 15 single desks, 16 double desks, 3 chairs, teacher's desk, towel holder, Victrola, fire extinguisher, stove, maps, globe, active 25 member PTA met 9 times during school year.

Vienna

Teacher: Mrs. Channie Henderson

Grades Taught: 1-2

Schoolroom had 45 single desks, 12 chairs, teacher's desk, table, cooler, coal stove, hot plate, bookcase.

Teacher: Mrs. Mabel Mack

Grades Taught: 2-4

Schoolroom had 30 single desks, 3 chairs, teacher's desk, 1 globe, 5 maps and racks, stove.

Teacher: Mrs. L. L. Jordan

Grades Taught: 5-7

Schoolroom had 40 single desks, 1 chair, 1 teacher's desk.

School Year, 1948-1949

Cub Run

Teacher: Mrs. Sarah S. Anderson

Grades Taught: 1-4

Schoolroom had 37 single desks, 1 teacher's desk, 3 bookcases, 2 tables, 1 teacher's chair.

Teacher: Miss Ora Robinson

Grades Taught: 5-7

Schoolroom had 38 single desks, 1 chair, 1 teacher's desk, refrigerator, piano, bookcases, stove, dictionary stand, active 12 member PTA met 9 times during year.

Fairfax

Teacher: Mrs. Doris Jones

Grades Taught: 1-2

Schoolroom had 28 chairs, 1 teacher's desk and 3 tables, 1 bookcase.

Teacher: Mrs. Sylvia J. Alexander

Grades Taught: 3-4

Schoolroom had 38 single desks, 1 chair, 1 teacher's desk, 1 globe, piano, 3 maps, 1 wastebasket.

Teacher: Mrs. Janie Howard

Grades Taught: 5-7

Schoolroom had 31 single desks, 25 single chairs, teacher's desk, maps, globe, stove, bookcase, clock, file.

Floris

Teacher: Mrs. Lucinda Jordan

Grades Taught: 1-4

Teacher: Mrs. Lutie Coates

Grades Taught: 5-6

Schoolroom had 28 single desks, 6 chairs, teacher's desk, maps, tables, bookcases, file cabinet, radio, active 26 member PTA met 8 times during year.

Fort Belvoir

Teacher: Mrs. Laura McPhail

Grades Taught: 1-3

Schoolroom had 27 single desks, 27 chairs, 1 teacher's desk, 1 chart, globe, maps, 1 sand table, 1 easel.

Teacher: Mrs. Winnie Spencer

Grades Taught: 4-67

Schoolroom had 32 single desks, 3 chairs, 1 teacher's desk.

Gum Springs

Teacher: Mrs. Annabel Patterson

Grades Taught: 1-2

Schoolroom had 15 single desks, 26 chairs, teacher's desk, 3 tables.

Teacher: Miss Geneva Walker

Grades Taught: 4-5

Schoolroom had 5 single desks, 18 chairs, teacher's desk, 3 tables.

Teacher: Miss Mabel M. Roscoe

Grades Taught: 4-5

Schoolroom had 39 single desks, 3 chairs, teacher's desk, maps, globes, library, towel holder, tables.

Teacher: Saunders B. Moon

Grades Taught: 5-7

Schoolroom had 38 single desks, 2 chairs, teacher's desk, 1 map case with maps.

James Lee

Teacher: Mrs. Lola Saunders

Grades Taught: 1-3

Schoolroom had 25 single desks, 20 chairs, 1 teacher's desk.

Teacher: Mrs. Remel Lomax

Grades Taught: 1

Schoolroom had 10 single desks, 32 chairs, teacher's desk, 5 tables, 1 drawing bench.

Teacher: Mrs. I. W. Murchison

Grades Taught: 2-3

Schoolroom had 23 single desks, teacher's desk.

Teacher: Mrs. Margery D. Robinson

Grades Taught: 4-5

Schoolroom had 41 single desks, 2 chairs, teacher's desk, 15 maps, globes.

Teacher: Mrs. Mary E. Henderson

Grades Taught: 5-6

Schoolroom had 41 single desks, 2 chairs, teacher's desk, globe, 5 maps.

Teacher: Mrs. Mary Robb

Grades Taught: 7

Schoolroom had 24 single desks, 2 chairs, teacher's desk, picture globe, maps, active 100 member PTA met 10 times during year.

Louise Archer School

Teacher: Mrs. Betty L. Ingram

Grades Taught: 1-2

Schoolroom had 12 single desks, 23 chairs, teacher's desk, 4 tables.

Teacher: Mrs. C. C. Henderson

Grades Taught: 2-3

Schoolroom had 26 single desks, 16 chairs, teacher's desk, 2 tables.

Teacher: Mrs. Mabel Mack Grades Taught: 3-5

Schoolroom had 41 single desks, 9 chairs, teacher's desk, 5 maps, 1 map rack, 1 globe, 1 table.

Teacher: B. Oswald Robinson Grades Taught: 5-7

Schoolroom had 27 single desks, 4 chairs, teacher's desk, case of 5 maps.

Merrifield

Teacher: Mrs. Leola T. Baugh Grades Taught: 1-3

Schoolroom had 23 single desks, 14 chairs, teacher's desk, 1 globe, 1 table.

Teacher: Mrs. M. W. D. Mann Grades Taught: 4-7

Schoolroom had 34 single desks, 6 chairs, teacher's desk, 1 globe, 7 maps.

Oak Grove

Teacher: Mrs. I. L. Harris Grades Taught: Not listed.

Schoolroom had 15 single desks, 3 double desks, 14 chairs, teacher's desks, stove, piano, 2 tables, active 15 member PTA met 3 times during year.

Teacher: Mrs. Gladys O'Neill Grades Taught: 5-7

Schoolroom had 25 single desks, 7 chairs, teacher's desk, table, globe, 6 large maps, stove, science kit.

Odricks

Teacher: Mrs. Annie Fortune Grades Taught: 1-4

Schoolroom had 14 chairs, 19 chairs, teacher's desk, file cabinet, bookcase, cabinet, piano, 2 tables.

Teacher: Mrs. Cecil Robinson Grades Taught: 5-7

School Report, 1949-1950Cub Run

Teacher: Mrs. Gladys Harris

Grades Taught: 1-2

Schoolroom had 23 single desks, 22 chairs, teacher's desk, 3 tables, 2 bookcases, stove, wash stand, one pet cage, active 15 member PTA met 10 times during year.

Teacher: Mrs. Sarah Anderson

Grades Taught: 3-4

Schoolroom had 27 single desks, 13 chairs, teacher's desk, 3 tables, 2 bookcases, stove and wash stand.

Teacher: Miss Ora Robinson

Grades Taught: 5-7

Schoolroom had 28 single desks, 1 chair, teacher's desk, bookcase, dictionary stand, piano stool, stove, water fountain and hand washing bench.

Fairfax

Teacher: Mrs. Doris Rachel Jones

Grades Taught: 1-2

Schoolroom had 30 chairs, teacher's desk, 4 tables, and 2 bookcases.

Teacher: Mrs. Sylvia J. Alexander

Grades Taught: 3-4

Schoolroom had 38 single desks, 1 chair, teacher's desk, piano, 1 globe, 4 maps, 1 file cabinet, and waste basket.

Teacher: Mrs. Janie R. Howard

Grades Taught: 5-7

Schoolroom had 34 single desks, 25 chairs, teacher's desk, maps, atlas, 2 file cabinets, clock, secretary's desk and chair, stove, and bookcase.

Floris

Teacher: Mrs. Addie M. Williams

Grades Taught: 1-4

Schoolroom had 24 single desks, 15 chairs, teacher's desk, 3 tables, 1 file cabinet,

2 bookcases, and 1 piano.

Teacher: Mrs. Lutie Coates

Grades Taught: 5-6

Schoolroom had 25 single desks, 10 chairs, teacher's desk, bookcase, radio, 2 file cases, reading table, fountain, electric ice box, active 20 member PTA met 8 times during year.

Fort Belvoir

Teacher: Mrs. Laura McPhail

Grades Taught: 1-3

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
9/49	Private purchase/books	\$ 43.00	\$ 43.00
10/49	Jr. League Activities	39.50	39.50
11/49	Extra work books	3.50	3.50
11/49	Sales/paper & pencils	15.00	12.00
1/50	March of Dimes	10.00	10.00
1&2/50	Junior League Activities	64.98	60.00
2&3/50	Sales from Sch. Supplies	57.02	55.00
3/50	Patrol Uniforms	62.81	62.81
4/50	Easter Seals	4.00	4.00
4&5/50	Student Activities	51.00	38.29

Schoolroom had 23 single desks, 30 chairs, teacher's desk, chart, globe, and table.

Teacher: Miss Rebecca M. Britt

Grades Taught: 4-7

Schoolroom had 35 single desks, 1 chair, teacher's desk, maps, globe, and charts.

Gum Springs

Teacher: Mrs. Annabel Patterson

Grades Taught: 1

Schoolroom had 12 single desks, 26 chairs, teacher's desk, 4 tables, stove, piano, and filing cabinet.

Teacher: Mrs. Geneva Walker

Grades Taught: 1-2

Schoolroom had 19 single desks, 18 chairs, teacher's desk, and 4 tables.

Teacher: Eva P. Scott Grades Taught: 3-4

Schoolroom had 27 single desks, 13 chairs, and teacher's desk.

Teacher: Mabel M. Roscoe Grades Taught: 4-6

Schoolroom had 32 single desks, 2 chairs, teacher's desk, maps, globe, and library.

Teacher: Saunders B. Moon Grades Taught: 5-7

Schoolroom had 38 single desks, 2 chairs, teacher's desk, and 1 file case.

James Lee

Teacher: Remell Lomax Grades Taught: 1

Schoolroom had 15 single desks, 16 chairs, teacher's desk, and 3 tables.

Teacher: Lola Saunders Grades Taught: 2

Schoolroom had 22 single desks, 18 chairs, and teacher's desk.

Teacher: Miss Anthenia L. Trail Grades Taught: 1-2

Schoolroom had 18 single desks, 14 chairs, teacher's desk, and 2 tables.

Teacher: Annie Mae Costner Grades Taught: 3

Schoolroom had 25 single desks, 9 chairs, teacher's desk, 2 tables, cabinet, active PTA met 9 times during year.

Teacher: Julia Hall Brockman Grades Taught: 4

Schoolroom had 47 chairs, teacher's desk, 3 maps, and globe.

Teacher: Mrs. Marjorie Robinson Grades Taught: 5

Schoolroom had 36 single desks, 3 chairs, teacher's desk, 4 maps, and globe.

Teacher: Mrs. Mary E. Henderson Grades Taught: 6

Schoolroom had 34 single desks, 2 chairs, teacher's desk, 5 maps, globe, and file

cabinet.

Teacher: Mrs. Mary T. Robb

Grades Taught: 7

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
Sept.	Movies	\$ 13.15	
	Telephone Company	3.45	
Nov.	Playlet	14.00	
March	Magician	22.40	
	Picture	8.65	
April	Sales	11.60	
May	Sales	13.00	
	Movies	3.50	
	Operetta	21.50	
May	Pencil Sharpener		3.95
	First Aid		2.54
	Movie Projects		4.25
Dec.	Candy		20.00
	Projector Repair		6.62
	March of Dimes		5.04
	Ditto Machine		48.00
March	Tests		6.00
	Ditto		19.50
	BandAids		.54
May	Ditto		19.50
	Stage Decorations		11.75

Schoolroom had 28 single desks, 2 chairs, teacher's desk, file cabinet, globe, map case, and 7 maps.

Louise Archer

Teacher: Miss Betty Louise Ingram

Grades Taught: 1

Schoolroom had 12 single desks, 23 chairs, teacher's desk, and 4 tables.

Teacher: Mrs. Channie C. Henderson

Grades Taught: 2-3

Schoolroom had 31 single desks, 13 chairs, teacher's desk, 2 tables, file cabinet,

globe, and 1 U.S.A. map.

Teacher: Mrs. Mabel T. Malk

Grades Taught: 4-5

Schoolroom had 42 single desks, 4 chairs, teacher's desk, 5 maps and rack, 1 table, and 1 globe.

Teacher: B. Oswald Robinson

Grades Taught: 5-7

Schoolroom had 33 single desks, 6 chairs, teacher's desk, 1 table, and a case of 5 maps.

Merrifield

Teacher: Leola T. Baugh

Grades Taught: 1-4

Schoolroom had 33 single desks, 2 chairs, teacher's desk, 1 globe, and 14 small chairs.

Teacher: Mrs. M. W. D. Mann

Grades Taught: 4-7

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
2/27/50	Rally for Books	\$ 110.00	\$ 110.00

Schoolroom had 38 single desks, 6 chairs, teacher's desk, bookcase, 1 globe, 8 maps, active 26 member PTA met 9 times during year.

Oak Grove

Teacher: Mrs. J. L. Harris

Grades Taught: 1-4

Schoolroom had 16 single desks, 14 chairs, teacher's desk, 1 stove, 1 piano, 2 primary tables.

Teacher: Winnie W. Spencer

Grades Taught: 5-7

Schoolroom had 30 single desks, 4 chairs, teacher's desk, table, globe, 7 large

maps, stove, science kit, 20 member active PTA met 12 times during year.

Odricks

Teacher: Annie M. Fortune Grades Taught: 1-4

Schoolroom had 32 single desks, 12 chairs, teacher's desk, 1 reading table, 1 storage cabinet.

Teacher: Cecil M. Robinson Grades Taught: 5-7

Schoolroom had 14 single desks, 21 chairs, teacher's desk, 2 tables, 2 cabinets, 1 globe, and 6 maps; active 25 member PTA met 10 times during year.

School Report, 1950-1951

Cub Run

Teacher: Mrs. Gladys Harris Grades Taught: 1-2

Schoolroom had 23 single desks, 22 chairs, teacher's desk, 3 tables, 1 bookcase, stove, and a wash stand; active 15 member PTA met 10 times during year.

Teacher: Mrs. Sarah Anderson Grades Taught: 3-4

Schoolroom had 25 single desks, 13 chairs, teacher's desk, 1 globe, 3 maps, 3 tables, 2 bookcases, wash stand, water cooler, and 4 benches which belong to work table.

Teacher: Miss Ora Robinson Grades Taught: 5-7

Schoolroom had 28 single desks, 1 chair, teacher's desk, piano, library table, bookshelves, globe, water cooler, dictionary stand, and stove; active 20 member PTA met 10 times during year.

Fairfax

Teacher: Mrs. Doris Rachel Jones Grades Taught: 1-2

Teacher: Mrs. Sylvia J. Alexander Grades Taught: 3-4

Schoolroom had 38 single desks, 1 chair, teacher's desk, piano, 1 globe, 5 maps, 1 file cabinet, and waste basket.

Teacher: Mrs. Janie R. Howard

Grades Taught: 5-7

Schoolroom had 39 single desks, 25 chairs, teacher's desk, 1 stove, 2 file cabinets, 1 bookcase, secretary's desk, screen, maps, clocks, and atlas.

Floris

Teacher: Mrs. Addie M. Williams

Grades Taught: 1-4

Schoolroom had 23 single desks, 18 chairs, teacher's desk, 1 file cabinet, 1 piano, 2 tables.

Teacher: Mrs. Lutie Coates

Grades Taught: 5-7

Schoolroom had 30 single desks, 12 chairs, teacher's desk, reading table, file cabinet, bookcases, electric stove, and icebox; active 30 member PTA met 8 times during year.

Fort Belvoir

Teacher: Mrs. Laura McPhail

Grades Taught: 1-3

Schoolroom had 28 single desks, 30 chairs, teacher's desk, globes, charts, maps, table, and cabinets.

Teacher: Miss Rebecca M. Britt

Grades Taught: 4-7

Schoolroom had 24 single desks, 30 chairs, teacher's desk, file case, maps, bulletin board, and table.

