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A history of the Richmond public school system, 1869-1958

Rebekah Roberts Sharp

A HISTORY OF THE RICHMOND PUBLIC SCHOOL SYSTEM
1869 - 1958

A Thesis

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The University of Richmond

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Education

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by

Rebekah Roberts Sharp

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APPROVAL SHEET

The undersigned, appointed by the Chairman of the Department of Education, have examined this thesis by

Rebekah Roberts Sharp, B. S.

Candidate for the degree of Master of Science in Education and hereby certify their approval of the acceptance.

Edward F. Overton
Edward F. Overton, Chairman
Department of Education

W. Roland Galvin
W. Roland Galvin

Jack H. Boger
Jack H. Boger

O. K. Campbell
O. Kenneth Campbell

R. C. McDaniel
Ralph C. McDaniel

Date: July 30, 1958

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CHAPTER I

INTRODUCTION

Eighty-nine years ago the Richmond Public School System was established in a war-devastated and poverty-stricken city. Many of the leading Richmond citizens educated abroad or in private schools felt that public education meant charity. Under these circumstances, how was it possible for this new public school system both to develop so effectively and to achieve such early recognition? In 1870 educators had already come to visit the schools to observe, criticize and praise. They continued to come from many parts of the United States and from other parts of the world. Life Magazine, October 16, 1950, devoted an article to the Matthew Fontaine Maury School. Following the series of articles, "Crisis in Education", Life Magazine, April 21, 1958, cited editorially the Richmond Public School System as being one of the few which had started an adequate program before the present educational emergency was intensified by the launching of Sputnik I by the Russians.

Histories of Richmond and of Virginia devote limited space to the Richmond Public Schools. Little additional information is given in histories of education. Miss Margaret Meagher in her book History of Education in Richmond, published in 1939, emphasizes the locations of private schools in the city. In the Richmond Public Library and in the Virginia State Library are copies of the annual reports of all departments of the city government. Included with these were the reports of the superintendents of the public schools. A set of these reports is in

Superintendent H. I. Willett's office in the Administration Building at George Wythe School and another set is in the library of the State Department of Education. Since the paper used in these reports, some of which are nearly a hundred years old, has become dry and brittle, users are forbidden to remove them from the buildings in which they are kept.

Through efforts made to contact persons long associated with the Richmond Public Schools came the realization that many had died, some had retired and others were approaching retirement and would not be available much longer to relate their experiences. It was felt that contributions from such people would add a touch of human interest. Hubbard Gardner Carlton, in a paper read at the principals' conference June 3, 1925, had summarized with brief reminiscences his experiences in the Richmond Public Schools. James C. Harwood, former principal of John Marshall High School, had collected and filled voluminous scrapbooks with mementos showing the development of high schools in Richmond from their beginning. Since 1926 the Albert H. Hill School Parent-Teacher Association has been keeping a continuing history of its organization and events which take place in the school.

From these scattered sources the development of the Richmond Public School System has been traced from its inauguration in 1869 to the present. It includes the growth: from a single building owned by the city to a system of fifty-four buildings scattered over a wide area; from a course of study consisting of the "3 R's" and German to a diversified program of education; from a method of teaching demonstrated and taught to the teachers by the superintendent and principals to methods of

teaching suited to the varying abilities of individual teachers; and from a budget of $30,000.00 to one of more than $8,000,000.00 in 1958. Such growth seems unbelievable. It is assumed that this compilation from the many varied and scattered sources will be of value to others who are interested or may become interested in the history of the Richmond Public Schools.

CHAPTER II

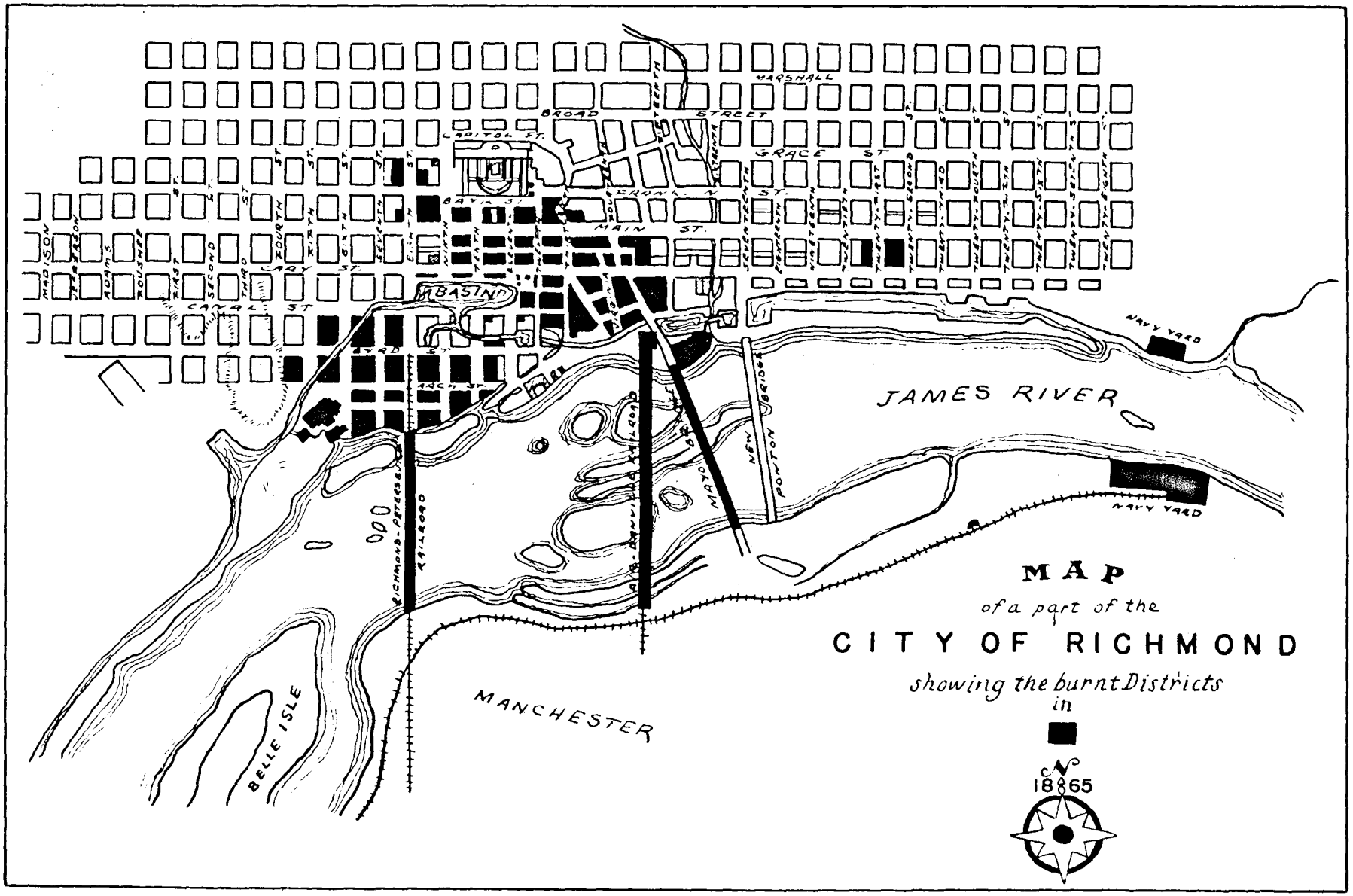
AFTERMATH OF THE WAR

Just prior to the War Between the States, a statewide educational conference met in Richmond, Virginia, and gained popular support for the establishment of a free primary school system. The state legislature proposed the establishment thereof when next it met in 1858. Because of unsettled conditions between the North and the South, the actual establishment of such a system was postponed until 1869.

Richmond, the capital of the Confederate States of America, became a target for the army of the North. "On to Richmond" was the battle cry. The blockade by the Northern armies reduced the city to extreme poverty. When General Robert E. Lee sent word to President Jefferson Davis that he could no longer hold Petersburg, which was the only approach to Richmond not controlled by the Northern army, evacuation of the City was ordered April 2, 1865. General R. S. Ewell, in charge of the evacuation, ordered all liquor, tobacco and cotton warehouses destroyed.

Factories and warehouses were set afire, liquor was poured into the streets and the evacuating troops burned the bridges as they crossed the river to join General Lee's retreating army. An unruly mob "guzzled" the liquor in the gutters. It was this mob from Butcher Town who set fire to the financial district and the private homes in the city. Citizens were trying to rescue their property from burning buildings as the Northern army entered. This army of occupation, under Generals

PLATE 1


BROAD
STREET
MARSHALL
GRACE ST.
MAIN ST.
CAPITOL PL.
BASIN
JAMES RIVER
NAVY YARD
NAVY YARD
NEW BRIDGE
RICHMOND-PETERSBURG RAILROAD
MANCHESTER
BELLE ISLE
MAP
of a part of the
CITY OF RICHMOND
showing the burnt Districts
in
1865

Schofield and Weitzel, aided in putting out the fires and set up relief stations for the needy.

President Lincoln visited Richmond two days after the fire. He conferred with Judge Campbell,[1] who previously had served on peace commissions, about his plan to restore the state of Virginia to the Union as soon as the citizens took the oath of allegiance to the United States. Lincoln thought this could be done with ease since Congress was not in session. He planned that the Alexandria government, which included northern counties that had been loyal to the United States during the entire war, would call a statewide convention which would take the oath of allegiance and call for general elections throughout the state for members of Congress, thus returning Virginia to statehood. Unfortunately this plan did not work because Lincoln on his return to Washington was severely reprimanded by leading Republicans. He delayed the issuing of final orders and several days later he was assassinated.

President Andrew Johnson wished to carry out Lincoln's plans but he was no match for the radical leaders in Congress led by Thaddeus Stevens in the House and Charles Sumner in the Senate. To return to statehood Virginia must write a new constitution providing for a public school system[2] and including the acceptance of the thirteenth, fourteenth and fifteenth amendments to the United States Constitution.

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[1]Hamilton James Eckenrode, The Political History of Virginia During the Reconstruction (Baltimore: Johns Hopkins Press, 1904), p.27.

[2]Virginia Statutes at Large, Vol. XVI. 1871-1872 (Richmond: James B. Goode, 1873), p. 62.

The most important parts of these as they concerned Virginia were:[3]

ARTICLE XIII.

1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

2. .....

ARTICLE XIV.

1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No States shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

2. .....

3. No person shall be a senator or representative in Congress, or elector of President and Vice-President, or hold any office, civil or military, under the United States, or under any State, who, having previously taken an oath, as a member of Congress, or as an officer of the United States, or as a member of any State Legislature, or as an executive or judicial officer of any State, to support the Constitution of the United States, shall have engaged in insurrection or rebellion against the same, or given aid and comfort to the enemies thereof. But Congress may, by a vote of two-thirds of each House, remove such disability.

4. .....

5. .....

ARTICLE XV.

1. The right of the citizens of the United States to vote shall not be denied or abridged by the United States or any State on account of race, color, or previous condition of servitude.

2. .....

Former office holders who had taken part in the rebellion against the government of the United States could no longer hold office. Those who had given aid or comfort to the enemy neither could vote nor could they

---

3 Constitution of the United States.

help make the new constitution. Until these conditions were met, Virginia would be Military District Number One. Thus the hope engendered by Lincoln's plan for Virginia's return to the Union was quickly destroyed. Prisons, which had confined Union officers, were now overflowing with Confederates who had held government or military offices.

Negroes roamed the streets, were disrespectful to the white citizens, refused work and stole what they wanted. They were sheltered and protected by the Freedmen's Bureau which was an organization of Northerners that followed the army into occupied territory. It was a charitable organization dependent on private funds as well as Federal aid. It sheltered and fed the Negro, represented him in court, helped him make work contracts, opened schools for both old and young Negroes and trained those whose work was most promising to teach others. This Freedmen's Bureau did some helpful work in Richmond for the Negroes, but it changed the feeling of trust and security between the races.

Thousands of Northerners visited the city. Among them were Horace Greeley, George Peabody and some of their friends. Many made loans to citizens to rebuild and restore their homes. George Peabody became interested in the needs of the people, both white and black, particularly in the field of education. He returned north to make plans and collect money to fill these needs.

It was in this atmosphere of unrest that the Constitutional Convention previously ordered by General Schofield convened in Richmond on December 3, 1867. Because many outstanding citizens had been disfranchised, the membership of the convention was both unusual and

interesting; also remarkable. John C. Underwood, of New York, was elected president of the Convention. Other members were from New York, Pennsylvania, Ohio, Maine, Vermont, Connecticut, Maryland, and the District of Columbia. There were also men from Ireland, Scotland, Nova Scotia, Canada and England. Some were scalawags or turncoats and were distrusted by many Southerners. Twenty-four Negroes were members of the convention. Out of a total membership of one hundred five, only thirty-five were white Virginians who came from counties having an excess of white population. These white Virginians were the sole representatives of the State's culture and intelligence.[4]

After much bickering over what salary the members should receive, and whether or not they should have a stenographer, the Convention turned its attention to the writing of the Constitution. Using the previous constitution as a guide, they added the thirteenth, fourteenth and fifteenth Amendments. They also included the Bill of Rights and then turned their attention to schools since one of their duties was to adopt a public school system for the Commonwealth.

Strenuous efforts were made to force mixed schools but the radical party split on the issue. White members with children voted for separate education of the races. Most of the colored members present "Didn' want no sech claw in de law".[5] One vehemently declared

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[4] Myrta Lockett Avary, Dixie After the War (New York: Doubleday, Page & Company, 1906), p. 253.

[5] Ibid., p. 256.

he didn't want his "chillun tuh soshate wid rebels an' traitors nohow".[6] Had the vote for mixed schools been successful, the white child's chance for an education, during this particular time, would have suffered death because of the reaction of Virginians to the Civil Rights Bill advocating mixed schools proposed in the Senate by Charles Sumner in 1874. The first meeting of the General Assembly of the restored state was instructed to work out details and put into operation a public school system in 1871. The system was to be extended as rapidly as possible and introduced to all counties by 1876.[7]

The Constitutional Convention then sought to disfranchise forever those who had given aid or comfort to the enemy. General Schofield felt they were wasting their time and spending the taxpayers' money. He said their work must be completed within five days. The fear and hatred aroused by such disfranchisement won sympathy among Unionists as well as General Schofield. They took the matter up with President Grant.[8] President Grant obtained permission for the Constitution to be voted on without the disfranchisement clauses thereby making it acceptable.

As soon as the Constitution was accepted, the citizens of Richmond started plans for a public school system.

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[6] Ibid.

[7] School Law of Virginia (Richmond: Printed for the Board of Education, 1883), pp. 21-22.

[8] Hamilton James Eckenrode, The Political History of Virginia During the Reconstruction (Baltimore: Johns Hopkins Press, 1904), p.121.

This was not as difficult as it might have been because Richmond had had previous experience with free schools. In the early days most Southerners' ideas of free schools implied charity for two reasons. In the first place, the idea was that education was a privilege of the rich and would cease to be such if education were granted to all classes of people. Men with no formal education who had made money in tobacco, sent their children to private schools thus advertising their rise along the social ladder. Secondly, there was an inborn hatred and fear of taxation. Free schools were impossible without taxes even though the cost might be only fifty cents a head.[9]

As early as 1802 there had been ward and charity schools in the city. The ward school was established by the rich in the neighborhood to provide education for those less fortunate children in the community. The charity schools were just what the name implied. They were schools for white boys, usually orphans who were to be provided with suitable clothing. Although the age limit was from seven to fourteen years, only in special cases could a boy remain in the school more than three years before he was apprenticed. Annual charity sermons were held in the Capitol and the boys attended, neat and clean. Collections to aid the school were taken. The Richmond Female Humane Society established an orphanage to give a home and some education to girls.

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[9] School Law of Virginia (Richmond: Printed for the Board of Education, 1883), p. 215.

With the growth of Richmond as an industrial city, there was a greater demand for free tax-supported schools but not charity schools. The first effort to establish these schools was made by William Munford, Andrew Stevens and Thomas Richie who called a meeting at Washington Tavern, formerly located on the site of what now is the Richmond Hotel,[10] on October 4, 1815. Their purpose was to establish a Lancasterian school.[11] They had made a study of the English schools established by John Lancaster, which were inexpensive to operate. The children in the upper classes were monitors whose duty it was to assist the teachers of the primary grades. In this way one teacher, with the help of monitors, could teach large numbers of children. The meeting was so successful 3,500 persons subscribed to the school. The following year the Common Council endowed the school, gave land and granted $5,000.00 for a building. Dr. William Foushee was the chairman of the twelve trustees. The first session of the school was held in a rented room over the market house. On June 27, 1816, the cornerstone for the school was laid. The two-story, brick building was located at 15th and Marshall Streets. Classes for girls were held on the second floor while those for boys were held on the first. Those who were able paid tuition while others were educated free. The charity and ward schools were closed.

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[10] Mary Wingfield Scott, Old Richmond Neighborhoods (Richmond: Whittet and Shepperson, 1950), p. 97.

[11] William Asbury Christian, Richmond Her Past and Present (Richmond: L. H. Jenkins, 1912), pp. 91-92.

PLATE 2

THE LANCASTERIAN SCHOOL WAS THE FIRST FREE TAX-SUPPORTED SCHOOL IN RICHMOND. IT WAS ERECTED IN 1816 AND WAS LOCATED BETWEEN FOURTEENTH AND FIFTEENTH ON MARSHALL STREET.

LANCASTERIAN SCHOOL
RICHMOND
1816—1909

The cost for blackboards was exorbitant so sand boxes were used. A pupil did his spelling, mathematics, or English on the damp sand. When it had been corrected, the monitor smoothed the sand for the next student. Flogging was forbidden. The monitor system proved to be unsatisfactory and was discontinued because so many of the boys were apprenticed after a few years.

Just before the War Between the States, the citizens demanded that high school education be included. Because the Lancasterian School would become the high school, it was necessary to open primary schools. To satisfy the people, one was opened in each ward so the small toddlers would not have to travel such long distances from their homes. These were known as ward schools but should not be confused with the earlier ones. In spite of crowded conditions and poverty, the Lancasterian and ward schools were kept open during the entire war.

In 1866 the city appropriated $4,000.00 for the continued operation of the Lancasterian and ward schools. This fact clearly demonstrates the change in feeling toward the value of free education on the part of the citizens.

When Richmond became Military District Number One, the City Council discussed public schools but no action was taken until 1869 after the new constitution had been accepted. However, the people of the city were worried. Many of the previously wealthy citizens could no longer afford private education and were willing to swallow the word charity rather than have their children grow up in ignorance. Accordingly, in April 1869, a number of citizens petitioned the Council to establish a

Richmond Public School System rather than wait for the State to do it. A school board of seven members was established and on June 12 $15,000. was appropriated[12] and arrangements were made to open both white and colored schools the following October.[13] This appropriation was matched by $15,000.00 from the Peabody Fund and the Freedmen's Bureau. Thirty-two teachers, eight white and twenty-four Negro, were employed.

The Peabody Fund was established through the efforts of George Peabody with contributions from Northerners for the education of the Negro. If the true conditions of the Southern white had been fully understood in the North, this fund might have had a greater share in helping white children. The fund established schools in Richmond. Among them was the Richmond Colored Normal and High School which was to train Negro teachers. A normal school and elementary schools for Negroes had been operated by the Freedmen's Bureau during the occupation of Richmond and were incorporated into the city system. Other Northern philanthropists became interested in Negro education and founded the Jeanes and Slater Funds. Northern school teachers (white) were brought into these schools to teach the colored children.

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[12] School Law of Virginia (Richmond: Printed for the Board of Education, 1883), p. 31.
This was in accordance with the State Constitution which stated "There shall be established and maintained, in this state a uniform system of free schools."

[13] Ibid., pp. 52-53
"The public free schools shall be free to all persons between 5 and 21 years ------; provided that white and colored persons shall not be taught in the same school, but in separate schools, under the same general regulations as to management, usefulness, and efficiency,-----."

A Northerner, Andrew Washburn, of Massachusetts, was the first City Superintendent of the Richmond Public Schools. The board of trustees appointed by the City Council consisted of the Mayor as Chairman, the Superintendent, and three members from each ward. The duties of the board of trustees were to supervise and direct the schools as well as to report progress to the City Council (Common Hall). The board was divided into three committees: one to supervise teachers and classes; a second to inspect buildings and furniture; and a third to handle financial matters. All members were expected to visit the schools in their districts as well as those in other districts and to question the pupils on their achievement. Frequently sandwiches and ices were served to these distinguished visitors. There must have been criticism of this method of spending the taxpayers' money because the following statement appears in the "By Laws of the School Board", 1872-1873, Section 6:[14]

> No bills shall be incurred for refreshments, under any circumstances, and none for carriage hire for the conveyance of the members of the board, or officers thereof.