Gum Springs

Teacher: Mrs. Annabel Patterson

Grades Taught: 1

Teacher: Ruth S. Branch

Grades Taught: 2

Teacher: Julia Hall Brockman

Grades Taught: 4

Schoolroom had 41 single desks, teacher's desk, filing cabinet, 1 globe, and 3 maps.

Teacher: Mrs. Marjorie Robinson

Grades Taught: 5

Schoolroom had 36 single desks, 3 chairs, teacher's desk, 4 maps, and globe.

Teacher: Mr. Taylor Williams

Grades Taught: 6

Schoolroom had 36 single desks, 3 chairs, teacher's desk, 5 maps, and 1 globe.

Teacher: Mrs. Mary T. Robb

Grades Taught: 7

Schoolroom had 34 single desks, 1 chairs, teacher's desk, 1 globe, 5 maps, and 1 file cabinet.

Louise Archer

Teacher: Miss Betty Louise Ingram

Grades Taught: 1

Schoolroom had 12 single desks, 23 chairs, teacher's desk, and 4 tables.

Teacher: Miss Deloise H. McCown

Grades Taught: 2

Schoolroom had 23 single desks, 15 chairs, teacher's desk, and 2 tables.

Teacher: Mrs. Channie C. Henderson

Grades Taught: 3-4

Schoolroom had 34 single desks, 8 chairs, teacher's desk, 2 tables, file cabinet, and globe.

Teacher: Mrs. Mabel T. Malk

Grades Taught: 4-5

Schoolroom had 37 single desks, 9 chairs, teacher's desk, 2 tables, and 4 wall maps and rack.

Teacher: B. Oswald Robinson

Grades Taught: 6-7

Schoolroom had 35 single desks, 6 chairs, teacher's desk, and a case of 5 maps; active 78 member PTA met 9 times during year.

Merrifield

Teacher: Leola T. Baugh

Grades Taught: 1-4

Schoolroom had 39 single desks, 13 chairs, teacher's desk, 1 globe, and 1 small table.

Teacher: Mrs. M. M. Brown

Grades Taught: 5-7

Schoolroom had 38 single desks, 6 chairs, teacher's desk, bookcase, 1 globe, and 8 maps.

Oak Grove

Teacher: Mrs. J. L. Harris

Grades Taught: 1-4

Teacher: Winnie W. Spencer

Grades Taught: 5-7

Schoolroom had 28 single desks, 2 chairs, teacher's desk, table, globe, 7 large maps, and stove.

Odricks

Teacher: Annie M. Fortune

Grades Taught: 1-4

Schoolroom had 10 chairs, teacher's desk, 2 reading table, 2 portable blackboards, and 1 storage cabinet.

Teacher: Cecil M. Robinson

Grades Taught: 5-7

Schoolroom had 27 single desks, 8 chairs, teacher's desk, 2 cabinets, 1 globe, and 6 maps; active 15 member PTA met 10 times during year.

School Report, 1951-1952

Cub Run

Teacher: Mrs. Gladys Harris

Grades Taught: 1-2

Schoolroom had 16 single desks, 18 chairs, teacher's desk, 3 tables, bookcase, stove, and water cooler.

Teacher: Mrs. Mary T. Robb

Grades Taught: 3-4

Schoolroom had 20 single desks, 2 double desks, 11 chairs, teacher's desk, maps, globes, water cooler, and bookcase.

Teacher: Mr. Harold L. Lawson

Grades Taught: 5-7

Schoolroom had 30 single desks, 1 chair, teacher's desk, piano, stove, bookcase, and water cooler.

Fairfax

Teacher: Mrs. Doris Rachel Jones

Grades Taught: 1-3

Schoolroom had 46 chairs, teacher's desk, and 4 primary tables.

Teacher: Mrs. Sylvia J. Alexander

Grades Taught: 3-5

Schoolroom had 30 single desks, 12 chairs, teacher's desk, piano, 6 maps, 1 file cabinet, and waste basket.

Teacher: Mrs. Janie R. Howard

Grades Taught: 5-7

Teacher's Cash Record

<u>Date</u>	<u>Item</u>	<u>Received</u>	<u>Expended</u>
9/5/51	Luncheon	\$ 36.41	\$ 4.91
9/28/51	Motion Picture	21.95	6.00
10/7/51	Motion reshowing	.37	5.00
10/19/51	Lunches, etc.	26.73	3.13
11/15/51	Flowers Sympathy	1.20	15.00
11/3/51	Turkey Dinner	10.55	19.67
11/3/51	Motion Reel and Film		7.25
11/13/51	Lunches	17.58	
11/15/51	Inside Games		4.06
12/7/51	Gifts for Custodian		4.52
12/12/51	Musical Program	12.75	1.00
2/17/52	Luncheon	15.00	
3/5/52	Paper Supplies, etc.		23.76
4/25/52	Aspirin and Lunches		.80
5/3/52	Lunches	23.36	7.00
5/5/52	Paine Pub. Co.		3.00
5/9/52	Lunches	22.09	7.08
5/23/52	Operata	40.73	8.50
5/23/52	American Press		4.35
1/5-25/52	Mr. Guy V. Collins (service rendered tuning piano)		110.00
1/5-25/52	Paper plates, cups, stove polish, brushes, aspirin, etc.		9.37
4/52	Dental Clinic Fees	185.00	185.00

Schoolroom had 38 single desks, 25 chairs, teacher's desk, maps, 2 file cabinets, 1 bookcase, secretary's desk, chair and screen, atlas, clock, and ditto machine.

Floris

Teacher: Mrs. Addie M. Bush

Grades Taught: 1-3

Schoolroom had 16 single desks, 25 chairs, teacher's desk, 2 tables, piano, and 1 file cabinet; active PTA met 9 times during year.

Teacher: Mrs. Lutie Coates

Grades Taught: 5-7

Schoolroom had 34 single desks, 3 chairs, teacher's desk, reading table, chairs, 2 file cabinets, bookcases, and electric stove and ice box; active 35 member PTA met 9 times during year.

Fort Belvoir

Teacher: Laura McPhail

Grades Taught: 1-3

Schoolroom had 34 chairs, teacher's desk, tables, maps, chart, globe, and file case.

Teacher: Marie A. Britt

Grades Taught: 4-7

Schoolroom had 1 single desks, 22 chairs, teacher's desk, file cases, map, bulletin board, tables, and charts.

Gum Springs

Teacher: Mrs. Annabel Patterson

Grades Taught: 1

Schoolroom had 26 chairs, teacher's desk, piano, stove, and filing cabinet.

Teacher: Eva Mae P. Scott

Grades Taught: 2

Teacher: Ruth S. Branch

Grades Taught: 3

Schoolroom had 24 single desks, 12 chairs, and 3 tables.

Teacher: Mrs. Geneva W. Jones

Grades Taught: 4

Schoolroom had 24 single desks, 13 chairs, and 3 tables.

Teacher: Miss Mabel Roscoe

Grades Taught: 5-6

Schoolroom had 33 single desks, 4 chairs, teacher's desk, maps, globe, table, Victrola, and filing cabinet.

Teacher: Saunders B. Moon

Grades Taught: 6-7

Schoolroom had 36 single desks, 2 chairs, teacher's desk, 1 filing cabinet, and 1 map case with maps.

James Lee

Teacher: Arthenia L. Trail Grades Taught: 1

Schoolroom had 7 single desks, 26 chairs, teacher's desk, and 4 tables.

Teacher: Remell Lomax Grades Taught: 1-2

Schoolroom had 8 single desks, 24 chairs, teacher's desk, 1 file cabinet, and 3 tables.

Teacher: Lola Saunders Grades Taught: 2

Schoolroom had 24 single desks, 25 chairs, no teacher's desk, and 3 tables.

Teacher: Annie Mae Costner Grades Taught: 3

Schoolroom had 28 single desks, 15 chairs, teacher's desk, cabinet, and bookcase.

Teacher: Mrs. Ruth R. Robinson Grades Taught: 3-4

Schoolroom had 34 single desks, 1 chair, teacher's desk, and file cabinet.

Teacher: Julia Hall Brockman Grades Taught: 4

Schoolroom had 44 single desks, 7 chairs, teacher's desk, filing cabinet, globe, 3 maps, and 2 tables.

Teacher: Mrs. Marjorie Robinson Grades Taught: 5-6

Schoolroom had 39 single desks, 7 chairs, teacher's desk, 5 maps, and globe.

Teacher: Miss Marjorie Williams Grades Taught: 6

Schoolroom had 40 single desks, 12 chairs, teacher's desk, and 2 tables.

Teacher: Mr. Taylor Williams Grades Taught: 7

Schoolroom had 42 single desks, teacher's desk, 5 maps, 1 globe, and 1 filing cabinet.

Teacher: Winnie W. Spencer

Grades Taught: 5-7

Schoolroom had 22 single desks, 2 chairs, teacher's desk, library table, maps, globe, and water cooler; active PTA met 6 times during year.

Odricks

Teacher: Annie M. Fortune

Grades Taught: 1-4

Schoolroom had 24 single desks, 9 chairs, teacher's desk, 4 tables, and 1 storage cabinet.

Teacher: Cecil M. Robinson

Grades Taught: 5-7

Schoolroom had 31 single desks, 6 chairs, teacher's desk, 2 tables, 2 cabinets, 1 globe, 6 maps, and 1 reading table; active 25 member PTA met 10 times during year.

The 1951-1952 Teacher's Directory lists the following colored schools in Fairfax County: Cub Run Elementary, Drew-Smith Elementary, Fairfax Elementary, James Lee Elementary, Louise Archer Elementary, Merrifield Elementary, Oak Grove Elementary, and Manassas Regional High School. No explanation was given for not listing Odricks Elementary, Gum Spring Elementary or Floris Elementary.

School Report, 1952-1953

Cub Run

Teacher: Mrs. Gladys Harris

Grades Taught: 1-2

Teacher: Mrs. Mary T. Robb

Grades Taught: 3-4

Schoolroom had 26 single desks, 10 chairs, teacher's desk, 3 tables, 1 bookcase, 1 water fountain, and 1 globe; active 40 member PTA met 10 times during year.

Teacher: Mr. Harold L. Lawson

Grades Taught: 5-7

Drew Smith

Teacher: Mabel M. Roscoe

Grades Taught: 1

Schoolroom had 19 single desks, 36 chairs, teacher's desk, 3 tables, 1 library table, and 1 filing cabinet.

Teacher: Mrs. Annabel Patterson

Grades Taught: 1-2

Schoolroom had 18 single desks, 34 chairs, teacher's desk, 4 tables, and 1 filing cabinet.

Teacher: Alice A. Williams

Grades Taught: 2-3

Schoolroom had 1 single desk, 41 chairs, teacher's desk, and 1 file cabinet.

Teacher: Eva Mae P. Scott

Grades Taught: 3

Schoolroom had 25 single desks, 15 chairs, teacher's desk, and 1 file cabinet.

Teacher: Mrs. Geneva W. Jones

Grades Taught: 3-4

Schoolroom had 16 chairs, teacher's desk, and 2 tables.

Teacher: Mrs. R. S. Branch

Grades Taught: 4-6

Schoolroom had 33 single desks, 10 chairs, teacher's desk, file cabinet, and library table.

Teacher: Mrs. Mary M. Brown

Grades Taught: 5-6

Schoolroom had 32 single desks, 7 chairs, teacher's desk, file cabinet, and reading table.

Teacher: Mr. Saunders B. Moon

Grades Taught: 6-7

Schoolroom had 35 single desks, 6 chairs, teacher's desk, and map case with maps.

Teacher: Doris R. Jones

Grades Taught: 1-2

Schoolroom had 25 chairs, teacher's desk, primary table, file cabinet, and PTAs deep freeze.

Teacher: Marie R. Britt

Grades Taught: 3-5

Schoolroom had 1 piano, 6 maps, file cabinet, 2 primary tables, and wastebasket.

Teacher: Janie Howard

Grades Taught: 5-7

Schoolroom had 30 single desks, 25 chairs, no teacher's desk, maps, 1 good file case, secretary's desk, chair and screen, atlas, clock, and ditto machine.

Floris

Teacher: Mrs. Ora Lawson

Grades Taught: 1-4

Teacher: Mrs. Lutie Coates

Grades Taught: 5-6

James Lee

Teacher: Remell Lomax

Grades Taught: 1

Schoolroom had 28 chairs, teacher's desk, 1 bookcase, and 1 filing cabinet.

Teacher: Arthenia L. Trail

Grades Taught: 1-2

Schoolroom had 6 single desks, 29 chairs, teacher's desk, and 4 tables.

Teacher: Lola Saunders

Grades Taught: 2

Schoolroom had 15 single desks, 25 chairs, teacher's desk, and 4 tables.

Teacher: Annie Mae Costner

Grades Taught: 3

Schoolroom had 25 single desks, 6 chairs, teacher's desk, cabinet, and globe; active PTA met 9 times during year.

Teacher: Mrs. Ruth R. Robinson

Grades Taught: 3-4

Schoolroom had 30 single desks, 17 chair, teacher's desk, file cabinet, bookcase, bulletin board, globe, and 2 tables.

Teacher: Julia Hall Brockman

Grades Taught: 4

Schoolroom had 34 single desks, 12 chairs, teacher's desk, filing cabinet, globe, 3 maps, and 2 tables.

Teacher: Mrs. Marjorie Robinson

Grades Taught: 5

Schoolroom had 36 single desks, 7 chairs, teacher's desk, 6 maps, 1 globe, and piano.

Teacher: Miss Marjorie Williams

Grades Taught: 5-6

Schoolroom had 36 single desks, 4 chairs, teacher's desk, 1 table, and 2 trash cans.

Teacher: Miss Jean L. Wheeler

Grades Taught: 6-7

Schoolroom had 38 single desks, teacher's desk, 5 maps, 1 globe, and 1 filing cabinet.

Teacher: Miss Margaret Murrell

Grades Taught: 7

Schoolroom had 36 single desks, 1 chair, teacher's desk, file cabinet, coat rack, and bookcase.

Louise Archer

Teacher: Billie I. Cooley

Grades Taught: 1-2

Schoolroom had 7 single desks, 28 chairs, teacher's desk, 4 tables, 1 teacher's chair, and easel.

Teacher: Laura McPhail

Grades Taught: 2-3

Schoolroom had 5 chairs, teacher's desk, map and tables.

Teacher: Mrs. Ora Lawson Grades Taught: 3

Teacher: Mrs. Channie C. Henderson Grades Taught: 3-4

Teacher: Mrs. Annie Fortune Grades Taught: 5

Schoolroom had 27 single desks, 3 chairs, globe, map, and 2 tables.

Teacher: Mrs. Ada B. Pleasants Grades Taught: 5-7

Merrifield

Teacher: Deloise H. McCown Grades Taught: 1-2

Schoolroom had 40 single desks, 2 chairs, teacher's desk, cabinet, and tables.

Teacher: Mr. Cecil Robinson Grades Taught: 4-6

Schoolroom had 34 single desks, 6 chairs, 2 bookcases, 2 globes, and 11 maps;
active 20 member PTA met 6 times during year.

Oak Grove

Teacher: Miss I. Lorine Harris Grades Taught: 1-2

Teacher: Winnie W. Spencer Grades Taught: 3-4

Schoolroom had 35 single desks.

Teacher: Lutie L. Coates Grades Taught: 6-7

School Report, 1953-1954

Drew Smith

Teacher: Mabel M. Roscoe Grades Taught: 1

Schoolroom had 35 single desks, 38 chairs, Victrola, and 1 filing cabinet.

Teacher: Mrs. Annabel Patterson Grades Taught: 1-2

Schoolroom had 18 single desks, 34 chairs, and 4 tables.

Teacher: Alice A. Williams Grades Taught: 2-3

Schoolroom had 49 chairs, 6 tables, and 1 file cabinet.

Teacher: Sylvia Alexander Grades Taught: 3

Schoolroom had 49 chairs, 2 file cabinets, 2 wastebaskets, and 7 tables.

Teacher: Eva Mae P. Scott Grades Taught: 3

Schoolroom had 25 single desks, 15 chairs, 2 tables, and 1 file cabinet.

Teacher: Mrs. Geneva W. Jones Grades Taught: 3-4

Schoolroom had 31 single desks, 9 chairs, 2 tables, and 1 filing cabinet..

Teacher: Mrs. Ruth Branch Grades Taught: 5

Schoolroom had 29 single desks, 12 chairs, 2 tables and 1 file cabinet.

Teacher: Mrs. Mary M. Brown Grades Taught: 5-6

Teacher: Mr. Saunders B. Moon and Miss C. Gray Grades Taught: 6-7

Schoolroom had 34 single desks, and 16 chairs

Eleven Oaks

Teacher: Doris R. Smith Grades Taught: 1

Teacher: Miss Gladys Harris Grades Taught: 2-3

Teacher: Mary T. Rolf Grades Taught: 3-4

Schoolroom had 34 single desks, 15 chairs, 8 maps, and 1 file cabinet.

Teacher: Marie Britt Grades Taught: 4-5

Teacher: A. L. Lacey Grades Taught: 5-6

Teacher: Mr. Harold Lawson Grades Taught: 6-7

James Lee

Teacher: Arthenia Trail	Grades Taught: 1
Teacher: Remell Lomax	Grades Taught: 1-2
Teacher: Lola Saunders	Grades Taught: 2
Teacher: Annie Costner	Grades Taught: 3
Teacher: Ruth S. Robinson	Grades Taught: 3-4
Teacher: Julia H. Brockman	Grades Taught: 4
Teacher: Margery D. Robinson	Grades Taught: 5
Teacher: Marjory Williams	Grades Taught: 5-6
Teacher: J. W. Felton	Grades Taught: 7

Louise Archer

Teacher: Betty Ingram Cooley	Grades Taught: 1
Teacher: Laura McPhail	Grades Taught: 2
Teacher: Mrs. Ora Lawson	Grades Taught: 3
Teacher: Mrs. Channie C. Henderson	Grades Taught: 4
Teacher: Mrs. Annie Fortune	Grades Taught: 5
Teacher: Mrs. Ada B. Pleasants	Grades Taught: 7

Merrifield

Teacher: Deloise H. McCown	Grades Taught: 1-3
Teacher: Mr. Cecil Robinson	Grades Taught: 4-6

Oak Grove

Teacher: Miss I. Lorine Harris	Grades Taught: 1
Teacher: Ida Wright Murchison	Grades Taught: 2-3
Teacher: Winnie W. Spencer	Grades Taught: 3-4
Teacher: Ernestine Stewart	Grades Taught: 5-6
Teacher: A. L. Lacey	Grades Taught: 6-7

School Report, 1954-1955Louise Archer

Teacher: Mrs. Catherine Butler	Grades Taught: 1
Teacher: Miss Gloria A. Russell	Grades Taught: 1
Teacher: Miss Laura McPhail	Grades Taught: 2
Teacher: Mrs. Ora Lawson	Grades Taught: 3
Teacher: Mrs. C. C. Henderson	Grades Taught: 4
Teacher: Isaac E. Street	Grades Taught: Unknown
Teacher: Mrs. Mabel T. Mack	Grades Taught: 5-6
Teacher: Mrs. A. B. Pleasants	Grades Taught: 6-7

Luther Jackson

Teacher: Miss Arthenia L. Trail	Grades Taught: 1
Teacher: Bettie I. Cooley	Grades Taught: 1-2
Teacher: Mrs. Sylvia Alexander	Grades Taught: 2-3
Teacher: Mrs. Julia H. Brockman	Grades Taught: 4-5
Teacher: Cecil Robinson	Grades Taught: 5-6

Teacher: Margaret Murrell	Grades Taught: 6-7
Teacher: Mrs. Tempie V. Vest	Grades Taught: 8
Teacher: Lutie L. Coates	Grades Taught: 8
Teacher: Mr. Dean Harris	Grades Taught: 8
Teacher: Mrs. Carrie James	Grades Taught: 8
Teacher: Mrs. Dorothy Hall	Grades Taught: 8
Teacher: Lucille E. Murray	Grades Taught: 9
Teacher: Beatrice A. Harrington	Grades Taught: 9
Teacher: Dorothy K. Mullings	Grades Taught: 9
Teacher: Annie M. Fortune	Grades Taught: 10
Teacher: Gwendolyn Fauntleroy	Grades Taught: 10
Teacher: Harold Lawson	Grades Taught: 10
Teacher: Richard O. Jackson	Grades Taught: 11
Teacher: Lorraine S. McFry	Grades Taught: 11
Teacher: Mildred Hammond	Grades Taught: 12

APPENDIX B

Table B-1

Summary of Census of Colored Children within Fairfax County as Per 1885 State Superintendent's Report

Criteria	Negro	Mulatto	Quadroon	Octoroon	Can Read		Can Write		Cannot Read		Cannot Write	
					M	F	M	F	M	F	M	F
<u>Providence</u>												
Male	234	64	2	1								
Female	231	53	2	1								
Age (in years)												
1-5					N/A	N/A	N/A	N/A	87	67	87	67
5-7					16	19	6	N/A	36	33	46	52
7-10					29	29	17	7	40	41	52	63
10-12					20	35	14	19	21	10	27	26
12-15					50	52	38	42	18	9	30	17
15-18					41	25	30	24	10	9	21	10
18-21					25	23	19	21	5	2	11	4
<u>Falls Church</u>												
Male	161	29	N/A	N/A								
Female	172	31	N/A	N/A								
Age (in years)												
1-5					N/A	N/A	N/A	N/A	62	59	62	59
5-7					N/A	N/A	N/A	N/A	34	34	32	34
7-10					9	9	3	4	45	38	51	43
10-12					13	16	5	10	12	12	12	20
12-15					27	36	24	23	8	3	11	16
15-18					19	33	17	31	1	8	3	10
18-21					19	9	17	7	5	5	7	7

Table B-1

Summary of Census of Colored Children within Fairfax County as Per 1885 State Superintendent's Report (continued)

Criteria	Negro	Mulatto	Quadroon	Octoroon	Can Read		Can Write		Cannot Read		Cannot Write	
					M	F	M	F	M	F	M	F
<u>Mount Vernon</u>												
Male	124	118	5	1								
Female	117	115	N/A	N/A								
Age (in years)												
1-5					N/A	N/A	N/A	N/A	60	60	60	60
5-7					22	9	8	7	23	26	37	28
7-10					18	17	4	4	11	26	26	39
10-12					25	21	10	22	10	15	25	14
12-15					31	18	17	12	2	10	16	16
15-18					27	24	17	22	5	4	15	6
18-21					8	8	8	6	N/A	1	N/A	3
<u>Dranesville</u>												
Male	119	43	N/A	N/A								
Female	90	43	N/A	N/A								
Age (in years)												
1-5					N/A	N/A	N/A	N/A	40	36	40	36
5-7					1	2	1	2	35	13	35	13
7-10					1	6	1	6	28	22	28	22
10-12					9	7	7	7	10	5	12	5
12-15					9	7	9	7	10	7	10	7
15-18					5	10	5	10	11	N/A	11	N/A
18-21					23	3	23	3	5	5	5	5

Table B-1

Summary of Census of Colored Children within Fairfax County as Per 1885 State Superintendent's Report (continued)

Criteria	Negro	Mulatto	Quadroon	Octoroon	Can Read		Can Write		Cannot Read		Cannot Write	
					M	F	M	F	M	F	M	F
<u>Providence</u>												
Male	159	32	N/A	N/A								
Female	43	N/A	N/A	N/A								
Age (in years)												
1-5					N/A	N/A	N/A	N/A	51	43	51	43
5-7					2	1	2	1	26	23	28	23
7-10					15	12	14	12	19	21	20	21
10-12					10	7	10	7	10	8	10	8
12-15					23	23	21	23	12	14	14	14
15-18					17	15	17	15	7	3	3	3
18-21					11	5	11	5	4	N/A	N/A	N/A
<u>Falls Church</u>												
Male	43	N/A	N/A	N/A								
Female	57	N/A	N/A	N/A								
Age (in years)												
1-5					N/A	N/A	N/A	N/A	15	N/A	15	N/A
5-7					1	2	1	2	6	10	6	10
7-10					7	N/A	3	6	4	9	8	3
10-12					5	9	5	7	4	3	4	5
12-15					6	13	7	13	1	1	N/A	3
15-18					4	N/A	3	7	1	7	2	N/A
18-21					5	1	1	N/A	N/A	N/A	4	2

Table B-1

Summary of Census of Colored Children within Fairfax County as Per 1885 State Superintendent's Report (continued)

Criteria	Negro	Mulatto	Quadroon	Octoroon	Can Read		Can Write		Cannot Read		Cannot Write	
					M	F	M	F	M	F	M	F
<u>Herndon</u>												
Male	27	5	N/A	N/A								
Female	18	11	N/A	N/A								
Age (in years)												
1-5					N/A	N/A	N/A	N/A	10	5	10	5
5-7					1	N/A	N/A	N/A	6	10	6	10
7-10					1	3	1	2	2	6	2	7
10-12					3	3	3	N/A	1	1	1	4
12-15					5	4	4	4	2	N/A	3	N/A
15-18					12	9	12	9	N/A	N/A	N/A	N/A
18-21					3	2	2	2	N/A	N/A	1	1
<u>Totals for Fairfax County</u>												
Male	867	259	7	1								
Female	717	253	2	1								
Age (in years)												
1-5					N/A	N/A	N/A	N/A	325	270	325	270
5-7					33	33	18	12	166	147	191	168
7-10					76	76	43	41	149	163	187	198
10-12					98	98	54	72	68	54	99	80
12-15					153	153	120	124	53	44	84	73
15-18					116	116	101	118	35	31	59	29
18-21					51	51	81	44	19	13	32	22

Table B-2

Census of Colored Children as Per 1885 State Superintendent's Report

District	Nativity of Parents (all ages)		Public Free Schools		Over 5 Years Old—Has Never Attended Public Schools	
	Virginia	Other States	Primary	High Schools	Male	Female
Providence	158	18	381	N/A	92	97
Falls Church	152	6	257	N/A	65	71
Mount Vernon	108	30	288	N/A	29	29
Dranesville	80	6	87	N/A	18	14
Centreville	405	2	152	N/A	77	62
Lee	36	N/A	59	N/A	14	20
Herndon	18	1	40	N/A	9	12
Totals for Fairfax County	957	63	1264	N/A	304	305

Table B-3

Special Statistics of Colored Children

Race of Child	Can Read	Can Write	Cannot Read	Cannot Write
Negro				
Male	406	368	412	574
Female	408	358	394	497
Mulatto				
Male	130	106	129	152
Female	129	128	124	300

State Superintendent's Report 1885

Table B-4

Number of Schools Opened for White and Colored by Year

School Population Year	White	Colored
School Population	3673	1897
1881	46	18
1882	48	18
1883	53	17
1884	50	21
1885	52	22

Source: State Superintendent's Report 1881-1885

Table B-5

School Data as Per 1886 State Superintendent's Report Population, Average Session, Number of Teachers and Salaries

Districts	School Population		Number of Schools		Average Session (Months)		Number of Teachers				Average Monthly Salaries				Indigent Children Supplied with Textbooks	
							Male		Female		Male		Female			
	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B
Providence	861	698	15	5	6	6	5	3	10	2	35.00	28.33	27.50	27.00	6	5
Falls Church	646	391	8	4	6.25	6	1	1	7	3	50.00	25.00	27.50	27.50	3	0
Mount Vernon	958	862	8	4	6	6	2	2	6	2	26.50	28.00	29.00	28.00	4	12
Dranesville	664	234	10	3	5	5	6	3	4	0	27.00	25.00	23.70	N/A	3	3
Centreville	473	290	7	4	5	5	4	2	3	2	27.50	20.00	28.50	27.50	0	0
Lee	468	100	7	1	5	5	2	0	5	1	31.50	N/A	27.50	27.00	0	3
Herndon	120	72	1	1	6	7	1	1	9	0	40.00	30.00	N/A	N/A	0	0

Table B-6

School Data as Per 1887 State Superintendent's Report Population, Average Session, Number of Teachers and Salaries

Districts	School Population		Number of Schools		Average Session (Months)		Number of Teachers				Average Monthly Salaries				Indigent Children Supplied with Textbooks	
							Male		Female		Male		Female			
	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B
Providence	861	598	15	6	5	5	5	5	10	1	32.44	28.33	27.07	24.50	0	0
Falls Church	646	391	9	5	5	5	2	0	7	5	40.00	25.00	28.57	26.00	2	0
Mount Vernon	958	362	9	4	7	7	1	0	8	4	24.00	28.00	27.23	25.98	4	10
Dranesville	664	234	10	3	7	7	5	3	5	0	27.72	25.00	23.64	N/A	0	0
Centreville	473	290	8	4	5	5	3	1	5	3	27.74	20.00	28.75	25.70	0	0
Lee	468	100	7	2	7	7	3	1	4	1	26.38	N/A	21.10	20.11	0	3
Herndon	120	72	1	1	7	7	1	0	0	0	50.00	30.00	N/A	N/A	0	0

Table B-7

School Data as Per 1888 State Superintendent's Report Population, Average Session, Number of Teachers and Salaries

Districts	School Population		Number of Schools		Average Session (Months)		Number of Teachers				Average Monthly Salaries				Indigent Children Supplied with Textbooks	
							Male		Female		Male		Female			
	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B
Providence	861	598	14	5	5	5.55	5	4	9	1	30.97	26.20	26.72	30.00	0	25
Falls Church	646	391	10	5	4.89	5	2	2	8	3	36.08	25.00	27.25	26.25	2	4
Mount Vernon	958	362	11	5	6.86	6.40	1	1	10	4	13.50	25.02	28.92	28.23	1	6
Dranesville	664	234	10	3	5.55	5.33	6	3	4	0	28.02	23.83	24.57	N/A	1	8
Centreville	473	290	8	4	4.94	4.38	3	1	5	3	24.50	30.00	28.84	27.25	3	4
Lee	468	100	6	2	6.50	4.75	3	0	3	2	26.00	N/A	27.95	23.42	0	6
Herndon	120	72	2	1	6	6	1	1	1	0	40.00	30.00	25.00	N/A	0	0

Table B-8

School Data as Per 1889 State Superintendent's Report Population, Average Session, Number of Teachers and Salaries

Districts	School Population		Number of Schools		Average Session (Months)		Number of Teachers				Average Monthly Salaries				Indigent Children Supplied with Textbooks	
							Male		Female		Male		Female			
	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B
Providence	861	598	15	4	6	6	4	3	11	1	27.50	25.10	24.83	23.74	1	6
Falls Church	646	391	10	5	5.25	5.25	3	1	7	4	34.28	23.57	28.47	25.05	11	3
Mount Vernon	958	362	10	5	7.4	7.4	2	1	9	4	31.14	26.49	24.70	24.46	0	4
Dranesville	664	234	11	3	6	6	4	2	7	1	25.51	24.88	24.13	18.75	4	8
Centreville	473	290	8	4	6	5	3	2	5	2	25.93	23.37	24.77	26.50	4	0
Lee	468	100	7	1	6	6	3	0	4	1	28.36	N/A	23.27	24.79	2	6
Herndon	120	72	2	1	6	5	0	1	2	0	N/A	29.50	30.40	N/A	0	0

Table B-9

School Data as Per 1894 State Superintendent's Report Population, Average Session, Number of Teachers and Salaries