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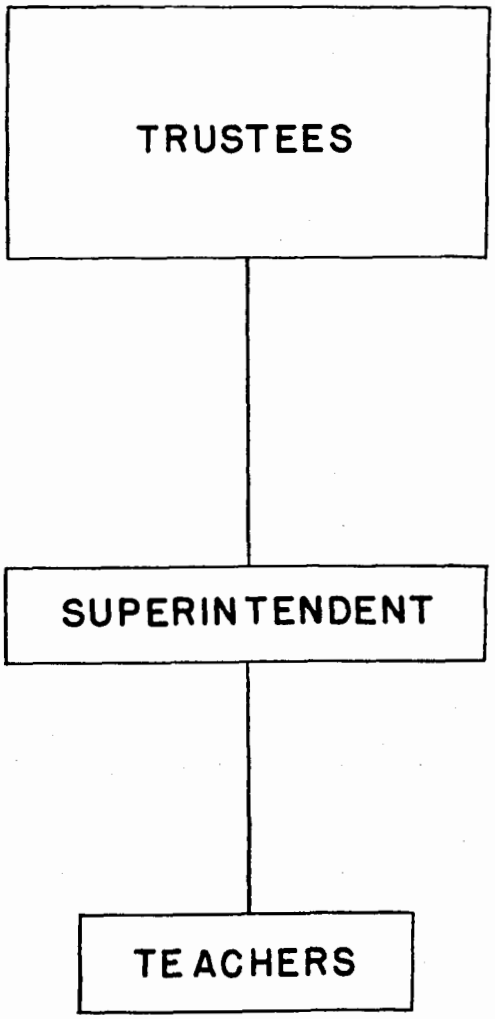
[14] Fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1872-1873 (Richmond: Union Steam Press, 1874), p. 254.

PLATE 3



ADMINISTRATIVE ORGANIZATION
RICHMOND PUBLIC SCHOOLS

OCTOBER
1869

CHAPTER III

EARLIEST BEGINNINGS

Free public schools opened in October of 1869. The first year the white schools enrolled 1,008 pupils, the colored schools 1,769. Although Richmond's white population was larger than that of the Negro, many white parents were not yet ready to accept "charity" education as they regarded any service at public expense. The first public school year was so successful, however, that white enrollment[1] increased steadily from year to year. The Negro enrollment increased for a while and then became stationary for a short period only to increase again with changing economic conditions. The problem of finding teachers for the Negro students was non-existent as these had already been supplied by the various philanthropic groups from the North. These were the white teachers mentioned earlier. However, many Negro teachers were being trained for teacher replacement.

Now the problem was where to find teachers for the white pupils. Selection was no easy task. According to Andrew Washburn, there was an old maxim - "As is the teacher, so is the school." The board set out to find excellent teachers. There were many Richmond gentlewomen in reduced circumstances who for the first time in their lives were faced with the need to supply or supplement their families' incomes. The knew little of the fundamentals of education having attended

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[1] Appendix J., p. 221.

private schools or been tutored. Few, if any, had attended college. They were well versed in reading, spelling, languages and the arts. Many knew only enough arithmetic to keep household accounts. To offset the lack of teacher training, the women considered for positions had excellent backgrounds, were of the highest character, and were well-known in the community.

Men teachers were also hard to find. The war had taken its toll. Those with college training had entered professions or commerce. Others were forced to find employment as a result of the War but could not afford to accept the low salary of a teacher. Those best qualified of the men who did apply for teaching positions were selected by competitive examinations. From these Washburn selected his teaching staff. Because of the insufficiency of school appropriations, many excellent teachers who applied and took the examinations could not be hired the first year. This caused many white students to be turned away when the doors were opened. One school declined twenty-five scholars, another fifty, and a third seventy-five. (A school during this period of organization was not a building, but a grade for instruction such as primary, intermediate, or grammar.)

In order to train these novice teachers, teacher institutes[2] were held on Saturdays at 10:00 A. M. for white teachers and at 4:00 P.M. for colored. (When the city school system became a part of the State

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[2]Third Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1872-1873 (Richmond: Union Steam Press, 1874), p. 299.

system in 1870, the Negro teachers in the colored schools were replaced by white teachers.) The purposes of the Saturday Institutes were for consultation, encouragement and mutual improvement. The superintendent gave much time to preparation of these meetings. Principals were called in on Friday afternoons to give written reports covering the work of each day of the week including the percentage of absences and the number tardy. One or more of the principals was assigned a subject for discussion and demonstration at the institute for the next day. The schedule for the Saturday meeting was:[3]

1. Calling the roll
2. Music
3. Reading the suspension of pupils list so teachers would know the names and not permit such a scholar to enroll in any school while suspension continued
4. Superintendent reports on school visits commending methods of instruction and discipline as impressed him favorably and suggesting correction of faults (½ hour)
5. Phonetics - three to five letters are taught each meeting. Calkins Phonetic Chart was the general guide though not necessarily followed
6. Penmanship, Spencerian. Two to four letters taught. Previous lessons reviewed by asking teachers to rise and explain (½ hour)

Hubbard G. Carlton commented on the teaching of penmanship in the schools.[4] Each letter was analyzed. The children made the movements and named the parts of the letter in concert. Then with a pupil or

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[3]Fifth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1873-1874 (Richmond: Union Steam Press, 1875), p. 299.

[4]Hubbard Gardner Carlton, "Evaluation of the Richmond Public Schools with Reminiscences" (unpublished paper read at Principals' conference, Richmond, 1925).

teacher at the blackboard and the children in their seats, each made a movement with the arm for each part of the letter. The parts for the letter "M" were left curve, slanting straight line, left curve, slanting straight line, left curve, slanting straight line, right curve. When the practice period ended, Carlton said he was sure that most pupils went right back to using the finger movement.

7. Special subject assigned to principal reported and discussed

Julian P. Thomas, afterwards principal of the high school, was once assigned an object lesson on the chair. Holding the chair high before the dignified body of teachers, he named the parts as he pointed to them. Such demonstrations may seem silly to the uninitiated, yet the meetings were beneficial as various methods and ideas were presented.

8. Ask for teachers' difficulties or suggestions
9. If any difference in opinion arose of any importance, the superintendent gave his decision

Later, the teaching of gymnastics and of calesthentics was introduced in the Institute both as a healthful exercise and as a means of making the school day more attractive. This was quite new to the teachers as physical exercises had never been included in their own schooling. Breathing exercises, trunk twisting, deep knee bends, touching the floor with the hands and games such as marching and jumping the brook which could be played in the classroom were included. Kate Manly gave instructions at the Institute.

The Saturday Institute continued for many years. The meetings were sometimes attended by northern visitors who gave valuable and

important information. Superintendent James H. Binford, in his annual report of 1874-1875, makes this comment on teacher growth:[5]

> Principals and teachers have been cordial and cooperative but I regret some have not been as progressive as is necessary for successful teachers. They do not feel they must grow. However, most gave daily evidence of rapid growth of knowledge and skill ------ seekers after the new and the improved, readers of educational works and periodicals and permit nothing bearing upon their profession to escape their observation and careful consideration. Thanks as usual to the school board, the press, and police.

The principals met socially every afternoon at the high school building. They talked over the day's experiences and exchanged subject matter tests. Sometimes they compared the results. In pleasant weather they took long walks, usually ending up in"Schad's Garden" where a large brewery was located. However, they didn't go for the beer but to play "shuffle board" - a most interesting and exciting game. (Schad's Garden[6] was an amusement park and picnic ground supported by the brewery and widely used and enjoyed by the citizens of Richmond.) They were firm believers in the old adage "All work and no play makes Jack a dull boy". As part of his duties each principal was expected to teach one group every day. This kept him in close touch with the children, and with the problems of the teachers.

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[5] Sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1874-1875 (Richmond: Union Steam Press, 1876), p. 391.

[6] The librarian of the Valentine Museum had been unable to locate this garden. In a telephone conversation on July 18, 1958, she reported she was still trying to find it and had searched through numerous directories.

Another vital organisational problem was buildings and equipment. The Negro schools operated with Peabody and Freedmen's Bureau Funds were intact. As far as white school facilities were concerned, the city owned only one building, the Lancasterian School. The school board rented buildings owned by the city, the Federal Government and those private schools that had failed to re-open after the War. The Jews turned over to the school board their own classrooms rent free.[7]

One of the school buildings was Bethel.[8] It had been a sailors' club before the War and a sailors' hospital during the War. Several buildings had been used during the occupation by Federal troops and these were rented to the school board by the Federal Government. Many were in poor state of repair and unsuitable for classroom purposes. The city was more than glad to obtain any facilities which it repaired and equipped to the extent the limited budget would allow.

Four months after the schools had opened in October of 1869, the Board of Education made its first report to Council February 18, 1870. In this report they set up the criteria for school buildings that is still in vogue today in Richmond.

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[7] Herbert T. Ezekiel, A History of the Jews in Richmond (Richmond: Herbert T. Ezekiel, 1917), p. 73.

[8] Herbert T. Ezekiel, Recollections of a Newspaper Man (Richmond: Herbert T. Ezekiel, 1920), pp. 9-10.

> In order to establish a complete public school system, economically and successfully administered, council should provide suitable buildings as speedily as possible. Such buildings should be adapted to the purpose for which they are designed. They should be substantial and attractive as well as inexpensive. All school buildings should be centrally located with regard to population.[9]

During the next school year, the Lancasterian School became Valley School for Negroes and a room was added. The White House of the Confederacy was sold to the schools and became Central School. After a year of operation, the building inspector recommended that the building needed an auditorium and suggested that "the girls' closet be moved from the front hall to the outside under the portico because it smells".[10]

Madison School was the first new school built by the City. It was a frame building and from the day it opened, it was inadequate for the number of pupils enrolled. Other schools were:[11] Nicholson, a private school, purchased by the City with ample room for two hundred scholars. A room was added to Bethel, but when school opened, additional classrooms had to be rented in the neighborhood. Brook Avenue, formerly a church, was converted into a four classroom school. The school lot was too small and accomodations so scanty that only male students were

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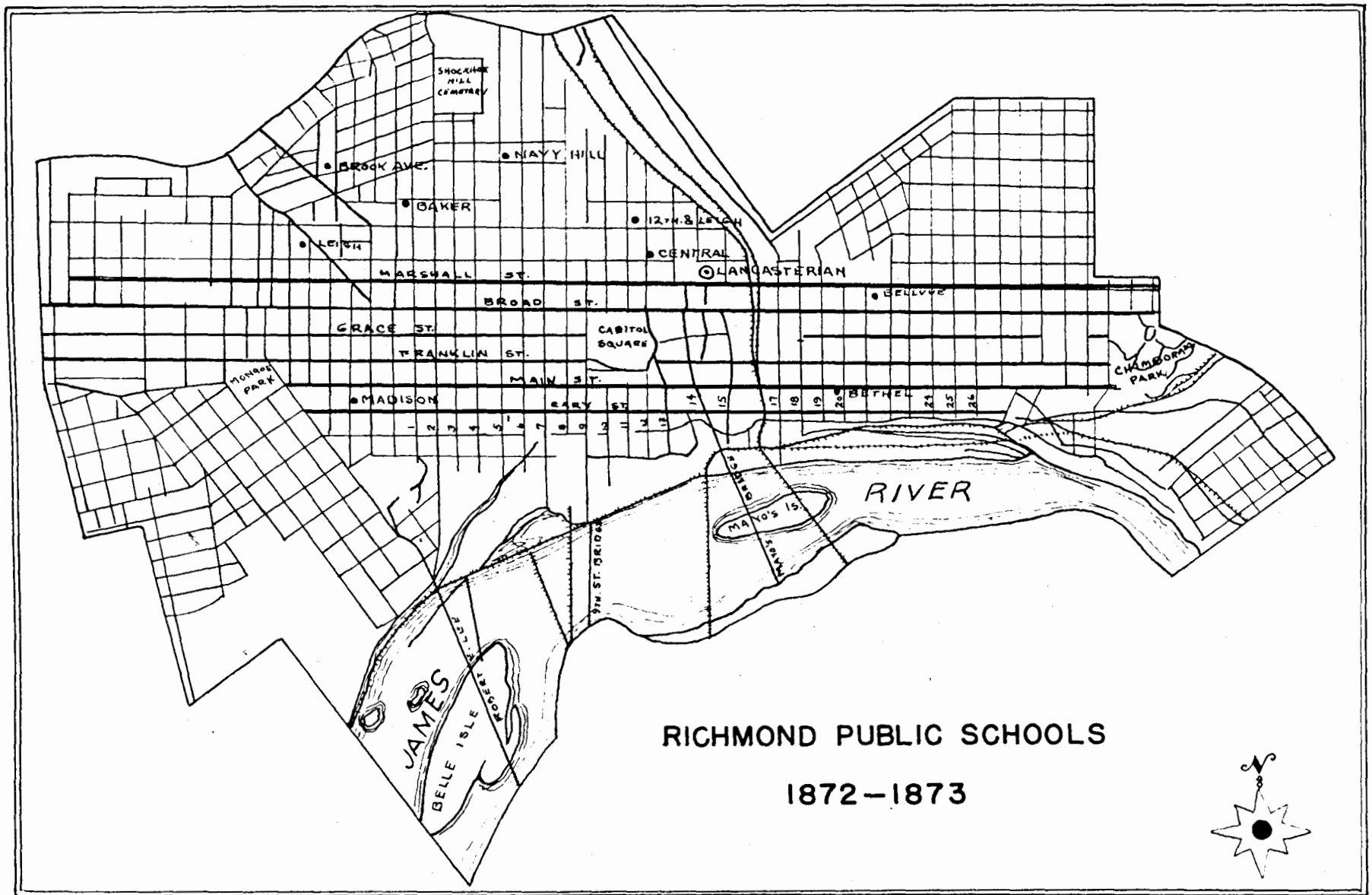
[9] Second Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1870-1871 (Richmond: Union Steam Press, 1872), p. 108.

[10] Sixth Annual Report of the Superintendent of Buildings, 1873-1874 (Richmond: Union Steam Press, 1875), p. 364.

[11] Fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1871-1872 (Richmond: Union Steam Press, 1873, pp. 102-104.

PLATE 4


SHOCKHOE HILL CEMETERY
BROCK AVE.
NAVY HILL
BAKER
12TH & LEIGH
LEIGH
CENTRAL
LANCASTERIAN
MARSHALL ST.
BROAD ST.
BELLEVUE
GRACE ST.
CAPITOL SQUARE
FRANKLIN ST.
MAIN ST.
CHAMBERLAYNE PARK
MONROE PARK
MADISON
BETHEL
CARY ST.
1 2 3 4 5 6 7 8 9 12 11 13 14 15 17 18 19 20 21 25 26
RIVER
MAYO'S BRIDGE
MAYO'S IS.
9TH ST. BRIDGE
JAMES
BELLE ISLE
ROBERT E. LEE
RICHMOND PUBLIC SCHOOLS
1872—1873
N

admitted. The Board recommended that it should be sold and the money used to erect an adequate school in the neighborhood. Twelfth and Leigh, formerly Mr. Merrill's private school, was rented with contributions from the North for the use of colored children as well as for teacher training. It was recommended that the property be transferred to the city and that the fast-decaying building be repaired. Navy Hill School was rented from the Richmond Education Association and the board recommended that it be purchased immediately because the rent was too high. It was the first school for colored children owned by the City and the only one which has always had a Negro teaching staff.[12]

Construction of a high school building was started. The board also recommended that shade trees be planted around the schools and in 1874 one hundred seventy-five were planted on school property and enclosed in strong rough boxes. The shade trees in the yard of Central School, formerly the White House of the Confederacy, may have been responsible for this suggestion from the board. The trees certainly made this school more attractive than any of the others.

Increasing school enrollment made building accomodations a continuing problem. Repeatedly found in the Superintendent's reports were statements concerning added rooms, basements excavated under existing schools to make more rooms, and the constant plea for more new school buildings.

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[12] Eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1875-1876 (Richmond: Union Steam Press, 1877), pp. 222-223.

To care for the buildings and to see that fires were started in time to warm them, it was decided that a building to house the janitor and his family should be erected in each school yard. The rules and regulations drawn up by the Supervisor of School Property, Alfred Moses, give an idea of the duties of the janitors.[13] The Warehouse Inventory[14] of 1872-1873 of furniture and other perishable property belonging to the city gives a vivid description of the early classrooms.

The third important problem facing the new public school system was the selection of the curriculum. The three essentials for a good school were and still are that the pupils be able to interpret thought, to express ideas, and to make numerical computation. There were to be no diversions, the only exceptions being calesthentics in the classroom and music during opening exercises. Map drawing was emphasized throughout the curriculum. The three R's were to predominate. Yet German was taught in every school. Almost half of Richmond's white population was of German descent and spoke German in their homes. In the prosperous years before the War half of the Enquirer, a leading daily paper, was printed in German. With the passing of the years, the teaching of German was limited to the high school. This continued until World War I.

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[13] Appendix F., pp. 210-211.

[14] Appendix G., pp. 212-214.

Richmond divided her schools according to the system already used in other public school systems: Primary, intermediate and grammar grades. Among the text books used in these grades were:[15] the Holy Bible, McGuffey Readers and Quackenbo's Arithmetics. The titles intermediate and grammar grades were soon dropped and these classes were included in the primary schools. A child entered school in the Sixth Primary Grade. The course of study[16] was printed in outline form and given to each teacher to keep in a prominent place in the room.

The high school course of study was formulated as pupils progressed into the school. In 1872 the first group[17] of twenty-six students to complete grammar school desired to continue their education. Because of the exorbitant cost of setting up a high school for such a small number of scholars, the board decided to open the school to anyone who could pass an entrance examination regardless of previous schooling. There were sixty-seven applicants and twenty-three qualified. The second story of a building between Ninth and Tenth Streets on Broad was rented. The apparatus from the Richmond Normal School was purchased. (This school had been operated privately for colored students and financed by the Peabody Fund. When the Richmond System became a part of

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[15] Appendix I., p. 220.

[16] Appendix H., pp. 215-216.

[17] Fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1872-1873 (Richmond: Union Steam Press, 1874), pp. 291-292.

the Virginia Public School System, the Richmond (colored) Normal School withdrew from the Richmond System. Only white teachers were employed in the State System. (Navy Hill School was the exception. Later the high school for Negroes included a Normal Department.) The rented high school used only one year included a large assembly hall, gas fixtures and a bell. The chemical and philosophical equipment was incomplete.

A small high school was completed and occupied October 1, 1873. It was located at 805 East Marshall and had a capacity for 222 scholars. There were not enough pupils to fill the building so it was also used for administrative purposes. Having rooms still unoccupied, all first grammar pupils (the highest primary grade) were consolidated into two classes and enrolled there. The course of study was designed to cover three years.[18]

Richmond was very proud of its first high school graduating class. An account of the ceremonies was given in the Richmond Dispatch, July 1, 1874. It was held in the assembly room on the third floor June 30, 1874, at 8:00 P. M. The day had been oppressively hot but by 5:00 P. M. every seat in the room was filled. Interested parents and public overflowed into the seats reserved for the pupils. The audience was patient. Finally the City Fathers, the Mayor, the School Board and a few of the local clergy arrived. Diplomas were conferred by Superintendent James H. Binford. Medals for special achievements were presented by the Reverend J. E. Edward. Jacob Ezekiel, honor student, won

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[18] Appendix H., p. 217.

the gold medal. Belle Pleasants was his competitor but because of illness had not been able to take the final examinations. She was given a gold cross with her initials and the inscription "Prima interpares" as a consolation prize. A silver medal went to Linda Southall for excellence in Spelling. One thousand four hundred forty words had been dictated by her teacher. Her Spelling Exercise Book was perfect. Not one word had been misspelled or erased. The program follows:[19]

The One Horse Shay - Humorous
Home of the Soul - sung by the chorus
For a generation which was not shy of mentioning either heaven or hell
A School Girl's Future - an essay read by Miss Carrie Walters
Miss Walters later taught at Madison School and then became a member of the first faculty of the Farmville Normal School
Addresses - by the Honorable and Reverend gentlemen present
Sad Hour of Parting - valedictory
Two white clad young ladies touched every heart
Final Words
These were spoken by Mayor Keasley, president of the School Board

Thus ended the first commencement of the Richmond High School. Now, some seventy years later, Richmond's high school commencement ceremonies, although somewhat larger, still retain the feeling of a family affair.

To insure the scholars being taught, great emphasis was placed on examinations as a basis for promotion.[20] Besides weekly reviews and

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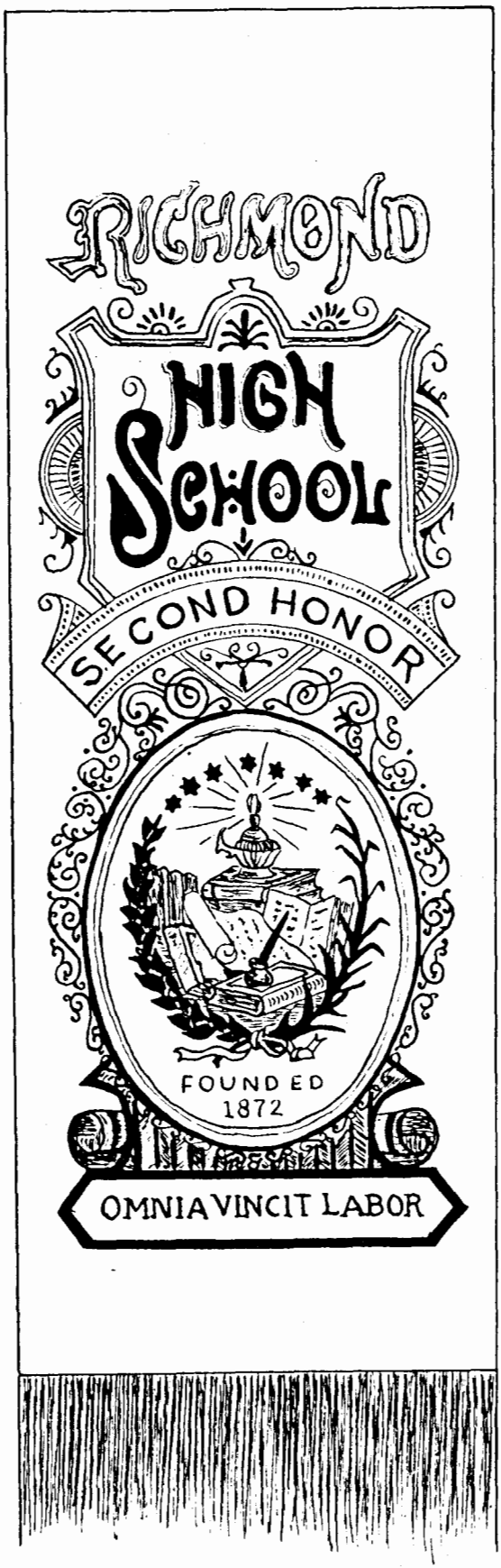
[19] News item in Richmond Dispatch, July 1, 1874.

[20] Third Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1871-1872 (Richmond: Union Steam Press, 1873), p. 125.

PLATE 5



FIRST
AND
SECOND HONOR
SCHOLARSHIP
RIBBON

tests, two examinations were held each year, one in the middle of the session and one at the close. The February examination enabled the teacher to ascertain with certainty how much instruction had been retained and enabled the scholar to see how he stood and what subjects needed attention. The June examination was for promotion. Printed regulations and questions were prepared by the superintendent for each grade. Each question was valued and the pupil could receive full or part value depending upon his answer. Examinations were oral in the sixth through the third primary and written in the remaining grades. For the first three years of the school system's operation, the passing grade was an average of 50 per cent in oral examinations and 70 per cent in written ones. This was then changed to 85 and 75 per cent respectively.[21] This rule was not inflexible because some scholars became nervous and upset when taking the examinations. In such cases the recommendation for promotion or failure was made by the teacher and principal. In no instance could a child be promoted if he received less than 55 per cent in either mathematics or English. Before the system grew so large, the Superintendent prepared and graded the examinations of the high school students himself and kept them on file in his office.

Copies of the examinations for the entire system were printed and bound so that all who were interested might have access to them. One

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[21] Eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1876-1877 (Richmond: Union Steam Press, 1878), p. 227.

of these bound copies is in the Richmond Public Library. Following is an example of an examination[22] given to scholars who were ready to complete their second year of schooling. It was administered in 1885.

ANNUAL EXAMINATION
ARITHMETIC

(1) 18 + 4 = ? 13 + 3 = ? 19 + 5 = ? 9 + 2 = ?
(2) Add - 5, 3, 2, 5, 4, 4
(3) 9 - 4 + 3 = ? 8 - 3 + 5 = ? 6 - 5 + 4 = ?
(4) If you have 5¢ and pay 3¢ for an orange, how much have you left?
(5) Make 1 addition and 1 subtraction by moving balls on numerical frame.
(6) Read these numbers - 101, 900, 846, 99
(7) Write the following numbers dictated slowly - 415, 602, 212, 390, 800, 763, 281, 159
(8) Write in Roman notation 24, 76, 64, 53, 88, 79, 66, 19
(9) Read LXXVII, XLIV

Medals and honors were given for excellence in school work and for attendance. First honor cards were given in every branch of school work. Silver medals were given for the best exercise books. Two men from New York visited the schools and were so impressed with the excellence of the work that they donated two hundred dollars in gold to be given as awards. A committee of prominent citizens, judges and ministers was to distribute this money as follows:[23]

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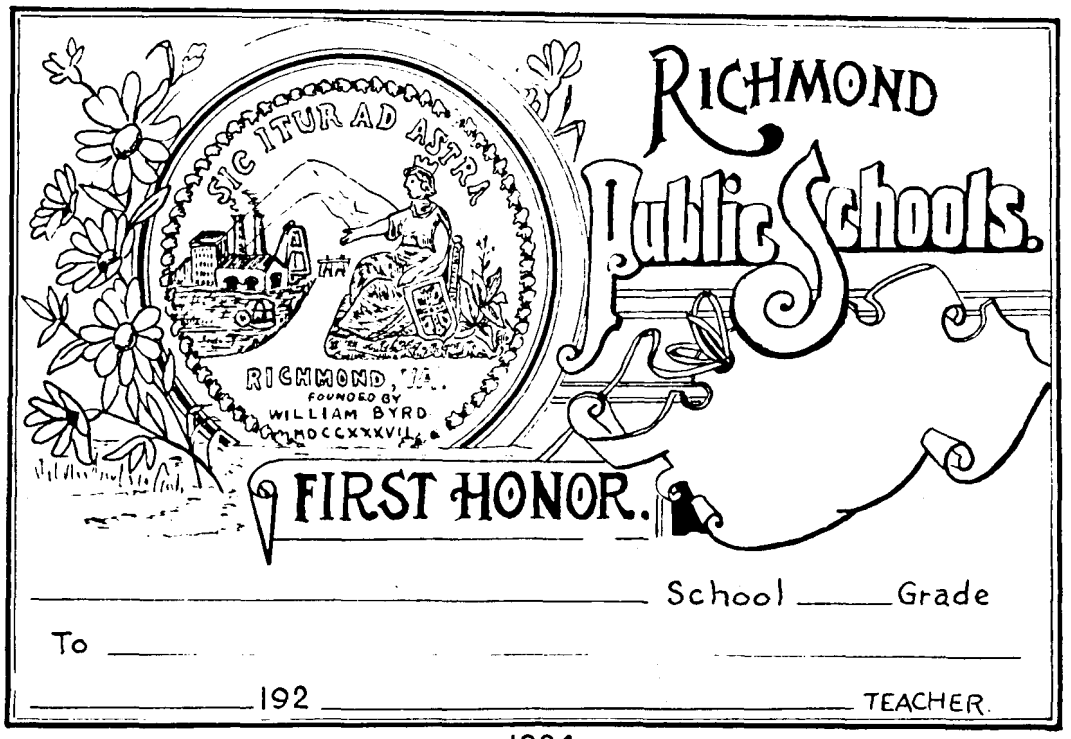
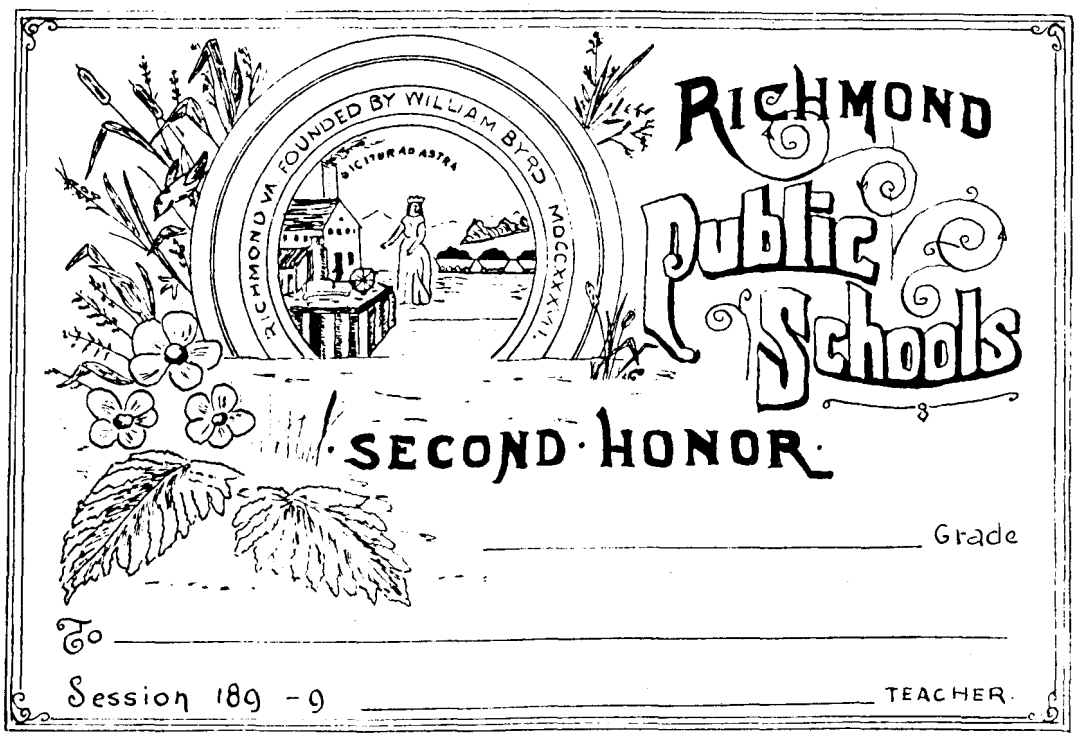
22 Final Examinations. Richmond Public Schools. June, 1888. (Richmond: James E. Goode, 1888), pp. 6-7.

23 Seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1874-1875 (Richmond: Union Steam Press, 1876), p. 298.

PLATE 6



1924



1897-1898

FIRST AND SECOND HONOR CARDS

In white schools:
Thirty dollars to the best reader in high school
Fifteen dollars for the best high school composition
Ten dollars to the best reader in the white Grammar grades

In colored schools:
Ten dollars to the best reader in Valley School
Ten dollars to the best girl singer
Fifty dollars to be distributed in Bellevue School
Fifty dollars to be distributed in Valley School

Many medals were distributed through the Peabody Fund which had been established in 1867. George Peabody, of Massachusetts, a merchant, banker and philanthropist, was deeply interested in public education. Realizing that the establishment of public schools in the South would present an almost unsolvable problem to the people, he established a fund of two million dollars to be spent on Southern education for both colored and white children. For this he was severely criticised by William Lloyd Garrison and others because he did not make mixed schools a condition in order that whites share in the fund. Realizing that to many white people public education had the stigma of the word "charity", he sent his agents throughout the area to make lectures and addresses to try and fix in the minds of the people that education was a function of government to be supported by taxation; that the fund was created to help communities who helped themselves; and funds were distributed among community, city and state authorities to match local efforts.[24]

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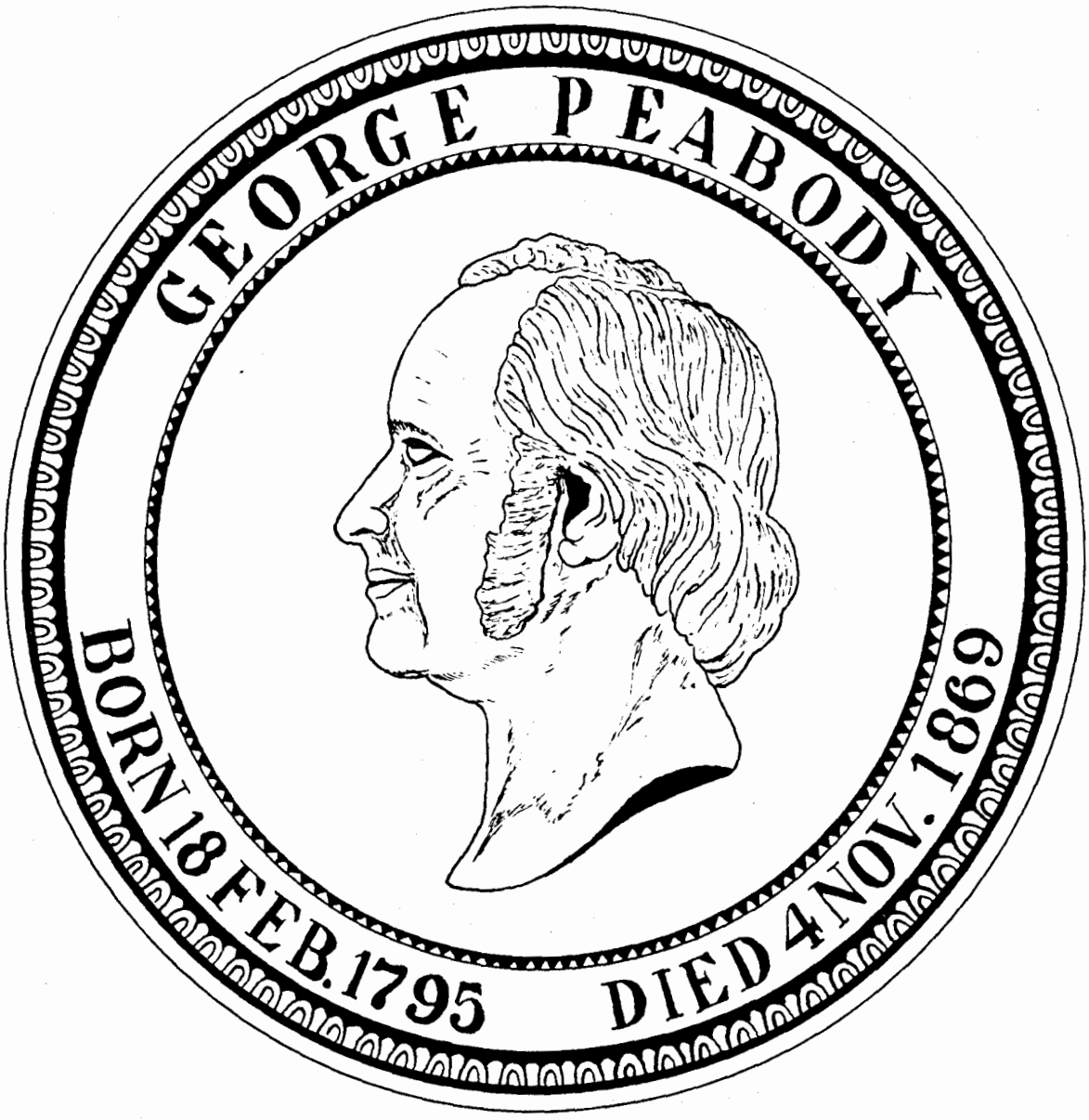
[24] Margaret Meagher, History of Education in Richmond (Richmond: Writers' Project, 1939), p. 112.

PLATE 7



MEDAL
ENLARGED 2 1/3 TIMES

AWARDED

RICHMOND HIGH SCHOOL GRADUATE
FOR
HIGHEST ACHIEVEMENT

PEABODY MEDAL

Virginia shared in the funds more than any other Southern state probably because Barnas Sears, the first agent for the Fund, lived in Staunton and his successor, J. L. M. Curry, was an English professor at Richmond College and married to the daughter of a prominent Richmond family. This strengthened the ties for the administration of the Peabody Fund to the State and City. George Peabody's philanthropic work was respected and admired by both parents and children in Richmond.

The Fund, through Dr. Curry as agent, donated fifteen bronze Peabody Medals for excellence in achievement. Three medals were for the Richmond High School, three for the Colored High and Normal School, one to each white district school (grammar grades to compete), and one to each colored district school (the first primary and grammar grades to compete). These medals were to stimulate honorable ambition, diligent application and superior scholarship. When the normal course was added to the High School, the Fund awarded a silver medal to the scholar who best exemplified excellence in scholarship, character and general promise of usefulness as a teacher. The Peabody medals were presented yearly so long as Richmond was in need of financial aid.

Later other medals and awards were distributed such as the Lee medals for the best essay contributed by a boy or girl on the life and character of Robert E. Lee and a stenography medal for proficiency in phonography and typewriting. The Woman's Christian Temperance Union presented a medal for the best essay on Alcohol: Its Effect on the Human System. Other medals were given in each grade for proficiency in map drawing, in elocution, in spelling and in attendance.

The presentation of medals and awards was continued for many years until competition became so keen it was feared the health of the children was being endangered. Such presentations were discontinued completely for a while but with changing times recognition is once again given in such forms as honor rolls, scholarship, and for outstanding citizenship and achievement.

PLATE 8

Richmond Public Schools

...Certificate of Merit...

Awarded to

_____ a pupil in

_____ School, _____ Grade,

for correct Deportment and diligent attention to Studies for

the school month ending _____ 191__

_____ Teacher

CHAPTER IV

GROWTH AND DEVELOPMENT

To initiate a system in an atmosphere which did not have the complete approval of the citizenry was a task for really dedicated persons. Andrew Washburn worked in close harmony with the City Council and in his report to them stated that[1]

> The general success of the schools is wonderful. The progress of the pupils satisfactory to a high degree. Appreciation of the schools by the people is evident because of the great number of pupils turned away for lack of room. The teachers because of care in selection are earnest and enthusiastic, quick to learn, self-sacrificing and successful. The two Normal Schools of Richmond both receiving some aid from the City, have furnished successful and valuable laborers in the educational field.

Washburn left the system to become the principal of the Colored Normal School which was restored to the Peabody Fund.

The next school year (1870), the Richmond Public School System was incorporated into the newly established Virginia Public School System. Only a few changes were necessary. With the exception of Navy Hill, all schools, both white and Negro, had white teachers and principals. It was at this time that the Colored Normal School withdrew from the city system. Richmond was allowed to keep its own course of study. James H. Binford, who succeeded Washburn in 1870, had studied at the University of Virginia. Since he had taught school and was very

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[1] First Annual Report of the Board of Education and Superintendent, 1870 (Richmond: Union Steam Press, 1871), p. 1.

careful of detail, it was he who outlined the courses of study for all subjects in grade schools. He kept in constant touch with all the problems and activities of the schools through personal visits. He wrote criticisms and suggestions in methods for teachers. He inspired confidence in the public school system and at the close of his first year of administration said "----- We have succeeded in laying a solid foundation for our future educational edifice."[2]

The death of James H. Binford in the summer of his sixth year as Superintendent of Schools, was a great blow to the people of Richmond who had so much confidence in his administration. A memorial on July 30, 1876 was conducted by Mayor W. C. Carrington, ex-officio member of the school board.

The school board, working with the superintendents, had drawn up rules and regulations[3] to govern the administration of schools.

Along with all the headaches caused by too many pupils, too little space, and very little money as well as criticism, the superintendent, the school board and the city of Richmond itself had reason to be proud of its accomplishments in the establishment of its public school system. Visitors came not only from the city and state, but also from the North, to whom the idea of a public school system in the South was still a curiosity. From South America, Australia, England and Germany

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[2] Fourth Annual Report of the Superintendent of Public Schools of Richmond, Virginia, 1871-1872 (Richmond: Union Steam Press, 1873), p. 114.