Districts	School Population		Number of Schools		Average Session (Months)		Number of Teachers				Average Monthly Salaries				Indigent Children Supplied with Textbooks	
							Male		Female		Male		Female			
	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B
Centreville	527	330	11	4	5.13	5	2	1	9	3	36.25	24.00	26.70	24.00	0	0
Dranesville	814	214	11	4	6	5.37	3	3	8	1	28.89	23.47	23.75	18.75	0	0
Falls Church	539	373	7	5	6	6	0	3	7	2	N/A	26.41	29.14	25.00	0	0
Fairfax	79	61	1	1	6.80	7	0	1	1	0	N/A	30.00	30.00	N/A	0	2
Herndon	140	54	2	1	6	6	0	1	2	0	N/A	30.00	35.00	N/A	0	0
Jefferson	165	43	3	0	8	0	1	0	2	0	75.00	N/A	40.00	N/A	2	0
Lee	597	116	8	1	6	6	2	0	7	1	32.50	N/A	24.99	22.50	15	0
Mount Vernon	592	378	9	5	5.92	6	0	2	9	3	N/A	29.00	29.38	26.67	0	2
Providence	731	526	12	3	6.40	6	4	3	9	0	29.21	25.00	28.39	N/A	0	5
Vienna	75	49	1	1	6.5	6.5	1	0	0	1	50.00	N/A	N/A	25.00	0	0

Table B-10

School Data as Per 1895 State Superintendent's Report Population, Average Session, Number of Teachers and Salaries

Districts	School Population		Number of Schools		Average Session (Months)		Number of Teachers				Average Monthly Salaries				Cost of Tuition per Month per Pupil			
							Male		Female		Male		Female		Enrolled		In Avg. Daily Attendance	
	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B	W	B
Centreville	527	330	10	4	5	5	1	2	9	2	50.00	24.00	26.88	22.40	.68	.56	1.14	1.03
Dranesville	814	214	11	3	5.5	5.5	2	1	9	2	30.00	24.42	23.58	21.37	.62	.45	.88	.94
Falls Church	539	373	7	5	6	6	1	3	6	2	26.94	26.33	30.00	25.00	.91	.51	1.59	.81
Fairfax	79	61	1	1	7	7	1	1	1	0	45.00	30.00	25.00	N/A	1.58	.38	2.40	.66
Herndon	140	54	2	1	8	7	1	1	1	0	50.00	30.00	30.00	N/A	.83	.50	1.27	.93
Jefferson	165	43	3	0	7.5	7.5	1	0	2	0	75.00	N/A	40.00	N/A	1.03	N/A	1.70	N/A
Lee	597	116	8	1	6	6	2	0	6	1	32.50	N/A	23.48	22.50	.70	.45	1.10	.63
Mount Vernon	592	378	10	5	6	5.87	0	2	10	4	N/A	29.00	29.65	26.57	.76	.68	1.38	1.28
Providence	731	526	12	3	6	6	5	2	7	1	28.65	25.00	30.00	25.00	.86	.58	1.33	1.22
Vienna	75	49	1	1	6	6	1	0	0	1	50.00	N/A	N/A	25.00	1.02	.35	1.78	.72

Table B-11

Statistical Exhibit of the Growth of the System School
Population (1900) (Between 5 and 21 years)

Year	White	Colored	Total
1871	247,002	164,019	411,021
1873	253,411	170,696	424,107
1874	259,509	177,317	436,826
1875	280,149	202,640	482,789
1878	280,849	202,852	483,701
1880	314,827	240,980	555,807
1885	345,022	265,249	610,271
1888	345,024	265,347	610,371
1890	376,657	275,388	652,045
1892	377,595	275,381	653,426
1895	397,030	268,503	665,533
1896	397,162	268,703	665,865
1897	397,162	268,703	665,865
1898	397,162	268,703	665,865
1899	397,162	268,703	665,865
1900	426,054	265,258	691,312
1901	426,054	265,258	691,312

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Table B-12

Number of Schools Opened

Year	White	Colored	Total
1871	2,341	706	3,047
1872	2,788	907	3,695
1873	2,787	909	3,696
1874	2,908	994	3,902
1875	3,121	1,064	4,185
1876	3,357	1,181	4,538
1877	3,442	1,230	4,672
1878	3,399	1,146	4,545
1879	1,816	675	2,491
1880	3,598	1,256	4,854
1881	3,939	1,443	5,382
1882	4,062	1,525	5,587
1883	4,259	1,715	5,974
1884	2,477	1,873	6,350
1885	4,658	1,917	6,575
1886	4,782	1,981	6,763
1887	5,047	2,093	7,140
1888	4,154	2,115	7,269
1889	5,268	2,142	7,410
1890	5,358	2,153	7,511
1891	5,506	2,183	7,689
1892	5,575	2,193	7,768
1893	5,679	2,223	7,902
1894	5,937	2,254	7,191
1895	6,035	2,243	7,278
1896	6,129	2,255	8,384
1897	6,250	2,279	8,529
1898	6,376	2,317	8,693
1899	6,492	2,314	8,806
1900	6,587	2,335	8,922
1901	6,537	2,311	8,948

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Table B-13

Number of Pupils Enrolled

Year	White	Colored	Total
1871	92,534	38,554	131,088
1872	119,641	46,736	166,377
1873	113,263	47,596	160,859
1874	121,789	52,086	173,875
1875	129,545	54,941	184,486
1876	137,678	62,178	199,856
1877	139,931	65,043	204,974
1878	140,472	61,772	202,244
1879	72,306	35,768	108,074
1880	152,136	68,600	220,736
1881	162,087	76,959	239,046
1882	172,034	85,328	257,362
1883	177,412	90,948	268,360
1884	184,720	103,310	288,030
1885	194,235	109,108	303,343
1886	197,182	111,114	308,296
1887	209,638	115,546	325,184
1888	211,449	118,831	330,280
1889	217,776	119,172	336,948
1890	220,210	122,059	342,269
1891	219,141	123,579	342,720
1892	218,946	116,700	335,646
1893	227,696	120,775	348,471
1894	231,433	121,277	352,710
1895	235,533	120,453	355,986
1896	240,356	121,777	362,133
1897	244,583	123,234	367,817
1898	248,610	126,237	374,847
1899	241,696	117,129	358,825
1900	250,697	119,898	370,595
1901	258,222	123,339	381,561

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Table B-14

Average Numbers of Months Taught

Year	Average Months Taught	Year	Average Months Taught
1871	4.66	1887	6.01
1872	5.72	1888	5.95
1873	5.22	1889	5.96
1874	5.40	1890	5.91
1875	5.59	1891	5.80
1876	5.63	1892	5.90
1877	5.62	1893	6.00
1878	5.33	1894	6.00
1879	5.36	1895	5.95
1880	5.64	1896	5.95
1881	5.87	1897	6.01
1882	5.91	1898	6.00
1883	6.09	1899	5.97
1884	6.00	1900	6.00
1885	5.92	1901	6.10
1886	5.92		

State Superintendent's Report 1900

Table B-15

Number of Teachers Employed

Years	White		Colored		Total White and Colored
	Males	Females	Males	Females	
1871	1,616	905	335	159	3,014
1872	2,346	1,147	224	136	3,853
1873	2,183	1,195	251	128	3,757
1874	2,210	1,262	319	171	3,962
1875	2,360	1,363	351	188	4,262
1876	2,495	1,489	418	218	4,620
1877	2,524	1,545	443	228	4,740
1878	2,421	1,509	432	241	4,603
1879	1,131	958	279	136	2,504
1880	2,478	1,610	531	254	4,873
1881	2,610	1,855	598	329	5,392
1882	2,518	2,020	663	396	5,597
1883	2,378	2,342	752	525	5,997
1884	2,362	2,421	885	703	6,371
1885	2,441	2,491	910	751	6,693
1886	2,426	2,625	979	755	6,785
1887	2,416	2,889	1,023	833	7,161
1888	2,361	3,012	1,010	899	7,282
1889	2,294	3,178	964	987	7,423
1890	2,189	3,361	930	1,043	7,523
1891	2,097	3,613	938	1,080	7,718
1892	2,106	3,646	911	1,130	7,793
1893	2,064	3,804	897	1,167	7,932
1894	2,132	2,981	896	1,204	8,213
1895	1,141	4,070	898	1,183	8,292
1896	2,118	4,202	885	1,212	8,417
1897	2,152	4,296	861	1,266	8,575
1898	2,108	4,447	845	1,326	8,726
1899	2,058	4,613	851	1,314	8,836
1900	1,974	4,787	842	1,351	8,954
1901	1,900	4,909	801	1,398	9,008

State Superintendents' Reports 1871-1895

Table B-16

Number of Schoolhouses

Years	Whole Number	Number Brick	Number Frame	Number Log	Number Stone
1871	2,904	170	988	1,725	21
1872	3,559	142	1,357	2,036	24
1873	3,414	143	1,329	1,914	28
1874	3,638	136	1,482	1,993	27
1875	3,885	129	1,617	2,101	38
1876	4,075	136	1,824	2,084	31
1877	N/A	N/A	N/A	N/A	N/A
1878	4,144	N/A	N/A	N/A	N/A
1879	N/A	N/A	N/A	N/A	N/A
1880	N/A	N/A	N/A	N/A	N/A
1881	N/A	N/A	N/A	N/A	N/A
1882	N/A	N/A	N/A	N/A	N/A
1883	N/A	N/A	N/A	N/A	N/A
1884	N/A	N/A	N/A	N/A	N/A
1885	5,900	143	3,542	2,186	29
1886	5,917	140	3,713	2,036	28
1887	6,155	144	3,978	2,007	26
1888	6,205	148	4,129	1,902	26
1889	6,341	159	4,290	1,864	28
1890	6,408	163	4,490	1,725	30
1891	6,509	147	4,650	1,633	79
1892	6,595	177	4,810	1,581	27
1893	6,636	157	4,902	1,549	28
1894	6,718	158	5,105	1,433	22
1895	6,873	195	5,768	1,378	24
1896	6,977	171	5,389	1,394	23
1897	7,087	178	5,554	1,333	22
1898	7,173	175	5,682	1,295	21
1899	7,218	181	5,774	1,242	21
1900	7,262	176	5,904	1,160	22
1901	7,417	178	6,092	1,126	21

Source: State Superintendent's Report 1871-1901

Table B-17

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1906-1907 State Superintendent's Report

School/Grade/Certificate	White		Colored	
	No.	Avg. Mo. Salary	No.	Avg. Mo. Salary
<u>Centreville</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas				
Special				
First Grade	4	\$31.50		
Second Grade	4	\$29.00	3	\$26.00
Third Grade	3	\$26.00		
Emergency				
Average Monthly Salary for All Certificates				
Male				\$26.00
Female		\$28.90		\$25.00
<u>Dranesville</u>				
Teachers Holding Certificates				
Collegiate			1	\$25.00
Professional or Life Diplomas	3	\$38.00		
Special				
First Grade	2	\$35.00		
Second Grade	5	\$36.00		
Third Grade	3	\$30.00	1	\$25.00
Emergency				
Average Monthly Salary for All Certificates				
Male		\$40.00		\$25.00
Female		\$34.00		\$25.00
<u>Falls Church</u>				
Teachers Holding Certificates				
Collegiate	1	\$30.00		
Professional or Life Diplomas	1	\$40.00		
Special				
First Grade	5	\$48.00	1	\$30.00
Second Grade			3	\$25.00
Third Grade			1	\$25.00
Emergency				
Average Monthly Salary for All Certificates				
Male				\$30.00
Female		\$44.98		\$25.00

Table B-17

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1906-1907 State Superintendent's Report (continued)

School/Grade/Certificate	White		Colored	
	No.	Avg. Mo. Salary	No.	Avg. Mo. Salary
<u>Fairfax</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas				
Special	1	\$50.00		
First Grade				
Second Grade			1	\$27.50
Third Grade				
Emergency				
Average Monthly Salary for All Certificates				
Male		\$50.00		\$27.00
Female				
<u>Herndon</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas			1	\$35.00
Special				
First Grade	2	\$45.00		
Second Grade				
Third Grade	1	\$25.00		
Emergency				
Average Monthly Salary for All Certificates				
Male		\$60.00		\$35.00
Female		\$27.50		
<u>Jefferson</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas				
Special	1	\$80.00		
First Grade	3	\$48.33		
Second Grade				
Third Grade				
Emergency				
Average Monthly Salary for All Certificates				
Male		\$68.00		
Female		\$45.00		

Table B-17

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1906-1907 State Superintendent's Report (continued)

School/Grade/Certificate	White		Colored	
	No.	Avg. Mo. Salary	No.	Avg. Mo. Salary
<u>Lee</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas	1	\$40.00		
Special	1	\$30.00		
First Grade				
Second Grade	5	\$34.00		
Third Grade	2	\$30.00	1	\$25.00
Emergency				
Average Monthly Salary for All Certificates				
Male		\$40.00		
Female		\$32.50		\$25.00
<u>Mt. Vernon</u>				
Teachers Holding Certificates				
Collegiate	1	\$45.00		
Professional or Life Diplomas	2	\$62.00		
Special			1	\$35.00
First Grade	3	\$46.66		
Second Grade	4	\$38.75	3	\$33.33
Third Grade			1	\$30.00
Emergency				
Average Monthly Salary for All Certificates				
Male				
Female		\$46.50		\$33.00
<u>Providence</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas	2	\$42.00		
Special				
First Grade	4	\$37.00		
Second Grade	6	\$33.50	1	\$30.00
Third Grade	1	\$30.00	1	\$30.00
Emergency				
Average Monthly Salary for All Certificates				
Male				
Female		\$35.46		\$30.00

Table B-17

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1906-1907 State Superintendent's Report (continued)

School/Grade/Certificate	White		Colored	
	No.	Avg. Mo. Salary	No.	Avg. Mo. Salary
<u>Vienna</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas	1	\$35.00		
Special				
First Grade	1	\$50.00		
Second Grade			1	\$30.00
Third Grade				
Emergency				
Average Monthly Salary for All Certificates				
Male				\$30.00
Female		\$42.50		
<u>Totals for Fairfax County</u>				
Teachers Holding Certificates				
Collegiate	2	\$37.50	1	\$25.00
Professional or Life Diplomas	10	\$43.00	1	\$35.00
Special	3	\$53.33	1	\$35.00
First Grade	24	\$42.68	1	\$30.00
Second Grade	24	\$34.25	12	\$28.63
Third Grade	10	\$28.20	5	\$27.00
Emergency				
Average Monthly Salary for All Certificates				
Male		\$51.50		\$40.00
Female		\$37.00		\$28.91

Table B-18

School Data Per 1907-1908 State Superintendent's Report

School District	White	Colored
<u>Centreville</u>		
School population	369	175
No. of schools opened	12	3
Whole number enrolled--by ages		
7-9	98	159
10-14	61	7
15-17	39	52
18-20	13	1
<u>Dranesville</u>		
School population	665	189
No. of schools opened	14	2
Whole number enrolled--by ages		
7-9	186	205
10-14	68	17
15-17	22	41
	16	1
<u>Falls Church</u>		
School population	591	471
No. of schools opened	9	5
Whole number enrolled--by ages		
7-9	132	162
10-14	26	3
15-17	98	144
18-20	14	1
<u>Fairfax</u>		
School population	55	27
No. of schools opened	1	1
Whole number enrolled--by ages		
7-9	11	20
10-14	4	0
15-17	13	21
18-20	8	0

Table B-18

School Data Per 1907-1908 State Superintendent's Report (continued)

School District	White	Colored
<u>Herndon</u>		
School population	134	53
No. of schools opened	3	1
Whole number enrolled--by ages		
7-9	34	45
10-14	21	0
15-17	19	21
18-20	3	0
<u>Jefferson</u>		
School population	254	41
No. of schools opened	5	0
Whole number enrolled--by ages		
7-9	82	96
10-14	11	1
15-17	0	0
18-20	1	0
<u>Lee</u>		
School population	447	105
No. of schools opened	9	1
Whole number enrolled--by ages		
7-9	130	157
10-14	38	1
15-17	11	14
18-20	1	0
<u>Mount Vernon</u>		
School population	812	477
No. of schools opened	10	5
Whole number enrolled--by ages		
7-9	143	165
10-14	33	1
15-17	79	94
18-20	44	0