[3] Appendix E., pp. 207-219.

came other visitors since the fame of the Richmond Public School System had even spread abroad. In 1871 the Committee on Schools and Colleges of the Virginia House of Delegates devoted an entire day to the inspection of the schools in Richmond. During the same year 2,829 parents and friends visited the schools. James H. Binford stated in his annual report (1874) that public sentiment in regard to public schools in the city was growing more and more healthy every year. Leading citizens regarded the system as an important element in the permanent advancement of the city and were beginning to examine into the details of study and discipline procedures in the schools. Many had expressed their gratification at the progress of the work and the manner in which it was done.

N. A. Calkins, assistant superintendent of schools in New York, whose phonetic charts were used in Richmond schools, wrote in a letter to the superintendent, after a visit to the Richmond Schools:[4]

> It is exceedingly gratifying to find so many evidences that a sure foundation is being laid for an efficient system of public schools ------ Let the good work, so well begun, go on under the same wise management, and the day will not be far distant when the people can point, with just pride, to your schools as among the best in the country.

In 1875 the Honorable Thomas W. Bicknell, an educator, former Superintendent of Instruction in Massachusettes, and editor of the New England School Journal (now published as the Journal of Education of

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[4] Second Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1870-1871 (Richmond: Union Steam Press, 1872), p. 33.

Boston University)[5] wrote a series of articles about the Richmond Public Schools after his visit to Richmond. In one of the articles he says:[6]

> It will be a matter of marvel to our readers to learn that the present system in Richmond, which has become one of the most popular departments of the City Government, was adopted by the City in 1869 - only seven years ago. It met with stout opposition, and encountered the prejudice of the wealthiest and most influential of the citizens for some time; but since, its growth in public favor attests the value of the work done and the sacrifices of those who have labored for its establishment.

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5 Letter received from NEA Department of Research May 1, 1958.

6 Seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1875-1876 (Richmond: Union Steam Press, 1877), p. 84.

CHAPTER V

POLITICS AND THE SCHOOLS

As if the inauguration of a public school system were not problem enough by itself, the seemingly unsolvable financial condition of both the city and the state created crisis after crisis in school affairs. It was impossible to keep the schools out of politics. The people's representatives in the impoverished State Legislature voted to assume the obligation of payment of all bonded debts assumed before the War as well as the War debts.[1] Bonds were sold by the State both for the payment of interest on the debt as well as for the continuation of its public school system. Because people were actually short of currency, the State voted that taxes might be paid either with cash or with coupons from the bonds. Very little cash was received by the tax collectors. Coupons, however, would pay neither teachers' salaries nor rent for school buildings. The citizens were paying the school tax but the auditors were withholding the money from the schools. In 1873 an act passed the legislature which required the State Auditor to pay the schools their constitutional quotas of state funds in cash.[2]

In spite of this, it was discovered in 1876 that the schools were due nearly $400,000.00. By 1878 this amount had increased to

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[1] William Asbury Christian, Richmond Her Past and Present (Richmond: L. H. Jenkins, 1912), p. 301.

[2] Charles C. Pearson, The Readjuster Movement in Virginia (New Haven: Yale University Press, 1917), p. 61.

$850,000.00. If to this amount were added the interest due on state bonds bought with money belonging to the Literary Fund, the amount was over $1,000,000.00. The Literary Fund was a trust fund established in 1810 by the State Legislature to be used for educational purposes in emergencies. The bill creating the Literary Fund[3] provided that all monies from escheats, confiscations, penalties, forfeitures and all rights of personal property found dorelict should be appropriated to the encouragement of learning and the auditor of public accounts ordered to open an account designated as the Literary Fund. In times of stress this fund is usually questioned by the public as to whether or not it might be used for purposes other than education. As an example of how it had been used, some of the bonds purchased to pay off the state's indebtedness were financed with Literary Fund money.

The City of Richmond at this time owed the school board more than $35,000.00. During this period of financial stress increasing numbers of children were demanding admission and the salaries of teachers and of principals were reduced. Because some of the buildings were almost beyond repair and unfit for use, the supervisor of school buildings constantly demanded better heating, better lighting, safer drainage and improved roofs. Some heating facilities, in fact, were held together with pieces of wire and patching and painting had been done as far as funds would allow.

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[3] Code of Virginia, 1849 (Richmond: Ritchie and Dunnavant, 1850), Title 23, Chapt. 78-82.

To care for the increased enrollment, half-day schools were instituted in the lower primary grades. One teacher was employed to teach two sections, receiving ten dollars more per month. Half-day schools later extended through the third year. The superintendent constantly reported to Council that half-day schools were detrimental to learning in the upper grades but his warnings were to no avail.

The city and state were embroiled in a turmoil of politics over the debt question, the payment of which had become an impossibility. Seeking to reduce expenditures, some frantic citizens immediately turned to the idea that the cost of public education was an unnecessary evil. Letters demanding the closing of schools appeared in the newspapers. Some said, "It is better to burn the schools than to permit the State to default on interest payment on the debt."[4] The public school question was debated pro and con in the daily papers. Since the schools had become exceedingly popular with approximately 90 per cent of the population attending, it was considered imprudent for a politician to speak against them. A new political party developed splitting the Democratic organization asunder. Named Readjuster Party, it did not wish to repudiate the State debt but to ask the creditors to examine the State's financial condition and to readjust the debt accordingly. The Readjusters were joined by many Republicans under the leadership of State Senator William Mahone who was so determined that

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[4] Charles C. Pearson, The Readjuster Movement in Virginia (New Haven: Yale University Press, 1917), p. 62.

this party should win the State election for seats in the legislature that he came to the City of Richmond to supervise and to direct the campaign. Besides the readjustment of the debt, the schools were promised greater financial aid, the people were promised more railroads and the Negroes wider suffrage and greater Civil Rights. The Readjusters won the election by only a small Senate majority. They immediately started to clean house through use of the spoil system. No governmental department or agency escaped them. They even tried to get a bill passed that would give them control of Richmond's City Police. Judges were dismissed with only thirty days' notice. State and City School Board officials were dismissed in order that their positions might be filled by inexperienced but politically important people. Some appointments even reached down into the teaching profession.

In Richmond, Governor William Cameron appointed two Negroes to the School Board. One was his office boy and the other was a postman.[5] White teachers and principals, formerly assigned to colored schools, were dismissed and replaced with colored personnel. The interference of the Legislature with local school affairs aroused the people as much as any other obnoxious deed done by the Readjusters. A campaign was immediately underway in the newspapers to defeat the Readjusters at the next election. To further fulfill campaign promises, the McCullock Act[6] was

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[5] Charles C. Pearson, The Readjuster Movement in Virginia (New York: Yale University Press, 1917), p. 361.

[6] Virginia Acts of the General Assembly, 1878-1879 (Richmond: James E. Goode, 1880), p. 29.

passed readjusting the State debt to a more reasonable sum and later the United States Supreme Court directed West Virginia to pay one-third of the debt Virginia had contracted before the War. To aid the schools, the Henkel Bill[7] was enforced. It provided that 75 per cent of the taxes assessed each county or city for school purposes should be retained in local areas for the use of the schools. The State Auditor was required to pay the schools funds in the amount of $15,000.00 each month.

In spite of this sudden upheaval and unrest, the City schools had a successful year. The superintendent of buildings began his repairs, the contract for a much needed school was let but the teachers' salaries were not raised. In the next election the Readjuster Party was overwhelmingly defeated. The Democrats, upon getting control in the Legislature, vacated school boards all over the state as their first act and ordered new ones formed.[8] In Richmond, Superintendent Edgar M. Garnett was allowed to finish out his term of office (July 1886). He was then elected principal of Moore School where he served until his health failed.

Negro principals were dismissed but the colored teachers were allowed to remain in the colored schools in spite of the efforts of some organizations to have them dismissed. Examination of the records

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[7] Virginia Acts of the General Assembly, 1878-1879 (Richmond: James E. Goode, 1880), p. 267.

[8] H. G. Carlton, "The Evaluation of the Richmond Public Schools with Reminiscences" (paper read at Principals' Conference, Richmond, Virginia, June 3, 1925).

of Negro pupils showed that those whose achievement was highest had attended Navy Hill School[9] which had had colored teachers since it was erected in 1874. The school board felt this record more than justified the retention of the Negro teachers.

Although more money now became available to the School Board, the problems of attendance and housing did not allow an increase in teachers' salaries. Some of the primary classes had as many as sixty pupils per class and grammar grades ran as high as forth-seven. New students numbering 1,500 had made application for entrance but 300 were turned away when the fall term began.

The superintendent asked the Council for restoration of salaries. On refusal, he made this comment in his annual report:[10]

> Whenever the City Fathers are approached on the subject of money for the City schools, they invariably reply, "I hear our schools are as good as any in the country. What do you want with more money?" The schools are, but the teachers deserve more money.

In 1887 John B. Cary, the Superintendent of Schools, went before the City Council to plea for the restoration of pay. He begged the city to do more for its teachers and restore the salaries which had been cut several years previously. He reminded them that the lady teacher had no vote and consequently no voice in a vote for a salary

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[9]Althrutheus Ambush Taylor, The Negro in the Reconstruction of Virginia (Washington, D.C.: The Association for the Study of Negro Life and History, 1926), pp. 160-163.

[10]Fifteenth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1883-1884 (Richmond: James E. Goode, 1885), p. 29.

raise. He also reminded the august body of the religious homes provided for the aged and orphans; but for the sick old teacher, nothing. Would the Council please consider that at some time their sisters might be forced into the field of teaching and become dependent upon their charity?[11] Earlier he had said to the Council:[12]

> It seems that when their salaries were fixed (reduced) muscles were at a higher premium than brains ----- It appears from the carefully prepared table of the Superintendent two years ago that they were receiving less compensation than the laborer who digs trenches on the streets and smaller salaries than the teachers of any city the same size in the United States. Surely, if we value education, this shouldn't be so.

Finally Cary was successful and the salaries were restored.[13]

MONTHLY SALARY SCALES

	1877	1891
Principal, white High School	$125.00	$200.00
Principal, Richmond Colored Normal & High School	75.00	166.00
Senior Assistant High School Principals	63.00	100.00
District School Principals	100.00	150.00
Grammar School Teachers (High School)	50.00	55.00
Primary School Teachers	40.00	45.00
First Year Teachers	30.00	30.00

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11 Eighteenth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1886-1887 (Richmond: James E. Goode, 1888), p. 9.

12 Seventeenth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1885-1886 (Richmond: James E. Goode, 1887), p. 9.

13 Ninth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1877-1878 (Richmond: Baughman Stationery Co, 1879), p. 20.
Twenty-third Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1891-1892 (Richmond: James E. Goode, 1893), p. 85.

The city began its first large scale construction program.[14] Elba School was build for $11,508.51, Springfield School for $6,578.27 and East End for $3,472.55. Moore and Marshall schools were completed and occupied for the session 1886-1887 and West End School was opened the following year. In spite of these new accomodations, there was never enough money to take care of the wear and tear on property owned or rented. In some schools coal stoves were still in use. Heating facilities were always in need of repair and when this was no longer possible, they were replaced by the new hot water furnaces. Sanitary facilities were housed in buildings on the yards and at a distance from the school buildings. In the newer buildings a type of sanitary apparatus had been introduced which flushed automatically at timed intervals. Such facilities the school board was most anxious to install in all buildings. Wooden blackboards continually needed replacing. Slate blackboards used in the newer buildings were proving more satisfactory and would prove to be less expensive because of their durability. Buildings were always in need of paint and other repairs. Bells and clocks were constantly wearing out.

The members of the School Board were inspired with dreams of an enriched curriculum. The fact that money was not available did not in the least deter them from such wishful thinking. They envisioned a

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[14] Eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1876-1877 (Richmond: Union Steam Press, 1878), p. 7.

Twelfth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1880-1881 (Richmond: James E. Goode, 1882), p. 12.

new high school, equipped with laboratory facilities for an enlarged program in the natural sciences, and a Normal Department for the training of teachers. A few extra classes taken in the senior year was the usual practice. There would be cookery rooms and particularly for the Negro students rooms for manual training. Art and music must become a vital part of each child's program and business classes should be added. Night school would of necessity become a part of the school system and business courses would have to be introduced.

On the retirement of John B. Cary in 1889, William F. Fox, the beloved former principal of the white high school, was elected to the superintendency. He laid the framework for a more expandable curriculum when he made an address January 1, 1891, to the School Board, principals and a few visitors. It was in honor of the twenty-first birthday of the Richmond Public School System. He gave a short summary of the history of the schools in Richmond, which at the time ranked fourth in efficiency[15] among the schools of the country. He paid glowing tribute to the first State Superintendent of Public Instruction, William H. Ruffner, and referred to him as the "Horace Mann of the South".

Fox praised James H. Binford, a former superintendent, whose judgment and untiring energy had guided the Richmond schools in their infancy. Drawing from every source accessible to him, from letters to

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[15] Twenty-second Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1890-1891 (Richmond: James E. Goode, 1892), p. 10.

educators, from visits to other school systems and from other sources, James Binford had formulated and had perfected a system adaptable to the needs and requirements of the community. He had done his task so well that his successors found it necessary to modify only minor details.

William Fox praised the work of the teachers and principals. He thanked the Council who had almost always met the demands of the schools, not always as promptly, however, as the schools would have liked. He thanked the School Board who had given so much of their time without remuneration.

In his summary of twenty-one years of existence, Fox made the following comparison:[16]

	1870-1871	1890-1891	
Schools (classes)	73	236	
Teachers	73	230	
Enrollment	3,156	11,749	
Expenses	$42,625.00	$139,827.09	
Per Capita Cost	13.35	13.57	(Inc.5% Int.on
Schools owned	1	17	bonds)

He went on to say that Richmond was conservative.

> We have clung tenaciously to the substantials of education - the lasting, the fundamentals, and have refused to allow ourselves to be drawn away from our carefully determined course by the phosphorescent brilliancy of the transitory or the merely ornamental.[17]

The schools had been judicious and wise in spending but costs would continue to be greater because of the growing population. School authorities would have to see to it that the per capita cost remained just.

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[16] Ibid., p. 13.

[17] Ibid.

He spoke of the educational resources and improved methods. He also gave recognition to the work of teachers who were also authors and whose text books were used in Richmond schools as well as in other sections. Some of the titles of the books were Simplified Methods of Teaching, Scheme, Complete and Thorough, for Teaching Parsing, and Best Methods of Map Drawing.

In his closing remarks Superintendent Fox spoke of the future, saying that perhaps we had been too conservative, shrinking from change that might "damage smooth action of machinery".[18] Adhering to the substantials of education is right

> but while we have supplied our pupils with the bone and muscle, and sinew of education, might we not, without impairing the action of these, add that which would give roundness and symmetry to the whole? In our efforts to secure the practical we have largely neglected the aesthetical. We have omitted to introduce those branches which, though having a practical value, are especially fitted to cultivate the feelings, refine the taste, and give symmetry and completeness to the whole character. The tissues that fill out the human form in no way interfere with the functions of the framework and its attachments, but, on the contrary, combine with them to form a beautiful and perfect whole. So these aesthetic studies instead of interferring with the progress in the severed ones serve to give rest and recreation at the same time that they elevate and refine the whole character.[19]

The City Council decided to give the White House of the Confederacy (Central School) to the Southern Memorial Literary Society for use as a library and museum. This meant that the city would need a

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[18] Ibid.

[19] Ibid.

new high school building. Although there was no money for such a building, the architects got busy at their drawing boards. They began plans for a new high school worthy of a city the size of Richmond, the Capital of the State. Meanwhile, the students were housed in other school buildings.

Two events during this era concerning the Confederacy affected the schools. One was the placement and unveiling of the Lee monument. May 7, 1890 was declared a holiday. Never before had so many visitors been in Richmond for a special event. The city was decorated with flags. The statue, in four wooden boxes, had arrived at Elba station (located at Shaeffer and Broad Streets). These were loaded on wagons and long ropes were attached for pulling. Men, women and children took hold of the ropes.

> The command 'Forward March' was given. To the music of bands, the precious statue was pulled from Elba Station to Allen Avenue where it was assembled. The ropes with which the wagons were pulled were cut into small pieces and taken home by the people as prized souvenirs.[20]

(Mr. Hugh P. Powell, a retired Richmond broker, then a student at Central School, still cherishes a piece of this rope.)

The other event was the reinterment of the remains of Jefferson Davis, May 31, 1893. Schools were closed so that pupils might take part in the ceremony. Under the direction of Captain E. D. Starke,

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[20] Julia C. Pollard, Richmond's Story, (Richmond: Richmond Public Schools, 1954), p. 247.

as Chief Marshall of the ceremonies, 3,500 school pupils assembled in the neighborhood of the high school at 9:00 A. M. They formed in line of procession and marched through the Governor's grounds to the Capitol where Jefferson Davis's remains lay in State. As the line moved forward, each child dropped a flower on the bier. The superintendent reported the good behavior was gratifying. "The moral tone and discipline formed one of the most attractive features of the occasion."[21]

An experimental class in cookery was introduced for seniors in the high school in the fall of 1895. There were thirty lessons offered. Fifteen of them were in plain cooking and fifteen in fancy cooking. One lesson of two hours duration was given each week. Classes made rapid and substantial progress. They served a well cooked and well seasoned lunch to the Board. Captain E. D. Starke offered a gold medal for proficiency in cooking. The medal was contested for by seven girls who each stood 100 per cent on the examination. It was given, by lot, to Margaret W. Prosser. General A. L. Phillips gave a medal for second rank. This was contested by three girls all of whom stood 99 per cent on the examination. This medal was given also by lot, to Emma B. Mundy who later taught cooking in the Richmond School System. To each unsuccessful competitor, the school board presented a souvenir consisting of a handsomely mounted Centennial half dollar. (This was issued in 1881 in honor of the surrender of Cornwallis at Yorktown.) The cooking

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[21] Twenty-fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1893-1894 (Richmond: James E. Goode, 1895), p. 11.

classes were temporarily discontinued in 1897 as an economy measure.

The superintendent suggested the opening of manual training classes, to no avail. He felt that the schools could better serve the colored population by offering courses preparing them for jobs that were opening in the community rather than academic courses preparing them for college. Hampton Institute, at Hampton, Virginia, had already initiated such a program which was meeting with great success.[22] The growth of industry in Richmond was stimulating some industrialists to ask the schools to give courses to both white and colored that would offer practical experience before entering the factories.

In asking the School Board for permission to introduce drawing classes into the schools, Superintendent Fox listed the following reasons:[23]

> 1. Art is an expressive language giving expression where words fail. It cultivates the power and habit of accurate observation, develops perception and the love of the beautiful.
> 2. It is indispensible to the architect, engraver, engineer, designer, the draftsman, the moulder, the machine builder, and head mechanic of every craft.
> 3. It trains the eye.

Arrangements were made by the board in 1897 with Heath and Company for one month's teaching and demonstration.[24] On alternate days

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[22] Thirteenth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1881-1882 (Richmond: Yancey Waddy, 1883), p. 45.

[23] Twentieth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1888-1889 (Richmond: James E. Goode, 1890), p. 9.

[24] Ibid.

drawing was taught to all children in Marshall and Leigh Schools; every day to post graduate (Normal) students at High School. Every afternoon the teachers from several buildings were taught at High School. The work was satisfactory and clearly demonstrated that it could easily be taught by the regular classroom teacher. The School Board realized its value but economy forbade its introduction at this time.

After Fox's speech on the history of the schools, the school board asked that the matter of the introduction of vocal music be investigated. After consulting his teachers and principals who had had experience in the field of music, he recommended that it be introduced as it

> improved the child physically (expanded the chest), stimulated attention, produced quickness and accuracy of thought as well as developing powers of voice and training to produce the best tones. It trained the children to act harmoniously, promoting mutual kindness and forebearance.[25]

In 1890, in accordance with a resolution of the school board, Ginn and Company sent an expert teacher of vocal music to spend a month showing what could be done in teaching music and in teaching the teachers proper methods of instruction. A Mr. Brill held regular classes in High School, Bellevue, Leigh and the Colored Normal and High School. He also visited most of the buildings and gave sample lessons of instruction. Superintendent Fox was greatly impressed with the results and recommended to the Board that music be introduced. The terms of Ginn and Company were

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[25] Ibid., p.8.

liberal and the time spent on music need not be great enough to interfere with the regular academic program. Once again financial reasons delayed the introduction.

To meet the needs of pupils who found it necessary to work during the day, night schools were opened in 1889 at Elba and Nicholson Schools. Each school had three two-hour periods a week. Attendance was not at all satisfactory as pupils elected to stay at home for frivilous reasons. Because of this, an application and a pledge form were required; one signed by the parent or guardian and one by the student.[26]

To the Principal of _____ School I hereby request that _____ age____ residing at _____ be admitted to _____ Night School. I faithfully promise that, if my request is granted, I will do all in my power throughout the entire term to keep _____ prompt and regular in attendance, well behaved, and constant and faithful in preparing_____ lessons.

_____
Parent or Guardia

I hereby respectfully apply for admission to _____ Night School. I faithfully promise that, if my application is granted I will attend punctually and regularly throughout the entire term, except when I am too sick to leave home, or when I am excused in advance by the Principal; that I will carefully prepare my lessons; that I will faithfully observe all the rules of the school, and will conduct myself properly at all times while under the control of the school authorities.

_____
Name

_____
Residence

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26 Twenty-first Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1889-1890. (Richmond: James E. Goode, 1891), p. 18.

The next year the session was more successful. The idle and the disorderly were excluded from classes. However, this spurt of enthusiasm died. To stimulate interest the School Board gave prizes for attendance - five dollars for perfect attendance, two dollars if only one class were missed, and one dollar if only two classes were missed. This proved more stimulating than either of the pledges. When night schools were opened for colored children in 1895-1896 their attendance was more satisfactory. As economic conditions worsened, enrollment, attendance and achievement in night schools increased markedly. The principals, dedicated men, gave at their own expense extra hours of teaching to those who aspired to further their advancement. It was with deep regret that the school board was forced, because of economic necessity, to close the night schools in 1897. The program had proved costly and the number attending did not justify the expense.

In 1891 a two-year business course for boys was introduced in High School. It included phonography (shorthand) and typewriting. A post-graduate course was also offered. It was most gratifying that the graduates of this program were sought after by business men of the city.[27] In the session of 1894-1895 two girls were allowed to enroll in the business courses.

Known as the "gay nineties", this era in our history was only partly gay for the schools. It opened with a severe diphtheria epidemic

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[27] Twenty-second Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1890-1891 (Richmond: James E. Goode, 1892), p. 15.

which closed the schools for a time. This was followed by an outbreak of smallpox in neighboring counties. Although there was a law[28] forbidding a child who had not been vaccinated to enter a public school, no provision for enforcement had been made. The schools did their best to carry out the law and suggested to the City Council, through the Board of Health, that they employ an expert to verify vaccination claims of all pupils and later to examine only those just entering school. Two doctors were placed at the disposal of the superintendent. They examined the arms of every pupil to see if the vaccination had "taken". A record was made and the pupil given a certificate of vaccination. If the vaccination had not "taken", the child was vaccinated for the small charge of ten cents.[29] Fox required of every new student a certificate from a duly licensed physician. This measure, it was hoped, would prevent the spread of smallpox into the schools. A course in physiology and hygiene was required of every teacher. Doctors H. H. Levy and Louis C. Bosher gave a course of six lectures each at the Medical College of Virginia. They also donated the use of their laboratory and such appliances as were needed for illustrations.

In 1894 a boost was given public education when the Department of Superintendence of the National Education Association met in Richmond.

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[28]Twenty-fifth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1893-1894 (Richmond: James E. Goode, 1895), p. 10.

[29]H. C. Carlton, "The Evaluation of the Richmond Public Schools with Reminiscences" (paper read at Principals' Conference, Richmond, Virginia, June 3, 1925).

Some of the most distinguished educators in the United States and Canada were here for the discussions. Meetings were open to the general public as well as to teachers. The stimulus given to educational thought as a result of these meetings had a decidedly beneficial effect on the work in the schools.

One of the beneficial effects had a bearing on the election of teachers. The School Board listed the educational requirements as well as the qualifications for its teachers.[30] A teacher had to be a graduate of the post-graduate class of High School or of the Colored High and Normal School, State Normal School (Farmville), Peabody Normal College (Lynchburg), or the equivalent thereof. Preference was to be given teachers who were graduates of Richmond schools. If a teaching position were not open, the applicants could serve as reserve teachers. A reserve teacher was required to teach one day each month under the supervision of a regular teacher and to help generally around the school. She would be called on to substitute in that school (later she was given five dollars a month for this work). Some of the qualifications for a teacher were: knowlege beyond the textbooks, health, ambition to excel, patience, tact, pleasant manners, a love for children and the power to interest them. To become a principal of High School, a man must be a graduate of High School and have had college training as well as experience in teaching.

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[30] Twentieth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1868-1869 (Richmond: James E. Goode, 1890), p. 7.

To help the teachers with their work, a combination library and reading room was set up. It included reference works, a dictionary and periodicals. The school board began purchasing sets of the Encyclopedia Britannica for every white school building, as far as their money went. In 1893 Lewis H. Blair presented, as a Christmas gift, to each colored school, a set of the Encyclopedia Britannica. Such was the small beginning of the school libraries.

Another pleasing event of the 90's was the presentation of United States flags and Bibles to the schools. Under a resolution of the school board, the Senior and Junior Orders of United American Mechanics, on February 22, 1892, placed flags on several buildings and presented the schools with Bibles. To commemorate the ceremonies each member of the Bible and Flag Committee was the recipient of a medal.[31]

The great depression of the 90's which had been sweeping the country, reached its lowest ebb in Richmond in 1896-1897.[32] Five hundred banks in the state failed. Other banks put a limit upon the amount of money that could be withdrawn. Scrip was used in the payment of wages and salaries. Some merchants accepted scrip as cash. Others required a discount. It was apparent before the opening of Richmond's schools in October of 1897 that there would not be enough money on hand to meet the

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[31] Mrs. Ann Parish Williams possesses one of these medals. It was presented to her father, D. H. Parrish, who served as a member of the committee.

[32] William Asbury Christian, Richmond Her Past and Present (Richmond: L. H. Jenkins, 1912), p. 455.

December payroll (last month of fiscal year). The school board applied to the city for $80,000.00. The Council, after due consideration, found it impossible to supply the money. The Board ordered that the schools be closed on December 12, 1897. Teachers and principals "with a spirit of generous devotion" to the system agreed to teach as usual for the remainder of the month. This avoided a break in the school year. Some members of the Council made repeated efforts to obtain the money for the teachers. H. G. Carlton reports that salaries were repaid with interest much later. The school board cut expenditures to the bone and closed the night schools.

The pupils reflected the unrest and fear of the period and for the first time the superintendent, in his annual report, mentions conduct. He said that there was a marked unrest among the pupils giving a tendency toward disorderly conduct and a disregard for the legitimate restraints of school authority. Pupils seemed to hold more lightly the high ideals of culture and character which had marked the Richmond schools from their beginning. To add to the confusion and distress of the citizens, the winter was most severe.

> The snow began Saturday February 4, at 2 o'clock and a fierce storm raged until Monday at 9 o'clock, the snow continuing to fall for two days and seven hours. The streetcars stopped, business was suspended, the railroads were blocked, and there were no trains and no mail, schools closed and everything was at a standstill. --- It was not until the fourteenth that the roads were opened and schools did not begin until the sixteenth.[33]

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33 Ibid., p. 463.

To add to the misery of the people both the Valentine Meat Juice Company and the Allen-Ginter Tobacco Factory burned during the blizzard, throwing many parents out of work. Fortunately there was on hand enough fuel to supply the city's needs. The council, as well as the citizens, did all that was possible to get fuel and food to the needy. There was much sickness among both pupils and teachers. Never-the-less, the superintendent reported the percentage of promotions as only slightly lower than that of the previous year.

The city quickly shook itself out of this depression. The tobacconists, finding a ready market in Europe for cigarettes, had converted their factories and were employing greater numbers of workers. New businesses were opened in Richmond, among them the American Locomotive Works and the Trigg Company. Business began to boom.

The Trigg Company established boat yards with the ambition of making Richmond the site of an important ship building concern. They contracted with the United States Government to build three torpedo boats. The launching of the first torpedo boat,"Shubrick", built in the South was an event in Richmond.[34] Schools were closed. President McKinley and his cabinet were present. The President made a stirring address to some 35,000 people.

The Richmond Chamber of Commerce was organized and as one of their first projects decided to make Broad Street the "great white way" through the installation of electric lights. For the lighting ceremony

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[34] Ibid., p. 462, 465.

a three day carnival was held. Broad Street took on the appearance of a great fair. There were ferris wheels and merry-go-rounds at the intersections of the streets and booths lined the sidewalks. A parade was held each day. For the parade of flowers,[35] carriages were bedecked as were their lovely occupants. The second day there was a trades parade with floats representing the businesses of the city and on the third day the school children paraded.

As a sign of this growing prosperity, there were two new[36] innovations in the school system. The first was eye examinations. The school board directed Dr.A. C. Palmer, a distinguished city oculist, to examine the eyes of high school pupils and 673 were examined. Of those examined, 296 had below normal vision and could continue their school work with difficulty. The eyes of 163 were so defective that they should not with safety continue their work. Parents were immediately notified of these facts and plans were made for Dr. Palmer to examine the eyes of district school pupils the following year because it was feared that the defects would be greater. Many of these pupils were already retarded and had not graduated to high school.

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[35] Fifty Years in Richmond, 1898-1948 (Richmond: Whittet and Shepperson, 1948), pp. 2-3 [Description and picture.]

[36] Thirty-second Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1900-1901 (Richmond: James H. Goode, 1902), p. 11.

In November 1899 the American Music Company[37] offered a special inducement for the introduction of music into the schools. The agent agreed, at no expense to the board, to give music tuition free for six months. He visited all schools and formed choruses in both high schools. He gave the teachers weekly instruction in the art of teaching music with both surprising and pleasing results. The teachers, many of whom doubted their ability to conduct the daily exercises, grew progressively more confident and self-reliant as their knowledge and experience increased. The effect on the pupils was good. There was an increase in interest and a higher moral tone, also an improvement in discipline. As a climax to the carnival, 3,000 school children under the direction of the agent and accompanied by a military band, gave a concert in the Capitol Square. Many considered this the best feature of the carnival. Five choruses of high school students added great charm to the commencement exercises of both high schools. The success of this experiment showed clearly that music should and must become a part of the school curriculum. Walter C. Mercer, an experienced and successful Richmond musician, was wisely selected by the board to take charge of music the following session.

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[37] Thirty-first Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1899-1900 (Richmond: James E. Goode, 1901), pp. 9-10.

CHAPTER VI

RENAISSANCE IN EDUCATION

There was a revival of outside interest in the schools. The Richmond Education Society (later known as the Richmond Educational Association) was founded. Its goals were:[1]

1. To further educational thought
2. To arouse public sentiment for education
3. To present the most improved methods of instruction

Mary Cooke Munford, for whom Mary Munford School has been named, was the leader of this society and also the first woman to serve on the Richmond School Board. Not only did the society sponsor open meetings with important speakers, but the members actually helped with the work in the schools.

The Public School Art Club was a branch of this society. They loaned pictures that were circulated among the schools. They influenced the Mount Vernon Association to donate copies of Stuart's Washington which were hung in each classroom.[2] They stimulated both children and teachers to a more artful decoration of their rooms.

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[1] Thirty-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1905-1906 (Richmond: James E. Goode, 1907), p. 22.

[2] Thirty-third Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1901-1902 (Richmond: James E. Goode, 1903), p. 10.

The Nature Study Club was another branch of this society.[3] Members visited the schools and took classes on field trips. They offered a prise of twenty-five dollars to the school that made the greatest improvement with living plants to their school yard. The money was to be used to continue this work of beautification. The first award went to Randolph School.

Probably the greatest drive of the society was to interest the public in the introduction of a kindergarten program as an integral part of the City School System. This idea was never relinquished until kindergartens were firmly established.

There was at this time a rebirth of interest in education throughout the South and once again it was instigated through the efforts of Northern educators. Its leader was a clergyman from Massachusetts, Edward Abbott, who called a conference of interested educators at Capon Springs, West Virginia.[4] The goal was to create a more favorable sentiment in the South toward educational facilities for under-privileged groups both Negro and white. In order to have well planned and interesting meetings, pre-questionaires were sent to all southern superintendents and as a result discussions developed on taxation as a support for schools, consolidation and transportation, indus-

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[3] Fortieth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1908-1909 (Richmond: Clyde W. Saunders, 1910), p. 12.

[4] J. L. Blair Buck, The Development of Public Schools in Virginia 1607-1952 (Richmond: State Board of Education, 1952), pp.121-125.

trial training for Negro schools, preparation and the selection of teachers, compulsory education laws and supervision in rural schools. These discussions were so successful that local superintendents held meetings in their respective communities. At the fourth meeting of the original group, the Southern Education Board was formed.[5]

Several noteworthy meetings were held in Richmond. The first was April 22-24, 1903.[6] Robert Ogden presided. The Richmond Educational Association was in charge of the meeting. The railroads gave liberal rates. The newspapers gave a generous welcome and declared their faith in the purpose of the meeting. Ogden brought twelve distinguished guests in his private train. Among them were Reverend Hugh Chapman from London, England, and the presidents from Barnard, Johns Hopkins, Bryn Mawr and Mount Holyoke. Governor Montague opened the conference at the Academy of Music. Outstanding talks were given by Walter B. Hill and by Dr. Lyman Abbott. The successful conference was followed by a reception at Richmond College.

In 1904 Captain Vawter of the Miller Manual Labor School spoke on the proper education of youth as one of the most powerful agencies in building a state. In 1906 the Cooperative Education Association, the State Teachers' Association, the State Board of Education and the Richmond Educational Association, held a joint meeting November 27-30.

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[5] Ibid., p. 123.

[6] William Asbury Christian, Richmond Her Past and Present (Richmond: L. H. Jenkins, 1912), p. 486.

The purposes of this meeting were:[7]

1. To bring together all elements, intellectual and financial, that have to do with education for better understanding and cooperation
2. Through this means to assure educational advancement

This meeting was regarded as very successful by all participants. Teachers were the distinct gainers from their attendance at the meetings of the association with teachers from other parts of the state who visited the schools and shared their experiences. The final meeting of this series which had begun in 1903 and which had done so much to advance an understanding and support of educational problems by the public was held in Richmond in 1909. Governor Swanson presided. The speakers were noted Virginia educators and professional and business men. The small conference held at Capon Springs, West Virginia, had reaped a harvest. Every citizen was aware of the value of public education and ready to face the cost of improving it. Therefore, with public approval and financial support, the schools were ready to forge ahead in buildings, equipment and a broadened curriculum.

The impetus for this rebirth in education in the state was the formation of the Co-operative Education Association of Virginia in the state Senate chamber in 1903. The association elected Dr. Samuel Chiles Mitchell, of Richmond College, president. Their goals in-

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[7] Thirty-eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1906-1907 (Richmond: James E. Goode, 1908), p. 14.

cluded:[8]

> a nine month school term; a high school within reasonable distance of every child; well-trained teachers; efficient school supervision; agricultural and industrial training; promotion of school libraries; schools for defective and dependent children; citizens' educational leagues in every county and city.

This same association encouraged by Mary Cooke Munford and friends instituted, in 1905, the May Campaign. May was the month selected for the roads were reasonably dry and all day meetings with outstanding speakers could be well-attended.

Richmond, as well as the state, profited from this campaign. The Virginia Legislature passed a pension act for teachers who had served twenty-five or more years or who were, after twenty years, in poor health. The school board, for the first time, gave a leave of absence with pay for teachers to travel. The National Civic Federation made arrangements with the International Mercantile Marine Company and the Honorable Alfred Moseley of London to have five hundred American teachers visit the schools and colleges of Great Britain and Ireland. The total cost of the trip was $200.00. Nominations for applicants were to be made by the school boards. The School Board of the City of Richmond sent a delegation of Richmond teachers. Among them was Miss Cornelia Adair who had been teaching just two years and was only nineteen years old. She was later to become the first classroom teacher to be elected president (1928) of the National Educational Association. She reports

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[8] Walter Russell Bowie, Sunrise in the South (Richmond: William Byrd Press, Inc., 1942), pp. 72-73

that the trip was wonderful, that the English teachers showed them every courtesy and hospitality, and that she was able to take a side trip to the continent at very little additional cost.[9]

School playgrounds were opened to the general public during the summers under the auspices of the Civic Improvement League and the Federation of Mothers' Clubs. For the general welfare and safety of the pupils, fire escapes were added to the school buildings at the suggestion of the City Inspector of Buildings. Vacation schools were begun with academic subjects in the morning and nature study excursions in the afternoons. These were to benefit children who needed to make up deficiencies in their school work or who couldn't leave the city in the summer.

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[9] Telephone conversation with Miss Cornelia S. Adair, May 24, 1958.

CHAPTER VII

THE NEW HIGH SCHOOL, KINDERGARTENS AND A BROADENED CURRICULUM

By 1904 the number applying for entrance to the hich school was so great many had to be turned away even though some classes were held in rented rooms outside the school itself. The building was too crowded and unsanitary conditions prevailed. Public sentiment favored and demanded a new building. A committee was formed of councilmen and school board members to study the situation. The Council appropriated $300,000.00, the largest appropriation yet made for a single building. In 1906 the city purchased the entire block bounded by Marshall and Clay Streets between Eighth and Ninth, for the erection of John Marshall High School. This was twice as much property as they had proposed to purchase the year before but the growing enthusiasm for higher education enticed them into the larger purchase.

Fox, the superintendent, and James C. Harwood, who had been appointed principal of the High School in 1905, (He served in this pos for thirty-three years.) busied themselves with plans for a larger and more modern high school with an enriched curriculum. They planned to preserve the good of the old and add the best of the new ideas in the field of education. They believed a high school course should aid in channeling a pupil into his life's work and proposed the following

courses:[1]

General Course - to promote culture and intelligence
Classical Course - to lead to college entrance
Scientific Course - to include physics, chemistry, biology and geography
Commercial Course - to supply the needs of business
Manual Training Course - to supply the needs of industry
Domestic Science and Art Course - to fill practical and asthetic needs

Each course should lead to a diploma and be of equal training and cultural value. The first two years for each would be identical and specialization in the various fields of study should predominate the last two years. This would make the high school a four year system. They also proposed a two year Normal School open to high school graduates. This normal school would be conducted in one of the district schools under the supervision of good and experienced teachers, where the students might observe and practice teaching.

On Tuesday, March 1, 1908, ground was broken for the new high school.[2] James C. Harwood made a few introductory remarks. Rabbi E. M. Calish gave the opening prayer. He was followed by Charles Hutzler who opened his speech with these words:[3]

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[1] Thirty-seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1905-1906 (Richmond: James E. Goode, 1907), pp. 13-14.

[2] Fifty Years in Richmond, 1898-1948 (Richmond: Whittet and Shepperson, 1948), pp. 32-33. [Picture and description]

[3] Thirty-ninth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1907-1908 (Richmond: James E. Goode, 1909), p. 15.

Let us be glad and rejoice.
This is the day we have waited for.
This is the day we have pleaded for.
This is the day we have hoped for.
This is the day we have prayed for.

"America" was sung by the audience. During the singing thirty students (representing each class in high school) with shovels decorated with the high school colors, broke the ground at a given signal. The audience was full of enthusiasm and congratulations. Dr. W. C. James, of Grove Avenue Baptist Church, pronounced the benediction.

The cornerstone for the new high school was laid September 30, 1908 by Temple Lodge Number 9. State and City dignitaries were present. Music for the occasion was provided by the students. John Stewart Bryan was the speaker. Previously, the Board had decided to name the new high school John Marshall in honor of the famous American whose former home still stood on the southeast corner of the lot. The school was to be erected on land which had formerly been Marshall's garden and orchard and where he had picked cherries on his way to Darmsdadt's Market to pass the time of day over a cup of coffee with other Richmond gentlemen.[4] Governor Claude Swanson made the dedicatory address. In the afternoon the exercises were held under the auspices of the Junior Order of the United American Mechanics who presented a handsome Bible and American flag. After appropriate exercises, the flag was hoisted and the Howitzers fired a salute. After dinner there were more addresses.

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[4]Julia C. Pollard, Richmond's Story (Richmond: Richmond Public Schools, 1954), p. 80.

The cost of the land and equipment of this modern high school was $575,000.00. The building included fifty-five academic classrooms and four science rooms which were considered to be the best equipped in the South. There was also a modern and handsomely decorated auditorium which for many years was used as a civic center. Among the meetings held there beginning in 1910 were the Wednesday Club, a Richmond musical organization which held its rehearsals there; the annual meetings of the State Teachers' Association and the State Sunday School Association; the Richmond Education Association; the Conference for Welfare of Children of Virginia; the High School Alumni Association; as well as meetings of the patrons of the school and a number of lectures of civic interest.