Table B-18

School Data Per 1907-1908 State Superintendent's Report (continued)

School District	White	Colored
<u>Providence</u>		
School population	890	476
No. of schools opened	14	2
Whole number enrolled--by ages		
7-9	197	219
10-14	77	14
15-17	27	37
18-20	11	0
<u>Vienna</u>		
School population	121	33
No. of schools opened	2	1
Whole number enrolled--by ages		
7-9	30	45
10-14	88	0
15-17	25	32
18-20	14	0
<u>Totals for Fairfax County</u>		
School population	4338	2047
No. of schools opened	79	21
Whole number enrolled--by ages		
7-9	1043	1273
10-14	347	44
15-17	333	456
18-20	124	3

Table B-19

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1907-1908 State Superintendent's Report

School/Grade/Certificate	White		Colored	
	No.	Total Annual Salary	No.	Total Annual Salary
<u>Centreville</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas				
Kindergarten, Music and Other Special				
First Grade	4	\$ 780		
Second Grade	4	\$ 895	1	\$ 116
Third Grade	4	\$ 584	2	\$ 312
Emergency				
Total for all Certificates				
Male			1	\$ 156
Female	12	\$2,258	2	\$ 271
<u>Dranesville</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas				
Kindergarten, Music and Other Special				
First Grade	6	\$1,683	1	\$ 245
Second Grade	5	\$1,277	1	\$ 150
Third Grade	1	\$ 245		
Emergency				
Total for all Certificates				
Male	2	\$ 595	2	\$ 395
Female	12	\$3,356		
<u>Falls Church</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas				
Kindergarten, Music and Other Special				
First Grade	6	\$2,098	1	\$ 210
Second Grade	1	\$ 163	3	\$ 422
Third Grade				
Emergency				
Total for all Certificates				
Male			1	\$ 175
Female	9	\$2,900	4	\$ 570

Table B-19

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1907-1908 State Superintendent's Report (continued)

School/Grade/Certificate	White		Colored	
	No.	Total Annual Salary	No.	Total Annual Salary
<u>Fairfax</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas				
Kindergarten, Music and Other Special				
First Grade				
Second Grade	1	\$ 330	1	\$ 178
Third Grade				
Emergency				
Total for all Certificates				
Male	1	\$ 330	1	\$ 178
Female				
<u>Herndon</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas			1	\$ 240
Kindergarten, Music and Other Special				
First Grade	2	\$ 950		
Second Grade				
Third Grade	1	\$ 197		
Emergency				
Total for all Certificates				
Male	1	\$ 600	1	\$ 240
Female	2	\$ 548		
<u>Jefferson</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas				
Kindergarten, Music and Other Special				
First Grade	5	\$2,433		
Second Grade				
Third Grade				
Emergency				
Total for all Certificates				
Male				
Female	5	\$2,427		

Table B-19

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1907-1908 State Superintendent's Report (continued)

School/Grade/Certificate	White		Colored	
	No.	Total Annual Salary	No.	Total Annual Salary
<u>Lee</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas	1	\$ 280		
Kindergarten, Music and Other Special				
First Grade	4	\$1,177		
Second Grade	3	\$ 725	1	\$ 150
Third Grade	1	\$ 160		
Emergency				
Total for all Certificates				
Male	1	\$280		
Female	8	\$2,068	1	\$ 150
<u>Mount Vernon</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas	1	\$ 934		
Kindergarten, Music and Other Special				
First Grade	2	\$1,094	2	\$ 640
Second Grade	5	\$1,880	2	\$ 638
Third Grade			2	\$ 180
Emergency	1	\$ 107		
Total for all Certificates				
Male				
Female	10	\$4,014	5	\$1,457
<u>Providence</u>				
Teachers Holding Certificates				
Collegiate	1	\$ 304	1	\$ 226
Professional or Life Diplomas	1	\$ 400		
Kindergarten, Music and Other Special				
First Grade	5	\$1,754		
Second Grade	4	\$1,246	1	\$ 230
Third Grade	2	\$ 528		
Emergency	1	\$ 258		
Total for all Certificates				
Male	1	\$ 320		
Female	12	\$4,214	2	\$ 483

Table B-19

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1907-1908 State Superintendent's Report (continued)

School/Grade/Certificate	White		Colored	
	No.	Total Annual Salary	No.	Total Annual Salary
<u>Vienna</u>				
Teachers Holding Certificates				
Collegiate				
Professional or Life Diplomas				
Kindergarten, Music and Other Special				
First Grade	2	\$ 653		
Second Grade			1	\$ 215
Third Grade				
Emergency				
Total for all Certificates				
Male			2	\$ 653
Female	1	\$ 215		
<u>Totals for Fairfax County</u>				
Teachers Holding Certificates				
Collegiate	2	\$ 624	1	\$ 226
Professional or Life Diplomas	7	\$2,671	1	\$ 240
Kindergarten, Music and Other Special				
First Grade	36	\$12,632	4	\$1,095
Second Grade	23	\$65,160	11	\$2,119
Third Grade	9	\$1,714	3	\$ 492
Emergency	2	\$ 365	1	\$ 150
Total for all Certificates				
Male	7	\$2,125	7	\$1,360
Female	72	\$22,441	14	\$2,933

Table B-20

School Data Per 1908-1909 State Superintendent's Report

School Districts	White	Colored
<u>Centreville</u>		
School population	369	12
No. of schools opened	175	3
Whole number enrolled--by ages		
7-9	102	39
10-14	166	35
15-17	51	16
18-20	11	3
<u>Dranesville</u>		
School population	665	13
No. of schools opened	189	1
Whole number enrolled--by ages		
7-9	179	13
10-14	202	24
15-17	76	6
18-20	11	0
<u>Falls Church</u>		
School population	591	9
No. of schools opened	471	5
Whole number enrolled--by ages		
7-9	141	97
10-14	174	149
15-17	25	34
18-20	2	3
<u>Fairfax</u>		
School population	55	1
No. of schools opened	27	1
Whole number enrolled--by ages		
7-9	9	11
10-14	17	15
15-17	4	16
18-20	0	1

Table B-20

School Data Per 1908-1909 State Superintendent's Report (continued)

School Districts	White	Colored
<u>Herndon</u>		
School population	134	3
No. of schools opened	53	1
Whole number enrolled--by ages		
7-9	29	20
10-14	49	25
15-17	16	1
18-20	0	0
<u>Jefferson</u>		
School population	254	5
No. of schools opened	41	0
Whole number enrolled--by ages		
7-9	95	0
10-14	106	0
15-17	19	0
18-20	0	0
<u>Lee</u>		
School population	447	10
No. of schools opened	105	1
Whole number enrolled--by ages		
7-9	115	16
10-14	171	13
15-17	38	5
18-20	2	0
<u>Mount Vernon</u>		
School population	812	10
No. of schools opened	477	5
Whole number enrolled--by ages		
7-9	146	74
10-14	166	87
15-17	35	43
18-20	3	0

Table B-20

School Data Per 1908-1909 State Superintendent's Report (continued)

School Districts	White	Colored
<u>Providence</u>		
School population	890	14
No. of schools opened	476	2
Whole number enrolled--by ages		
7-9	198	34
10-14	228	47
15-17	83	9
18-20	20	0
<u>Vienna</u>		
School population	121	2
No. of schools opened	33	1
Whole number enrolled--by ages		
7-9	22	23
10-14	47	37
15-17	5	11
18-20	0	0
<u>Totals for Fairfax County</u>		
School population	4,338	2,047
No. of schools opened	79	20
Whole number enrolled--by ages		
7-9	1,036	327
10-14	1,326	432
15-17	352	131
18-20	49	7

Table B-21

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1908-1909 State Superintendent's Report

School/Grade/Certificate	White		Colored	
	No.	Total Annual Salary	No.	Total Annual Salary
Teachers Holding Certificates				
Collegiate	0	0	0	0
Professional or Life Diplomas	12	\$ 4,052	4	\$ 680
Special	0	0	0	0
First Grade	31	\$11,631	0	0
Second Grade	30	\$ 7,191	14	\$ 2,987
Third Grade	6	\$ 1,298	2	\$ 281
Emergency	0	0	0	0
Total for all Certificates				
Male	6	\$ 2,432	5	\$ 1,061
Female	73	\$21,612	15	\$ 2,957

Table B-22

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1909-1910 State Superintendent's Report

School/Grade/Certificate	White		Colored	
	No.	Total Annual Salary	No.	Total Annual Salary
Teachers Holding Certificates				
Collegiate, Professional or Special	12	\$ 4,390	3	\$ 602
First Grade or High School	41	\$13,437	0	0
Second Grade	31	\$ 7,120	15	\$ 3,011
Third Grade	2	\$ 546		
Total for all Certificates				
Male	7	\$ 2,276	5	\$ 1,035
Female	77	\$22,842	15	\$ 2,951

Table B-23

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1910-1911 State Superintendent's Report

School/Grade/Certificate	White		Colored	
	No.	Total Annual Salary	No.	Total Annual Salary
Teachers Holding Certificates				
Collegiate, Professional or Special	22	\$ 8,707	2	\$ 520
First Grade or High School	37	\$ 12,467	2	\$ 425
Second Grade	26	\$ 6,298	13	\$ 2,575
Third or Fourth Grade	3	\$ 682	3	\$ 606
Total for all Certificates				
Male	6	\$ 2,310	5	\$ 1,023
Female	82	\$25,844	16	\$ 3,103

Table B-24

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1912-1913 State Superintendent's Report

School/Grade/Certificate	White		Colored	
	No.	Total Annual Salary	No.	Total Annual Salary
Teachers Holding Certificates				
Special of Higher Than First Grade	1	\$ 720	6	\$ 280
First Grade or High School	59	\$ 22,336	6	\$ 1,913
Second Grade	33	\$ 8,410	8	\$ 1,952
Third or Fourth Grade	3	\$ 746	1	\$ 180
Total for all Certificates				
Male	7	\$ 2,836	5	\$ 960
Female	93	\$30,306	17	\$ 3,365

Table B-25

Data Showing Grade of Certificate, Number of Teachers and Salaries As Per 1913-1914 State Superintendent's Report

School/Grade/Certificate	White		Colored	
	No.	Total Annual Salary	No.	Total Annual Salary
Teachers Holding Certificates				
Special of Higher Than First Grade	10	\$ 5,101	4	\$ 210
First Grade or High School	52	\$ 18,515	9	\$ 2,007
Second Grade	31	\$ 8,360	8	\$ 1,770
Third or Fourth Grade	4	\$ 988	2	\$ 295
Total for all Certificates				
Male	5	\$ 2,602	17	\$ 850
Female	20	\$31,844	16	7

School Year, 1939-1940--Missing data for entire school year.

School Year, 1940-1941

[Letterhead Stationary]

Falls Church Colored School League
Falls Church, Virginia

O. W. Tinner, President
A. Saunders, Secretary

Fairfax County School Board
Fairfax, Virginia

Gentlemen:

The finances of the Falls Church School League are carried in two separate accounts at the Falls Church Bank. One account is a general checking account for current expenses. The other account is a time account in which is reserved the monies earmarked for the new school building project.

Financial Statement of the Falls Church Colored School League
School Session, 1940-1941

(General Account)
1940

Oct. 8, to balance	\$ 9.44
Expenditures	
Oct. 8, Va. Public Service Co.	1.00
Oct. 24, Mowing School Grounds	1.00
Nov. 9, Va. Public Service Co.	1.00
Dec. 5, Va. Public Service Co.	1.00

1941

Jan. 2, Va. Public Service Co.	1.30
Feb. 7, Va. Public Service Co.	1.00
Mar. 4, Va. Public Service Co.	1.00
Apr. 1, Va. Public Service Co.	1.00
May 2, Va. Public Service Co.	1.20
June 3, Va. Public Service Co.	1.00
 TOTAL	 \$10.50

June 3, to balance	\$.94
--------------------------	--------

Special School Building Project Account
School Session 1940-1941

Oct. 8, 1940 to balance	\$324.92
Jan. 7, 1941 interest	4.05
 TO BALANCE	 \$328.97

Three hundred dollars of the above amount is earmarked for the new school building project for Falls Church Colored School Community.

We, the undersigned persons have checked the above accounts of the Falls Church Colored School League and have found them correct.

Committee: Mrs. Dorothy E. Strothers
Ms. Dorothy V. Thomas
Miss Mamie G. Whitmore

P.S. The above accounts are of the Senior League and do not include any Junior League activities, the accounts of which are reported by the teachers in charge in the back of their registers.

Respectfully yours,

Ollie W. Tinner,
President

Financial Report of the Fairfax County Colored School, 1940-1941

[Hand Written Report]

Auditing of Senior League Bank

Balance brought forward (1939-1940)	\$103.92
Amount raised in 1940-1941	<u>241.07</u>
TOTAL	\$344.99

Expenses for 1940-1941	\$ 252.56
Balance left	92.43

Auditing of Junior League Book

Amount raised in 1940-1941	\$ 60.95
Expenses for 1940-1941	<u>60.59</u>
BALANCE LEFT	\$.50

Signed: L. L. Coates
 Arabella Newman, President
 Robert Newman, President

Financial Report of the Spring Bank School League, 1940-1941

[Handwritten Report dated June 5, 1941]

Deposited Members Dues	\$ 4.10
Proceeds of the celebration of the 50th anniversary of the school and Christmas entertainment after clearing expenses	\$ 5.00
TOTAL	\$ 9.10
Withdrawn:	
Field Day Lee	\$ 1.75
Flag for school	2.00
Expenses for representative of school	1.00
Bus for Field Day	<u>7.30</u>
TOTAL	\$ 12.05
Amount in treasury	\$ 16.30

Submitted: E. J. Quander,
Secretary/Treasurer

Cash Report of Vienna Colored School

[Handwritten dated June 10, 1941]

L. R. Archer--Principal Teacher

Cash raised by the school for 1940-1941 \$300.00

Amount expended:

Deposited on current	\$ 5.00
Electric lights (installed)	115.00
Electric lights (bill)	4.28
Electric lights (bill)	1.50
Material and fee for Field Day	4.25
Music teacher	10.00
Picnic for the children	9.35
Vienna Fire Department	18.80
Bus expenses	23.00
Bus tags	19.00
Community Chest from teachers	2.00
Christmas seals--Vienna Community	2.00
Banked for kitchen fund	60.10
Deposited on bottles for Junior League	3.00
Manassas R.H. School Health Department	20.00
Manassas Jeannie Dean Memorial Fund	2.00
On hand72

TOTAL \$300.00

OK: H. L. Mills (Parent)
 C. C. Henderson (Teacher)
 Rosalee Brown (Pupil)

APPENDIX C

**Last Will and Testament of Jennie Dean,
Founder of Manassas Institute for Colored Youth**

Will Book X--Prince William County

Catharpin Va. Oct 10- 1906

to my 3 Sisters- this is my wish when I am gone to Heven You all have a plenty except
Nett- if She needs anny furnisher let her have it & Put the Pretty quilts a way for
Ellen Children Annie the Sun Planel one when she is 18- one a pease for the rest- if
you 3 girls want the rest keep ~~keep~~ them, Ii not sell them- take one or 3 peases of
dishes if you & Nett wish & let Eller have the rest as Mary & Nett has plenty & Eller
has not thos 3 nise table Clothes one a pease- what clothes give them to my Friend if
Mary Dean is on this & is not in Heven give her my best things- give Eller Ellett some
that is good Sell ever thing you all dont want & devide the money the truerformers has
money to put me in & pay what detts I owe I hope Mr Sanders an Mr Wilkens will help you
all get ready to sell out have the sale in 4 weeks, then the things wont get out of the
way. Give Charls- Brother Charls Dean I mean 95. send it to him after the sale- rent
the place to some good person that will keep it up. devide the money with you 3 ~~dont the~~
tax eate it up it belongs to the Ellers Children when you all ar gone to Heven- See to
it that there ant any words over this You 3 tend to it like women & try hard remember I
have toil hard to keep this Home- so you all could have something. I have no money to
leve I wish I had.-

Sister Jerney Dean.