No provision was made for equipping the school with maps and charts, nor was there any gymnasium or library. S. T. Beveridge, one of the oldest high school graduates, proposed that the alumni supply the books for the library. The Alumni Association which was formed hoped to raise $2,500.00 by April for this purpose.

Fox and Harwood did not at once achieve the inauguration of all the courses they had planned for the new high school. The Superintendent's Report of 1910-1911 shows that diplomas were given for completion of the following courses:[5]

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[5] Forty-first Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1909-1910 (Richmond: Clyde W. Saunders, 1911), pp. 65-71.

Latin Course
Modern Language Course
Scientific Course
Manual Arts Course for boys and girls (domestic science and art)
Commercial Course

Fox commented that a very high standard of scholarship had been retained. Every student was required to take at least one year of mathematics. It was decided that German would become an elective instead of a requirement in the Manual Arts Courses.

As the high school program shows, Fox's earlier dreams of a broadened curriculum had begun to materialize. One of his first dreams to be fulfilled was the addition of kindergartens to the system. This idea of kindergartens was not new in Richmond. As early as 1833 a kindergarten had been privately operated at Saint Joseph's Academy. Virginia R. Snyder, daughter of the prominent iron manufacturer, Asa Snyder, went to New York City and took a course of study in Kindergarten Methods under Miss Coe, one of Froebel's pupils. On her return to the city, she tried to persuade school authorities to introduce kindergartens into the system, but without success. She then opened her own kindergarten in 1877 at her father's residence.

The Richmond Education Society became very interested in the kindergarten movement[6] and began a campaign to arouse public interest in its establishment as a part of the city's system. They brought kinder-

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[6] Thirty-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1904-1905 (Richmond: James E. Goode, 1906), p. 12.

garten specialists as speakers to Richmond. Among them were Sallie Fairchild of Boston and Harriet S. Neil of the Phoebe Hurst Kindergartens. Harriet Neil had had wide experience in this work and presented the claims and methods of the kindergartens. She aroused interest in the training and development of the little ones. Fox, who earlier had not favored this type of work, said that even if kindergartens were not established in Richmond, he would at least modify the primary work to include some of the kindergarten principles.[7] He became a staunch supporter of this movement. Sallie Fairchild started a Training School for Kindergartens. It was directed by Alice N. Parker from the Phoebe Hurst Training School. Mary Cooke Munford, of the Richmond Education Society, and Alice Parker continually petitioned the School Board until the kindergartens were established. The board decided to open kindergartens as soon as money was available. When the money was appropriated, teachers were elected and schools were selected for the location of the kindergartens.

In the session 1903-1904 three kindergartens were established, one in each grade school district. One was housed in the new Madison School. The others were in small buildings either on the grounds of the schools or close by. Each school had a director and an assistant. The number of applicants for entrance far exceeded the seating capacity. The teachers were earnest and enthusiastic; the pupils delighted; and the patrons showed a constant and appreciative interest. In order to

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[7] Ibid., p. 12.

obtain better understanding of their work and efforts, the teachers organized Mothers' Clubs. They also availed themselves of the opportunity of attending the Richmond Kindergarten Training School which was later incorporated into the Richmond Normal School. Alice Parker was tireless in her interest in the Richmond teachers and the infant kindergarten program. She visited the schools frequently and gave aid and suggestions which proved a guide and inspiration to the teachers. Popular interest and sentiment prevailed and by 1905-1906 there were six kindergartens, supervisors, twelve teachers, three hundred pupils and a growing demand for additional schools.

Some of the primary teachers were opposed to kindergartens as they did not understand nor appreciate the ideals and ideas of the kindergartens. Alice Parker, who had became supervisor of the kindergartens, felt that the kindergarten and primary teachers should become better acquainted with each others' work. Much of the work done in the kindergarten in form and number was repeated in the first primary. The child wasted time instead of progressing. She recommended a connecting class be set up to bring the two into closer cooperation. An interchange of visits among teachers of the different schools helped. She suggested that where there were two rooms available for kindergartens, the six year old pupils be taught separately and in this way bridge the gap into first primary.

In 1908-1909 there were thirteen kindergartens. So many pupils enrolled that afternoon sessions were necessary in the Chimborazo and West End Schools. Annie B. Kirk, who had replaced Alice Parker

as supervisor, began child study groups. Papers were presented by mothers and teachers in the meetings. Fox felt that the Mothers' Clubs, which had become a city-wide organization under the Federation of Mothers' Clubs, could be detrimental to the school system since no teachers had been invited to become members. He insisted that one teacher from each of the thirteen kindergartens be included to present the educator's point of view and to keep in balance a better understanding of educational policies.[8]

The need for a colored kindergarten had been apparent for some time. The National Association of Kindergartens[9] became interested in this project and agreed to pay the teacher if the city would provide the space and equipment. The first kindergarten for colored children was located at Baker School.

More kindergartens were started the next year and one was a gift from Miss Grace Arents.[10] It was called the Belvidere Kindergarten and was fully equipped. The kindergartens had an exhibit, at the State Teachers Association, which attracted large crowds and won platform

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[8] Fortieth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1908-1909 (Richmond: Clyde W. Saunders, 1910), p. 8.

[9] Forty-fifth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1913-1914 (Richmond: William Byrd Press, 1915), p. 77.

[10] Margaret Meagher, History of Education in Richmond (Richmond: Writers' Project, 1959), p. 121.

commendation. In 1911-1912 a Methods Class was held twice a week at the request of the kindergarten teachers. The topic was "Primary Teachers". At first only a few primary teachers attended but as the success of the meetings spread, not only first but second primary teachers attended in force. Mutual understanding of each others' work was accomplished. The next year the primary and kindergarten teachers held joint meetings.

The kindergarten building, located in the yard of West End School (Stonewall Jackson School), was a one-story, brick building with cloak rooms including toilets located on either side of the door as one entered. The rest of the building was a large square room with a huge circle outlined in black on the floor. In one corner was a piano. (Fox had been distressed about the music and when money was available each kindergarten teacher had been allowed five dollars a month for the hire of a pianist.) On the piano was a container holding a small United States flag for each child enrolled. In diagonal corners were long low work tables set at right angles, with small kindergarten chairs surrounding them. Stuart's Washington was hung in a prominent spot on the wall. As the pupils arrived, each took his chair and placed it on the edge of the circle for opening exercises. If any one were late, he had to bring his chair and sit outside the circle which was reprimand enough! After a prayer, by the head kindergarten teacher, the children sang a hymn. After this, they stood and began to march, each picking up his flag from the assistant teacher. These flags were held proudly because of talks on love for our country. The teachers insisted that the children march in rhythm. After this exercise the children took their chairs and assembled

at the tables in groups. Various types of hand work were done then. If it were Christmas time, paper chains were made for Christmas trees and simple calendars were made and pasted by the children for their parents. At other times rugs were woven for doll houses and paper baskets were made. The teacher in charge of each group saw that each child learned to count as he worked, and used scissors, crayons and paste correctly. Then the children marched to the cloak rooms for their lunches which were eaten at the tables after the singing of a simple blessing. They went back to the circle for stories and sometimes they helped make them up! They talked about where the things they used in kindergarten came from. The day after a talk on butter, a jar containing milk was brought into the kindergarten. It was passed around the circle, each child shaking it until butter was formed. The janitor's wife made hot biscuits and they were spread with the butter which had been made. A group of prouder children has probably never been seen. Besides these things, the children were taught simple games, poems, and songs. With blocks, they learned simple addition and subtraction and how to count. At the end of the year each child's handwork for the session was compiled by the teacher and given to him in the form of a book. It was a prized possession![11]

Just prior to World War I kindergarten methods became less formal. The children were encouraged to interpret and experiment.

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[11] Personal interview, June 10, 1957, with Mrs. Elizabeth Cox Johnson, a former kindergarten pupil who attended West End School.

Miss Katherine L. Bullock, one of Richmond's outstanding kindergarten teachers, was sent by the Board to spend a week in New Orleans attending the International Kindergarten Union.[12] She returned with valuable suggestions and enthusiasm. At the request of the Board, she gave demonstrations in the experimental method of using building blocks and in music interpretation. Children demonstrated body movements and danced to music they had never heard before. They also interpreted pictures and nursery rhymes. Among other ideas introduced were visits to the Beattie Farm and to grocery stores in the community. After such experiences, children reproduced farms and stores on their sand tables and with building blocks. On Easter some five hundred kindergartners visited Saint Paul's Church, listened to a short sermon and sang. After the service, they crossed to the Capitol Square to observe signs of nature's awakening. In 1915-1916 a Game Festival for the kindergarten children was held in Byrd Park. Many parents and interested citizens came to watch "the little ones play their games". The festival was finally discontinued because the City Band was no longer engaged for summer concerts and it had been responsible for the music which accompanied the games. World War I was upon us.

The successful operation of kindergartens spread throughout the country. Many distinguished visitors came to observe the Richmond

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12 Thirty-ninth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1907-1908 (Richmond: James E. Goode, 1909), p. 21

Kindergarten System.[13] Among them were Dr. William Heard Kilpatrick from Columbia Teachers' College who spoke on "The Modern Interpretation of Froebel". Other visitors came from the Froebel College of Chicago University and directors of Kindergartens of Missouri and Maryland as well as from other cities in Virginia. Marion S. Hanckel, supervisor of kindergartens and of the first grade in Richmond, presented to these distinguished guests a picture of the Richmond kindergartens in action, their ideals and their experimental course of study. The course of study included the daily time schedule and a report card developed for kindergarten and first grade pupils. She received requests for copies of this course of study built on the project method from Passaic, New Jersey; Chicago, Illinois; Teachers' College, New York; Meteawaka, Indiana; the University of Missouri and the Superintendents' meeting in Atlantic City, New Jersey. The fame of this outline continued to spread as far south as Texas and as far west as Oregon. The Kindergarten Unit in France asked for help. Included with the outline were sent fifteen cloth scrap books full of pictures, one paper doll and one cloth doll all made by the kindergarten and first grade pupils of Richmond. The project method later became known as the activity method.

In the field of music the plan, introduced by Brill the agent from Ginn and Company, of holding afternoon classes for the training of

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[13] Forty-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1914-1915 (Richmond: Clyde W. Saunders, 1916), p. 96.

teachers, was followed. A course of study was compiled. Mercer soon needed assistants in the work and the Misses Rex and Tribble were employed. A Mr. Watson was also employed so Mercer could give most of his time to the choruses in the high schools and his aid to civic music programs. Music was graded from the simplest songs to those of two and three parts in the district schools under the direction of Misses Rex and Tribble. The work of the choruses at the high school commencement won such acclaim that they were asked to participate in civic affairs.[14]

In 1906-1907 they sang as part of the programs for the Jamestown Exposition, the Educational Convention and for the Confederate Reunion. In 1908 one thousand children took part in the Wednesday Club's Music Festival. In 1911-1912 the chorus appeared with the Richmond Philharmonic Orchestra. All of this great progress was not accomplished, however, without cost to the teachers. There were nervous breakdowns and resignations from overwork yet Mercer was undaunted. He found other teachers and at one time wired New York to get a substitute teacher. In spite of his troubles, he found time to have published a hymnal to be used by the John Marshall Chorus. He completed and had copyrighted a series of Music Writing Books. This work was adopted and put on the State List of Books by the State Board of Education.[15]

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[14] Thirty-eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1906-1907 (Richmond: James E. Goode, 1908), p. 20.

[15] Forty-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1914-1915 (Richmond: Clyde W. Saunders, 1916), p. 22.

For many years, to his great sorrow, he was unsuccessful in getting the board to put a pitch pipe in the hand of each teacher, nor would they give him enough pianos. Neither would they give credit for music taken in high school which, according to Mercer, was a vocational subject and should be accredited as such. When the junior high schools were established, Mercer felt that a death blow had been handed music and that his efforts would shortly be set back a decade. Music had been taught daily throughout the elementary schools and in high school through chorus work. In the junior high school, music was an elective and a child could determine whether or not he would take the subject.

> It makes me sick at heart to see these magnificent crowds of boys and girls trooping into these buildings and to know that they are all getting away from the influence, pleasure and refinement of the music work and that we seem to be not able to stop it.[16]

There were two innovations in the music department at this time. After school, violin lessons were started at fifteen cents a lesson. A closing concert was given at the City Auditorium by pupils in these classes after only five months of instruction.[17] Before an audience of three thousand people, 250 children played their violins accompanied by a twenty piece band. The concert was a revelation to the city and attested to the excellent work of the teachers. Four twenty-

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16 Forty-seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1915-1916 (Richmond: Clyde W. Saunders, 1917), p. 90.

17 Ibid., p. 89.

five dollar violins were awarded to the children in each section who had made the most progress. Two violins were donated by The Corley Company, one by the News Leader and one by the director of music himself.

Classes in the study and production of opera, held after regular school hours at John Marshall High School, culminated in a most ambitious entertainment. Two performances of the operetta "The Nautical Knot" were given. Out of the proceeds from the opera the Music Fund received $170.00 and the library seventy dollars.

When the Music Department received a second invitation to appear in the celebration of the Confederate Reunion, Mercer compiled the Book of Confederate Songs, some of which had never before been published. The reunion committee donated several thousand of these books to the schools without cost. At the Lee monument bleachers were erected on the southwest corner of Monument and Allen Avenues. The school children dressed in red, white and blue, sat in the bleachers and formed the colorful Confederate Flag[16] while rendering their musical part of the program.

For the Confederate Reunion, Mercer trained the largest chorus of adult singers ever gathered together in Richmond.[19] He said that

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[18] Forty-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1914-1915 (Richmond: Clyde W. Saunders, 1916), p. 82. Fifty Years in Richmond (Richmond: Whittet & Shepperson, 1948), p. 29 [picture]

[19] Forty-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1914-1915 (Richmond: Clyde W. Saunders, 1916), p. 82.

this would not have been possible except for the musical training given in the public schools in past years. The concert was given twice in the City Auditorium to the accompaniment of a sixty-five piece orchestra. Several thousand people were turned away from both performances. All these events and acclamation finally convinced the board of the importance of music in the public schools and by 1916 credit toward graduation was offered for high school music. In the junior high schools music was required once a week.

Through the suggestion of the assistant superintendent, Albert H. Hill, more attention was given to physical education. Breathing exercises, marching and calesthentics were no longer to be scheduled at a particular time. Whenever a class appeared listless, the windows were to be opened and exercises and games begun. In spite of the fact that no additional money was appropriated, afternoon sports such as baseball and football were encouraged by principals and teachers. In 1911-1912 P. S. Spence was appointed director of Physical Education and given three assistants. Gymnasium classes were given in the Normal and high schools two afternoons a week after school. Each school was visited once every three weeks by an assistant who gave training in physical education. The classroom teachers carried out daily the work demonstrated by the assistants.

The next year the activities were increased to include therapeutic gymnastics (emphasis on posture), games such as volley ball and basketball and jumping. Yard apparatus was installed on school yards for the games. Interschool competition was encouraged. The Y M C A

lent its swimming pool for use of the boys. The John Marshall Athletic League, including baseball and football, was organized. Track work was emphasized in the colored schools. Athletic meets were held at Byrd Park, Ginter Park and Church Hill Athletic Field. Mr. Tucker Jones felt that the John Marshall girls needed more physical education. Two girls were selected from the class organization in the third period during the day and trained by Jones to lead and direct their classes in setting-up exercises, drill and marching. Fifteen minutes each day was given to this work. In parades the John Marshall girls were complimented by many who saw them.

The increasing demand for skilled workers influenced the City Council as well as the School Board to introduce a Department of Manual Training into the schools. They felt that pupils were capable of becoming trained workers and that many boys who were dropping out of school would remain to take such training. They also felt that manual training would relieve academic pressure. The board decided to introduce it first in the white primary schools and extend the program as money became available. The council appropriated the first money for manual training in 1903-1904. Julian A. Burruss, principal of Lee School, undertook to arrange a course of study and give teachers the necessary training in instruction after school hours. The following year the program was enlarged to include the lower grammar grades in the white schools and was introduced in the colored primary schools.

This work, in the primary schools, consisted of paper cutting and folding and cardboard construction and drawing, which had been

PLATE 9

ATHLETIC MEDAL

(ENLARGED 7 1/2 TIMES)

PRESENTED TO WINNERS OF FIELD MEET EVENTS

BY THE

DEPARTMENT OF PHYSICAL EDUCATION

somewhat neglected because there were no trained art teachers. In the grammar schools there was bench work, bent iron, sewing, basketry and work with raffia. There were one hundred thirty-five meetings for instruction in the work and most of the teachers enjoyed it and did well. Burruss was given three assistants. The primary work was handled by Misses Pilcher and Moore. The girls began sewing and basketry while the boys engaged in knife work and bent iron for a forty minute period once a week. Because the council provided only one dollar per pupil[20] for supplies and the kindergartners used one-half of that (Burruss complained), it was impossible to set up a shop in each school. The school board set up "centres", in the various districts, that would serve several schools. These were directed by Mr. H. Clay Houchens. The boys went to the Centres for instruction while the girls remained in their classrooms to sew.

Two events in 1905 stimulated public interest in this new field.[21] E. C. Vawter, head of the Miller Manual Labor School spoke in Richmond on the Values of Manual Training and the Eastern Public Education Association held an exhibit as part of their meeting at Mechanics Institute. The work of the Richmond schools was entered and attracted a great deal of attention and favorable comment.

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[20] Thirty-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1904-1905 (Richmond: James E. Goode, 1907), pp. 25-26

[21] Ibid., p. 12.

The following year the board granted Burruss a leave of absence to attend Columbia University for extended training in Manual Arts. From time to time he visited the teachers and advised both them and the school board of better methods, materials and equipment. He also prepared an outline of work for each grade level.

Through the liberality of the Richmond Education Association under the auspices of Mary Cooke Munford and others, the Richmond Colored High and Normal School was equipped for bench work for the boys and for sewing and cooking for the girls. In both colored and white schools the teachers were almost as interested as the children. While Burruss was away, Julia Wooldrige entered the department. She was a trained art teacher and had charge of work from the fourth grade upward. She visited every school twice during three week periods to begin lessons which the classroom teacher continued. She reported that the teachers did their duty, "This winter was a very hard one for me yet a very happy one. I think one of the happiest of my life, for everyone connected with the schools has helped to make it so."[22]

Through the efforts of Julia Wooldrige each child was required to have Crayola Box #50 and The Little Artist Outfit of water colors. The children did still life and painted landscapes. In the grammar grades the work extended into design and pencil drawing. They learned to stencil pillow cases, draperies and book covers. Clay work was

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[22] Thirty-seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1905-1906 (Richmond: James E. Goode, 1907), p. 24.

introduced and a kiln was installed in John Marshall High School. Drawing was fast becoming a department in itself. As the work increased, the teaching of art was separated from the manual training program, and Julia Wooldridge became the director of the new Art Department.

Manual training was correlated with the academic work of the classroom in the primary grades through the use of sand tables. Models of homes of the people of other lands were built as were the settlements of Jamestown and of Plymouth. Souvenirs for special events were made to correlate with the Jamestown Exposition and the Confederate Reunions.

At the suggestion of the assistant superintendent, more time was devoted to manual training in the colored schools in order to give them practical training in fields in which they would afterwards make their living. In one of these schools a cobbler shop was set up and the pupils repaired their own shoes as well as those of their brothers and sisters. Although the per capita cost for manual training was only ninety-seven cents, the number of pupils enrolled made the total cost so astounding that the pupils were required to pay for the articles which they took home.[23]

Fred B. Haganmann, who succeeded Burruss as head of the department, wanted to introduce sewing machines from the seventh grade up because he felt that the sewing machine was practical and would save many hours of sewing by hand. Much to his surprise, his suggestion met

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[23] Thirty-ninth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1907-1908 (Richmond: James E. Goode, 1909), pp. 30-31.

some opposition at first. Some said work at the sewing machine would not be healthy work for young girls. Hagamann countered with the words, "I don't see how nine or ten minutes at a sewing machine a week could injure anyone's health."[24] The sewing machines were acquired. Arabella S. Pilcher, placed in charge of sewing and domestic science, worked out a practical course of study starting with simple sewing beginning with the fourth grade. Cooking was taught in addition to sewing in the seventh grade. The girls planned, cooked and served meals to classmates, school officials, officers of the Mothers' Club and to visitors in the building. At George Mason School an experiment with cooking was begun in the fifth grade and was completed in the sixth grade. In the seventh grade the girls arranged the menus, figured the costs, and cooked and served the meals for the entire school. Like art, the domestic science program became a department in itself. Arabella Pilcher was the first director of the department.

From paper cutting and bending iron, the Department of Manual Training began to grow in its own field. Cabinet work, including wood turning and pattern making, was added to the high school program. To complete the special two-year course in Cabinet Making a pupil must have designed, made a working drawing and executed the piece of furniture. In order to get a diploma in this field, two additional years in machine and metal shops were required. In 1912-1913 a machine shop was added to John Marshall. The pupils spent a portion of their time repairing an

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[24] Ibid., p. 30.

automobile engine. The engine was finally put into a truck for use of the mechanical department. Soon after this an accident occurred to the engine. Mr. Houchens said he couldn't remember the exact nature of the accident. He did remember that a school board member had had an automobile accident. Since it would cost more to fix the car than to buy a new one, the member had given the engine to the boys to work on.[25] Later the school board purchased two engines for the boys to work on in the shops.

The pupils at John Marshall also made group projects for use in the schools as part of their program. They made mechanical drawing tables, vises for woodworkers and machinists, a dynamo for the Physics Department and rewound motors for the wood turning lathes. In the colored schools, the work was determined by home environment and individual needs. Pupils made screen doors and windows, fly traps and sanitary closets. In the Providence Park School the boys converted a dilapidated shed room into an excellent work shop by laying a concrete floor and building work benches and tool cabinets. They made also some excellent furniture and did a variety of carpentry work. This effort on the part of the boys made a little money go a long way.

Prevocational schools were started in 1913-1914 for boys thirteen years old who had completed sixth grade. Younger boys were permitted to attend upon recommendation of teachers. Half the day was

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[25] Telephone conversation with Mr. H. Clay Houchens on May 17, 1953.

spent in the pursuit of academic subjects. The remainder was used training in the fields of electricity, bookbinding, printing, mechanical drawing, metal work, cabinet making, stone and brick laying. The boys also visited various industries. As boys were admitted who had dropped out of school or who were retarded and uninterested in the regular work of the grades, visits were made to their parents and the purpose of the school explained to offset any objections the parents might have. The results the first year were better than expected. Many of the boys had jobs in the afternoons and on Saturdays and gave part of their earnings to their parents. Ten of the boys started systematic savings accounts. Their teachers deposited the money in a local bank and at the end of the year, the individual accounts varied from a low of eighty cents to a high of five dollars and sixty-five cents.

CHAPTER VIII

INDUSTRIAL SURVEY AND SCHOOL INVESTIGATION

The United States Department of Labor was interested in obtaining a Federal grant for vocational education in the schools. A national survey was begun in May of 1914 and ended in November of 1914. W. H. Magee, Director of Industrial Education for the Richmond schools conducted the local survey through personal interviews with employers and with employees regarding the establishment of a trade school in Richmond. He found that few people thought a trade school was a good idea. Most of them agreed, however, that the organization of trade extension classes in the night schools might prove beneficial.[1]

At the request of groups of men engaged in various trades a night school was opened at John Smith School. Enrollment was limited[2] to men actually engaged in the trades. Interest was so great many attended classes even during the Christmas holiday. As a result, much of the opposition to industrial education existing in the ranks of organized labor was broken down. To keep the teachers ahead of the eager pupils, it was necessary to hold Saturday meetings to afford them the opportunity of studying the newest methods and machinery used in

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[1] Forty-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1914-1915 (Richmond: Clyde W. Saunders, 1916), pp. 89-90.

[2] Ibid., p. 89.

the industrial plants of Richmond.

Because of the approaching war, most of the funds available were placed in the field of adult education. As a result, three centers (centres) for primary education were closed. There was hope that they would be re-established as President Wilson was in favor of the Smith-Hughes Act[3] which was up for approval in Congress. Under this act the city would receive from $8,000.00 to $12,000.00 to aid in the extension of all types of vocational work. The Smith-Hughes Act which was passed recommended trade extension classes; home economics which included home nursing in night schools; salesmanship in stores with trained instructors; and classes for those who desired instruction in order to become vocational teachers. The bill passed Congress August 17, 1917 and a Federal Board for Vocational Education was established.

In the Richmond schools the salesmanship classes spent part of the time in school learning the fundamentals and the rest of the day getting practical experience in the stores. Other trade classes in the schools repaired desks, tables and chairs. They also did repair work on the buildings. The industrial classes were geared to give material aid to the war effort.

The Richmond School System had not waited for the Industrial Survey's recommendations as far as classes for retarded children were

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[3] Forty-eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1916-1917 (Richmond: W. C. Hill, 1918), p. 23.

concerned. Such classes had been started for those who were unsuccessful in academic subjects in 1912-1913. Mental tests were given to find out why pupils were retarded. A psychologist, besides administering the mental tests, gave careful examination to try to determine the cause for academic failure. Four classes were in operation. After one year some returned to their regular classes, others were promoted but stayed in the special class because they had not reached grade level, some would never return to their class as they tested four or more years below normal and were classified as mental defectives or low grade morons. Instruction for the mental defectives was largely industrial. They made mats, rugs, baskets, taborets and crocheted work. The children were pleased because they could see what they were accomplishing. They were allowed to keep or sell what they had made over and above the cost of the supplies. One class sold as much as $12.00 worth of the articles and refunded the money to the school.

A Department of Clinical Psychology was organized in 1915 and established in the Medical College of Virginia in cooperation with the public school system.[4] William H. Higgins was head of the department. Here the pupils received careful physical examinations to ascertain the cause of their deviations from the normal pattern of behavior. Treatment was prescribed. In this way more intelligent placement of the

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[4] Forty-seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1915-1916 (Richmond: Clyde W. Saunders, 1917), p. 136.

sub-normal child was achieved. A special class social worker assisted the teachers in the schools. One of the main difficulties faced was with the parents who did not wish to have their children enrolled in such classes. Some who did enroll their children demanded that two-thirds of the day be devoted to the "3 R's" - reading, writing and number work. This was done for children whose I.Q.'s ranged from seventy to eighty. Because all these children in the retarded schools would have to make a living eventually, the policy was to teach them a trade that would be of some monetary value to them. A record was kept of the boys and girls who left the school. Some entered mental institutions. Many found positions as workers in tobacco factories, as drivers, peddlers, messenger boys, ushers in picture shows. Some worked in department and five and ten cent stores. Of those who obtained jobs, the salaries ranged from $15.00 to $1.50 a week.[5] Some of the pupils were unable to keep a single job for any length of time and constantly shifted from one job to another.

Another special class started during this same time was the Open Air Class for delicate and "open-tubercular case" children. A committee from the Richmond Education Association urged such classes as a preventive measure since tuberculosis was the number one killer in[6]

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[5] Forty-ninth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1917-1918 (Richmond: W. C. Hill, 1919), p. 60.

[6] Fortieth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1908-1909 (Richmond: Clyde W. Saunders, 1910), p. 11.

Virginia. With the approval of the board, architect Charles M. Robinson, without any charge, drew plans and specifications for the opening of an open air class on the roof of Madison School.[7] The pupils were limited to twenty, selected by Dr. Thomas N. Bunett, Medical Director, from the second and third year pupils in different schools. Re Dickerson was the teacher in charge. The program[8] included three meals a day, rest, exercise and recitations. A careful record was kept of each pupil's temperature and pulse. The program showed good results at the end of the first year of operation. Many pupils entering with a temperature of 102° were running normal temperatures at the end of the year and had gained several pounds. Eleven open air classes, including three for Negro children, were opened later. There was not enough money to equip them, however, so cooperative buying of food reduced the cost and the Richmond Education Society gave equipment. Mothers' Clubs and other agencies helped by supplying milk and actually helped prepare the mid-day hot lunch. In spite of an extra appropriation by the school board not enough money was on hand to finish out the 1917-1918 term. A collec-

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7 Forty-fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1912-1913 (Richmond: William Byrd Press, 1914), p. 24. Forty-seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1915-1916 (Richmond: Clyde W. Saunders, 1917), pp. 150-151. [Description of Open Air School in Ginter Park.]

8 Forty-fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1912-1913 (Richmond: William Byrd Press, 1914), p. 24.

tion, amounting to $581.86, was taken in the schools. The Richmond Education Association agreed to pay for lunches in the colored schools for the remainder of the year. Daily meals were reduced from three to two. The parents were invited to pay fifty cents weekly to defray remaining food costs.

Dana Rucker, principal of Stonewall Jackson School, encouraged nature study field trips. He taught the teachers how to identify wild flowers and one afternoon they found as many as thirty specimens. Experiments in seed germination were carried on in the classrooms. As an example, dried butterbeans were placed between wet blotters in a sunny spot. The children kept the blotters moist and kept a daily record of the sprouting of the butterbean. School gardens were encouraged by Rucker and Ellen Lindsay. Vacant lots in vicinities of schools were put at their disposal for this purpose. During the first year this plan was in operation each child had a small square of earth in which he planted the seeds of two or more vegetables. The second year, since this had proved impractical because of the wasted space, the vegetables were planted in long furrows. Each class marched to the garden and lined up facing the class furrow. Then each pupil planted his seed. As weather permitted, a period each week was given to weeding as needed. The class did this still standing in line. Afterwards, if fortunate enough to have its seeds mature, the class consumed the product of their labors. The children learned about the growth and care of plants and the conservation of moisture as well as making a study of insect life. The work was correlated with drawing, arithmetic and composition and

home gardens were encouraged. With the advent of World War I, more time and more space were given to gardening and the project was continued for a few years after the war. One tragedy was experienced during this time. The children at Bellevue had carefully tended and attained a flourishing garden only to have a public building erected[9] on the spot before the crops matured.

Along with the expanded curriculum, the administration was beset by many problems. Annexation of outlying areas (1906-1910) increased the number of public schools as well as the amount of money necessary to operate them. Many outmoded county schools had to be replaced to meet requirements of the city inspector as to health and safety. Half-day schools continued and the ratio of pupils to teachers was between forty and fifty to one. To add to the tension of handling such large groups of pupils, the addition of music, art, nature study, manual training and physical education to the curriculum increased the burden on the teacher. Each director, in his zeal to have his department make a satisfactory showing, held numerous meetings for teacher instruction in addition to the regular grade meetings held once or twice each month. As if these were not enough, new text books unfamiliar to the teachers, were introduced. The administration revised the course of study as to time allotment for subjects. The course for each grade was so full it was impossible to complete it with any degree of success.

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[9] Forty-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1914-1915 (Richmond: Clyde W. Saunders, 1916), p. 112.

The requirement that each child should use two readers a year produced another problem as many parents refused to buy more than one. Tension was so great among the teachers that when a new system of marking or grading children's work was introduced, more teachers than usual were sick and for more extended periods of time.

This feeling of tension spread among the parents in the form of dissatisfaction with their children's progress. The correlation of subjects such as nature study with arithmetic, language and composition made very little impression upon them. They felt their children were being cheated in the fundamental instruction of the "3 R's". Too many "frill" subjects were replacing the basic subjects. Rumbles of dissatisfaction became so great that criticism of the Richmond Public Schools reached the ears of the Council. In the session of 1911-1912 the Council voted to make an investigation[10] of the entire school system. They appointed a committee of seven men from the Council to investigate the schools thoroughly, to report the results of the investigation and to give recommendations, with proper ordinances or resolutions to carry out the recommendations. Specific fields for investigation were:[11]

1. Are teachers and supervisors being paid more than they should be paid for services rendered?

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[10] Forty-fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1912-1913 (Richmond: William Byrd Press, 1914), pp. 33-39.

[11] Ibid., p. 34.

2. Is the curriculum of the elementary grades all that it should be?

3. Has the efficiency of the system been demoralized or decreased because of seeming lack of harmony and cooperation between teachers, principals and the superintendent?

4. The city of Richmond assumes the major proportion of the expense of maintaining the public schools while the State Board of Education takes more and more control of them. Isn't there some way the Richmond School Board can assume a greater proportion of control over school matters?

Patrons, teachers, principals, assistant superintendent and superintendent gave testimony before the committee as did the Honorable P. P. Claxton, United State Commissioner of Education. The report of this part of the investigations can be summarized as follows:[12]

Patrons: The course of study was overcrowded. Some wanted Manual Training and Domestic Science eliminated.

Teachers: Curriculum is overcrowded and too much time is given to special subjects. Their Association (E.T.A.) adopted a resolution expressing the views of teachers and added to the teachers' report that the education of the child is weakened by the overcrowded curriculum in the primary grades.

Principals: The overcrowded curriculum was in the first year. Essentials were not neglected. Some improvement in text books was necessary.

Superintendent and Staff: Certain improvements could certainly be made in the curriculum but on the whole it was not overcrowded except in the first year. Half-day schools operated in 1A and 1B was on too short a time schedule for learning the fundamentals for this grade. Furthermore 1A and 1B should not be taught by the same teacher. The chief problems were lack of sufficient appropriations, not enough teachers could be employed and it was a question of overcrowded rooms rather than that of an overcrowded curriculum. Ample time was allowed for the essentials through the correlation of subjects and the group system used in the classrooms was important for developing independent study on the part of the pupils. More teachers were needed for special classes, the mentally deficient and for vocational education.

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12 Ibid., pp. 38-39.

> Mr. Claxton: Not enough emphasis was being put on the so-called non-essentials. One-third of the school day should be devoted to drawing, manual arts, music, domestic science and so on rather than one-fifth of the day that Richmond was using.

As a result of the investigation, Council increased the appropriation for the schools to follow the recommendations of the superintendent. The first grades were no longer taught by the same teacher and their school day was lengthened an hour and a half. Also, a class for incorrigibles was set up in connection with the juvenile court. The investigation, because of lack of time, covered only the curriculum of the elementary schools. They did not investigate the teachers' salaries nor the interference of the State Board of Education. Richmond was, however, given a broader opportunity by the State Board in selection of its courses of study.

Other results of the testimony concerned the Council in three areas. Councilman E. R. Fuller proposed a resolution for the adoption of free text books[13] in the Richmond Public Schools and the council appropriated $10,000.00 for this project provided used texts were turned over to the schools. A bookroom clerk to mend and bind these books was assigned to John Marshall School. Later, boys in the vocational classes took over this work. Old and soiled books were examined by the Medical Director to see if they carried disease. Books of children who had had contagious diseases were destroyed.

To the program of medical inspection established some years previously, dental inspection was added. A trained nurse was at each

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[13] Ibid., p. 32.

school two days a week. During the scarlet fever and diphtheria epidemics of 1912, inspection of children's throats became a necessity. In 1914 the department reported 19,505 pupils were inspected, 1,545 were referred to family physicians, 2,200 to dentists and 2,234 were treated by doctors or dentists at the city's expense.[14] Nurses and doctors spread the doctrine of better health and hygiene through lectures at the Medical College of Virginia and at Mothers' Club meetings. The school buildings were also put in better sanitary condition. Toilet paper was placed in the schools. Cheesecloth replaced the disease-spreading feather duster. Water fountains were installed and took the place of the common dipper or tin cup. Room temperatures were never over 70°. Classroom windows were opened for fifteen minutes before school and five minutes during recess period. The weakest link in this enlarged health program was the janitors who were careless of temperature control and did not always see that regulations were carried out.

The third area was that of teacher training. J. A. C. Chandler, who had become superintendent after the death of Fox, was worried because the State Board of Education[15] would not recognize the training in the post graduate course at John Marshall nor would it recognize the course in teacher training at Armstrong Normal and High School (Colored High and Normal) as on a par with that received at Farmville, Hampton or

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[14] Forty-fifth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1913-1914 (Richmond: William Byrd Press, 1915), p. 25.

[15] Ibid., pp. 19-20.

the Virginia State University. In order to obtain a ten year teaching certificate, an additional year had to be spent at one of these schools. Chandler felt certain that the training given at Armstrong was as good as or better than that given anywhere and fought unsuccessfully to have it recognized. Its graduates could obtain a three year teaching certificate which could be renewed for five years by passing an examination on the history of education and by reading one book on the State's Reading Course. A two-year Normal Training Course for white teachers was established in the new William Fox School. Besides academic classes in English,psychology, principles of education, history of education, school management, Virginia and United States history, civics, a review of elementary school subjects, music, drawing, handwork and physical education, the student teachers observed the work of classes and did practice teaching. The school soon won state recognition and its graduates received certificates good for ten years. To supplement the training of teachers already employed but not yet certified, the Council appropriated $2,500.00 to open a summer school for teachers.

CHAPTER IX

SUPERINTENDENT J. A. C. CHANDLER, THE BUILDER

J. A. C. Chandler was a builder and dreamer in the field of education. The salaries of beginning teachers increased from $45.00 a month to $94.70 during his administration. He gives the following comparison after eight years as superintendent of Richmond's Public Schools:[1]

	June 30, 1909	June 30, 1917
Number of Teachers	396	1,002
Number of School Buildings	29	45
Number Pupils in Day School	15,009	26,100
Number Pupils in Night Schools	581	5,902
Cost of Instruction (Salaries)	$216,684.09	$619,715.46
Total Expenditures	$569,221.45	$948,384.57
Value of School Property	$1,181,657.02	$3,123,024.08
Number of High School Graduates	70	167
School Population	23,958	34,944
Percent Enrolled in Schools	65%	91.5%

No longer could the superintendent visit schools, make out examinations and correct them. Getting public and financial support absorbed much of his time. An assistant superintendent, Albert H. Hill, had been appointed just before Fox's death. Now a second assistant was needed and K. J. Hoke was given charge of supervising the schools of South Richmond (formerly known as Manchester). To these men was given the task of supervising all classroom teachers and departments. The

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[1] Forty-eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1916-1917 (Richmond: W. C. Hill, 1917), p. 29.

assistant superintendents were given furloughs not only for study but to visit other school systems.

Emphasis was concentrated on improved teaching methods and the development of the individual child (as well as teacher) according to his capacity for learning. In the fifth, sixth and seventh grades lessons were assigned by the problem or project method rather than by page numbers. Each pupil was to read, get the facts, organize the material, present and be able to defend his subject before the entire class. At first this method was slow and difficult because neither the parent, the child nor the teacher fully understood it. This method of instruction soon became very popular. The parents were not only pleased but proud when they were asked to visit the classroom to hear programs growing out of the project method of problem solving. The superintendents urged the teachers not to stick to any one method but to use many.

On his return to Richmond after studying at Columbia, K. J. Hoke introduced another innovation to help more teachers understand the method of problem solving. Teachers who were willing and had been successful in this type of work were asked to give demonstrations in the various subject matter fields for other teachers. Hoke stated that, "The teacher who is willing to work up lesson plans and to teach them before a group of other teachers and to discuss them freely has reached a high standard in her professional career."[2] Six such demonstrations

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[2]Forty-seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1915-1916 (Richmond: Clyde W. Saunders, 1917), p. 77.

were given the first year. The teachers were asked to keep a record of the successful problem questions which were then discussed. The best were collected, mimeographed and put in the hands of the teachers.

A testing program was instigated by the assistant superintendents who had by 1917 reached three in number and included Jesse H. Binford (no relation to Superintendent James H. Binford, 1870-1876). Albert H. Hill constructed batteries of arithmetic tests of four and five minutes duration. Algebra tests were made by an assistant principal at John Marshall, J. T. Robinson. The answers were scored separately to show where teaching emphasis needed to be placed. Geography tests, with emphasis on reasoning, were mimeographed. Tests were given also on vocabulary and idioms, and in foreign languages in the junior and senior high schools. Standard tests like those of Thorndike and Courtis were given in reading. As a result of this testing program certain weaknesses were discovered. Spelling, the reading rate, speed and emphasis on problem solving in arithmetic, punctuation and handwriting all needed attention. These problems were discussed in meetings held by the various supervisors. Methods for improvement were demonstrated. Re-testing was done later to check on improvement. On the whole, the improvement showed that the program was worthwhile.

The Palmer Method of writing had been introduced into the system under the direction of Mr. W. C. Locker in 1912. The first year no books were available so Mr. Locker taught the teachers how to teach the lessons. By 1915 Mr. Locker had developed a system of his own. The Locker Easy Writing Method was adopted by the State Board of Educa-

tion as well as by the City.[3] The Locker Method used the arm movement but was a simpler and more fluid form of writing than that which had been taught previously. There was a separate booklet for each grade level and each child had his own booklet, practice paper and staff pen. At the end of the term the first and last pages in every child's booklet were sent to Mr. Locker's office. If the progress of a child had been satisfactory, he was awarded a Locker button of a different color each term. It was the goal of each child to receive a button each year. When satisfactory penmanship according to Locker standards had been achieved, the pupil received a Locker certificate and was no longer required to take penmanship lessons. All teachers were required to possess a Locker Certificate and some students at the Normal School had to stay an extra term to complete this writing requirement.