In the Clerk's Office, Circuit Court, Prince William County, October 4, 1913.

The foregoing will of Jennie Dean, was presented in office, proved according to law by
the oaths of C. W. Dean and Lucien Allen and ordered to be recorded.

Teste:

J. S. Herrill, Clerk.

**Bulletin: Eighth Annual Exercises of the Manassas Industrial School,
Held at Manassas, Virginia, Friday, May 30, 1902**

Faculty.

- Prof. W. C. Taylor, *Principal.*
- Miss Bessie E. Lovins, *Matron and Director of Sewing.*
- Mr. Samuel S. Johnson, *Director of Carpentry.*
- Mrs. J. Thomson, *Teacher of Laundry.*
- Prof. E. H. Woodford, *Assistant Principal.*
- Miss Mary F. Vremon, *Director of Cooking.*
- Mr. J. W. White, *Teacher in English.*
- Mrs. J. W. White, *Director of Music.*

Members of the Association.

- Hon. Carroll D. Wright,
- Rev. J. H. Bradford,
- Prof. E. W. Brown,
- Mrs. E. V. Montgomery,
- Rev. H. H. Waring, B.D.,
- Miss Jessie Deane,
- Mrs. L. A. Hale,
- Rev. M. D. Williams,
- Mrs. L. S. Doolittle,
- Dr. W. S. Montgomery,
- Rev. W. A. Creditt,
- J. H. Merriweather,
- Henry E. Baker,
- Hon. Geo. C. Rounse,
- Miss Emily Howland,
- M. H. Doolittle,
- Mrs. Minnie C. Whitman,
- Dr. H. M. Clarkson,
- Mrs. Oera Langhorn,
- Rev. C. R. Eliot,
- Mrs. Geo. F. Hoar,
- Mrs. F. A. Hackley,
- Rev. Walter H. Brooks, D.D.,
- Rev. Percy S. Grant, D.D.,
- Mrs. Mary P. Hoagland,
- Mrs. A. B. Darling,
- Mrs. E. R. Dodge,
- Rev. L. L. Marshall,
- H. L. Holmes,
- L. C. Bailey,
- Rev. D. G. Hendrison,
- Mrs. Jane E. Thomson,

Executive Committee.

- Prof. E. W. Brown, *Chairman.*
- Rev. H. H. Waring, *Cor. Secretary.*
- Hon. George C. Rounse,
- Dr. W. S. Montgomery,
- Mrs. E. R. Dodge, *Secretary.*
- Rev. M. D. Williams,
- Miss J. Deane, *Financial Agent.*

Closing Exercises.

10:00 A. M., MUSICAL AND LITERARY EXERCISES
BY THE SCHOOL.

INSPECTION OF THE SCHOOL, INDUSTRIAL WORK,
BUILDINGS AND GROUNDS.

2:00 P. M., GRADUATING EXERCISES.

Address to graduates.

Prof. Kelley Miller, Howard University,
Washington, D. C.

SHORT ADDRESSES BY OTHERS.

4:00 P. M., ANNUAL MEETING OF THE ASSOCIATION.

LUNCHEON WILL BE SERVED AT MODERATE PRICES.

Trains leave Washington, D. C., for Manassas, over the Southern Railroad,
at B. & P. Depot at 8:00 a. m. and 11:31 a. m. Returning,
leave Manassas at 8:12 p. m.

1951 Letter of Certification for
Mr. B. Oswald Robinson

BOARD

F. W. ROBINSON, CHAIRMAN
ALEX L. HAIGHT
JOHN MIDDLETON
S. N. COCKRELL

OFFICE OF

Fairfax County School Board

Fairfax, Virginia

W. T. WOODSON, DIVISION SUPERINTENDENT
J. H. RICE, ASSISTANT SUPERINTENDENT
W. CLEMENT JACOBS, CLERK

BOARD


CLARENCE B. JETT
MRS. ALMORINE CROWY
RICHARD E. SHANDS

February 13, 1951

TO WHOM IT MAY CONCERN:

This is to certify that BLADEN OSWALD ROBINSON holds a Virginia Collegiate Professional Certificate which authorizes him to teach History and Social Science, French, and Latin in the High Schools and All Subjects in the Sixth and Seventh Elementary Grades. This certificate will expire July 1, 1958.

Signed


W. T. Woodson
Division Superintendent

1953 Letter of Assignment
for Mrs. Ora R. Lawson

BOARD
BINSON, CHAIRMAN
ORY
KLEY

OFFICE OF
Fairfax County School Board
Fairfax, Virginia
W. T. WOODSON, DIVISION SUPERINTENDENT
J. H. RICE, ASSISTANT SUPERINTENDENT
W. CLEMENT JACOBS, CLERK

BOARD
MRS. ALMORINE CROWTHER
RICHARD E. SHANDS
ROBERT F. DAVIS

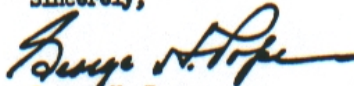
February 10, 1953

Mrs. Ora R. Lawson
Route 2, Box 135A
McLean, Virginia

Dear Mrs. Lawson:

In accordance with instructions given you orally by Mrs. Coates and Mrs. Moore, you are requested to assume teaching duties at the Louise Archer School on Thursday, February 12.

Sincerely,



George H. Pope
Assistant to the Superintendent

mrb

cc: Mrs. Emma O. Moore
Mr. B. Oswald Robinson

1952 Teacher's Contract for Mr. Harold L. Lawson
(Assigned to Cub Run Colored School)

Form C 1-20 11-20-51

CONTRACT WITH TEACHERS

This Article of Agreement between the SCHOOL BOARD OF FAYETTE COUNTY

State of Virginia, of the first part, and Harold L. Lawson - Cub Run Colored

WITNESSETH, That the said party of the second part subject to the authority of the said school board under the supervision and control of the division superintendent agree to teach in the schools administered by said school board under the following conditions, to-wit:

1. The said teacher or party of the second part shall open and close school on regular school days at such hours as the school board may designate, and shall give daily recess with appropriate supervision in accordance with the recess schedule adopted by the school board, provided the school day consist of not less than five hours or more than six and one-half hours exclusive of the noon hour recess, when such is provided. The said teacher will be expected to perform such other special duties during the period of the contract as are deemed necessary by the principal or superintendent for the successful operation of the school.

2. The said teacher shall obey all school laws and regulations and all rules made in accordance with the law by the said school board and shall make promptly and accurately all reports required by the superintendent of schools.

3. Said teacher shall exercise care in the protection and upkeep of the school property, furniture and fixtures and shall promptly report to the superintendent needed repairs or necessary additional facilities or supplies.

4. In schools in which no regular janitor is employed the arrangement for keeping the school clean and in sanitary condition is stipulated below under special covenant, number 1.

5. The said teacher hereby swears or affirms allegiance and loyalty to the Government of the United States.

6. The said teacher may be changed from one teaching position to a different teaching position by the division superintendent when the efficiency of the school system requires such change, and provided proper explanation be made to the school board.

7. The said Board, upon recommendation of the division superintendent, reserves the right to dismiss the teacher or party of the second part, for just cause, paying for services rendered in accordance with this agreement to date of dismissal. In case schools are closed on account of an epidemic or for other necessary cause the board may pay the teacher for time lost, or may extend the school term.

8. The said school board or party of the first part agree to pay said teacher or party of the second part, \$9200.00 per school session of 9 1/2 calendar months, beginning on August 27, 1952, for services under the last day of each calendar month or as soon thereafter as possible. (See special covenant, number 1.)

9. The said school board or party of the first part shall deduct monthly from the salary of the said teacher the composed and State Retirement System.

SPECIAL COVENANTS

1. With reference to care and cleanliness of school building and out buildings in which no janitor is employed.
Increased due to receipt of Masters Degree 6/9/52.

2. With reference to time lost by teacher on account of sickness or for other cause.

1. Regular teachers' contracts are made on the basis of 9 1/2 calendar months within which there shall be a minimum of actual teaching days plus three additional working days for in-service training, conferences, planning, evaluation, and release

~~RESERVED FOR FUTURE USE~~

OTHER COVENANTS

Special Covenants 1 to 8, inclusive, on front and back of this contract, are hereby made a part of this contract. Calendar attached.

In witness whereof, the parties hereunto have set their hands and seal, this 6th day of June, 1952

Harold L. Lawson (L. S.) Teacher.
[Signature] (L. S.) Chairman of the Board.
[Signature] (L. S.) Clerk of the Board.

1952 Teacher's Contract for Mr. Harold L. Lawson (continued)

SPECIAL COVENANTS - TEACHER'S CONTRACT - 1952-53

1. The principal or head teacher shall be responsible for the heating and cleanliness of all buildings, the School Board to provide the necessary supplies and equipment.
2. See appended sheet regarding leave.
3. The annual salary shall be paid in twelve equal payments, such payments to be made on the first of the month or as soon thereafter as possible, the first payment to be due in October, 1952, and the twelfth and last payment to be due in September, 1953. In cases of absence of the teacher from duty, one two-hundredth of the annual salary shall be deducted for each day's absence except as provided in Special Covenant Number 2 appended. For ten and eleven month employees one twentieth of the monthly salary shall be deducted except as provided in Special Covenant Number 2. Should the contract be terminated during the school session with a release by the Board, the salary shall be determined by pro-rating the annual salary on the basis of the number of days taught divided by 180. For ten and eleven month employees the proration shall be on the basis of 200 and 220 days respectively. Should the teacher terminate the contract without release by the Board, no further payment shall be made than has been made.
5. It is hereby mutually agreed that should there be a shortage of funds with which to pay teachers, the party of the first part shall in its discretion adopt one of the following expedients:
 - (1) Shorten the term of all schools thereby reducing the salaries of all teachers.
 - (2) Reduce the salaries of all teachers on a uniform basis.
 - (3) Shorten the term of high schools and thereby reduce the salaries of all high school teachers.
6. The teacher shall attend all meetings approved by the Division Superintendent.
7. The teacher shall be at the school at 8:30 A.M. and shall remain until 3:50 P.M. unless excused for good reason by the principal. When assigned tour of duty by the principal, the teacher shall be at the school when the first school bus arrives in the morning and shall remain at the school until the last school bus shall have left in the afternoon.
8. The Board requires that said teacher submit to said Board a report of his chest x-ray examination within sixty days from the beginning of his duties and at least every two years thereafter.

1953 Teacher's Contract, Mr. Harold L. Lawson
(Assigned to Eleven Oaks Colored School,
currently the Area IV Administrative Office)

see C. No. 1-1-11

CONTRACT WITH PRINCIPALS AND TEACHERS

This Contract of Agreement, between the SCHOOL BOARD OF FAIRFAX COUNTY
Eleven Oaks

and of Virginia, of the first part, and Harold L. Lawson - (Fairfax Elementary (C))
the second part:

WITNESSETH, That the said party of the second part subject to the authority of the said school board under the supervision and direction
of the division superintendent agrees to teach in the schools administered by said school board under the following conditions, to wit:

1. The said teacher or party of the second part shall be in attendance at school on regular school days at such hours as the school board may require, open and close school, observe such recess schedules as provided, and shall perform such other duties during the period of the contract as are deemed necessary by the school board, superintendent or principal for the efficient and successful operation of the school.
2. The said teacher shall comply with all school laws and State Board of Education regulations, and all rules and regulations made by the said school board in accordance with law and State Board of Education regulations, and shall make promptly and accurately all reports required by the superintendent of schools.
3. Said teacher shall exercise care in the protection and upkeep of the school property, furniture and fixtures and shall promptly report to the superintendent any accident or damage to such property.
4. The said teacher hereby assigns or agrees assignment and liability to the Government of the United States.
5. The said teacher may be changed from one teaching position to a different teaching position by the division superintendent when the efficiency of the school system requires such change. Proper explanation shall be made by the superintendent upon request of the school board.
6. The said Board, upon recommendation of the division superintendent, reserves the right to dismiss the teacher or party of the second part, for just cause, paying for services rendered in accordance with this agreement to date of dismissal. In case schools are closed temporarily on account of an epidemic or for other necessary cause, the board may require such loss of time to be made up within the school term or may extend the school term.
7. The said school board or party of the first part agree to pay said teacher or party of the second part, \$1300.00 per school session of 9 1/2 calendar months, beginning on September 3, 1953, for services rendered, payable on the last day of each calendar month or as soon thereafter as possible. Regular teachers' contracts are made on the basis of 9 1/2 calendar months within which there shall be a minimum of 180 actual teaching days plus 10 additional working days for in-service training, conference, planning, evaluation, and related services.
8. The said school board or party of the first part shall deduct monthly from the salary due the said teacher the amount due the Virginia Supplemental Retirement Act, the Federal Social Security and Withholding Tax Act.

SPECIAL COVENANTS

1. With reference to care and cleanliness of school plant in which no janitor is employed.
The principal or head teacher shall be responsible for the heating and cleanliness of all buildings,
board to provide the necessary personnel, supplies, and equipment.

2. With reference to time lost by teacher on account of sickness or for other cause.
See appended sheet regarding leave.

3. ~~Special covenants are through ten on back of this contract are hereby made a part of this contract~~
Special covenants are through ten on back of this contract are hereby made a part of this contract
attached.

4. OTHER SPECIAL COVENANTS

In witness whereof, the parties hereto have set their hands and seal, this 28th day of June, 1953

Harold L. Lawson (L. S.) Chairman of the Board (L. S.)
Harold L. Lawson (L. S.) H. Vincent Davis (L. S.)
Teacher Clerk of the Board

1953 Teacher's Contract, Mr. Harold L. Lawson (continued)

ADDITIONAL SPECIAL COVENANTS:—

5. The annual salary shall be paid in twelve equal payments, such payments to be made on the first of the month or as soon thereafter as possible, the first payment to be due in October, and the twelfth and last payment to be due in September following, for each school year. In cases of absence of the teacher from duty, one one-hundred ninetyeth of the annual salary shall be deducted for each day's absence except as provided in Special Covenant Number 2, appended. For ten and eleven month employees one two-hundredsixth and one two-hundred twentyleth respectively of the annual salary shall be deducted for each day's absence except as provided in Special Covenant Number 2, appended. Should the contract be terminated during the school session with a release by the Board, the salary for the nine and a half month employees shall be determined by pro-rating the annual salary on the basis of the number of days worked divided by 190. For ten and eleven month employees the pro-ration shall be on the basis of 200 and 220 days respectively. Should the teacher terminate the contract without release by the Board, no further payment shall be made than has been made.
6. It is hereby mutually agreed that should there be a shortage of funds with which to pay teachers, the party of the first part shall in its discretion adopt one of the following expedients:
 - a. Shorten the term of all schools, thereby reducing the salaries of all teachers.
 - b. Reduce the salaries of all teachers on a uniform basis.
 - c. Shorten the term of high schools and thereby reduce the salaries of all high school teachers.
7. The teacher shall attend all meetings called or approved by the Division Superintendent; absences from such meetings shall require salary deductions as provided in Special Covenants Number 2, appended, and Number 5.
8. The teacher shall be at the school at 8:20 a.m. and shall remain until 3:50 p.m., unless excused for good reason by the principal. When assigned tour of duty by the principal, the teacher shall be at the school when the first school bus arrives in the morning and shall remain until the last school bus shall have left in the afternoon.
9. The teacher shall submit to the School Board a report of his chest x-ray examination within sixty days from the beginning of his duties, and at least every two years thereafter.
10. In the event of pregnancy of the teacher, this contract shall be terminated four months after inception thereof.

1954 Teacher's Contract for Mr. Harold Lawson
(Assigned to Luther Jackson High School)

Form G, 10th Edition 1-1-53



CONTRACT WITH PRINCIPALS AND TEACHERS

This Book of AGREEMENT, between the SCHOOL BOARD OF FAIRFAX COUNTY
Harold Lawson - Luther Jackson High

of the second part, and

WITNESSETH, That the said party of the second part subject to the authority of the said school board under the supervision and direction of the division superintendent agrees to teach in the schools administered by said school board under the following conditions, to wit:

1. The said teacher or party of the second part shall be an employee of school on regular school days at such hours as the school board may designate, open and close school, observe such recess schedule as provided, and shall perform such other duties during the period of the contract as are deemed necessary by the school board, superintendent or principal for the efficient and successful operation of the school.
2. The said teacher shall comply with all school laws and State Board of Education regulations, and all rules and regulations made by the said school board in accordance with law and State Board of Education regulations, and shall make promptly and accurately all reports required by the superintendent of schools.
3. Said teacher shall exercise care in the protection and upkeep of the school property, furniture and fixtures and shall promptly report to the superintendent needed repairs or necessary additional fixtures or supplies.
4. The said teacher hereby swears or affirms allegiance and loyalty to the Government of the United States.
5. The said teacher may be changed from one teaching position to a different teaching position by the division superintendent when the efficiency of the school system requires such change. Proper arrangements shall be made by the superintendent upon request of the school board.
6. The said board, upon recommendation of the division superintendent, reserves the right to dismiss the teacher or party of the second part, for just cause, pending for services rendered in accordance with this agreement to date of dismissal. In case schools are closed temporarily on account of an epidemic or for other emergency cause, the board may require such loss of time to be made up within the school term or may extend the school term.
7. The said school board or party of the first part agrees to pay said teacher or party of the second part, \$ 1600.00 school month of 92 calendar months, beginning on August 30 1954.
Regular teachers' contracts are in force of 92 calendar months within which there shall be a maximum of 180 actual teaching days plus additional working days for in-service training, conferences, planning, evaluation, and related services.
8. The said school board or party of the first part shall deduct monthly from the salary due the said teacher the compound amount the Virgin Supplemental Retirement Act, the Federal Social Security and Withholding Tax Act.

SPECIAL COVENANTS

1. With reference to care and cleanliness of school plant in which no inmate is employed.
The principal or head teacher shall be responsible for the heating and cleanliness of all buildings, the board to provide the necessary personnel, supplies, and equipment.
2. With reference to time lost by teacher on account of sickness or for other cause.
See attached sheet regarding leave.
3. With reference to vacation with pay.
Special Covenants here through ten on back of this contract are hereby made a part of this contract attached.

4. OTHER SPECIAL COVENANTS
Subject to the provisions of paragraph 6, this contract shall be automatically extended from year to year...
An intent to terminate at the end of the school term by either party, shall be communicated to the other party herein, in writing prior to April 15th of each school year, subject however, to the provision that nothing contained herein shall be construed as any action by the party of the first part to contract any financial obligation beyond the period for which funds have been made available to meet such obligation.

In witness whereof, the parties hereon have set their hands and seal, this 15th day of June, 1954
Richard Shanda (L. S.)
Chairman of the Board
Harold Lawson (L. S.)
Teacher
William Park (L. S.)
Clerk of the Board

1954 Teacher's Contract for Mr. Harold Lawson (continued)

ADDITIONAL SPECIAL COVENANTS:—

5. The annual salary shall be paid in twelve equal payments, such payments to be made on the first of the month or as soon thereafter as possible, the first payment to be due in October, and the twelfth and last payment to be due in September following, for each school year. In case of absence of the teacher from duty, one one-hundred ninetyeth of the annual salary shall be deducted for each day's absence except as provided in Special Covenant Number 2, appended. For ten and eleven month employees one two-hundredth and one two-hundred twentieth respectively of the annual salary shall be deducted for each day's absence except as provided in Special Covenant Number 2, appended. Should the contract be terminated during the school session with a release by the Board, the salary for the nine and a half month employees shall be determined by pro-rating the annual salary on the basis of the number of days worked divided by 198. For ten and eleven month employees the pro-ration shall be on the basis of 208 and 220 days respectively. Should the teacher terminate the contract without release by the Board, no further payment shall be made than has been made.
6. It is hereby mutually agreed that should there be a shortage of funds with which to pay teachers, the party of the first part shall in its discretion adopt one of the following expedients:
 - a. Shorten the term of all schools, thereby reducing the salaries of all teachers.
 - b. Reduce the salaries of all teachers on a uniform basis.
 - c. Shorten the term of high schools and thereby reduce the salaries of all high school teachers.
7. The teacher shall attend all meetings called or approved by the Division Superintendent; absences from such meetings shall require salary deductions as provided in Special Covenants Number 2, appended, and Number 8.
8. The teacher shall be at the school at 8:30 a.m., and shall remain until 3:30 p.m., unless excused for good reason by the principal. When assigned tour of duty by the principal, the teacher shall be at the school when the first school bus arrives in the morning and shall remain until the last school bus shall have left in the afternoon.
9. The teacher shall submit to the School Board a report of his chest x-ray examination within sixty days from the beginning of his duties, and at least every two years thereafter.
10. In the event of pregnancy of the teacher, this contract shall be terminated four months after inception thereof.

At the option of the Board, this covenant may be waived, should the end of the fourth month of pregnancy fall within the last six weeks pupil reporting period, in which case sick leave will not be paid beyond the time at which the contract would otherwise have terminated.

Harold Lawson

**Class Song and Class Poem,
Jennie Dean High School Yearbook**

Class Song

(Tune of "Farewell to Thee")

Now our pleasant school days here are o'er;
We must sail across life's stormy sea,
But our thoughts will always linger here
And our prayer Alma Mater all for thee.

(Cho.)

Farewell to thee, farewell to thee,
Oh! Alma Mater now we hate to leave thee.
But we must go, to seek our goals
Across the Silvery Sea.

II

Many storms of life we've learned to brave;
As along thy Corridores trod,
With the counsel of our teachers, dear
and the guidance of a loving, patient, God

III

To our schoolmates we have left behind,
To our friends and all that we hold dear;
May your years be happy just as ours,
Filled with knowledge, friendships, love and cheer.

(Cho)

Class Poem

Hasten forth my fellow classmates
Let us pace the sands of time;
Let us seek the golden stairway,
With bright dreams and hopes sublime.

Let us carry high 'the torch,
Shining forth for Jenne Dean;
Carry high our dear school banner
Where to all the world its seen.

Let our work and deed be honor
As along lifes way we go;
Let us flush forever forward;
Through the strain, the stress and woe.

Let us realize that knowledge
Holds the key to our success;
And only those who have persistence
Can reach their goal and happiness.

Before we start our upward journey
Let us pause to say farewell
To our dear old alma mater
Where so many mem'ries dwell.

Loretta Evans

APPENDIX D

Follow-up on Fairfax County's Black Schools

In 1969, Fairfax County prepared a document, entitled Drew-Smith Agenda Item, in which it discussed the following segregated schools for blacks (Drew-Smith Document, 1960).

1. Drew-Smith
2. Oak-Grove
3. Louise Archer
4. James Lee
5. Eleven Oaks
6. Lillian Carey
7. Luther Jackson

Unlike the schools mentioned previously, these schools were built by the county before 1954 to be segregated facilities. Many of the schools discussed previously were houses or buildings within a given community which were used as schools to educate black children. The schools listed above were segregated schools that began the desegregation process in 1965.

<u>School</u>	<u>Use after 1965-1966</u>
Louise Archer Elementary	Integrated elementary school
Drew-Smith Elementary	Converted to special education
Lillian Carey Elementary	Converted to special education
Eleven Oaks Elementary	Grade one only desegregated First grade students assigned to school in area of residence
Luther Jackson Intermediate/High	Converted to an integrated intermediate school

Total integration in Fairfax County was to occur after the 1966-1967 school year with these changes: James Lee school was converted to a teaching materials building. It housed Devonshire school overflow in the early 1966-1967 school year, until an addition to Devonshire

was completed. Also, Eleven Oaks was desegregated for grades two through six. The building was used to accommodate the expanding staff of school administration.

According to the Drew-Smith report, the desegregation policy for the county stipulated that "neighboring schools were assigned black pupils and would not exceed a white/black ratio greater than 4:1" (Fairfax County Public Schools; Drew-Smith Agenda Item School Desegregation in Fairfax County: July 22, 1966). Teachers in schools receiving a relatively "large influx of Negroes" would receive training entitled "Problems of Integration". In addition, a teaching staff would be provided for those schools approaching 20% black population, a broad Head Start program would exist in the newly integrated schools and a program to upgrade the reading ability and cultural awareness of the black elementary students (Drew-Smith Document, 1960).

Desegregated Schools

Lillian Carey Elementary School--In 1964-1965, this school was closed as an all-black school. Students were assigned to schools in their respective residential areas. Schools that received students from Lillian Carey included Parklawn, Lincolnia, Baileys and Glen Forest. Almost all students from Lillian Carey were within walking distance of their new schools.

Drew-Smith Elementary School--Terminated as a regular elementary school. Students were assigned to Hollin Hall, Gunston, Bucknell, Hollin Meadows, Hybla Valley and Mount Vernon Woods. The Drew-Smith School became a facility for Special Education class and a culturally disadvantaged program.

Eleven Oaks Elementary School--Continued as a black school for the 1965-1966 school year with fewer students. First-grade students were assigned to the schools nearest their homes.

Beginning with the 1966-1967 school year, students in grades two through six were assigned to schools nearest their residences. Eleven Oaks operated as part of Green Acres Elementary. The Eleven Oaks Elementary School building housed the Culturally Disadvantaged Program for the 1965-1966 school year. Schools receiving students from Eleven Oaks Elementary included Clifton, Fairview, Centreville, Lorton, Burke and Westmore.

James Lee Elementary School--Continued as a black school for the 1965-1966 school year, but with fewer students. Students remaining at the school were within customary walking distance. Those students scheduled to be assigned to other schools were assigned based upon residential location. The James Lee Elementary School no longer existed as a school as of 1966. Schools receiving students from James Lee included Fairhill, Stenwood, Woodburn and Pine Spring.

Louise Archer Elementary School--Proposed for termination as an all black school in 1965 and for reopening in September, 1965 as a desegregated school. Students were reassigned to this school, or to another, based on where they lived. Schools that received students from Louise Archer Elementary included Great Falls, Herndon, Dunn Loring, Franklin-Sherman and Spring Hill. Some students who were originally assigned to Flint Hill and Vienna Elementary Schools were assigned to Louise Archer Elementary School under the new boundary lines for the school.

Legal Decisions Affecting the Development of Education for Black Students within Fairfax County

According to the Drew-Smith report, desegregation was the county's "most pressing problem". In September 1960, Judge Albert Bryan ordered Fairfax County to begin the process

of desegregation. That year, the Virginia Pupil Placement Board assigned twenty-seven black students to white schools. As of 1964, 436 black students attended 47 formerly white schools. This meant that one in every six black students attended a desegregated school (Drew-Smith Document, 1960).

The County School Board listed the following legislative decisions as "complexities as a part of the problem" (Drew-Smith Document, 1960).

1. The Supreme Court Decision of 1954--The court held that compulsory segregation solely on the basis of race is legally intolerable, and that the principle of "deliberate speed" must prevail in the ordered abandonment of such segregation.
2. Federal Court for Eastern District of Virginia Decision--September, 1960, case of Blackwell et al. vs. the Fairfax County School Board. Judge Albert V. Bryan ruled that there were no conditions in Fairfax County which would support the Board's proposal for desegregating its schools one grade per year, starting with the first grade. The courts promptly ordered the immediate admission of certain black plaintiffs into former white schools for which they had applied.
3. Federal Court for the Eastern District of Virginia--Case of 1963, Judge Lewis handled case results in which a suit was filed for a general injunction and an order against the school board for immediate and total desegregation of its schools and the abandonment of a so called dual school system. In reaction to this suit, the school board chairman offered a statement of commitment to eliminate the dual system but offered no time schedule.

APPENDIX E

UNIFORM EXAMINATION QUESTIONS FOR TEACHERS' CERTIFICATES, 1896.

READING.

1. Read a selection.
2. Name quality of voice used in reading the selection.
3. Give reasons for using this quality.

SPELLING.

1. Add *ce* to *eloquent* and give rule.
2. Test words to be dictated by Superintendent.
3. Selection to be dictated by Superintendent.

(Time allowed for spelling, one hour.)

ARITHMETIC.

1. B has \$620, C \$1116, and D \$1488, with which they agree to purchase horses, at the highest price per head that will allow each man to invest all his money; how many horses can each man purchase?

$$\frac{2 - 1/4}{2} \times \frac{(8 - 4/7)^2}{12} + 1/(2 + 1/5) \div (3 + 1/7)$$

$$+ 11 \frac{3}{32} \div 8 \frac{7}{8}$$

3. What part of a cord of wood is a pile $7 \frac{1}{2}$ foot long, 2 foot high, and $3 \frac{1}{4}$ foot wide?
4. The great pyramid of Cheops measures 763.4 foot on each side of its base, which is square. How much ground does it cover? Give answer in acres, poles and square foot.
5. A person failing in business owes \$972, and his entire property is worth but \$607.50; how much will a creditor receive on a debt of \$11.33 $\frac{1}{3}$?
6. In the erection of a house, I paid twice as much for material as for labor. Had I paid 6% more for material and 9% more for labor, my house would have cost \$1284; what was its cost?
7. My agent sells 830 barrels of flour at \$6 per barrel, commission 5%, and invests the proceeds in stock of the Pennsylvania Coal Company, at $82 \frac{3}{4}\%$, charging $\frac{1}{4}\%$ for making the purchase; how many shares do I receive?
8. A legacy of \$30000 was left to four heirs in the proportion of $\frac{1}{6}$, $\frac{2}{5}$, $\frac{4}{9}$, and $\frac{1}{3}$, respectively; how much was the share of each?
9. A speculator wishing to purchase a tract of land containing 450 acres at \$27.50 an acre, borrow the money at $5 \frac{1}{2}\%$ per cent. At the end of 4 years, 11 month, 20 days, he sells $\frac{2}{5}$ of the land at \$34 an acre, and the remainder at \$32.55 an acre. How much does he lose by the transaction?

10. A general, forming his army into a square, had 284 men remaining; but increasing each side by one man, he wanted 25 men to complete the square. How many men had he?

(Time allowed for arithmetic, three hours.)

GRAMMAR.

1. (a) Name a proper noun. (b) An abstract noun. (c) A collective noun. (d) A participial noun. (e) What is person?
2. (a) Give the general rule for forming the plural of nouns. (b) Name two nouns which have no singular form. (c) Two alike in both numbers.
3. (a) Write a sentence containing a present participle. (b) A perfect participle. (c) A compound participle. Underscore the participles.
4. (a) Define the subjective mode. Give an example. (b) Why is it so called?
5. (a) Write a sentence containing a noun clause. (b) A conditional clause. Underscore the clauses.
6. (a) Decline the neuter personal pronoun of the third person both simple and compound. (b) Write the principal parts of put, lose.
7. (a) Compare young, diligent, early, high.
(b) Give the corresponding word of the opposite gender of drake, actor, widow.
8. Conjugate the verb "choose" in the present and past perfect tenses of the indicative mode, passive voice, and the potential mode, active voice.
9. Correct:
 - (a) I allude to my old friend, he of whom I so often speak.
 - (b) We only eat three meals a day.
 - (c) I can not think but what God is good.
 - (d) Some people never have and never will bathe in salt water.
 - (e) The belief in immortality is universally held by all.

10. Analyze and parse the underscored words:

"Nature's barren rocks stoop through wooded promontories to the plain, and the wreaths of the vine show through their green shadows the wan light of unperishing snow."

(Time allowed for grammar, two and a half hours.)

GEOGRAPHY.

1. (a) What is the greatest number of degrees of longitude a place can have?
(b) Between what two circles is the south temperate zone? (c) Which extends farther north, Europe or Asia?
2. (a) Why is the climate milder on the Pacific coast than in the corresponding latitudes on the Atlantic? (b) What part of the United States is within the arctic circle?

3. (a) Name the capital of the Dominion of Canada, and tell how it is situated.
(b) Give the chief shipping port of the Mississippi basin.
4. (a) What river of Virginia flows parallel with the Blue Ridge? (b) Between what two States is Indiana?
(c) What river is the boundary between Oregon and Washington.
5. (a) Name the capital of Georgia. (b) Of Iowa. (c) Of Michigan. (d) Of Vermont.
6. (a) What capital of South America is situated very near the equator? (b) What islands northwest of Norway? (c) Name the most northern cape of Europe. (d) What mountains in the northwestern part of Spain?
7. (a) On what waters does France border? (b) Name the largest city of Switzerland. (c) Give the capital of Spain. (d) Of Portugal.
8. (a) In what general direction do the mountains of Asia extend? (b) Name two deserts in Arabia. (c) What is the general course of the rivers of northern Asia?
9. (a) What is Polynesia? (b) Name the two largest rivers of Australia. (c) Why is the climate of central Africa mild and healthful?
10. (a) Draw an outline map of the United States, locating the Great Lakes, Mississippi River, New York City, San Francisco and Richmond. (Boundaries of States not required.)

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

HISTORY.

1. (a) From what country did Columbus obtain ships and money for his first voyage? (b) Give the names of his vessels.
2. Give a short account of the settlement of Jamestown.
3. (a) In what part of the new world did the Swedes settle? (b) What Dutch governor put an end to Swedish rule in America?
4. (a) What colony was the first to declare its independence of the mother country? (b) What was the declaration called?
5. (a) In the year 1777, what Philadelphian assisted Washington in raising good money to pay the soldiers and keep his army together? (b) Name two of the noted foreigners who fought in the American army during the Revolution?
6. Name in order the cities which have been the seat of government.
7. (a) For what was Aaron Burr tried? (b) Where did the trial take place? (c) With what result?
8. (a) Give the platform of the Federalist party in the time of Hamilton and Jefferson. (b) Of the Republican party.

9. (a) In the Seven Days' Battle near Richmond in 1862, who was the commander of the Federal army? (b) Of the Confederate army? (c) What president withdrew the troops kept in the Southern States after the war?

10. Give a short account of the creation and settlement of Oklahoma.

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

PHYSIOLOGY.

1. (a) What office is performed by the ligaments of the joints? (b) What by the cartilage at the joints?

2. (a) What processes take place during sleep? (b) How much sleep is required?

3. (a) How does nature provide a dressing for the hair? (b) What should be done after a bath is taken?

4. (a) Why are food and drink necessary to life? (b) What has been proved as regards the necessity for varying the diet?

5. What four changes must food undergo in the body in order to afford it nutrition?

6. Describe the formation of the stomach.

7. (a) What becomes of food after it has undergone mastication and insalivation? (b) What circumstances of emotion affect digestion and how?

8. Describe the red corpuscles of the human blood.

9. (a) How does the temperature of the body compare with the medium in which it lives? (b) How is it regulated and sustained?

10. What are the functions of the nerves?

(Time allowed for physiology, two hours.)

THEORY AND PRACTICE OF TEACHING.

1. (a) Name the intellectual faculties in the order of their development. (b) Is each one completely developed before the next has a beginning?

2. What are object lessons and for what are they designed?

3. (a) Why is it more difficult to teach the spelling of English than of other languages? (b) do you use the oral or the written method in teaching spelling?

4. Mention some (4) ways in which pupils may be taught the meaning of words.

5. (a) How does grammatical analysis of the English sentence train the judgment? (b) What is the chief use of the diagram in grammatical analysis?

6. Give your plan of teaching English composition.

7. (a) Do you use prizes as incentives? (b) Give your reasons for using or not using them, as the case may be.
8. What should the teacher present to the pupil as the supreme motive of good conduct?
9. What state of mind must be awakened in the pupil before he can appropriate the knowledge supplied by the teacher?
10. Mention the pedagogical literature which you have read during the past year.

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

EXAMINATION FOR COLORED TEACHERS.

READING.

1. Read a selection.
2. Name the rate used in reading the selection.
3. Give reasons for using this rate.

SPELLING.

1. Add *ness* to *weighty* and give rule.
2. Test words to be dictated by Superintendent.
3. Selection to be dictated by Superintendent.

ARITHMETIC.

1. A dealer in horses gave \$7560 for a certain number, and sold a part of them for \$3825, at \$85 each, and by so doing lost \$5 a head; for how much a head must he sell the remainder to gain \$945 on the whole.
2. Divide $720 - (5/8 \times 28 - 7 \frac{1}{2} \text{ by } 40 \frac{1}{4} + (9/10 \div 3/5) \times (1/2)^4$.
3. Reduce 1000000 in. to mi. Answer to be given in whole numbers, mi. fur. rods, &c.
4. If 12 men, working 9 hours a day for $15 \frac{5}{9}$ days, were able to execute $\frac{2}{3}$ of a job, how many men may be withdrawn and the job be finished in 15 days more, if the laborers are employed only 7 hours a day.
5. A owns $\frac{3}{4}$ of a prize and B the remainder; after A has taken 40% of his share and B 20% of his share, the remainder is equitably divided between them by giving A \$1950 more than B; what is the value of the prize?
6. My Charleston agent has charged \$74.25 for purchasing 2640 lb. of rice at \$4.50 per 100 lb; required the rate of his commission.

7. The duty on an importation of bay rum, after allowing 2% for breakage, was \$823.20, and the invoice price of the rum was \$.25 per bottle; how many dozen bottles did the importer receive, duty at 24%.
8. Bought 4500 bushels of wheat at \$1.12 ½ a bushel, payable in 6 months; I immediately realized for it \$1.06 a bushel cash, and put the money at interest at 10%. At the end of 6 months I paid for the wheat; did I gain or lose by the transaction, and how much?
9. (a) What is the value of $7\frac{4}{11} \div 1\frac{1}{7} \frac{3}{7}$ of a dollar? (b) Reduce $4.0\frac{2}{25}$ to a simple decimal. (c) Reduce $.984\frac{3}{8}$ to a common fraction.
10. What sum must be invested in stocks bearing $6\frac{1}{2}\%$, at 105%, to produce an income of \$1000?

HISTORY.

1. (a) What people were the first to discover the mainland of America? (b) Who commanded the expedition? (c) Who discovered the Pacific Ocean?
2. Give a short account of the Salem witchcraft.
3. (a) How did Wm. Penn come into possession of Pennsylvania? (b) What was Penn's religion?
4. (a) What governor of Virginia caused a town to be burned just before the beginning of the Revolutionary war? (b) Give the name of the town.
5. (a) In 1775 what man devised a system of education to extend from the primary school to the university? (b) What university was the outcome of this?
6. What is the Monroe Doctrine?
7. What caused the rapid settlement of California?
8. In his inaugural speech what did Lincoln say was his purpose as to slavery?
9. Give a short account of the attack of the "Virginia" on Federal warships.
10. Why was it necessary in 1881 to restrict Chinese immigration?

GRAMMAR.

1. Give rule for the plural of nouns ending in *y*. Give an example. (b) Rule for the plural of nouns ending in *o*. Give an example.
2. (a) Write a sentence containing a transitive verb. (b) one containing a copulative verb. Underscore the verbs.
3. (a) Give the simple relative pronouns. (b) What is the subsequent of an interrogative pronoun?
4. What is ascending comparison of adjectives? Give examples. (b) What is descending comparison? Give an example. (c) Give an example of irregular comparison.

5. (a) Give a sentence containing a clause used as an object. (b) Give a sentence containing an interrogative clause. Underscore the clauses.
6. (a) Form the possessive plural of son-in-law. (b) Form the nominative plural of coach, monkey, studio. (c) Decline goose, buffalo.
7. (a) Give the principal parts of slay, set, catch. (b) Give the corresponding word of the opposite gender of niece, prince, heroine.
8. Conjugate the verb "go" in the indicative mode, past, past perfect, and future perfect tenses, and in the potential mode, present, and present perfect tenses.
9. Correct:
 (a) This state is south of Mason's and Dixon's line. (b) I took that tall man to be he. (c) Neither the north pole nor south pole has yet been reached. (d) He spoke of you studying Latin. (e) Adam and Eve were expelled the garden.
10. Analyze and parse the underscored words:
 "The clouds that gather round the setting sun,
 Do take a sober coloring from an eye
 That hath kept watch o'er man's mortality."

GEOGRAPHY.

1. (a) What is the greatest number of degrees of latitude a place can have? (b) From what is latitude reckoned? (c) In what directions and towards what points is it reckoned?
2. (a) What large island in the Atlantic at the mouth of the St. Lawrence river? (b) What large island belonging to Spain southeast of the United States? (c) Name the capital.
3. (a) What group of mountains in New Hampshire? (b) What lake is on the northeastern boundary of New York? (c) Name the capes at the mouth of Chesapeake bay? (d) What two large rivers flow through Tennessee?
4. (a) Locate Saratoga Springs. (b) White Sulphur Springs. (c) The Pictured Rocks. (d) Yellowstone Park.
5. (a) Describe the surface of Central America as regards elevation. (b) What island near the coast of South America is famous for its lake of pitch? (c) Name the countries of South America that border on the Caribbean sea.
6. (a) Where is the bay of Biscay? (b) The Black sea? (c) The White sea? (d) The strait of Bonifacio?
7. (a) What river in France flows into the English channel? (b) Into the gulf of Lyons? (c) Name the capital of Italy. (d) Of Austria-Hungary. (e) Of Sweden.
8. (a) What strait separates Corea from Japan? (b) Where is the Aral sea? (c) Locate Cabul. (d) Canton.
9. (a) In what general direction, and into what water does the Niger river flow? (b) Name and locate the capital of Egypt. (c) Of Cape Colony.

10. (a) What gulf indents the northern coast of Australia? (b) Name the capital of New South Wales. (c) Of New Zealand. (d) Of Java.

PHYSIOLOGY.

1. (a) How is the wisdom of the excess of animal matter in the bones in youth shown? (b) What is a "sprain"?
2. (a) In what parts of the body is water found? (b) What proportion of the body is water? (c) If you were required to go without water or solid food for a number of days, which would you prefer to have, and why?
3. (a) Why is salt meat not as nutritious as fresh? (b) How does cooking assist digestion?
4. (a) What is insalivation? (b) Absorption?
5. Describe the kidneys and their office.
6. (a) What are the two great uses of the blood? (b) Describe the arteries.
7. Describe the lungs.
8. Describe the trachea or windpipe.
9. What is the diaphragm?
10. (a) What is the function of the cerebrum? (b) Of the cerebellum.

THEORY AND PRACTICE OF Teaching.

1. How does the exercise of the mental powers promote culture?
2. Mention some (3) methods of teaching reading to beginners.
3. Give your plan of examining work in written spelling.
4. (a) What is the standard of pronunciation? (b) To what should pupils be referred to settle disputed questions of pronunciation? (c) Why should the teacher be especially cautious in his pronunciation?
5. (a) What should be the object of a series of language lessons? (b) Give two general suggestions for language culture.
6. (a) How would you teach geography by the synthetic method? (b) By the analytic method?
7. Mention some (3) virtues cultivated in a well-ordered school
8. (a) Do you use love or fear as an incentive? (b) Give your reasons.
9. Why are degrading punishments improper?
10. Mention the pedagogical literature which you have read during the past year.

APPENDIX F

Resolutions of the Third Hampton Negro Conference

I. EDUCATION

The cause of education in the South is still in its infancy, notwithstanding the large sums of money that have been expended and the splendid work that has been already accomplished.

We recommend--

1. That education, by whatever name it may pass, be adapted to the needs and condition of the people.
2. That teachers equip themselves along the special lines where they can be of most service to the communities in which they labor.
3. Effort should be made to lengthen the school term wherever public funds are insufficient.
4. Teachers should be employed for no other consideration than merit and fitness.
5. The development of a spirit of consecration and devotion on the part of all who are engaged in the work of education.

II. RELIGION AND ETHICS.

We urge--

1. That parents take a deeper interest in the moral and religious training of their children, and that they express such interest by demanding moral as well as intellectual qualification of teachers and ministers.
2. That our ministers lay greater stress upon the practical, everyday duties of life.
3. That ecclesiastical organizations be more exacting as to the intellectual qualifications of candidates for the Christian ministry.

III. DOMESTIC ECONOMY.

We suggest the following measures for domestic and social improvement:

1. Mothers' meetings, where simple, practical advice and instruction will be given in the orderly neat and economic management of the home, the responsibilities of motherhood, and the care and rearing of children.
2. Social improvement societies for girls, where they can be taught the dignity and purity of womanhood; a knowledge of the domestic industries, such as cooking, sewing, cleaning and mending; simplicity, neatness and suitability of dress; the decoration of the home and its surroundings; and the forms of refined and decorous social intercourse.
3. Boys' clubs, to inculcate respect for womanhood; to form the habit of saving a part of their earnings; to practice manly sports and amusements, to teach the unhealthfulness of smoking for the young, and the evil of gambling, swearing, and other vicious and boisterous habits and practices.

IV. VITAL AND SANITARY PROBLEMS.

We recommend--

1. That ministers, Sunday-school teachers, church officials, and leaders of secret and benevolent orders take greater precaution as to the sanitary condition of their meeting places, and see that they are well ventilated and free from destructive germs.
2. That tracts treating of simple sanitary regulations and family instructions be prepared by the Committee on Vital and Sanitary Problems.
3. That a conference of colored physicians be held at some convenient time and place to take under advisement the general question of the sanitary and vital conditions of the race.

V. REFORMATORIES.

The conference has learned with gratitude of the movements in the District of Columbia, Maryland and Virginia to establish farm schools for the reclamation of juvenile offenders. The members of this conference and the people at large are urged to interest themselves in the establishment of such institutions in different parts of the country, and we commend the generosity of Mr. C. P. Huntington in making work in Virginia possible.

VI. BUSINESS AND LABOR.

The great movement toward the organization of skilled labor is one which represents on the whole a healthy social evolution.

1. As intelligent workingmen the Negro skilled laborers must eventually join trade unions, either in bodies or as separate workingmen.
2. We, therefore, urge Negroes to study carefully the union movement, and to seek the best methods to understand and take advantage of it.
3. We would emphasize the idea that the welfare of the nation, social and economic, is in no small degree dependent on the condition of Negro laborers, and that what degrades and hinders them, hurts and pauperizes the nation.

VITA

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AREAS OF CERTIFICATION:

Teacher:	Social Studies, Grades 7-12
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1999 - Present	Assistant Principal, Robert E. Lee High School, Fairfax, Virginia
Summer 1998	Subschool Principal, Hayfield Secondary School Fairfax County Public Schools, Virginia
1993 - 1999	Assistant Principal, Annandale High School Fairfax County Public Schools, Virginia
Summer 1994	Interviewer, Office of Personnel Fairfax County Public Schools, Virginia
1993 - 1994	Assistant Principal, Lanier Middle School Fairfax County Public Schools, Virginia
August 1992	Administrative Internship as Assistant Principal, Fairfax High School Fairfax County Public Schools, Virginia
1989 - 1992	Specialist, Minority Student Achievement, Area IV Fairfax County Public Schools, Virginia
1986 - 1989	Teacher, Thomas Jefferson High School for Science and Technology Fairfax County Public Schools, Virginia
1985 - 1986	Fulbright Exchange Teacher—London, England Teacher Training, Inner London Education Authority
Summer 1985	Fulbright Fellowship: Liberia, Sierra Leone, Senegal, West Africa
1981 - 1985	Teacher, Fairfax High School Fairfax County Public Schools, Virginia
1975 - 1981	Teacher, Prince Edward County Public Schools, Farmville, Virginia Instructor, Adult Education Program