Binford, Bellevue and Bainbridge junior high schools were added to the city system in 1915-1916 and included sixth grade through first year high. The purposes were to:[4]

1. Give a wider selection of courses
2. Meet the varying mental capacities and economic needs of the pupils
3. Offer prevocational work of several types enabling the pupils to select their life's work more intelligently
4. Give an additional year of schooling to pupils who might be unable to complete a four year high school program (terminal education)

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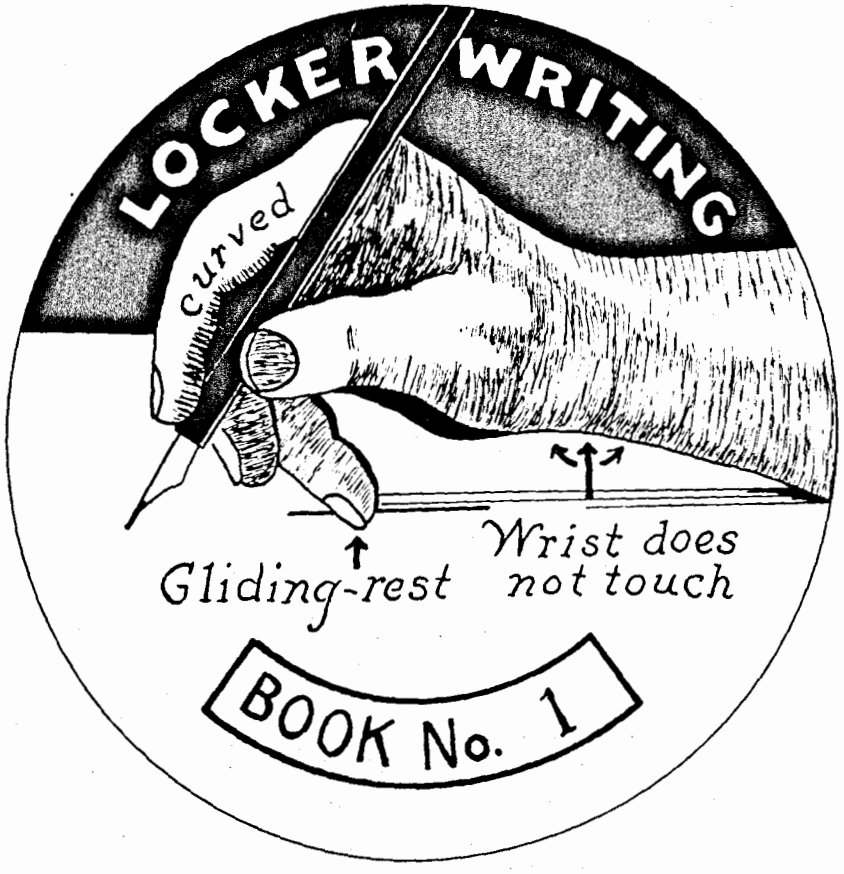
[3] Forty-eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1916-1917 (Richmond: W. C. Hill, 1918), p. 120.

[4] Ibid., p. 183.

PLATE 10



LOCKER BUTTON
ENLARGED 5 TIMES

UPON SATISFACTORY COMPLETION OF ANY LOCKER BOOK A PUPIL WAS AWARDED A LOCKER BUTTON BY THE

DIRECTOR
OF THE
WRITING DEPARTMENT

W. D. Ellis and Miss Jessie P. Haynes felt that the junior high schools were to serve two other purposes:[5] one, to help the child make an adjustment from an elementary school program to a departmentalized high school program; and secondly, to provide a wide variety of subjects which the child might explore.

The course of study[6] to be followed in the junior high school was important and had to be approved by the principal and an advisory committee before the pupil began his studies. It was to be pursued to completion. Any change could be made only with the approval of the principal and the committee. A pupil was required to take three academic subjects: English, history and mathematics. The remainder of his time was scheduled in exploratory classes.

Binford was a new school expressly built to take care of junior high school pupils only. Bainbridge was a new building and was to house upper elementary grades as well as the junior high school grades. Bellevue was an elementary school converted for use as a junior high school. It had been built in 1912 to replace the old Bellevue at 22nd and Broad Streets. It was built on the site of the Van Lew home. Excavation for the school basement destroyed many rare and native shrubs.

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[5] Miss Haynes reiterated these points in a conversation on July 9, 1958.

[6] Appendix H., pp. 218-219.

However, many magnificient trees survived.[7]

Binford and Bainbridge were built in the most modern method and included the finest equipment. The schools by now employed a school architect, Charles M. Robinson, who had made a study of buildings throughout the country before submitting his plans for the schools. At the suggestion of F. C. Ebel, chairman of the School Board, one feature of the new schools was a replacement of steps by ramps "making it possible to go from basement to roof without walking up a single step."[8] These gave Robinson great difficulty in determining the angle of incline. Another feature was the placement of windows in series so that light would be continuous. A battery of furnaces with fan systems for drawing fresh air ten or twelve feet above street level were installed. Then, because of dust and soot drawn in at this low level, the fans were placed on the roofs.

Binford had an open air gymnasium located on the roof above the auditorium. This was considered quite an innovation. H. H. Baish, superintendent of schools of Altoona, Pennsylvania, made the following statement to Robinson, the school architect:[9]

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[7]Margaret Meagher, History of Education in Richmond (Richmond: Writers' Project, 1939), p. 119.

[8]Forty-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1914-1915 (Richmond: Clyde W. Saunders, 1916), p. 125.

[9]Forty-seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1915-1916 (Richmond: Clyde W. Saunders, 1917), p. 49.

> I have traveled from the Atlantic to the Pacific coast, studying schools and school buildings, and while attending the Educational Conference in Richmond I saw more to recommend to my board than in any other city I have visited except Minneapolis, Minn., that city excelling Richmond only in its provisions for gymnasium and physical exercise.

Auditoriums had been used by the public at a nominal cost since the completion of John Marshall High School. Many churches held Sunday Schools as well as church services in public school buildings. Another use of auditoriums for both children and adults was for the showing of moving pictures. In the new buildings a fire-proofed projection room was built in as a part of the auditorium. In the older buildings throughout the city inside the auditorium was built a metal room which enclosed the machine and the operator to protect the audience against the hazard of fire. The city for some years had been conscious of this hazard and had required the installations of fire escapes in all city-owned buildings.

Formal fire drills were held once or twice a month in every school. One of the former pupils of West End School remembers this incident relating to a fire drill.[10] One of the teachers on the second floor was recovering from a leg injury so principal Dana Rucker excused her from coming out with the children. He required her to stand on the second floor fire escape. One day in the midst of the drill when all children were standing in absolute silence on the school yard, this teacher leaned over the railing of the fire escape perhaps to take her

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[10] Information from Mrs. Ellen Douglas Gordon, July 7, 1957.

weight off the injured leg. To the consternation of the pupils, the entire front of her hair dropped to the ground. The boys snickered and the girls hung their heads and refused to look up in their distress and sympathy. The teacher was an excellent one, however, and the incident in no way detracted from the esteem with which the pupils regarded her.

Two activities originating in the junior high schools led to greater self-confidence and better citizenship among the pupils. The first was the organization of home rooms with elected officers. This not only helped the children know each other better but it helped the teacher discover the needs of the children. In Bellevue a limited form of student government developed. School elections followed the pattern of city elections. Thus the children obtained knowledge through experience which they themselves would use when they were old enough to cast their votes.

Another experiment begun in the junior high schools was the supervised study period to eliminate too much home study. One of the greatest faults in this plan was the lack of reference books in the schools as well as in the homes. This promoted the establishment of libraries in both junior and senior high schools. Books were carefully selected, after having been read by the teachers, for supplementary reading, reference work and pleasure. At John Marshall High School the Rosemary Library Board[11] offered annual membership tickets to the students.

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[11] Margaret Maegher, History of Education in Richmond (Richmond: Writers' Project, 1939), p. 142.

Finally the State Library opened its doors to them with good results. Books were accumulated for all schools through donations from patrons and from the John Marshall High School Alumni Association. When a new school was built and named for John B. Cary, his son, as a memorial to his father, presented a complete library to the school for the use of the children and the adults in the community.

Several changes took place in the high schools. The recitation periods were lengthened to insure greater progress. In Armstrong a complete Negro faculty was employed with most creditable results. In John Marshall military training became a part of the curriculum. When the school board felt it was necessary to add a wing to the John Marshall High School, it suggested that the John Marshall House be demolished.[12] The entire city was thrown into an uproar. Patriotic organizations, the press and private citizens raised their voices in protest against the destruction of this historic landmark. The city then deeded the building to the Virginia Society for the Preservation of Antiquities who restored the old house to its former glory.

When the public school system was introduced in Virginia, provision had been made for a school census to be taken every five years and for children ages seven to twenty-one to be admitted to the schools. This census, however, was used merely for statistical purposes. According to Richmond law, children from eight to twelve years of age were

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[12] William Asbury Christian, Richmond Her Past and Present (Richmond: L. H. Jenkins, 1912), p. 531.

excused from school attendance if they could read and write. Those who could not were required to attend school at least sixty days, thirty of which were to be consecutive. This law was never enforced because no money was appropriated. In 1915-1916 the State appropriated money for the salaries of truant officers who would serve under the direction of clerks of school boards. The citizens of Richmond voted to have a compulsory education law go into effect in September of 1915. It compelled children ages seven to fourteen to attend school either public or private. Richmond citizens asked their delegates to the State Legislature to work for such a State law. The city appropriated money to supplement the State appropriation for the salary of the truant officers. This appropriation brought the total money expended for schools over the million dollar mark. This law was a real challenge to Chandler who was determined that every child in the city should have the benefit of an education. The State Board of Education required that the truant officer go through the school census and find the number of children between ten and twenty years of age who could neither read nor write. Much to the chagrin of Chandler, 713 cases were found in Richmond. He immediately employed a truant officer to assist the clerk in an investigation of the 713 who were not enrolled in the schools.

Ella Virginia Ball took over the herculean task of finding these children. To her the work became a crusade. She felt that there might be even more children in Richmond than the number exposed in the census who were not in school. Her first step was to discover how many of these unlettered children were already enrolled in Richmond Schools.

Two hundred ninety-seven colored children from eight to twelve were reported unable to read or write. A Negro society, interested in the betterment of its race, received permission to handle these cases, but no report was ever made by the society. The sixty-one white cases reported unable to read and write were found upon investigation to be distributed as follows:[13]

Enrolled in public schools	37
Enrolled in parochial schools	4
Moved from the city	7
Epileptic	1
Deaf mute	1
Over age (mistake in census)	2
Physically unfit	1
Tutor	1
Orphanage	2
Mentally unfit	1
Out of school	2
Never been to school	2

Ella Virginia Ball investigated the two who had never been to school. One child was ten years old. She visited and talked with the parents. The child was sent to school and her record of attendance was excellent. The other case was not so successful. A child of nine had indifferent parents who continued to remain indifferent. The case was taken to court but since it was so near the end of the term, the decision made little difference. On investigation of the two out of school, she found that one had moved away to the country to live. The other came to school immediately and made the grade.

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[13] Forty-seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1915-1916 (Richmond: Clyde W. Saunders, 1917), pp. 139-146.

From these experiences Ella Virginia Ball was sure the census was incorrect. She decided, therefore, to make a study of each school district.[14] In the first district which included Fulton, Church Hill and South Richmond since the census showed more children from this district could neither read nor write than in any other, she made 768 visits and found that there were 3,673 white children of school age in the district. She visited each one. To find one little girl, thirteen visits were made in one day. Often no hint of street address was given. In one instance the address listed was "south of the James River". Another trouble was children who transferred from one school to another. No record was kept of the transferances. Very few of the names were listed in the City Directory. At times she had to refer to the original census reports to find children living on either side of the one she was looking for and then visit every house between their addresses until she found some clue as to where the child might be located. The pupils gave invaluable information and took her to many homes she had been unable to find. Sometimes she ended up in places not having the remotest connection with the census.

Four cases of special interest cropped up in the Fulton area.[15] In two of them the children were sent to school when the parents were informed concerning the compulsory education law. The other two cases

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[14] Ibid., p. 144.

[15] Ibid., pp. 144-155.

were taken to court. One case was of rank indifference on the part of the parents who pleaded guilty. Fine was suspended on promise to enter their child in school. Much to the surprise of school officials, two children instead of one from this family entered school. The other was the case of an extremely poor family. The widowed mother, working in a factory, had no idea that the child was not in school. On court order the child was sent to school.

The only child reported on the school census as not able to read or write had to be brought into court. He came from a hopeless family in a poverty-stricken area. His father was a drunkard and his mother spent long hours in a factory. Whenever the home was visited, the children, including a five year old, were found sitting on the railroad track chewing snuff. In March 1918 the first fine for non-compliance with the compulsory education law was imposed by the court. The case had been in the court before Judge James Hoge Ricks the last session and the parents received a suspended sentence. They still did not send their four children to school. A fine of ten dollars was imposed. The children were then sent to school regularly and the principal of the school in the district reported that the action of the court benefitted the entire community. Judge Ricks held court for school cases on Saturdays so that teachers and principals could appear when needed. The first two years after this law went into effect the work of Ella Virginia Ball was so successful that the board hired Vera Bolling, a colored woman, to take charge of some of this work among the Negro children. Surveys of the other school districts followed the same pattern.

The work so ably begun was continued and finally developed into an Attendance Department.

With this emphasis on school attendance, greater interest was stimulated. The vacation school at Ruffner including grades 6A-7B was overcrowded. Because of its success, Chandler suggested in 1912 that year-round schools be held such as were operated in the state of New Jersey. Some believed that with modifications the New Jersey plan could be adopted in Richmond.[16] The year-round plan would include four terms of sixty days each. Each teacher would be contracted for thirty-six weeks of teaching. The first and second terms would run from January first to July first. The third and fourth would extend from July first to December first. The pupils would be required to attend three terms each year. This would be regarded as a full session. A pupil who attended all four terms would be able to complete his education at an earlier age. A new pupil might enter school at the beginning of any term. To install this plan would involve a complete change in the course of study; for example, a class in first year algebra would have to be started every sixty days instead of every ninety days. More teachers, more accomodations, more equipment and more text books would be necessary. The cost of such a program was so great that the idea for twelve month schools was dropped for the time being. Suggestions for year-round schools are brought up by the citizens and particularly by

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16 Forty-fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1912-1913 (Richmond: William Byrd Press, 1914), p. 16.

the administration when overcrowded conditions and the need for new buildings beset the schools. Virtually the same plan was suggested by former Governor Thomas B. Stanley at the Southern Governors' Conference in Williamsburg, September 23, 1957, during a panel discussion.[17]

During the first two decades of the twentieth century civic and national events had their impact on the schools. The first was the street car strike which occurred in 1903.[18] The motormen and conductors demanded more pay from the Virginia Passenger and Power Company. Not receiving it, they struck. When the Virginia Passenger and Power Company attempted to break the strike by running the street cars, rioting began, missiles were thrown into the cars, and attempts were made to burn the car barns and bridges. All efforts at arbitration failed. Trouble grew worse day by day. As the police were unable to cope with the situation, Major Taylor ordered troops from the Richmond Blues, Howitzers and First Regiment to keep order. Since they too were unable to cope with the situation, troops were brought in from other parts of the state. These troops were housed in some of the school buildings causing schools to be closed shortly before the end of the term. Finally, after a month of these disorders, the strike was called off by the Union. It had cost the men, the Company, the City and the State nearly a quarter of a million dollars.

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[17] Information from minutes of the Southern Governors' Conference furnished by Miss Martha Conway, personal secretary to Governor Almond, July 23, 1958.

[18] William Asbury Christian, Richmond Her Past and Present (Richmond: L. H. Jenkins, 1912), pp. 489-490.

President Roosevelt's visit in 1906 and the visit of President Taft in 1910 gave the children holidays from school.[19] President Taft returned to Richmond a second time in 1910 to address the Virginia Education Association. School authorities were asked to prepare suitable work for exhibit at the Jamestown Exposition. This was done under the direction of Superintendent Hill and Julian Burruss. Nellie Birdsong was sent to the Exposition to explain the work of the city schools to visitors at the Exposition. The results were very gratifying. Exhibits were placed in the Annual State Fairs and in 1915 the work of the special classes was emphasized, creating interest. As the space allotted to these exhibits at the fair was small, the exhibits were confined mostly to drawing, woodwork and cooking. The booth for the exhibits was built by the Manual Training Department.

When William Fox died in October 1909, memorial services were held not only in the schools but throughout the city. He had served thirty-eight years in public education, twenty-one and a half of these as the Superintendent of the Richmond Public Schools. The teachers and principals founded the William Fayette Fox Memorial Scholarship to Richmond College. It was to be granted to a woman graduate of John Marshall High School.

The city government launched a Clean-Up the City Campaign in 1913. The schools were asked to cooperate. Each school was given one

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[19] Fifty Years In Richmond (Richmond: Whittet and Shepperson, 1948), pp. 22,36 [Pictures.]

day holiday during the week to aid in this campaign in which the school children cooperated beautifully with an awakened interest and pride in their city.

The Spanish American War had had little or no effect on the schools. The approach of World War I as well as the war itself was felt by every American, young and old. The school children of Richmond were no exception. Shortages of materials as well as foods were making themselves felt. The new Lee School building was under construction in the West End.[20] The United States government finally released enough gravel to complete the building. Between shortages and the railroad strike, the gravel didn't arrive until freezing weather when it was much too cold to pour concrete. The contractor with a small working force, since labor was at a premium, finally put a roof over the building to prevent damage by the elements. The inclined planes, for which the gravel was needed, were completed in the spring.

With the declaration of war in April of 1917, the principals and teachers participated in National Draft Day registering all men in their districts between twenty-one and thirty-one years of age. The Household Arts Department held a five-week food conservation campaign. They issued bulletins and gave demonstrations of ways to make meals palatable in spite of food shortages by finding substitutes for bread, meat, fats and sugar. They also organized vacation canning clubs. The

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[20] Fiftieth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1918-1919 (Richmond: Richmond Press, Inc., 1920), p. 128.

Sewing Department helped the Red Cross by sewing and knitting. At home girls made simple dresses for orphan children of France and Belgium from materials supplied by the War Relief Society. John Marshall students adopted a French war orphan.

There were three Red Cross Campaigns.[21] Five thousand Richmond school children participated in the parades. They secured for the Red Cross 4,882 yearly memberships. Two Junior Red Cross Auxiliaries were organized in the white and colored schools with a total membership of more than 12,000. The Junior Red Cross at John Marshall made thirty-six suits of pajamas, ninety bed shirts, thirty-three sweaters, twenty-seven mufflers, thirty-two pairs of wristlets and twenty-six pairs of socks.

The school children helped in three Liberty Loan Campaigns.[22] They solicited subscriptions from parents and friends for the purchase of Liberty Bonds. The system of school savings begun just before the outbreak of war to encourage habits of thrift, was now patriotically converted into Thrift and War Saving Stamp Clubs. The children, who under the school savings system had deposited a total of $1,173.73, were allowed to withdraw this money to purchase stamps. Instead of pass books, they now had Thrift Stamp Books. They bought stamps on Mondays and when a book was filled, it was turned in for a War Saving Stamp. The

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[21] Forty-ninth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1917-1918 (Richmond: W. C. Hill, 1919), pp. 83-86.

[22] Ibid., pp. 89-90.

teachers kept record sheets as under the old plan showing the number of stamps purchased by each individual. These sheets were deposited and filed in the office of the superintendent. In a special campaign for selling War Stamps conducted by the city, John Smith School won the prize offered for the largest amount of stamps sold by any one group.

The boys in the manual training classes worked ten War Gardens. They divided the produce, half going to open air classes and school lunches. The rest they divided among themselves to be consumed by their families. The drawing classes entered a competition for food posters. The director of the local food administration was so impressed with their work that he had slides made of the twenty winning posters which were shown in the moving picture houses of the city. Mr. Mercer organized Sunday Sings for the pleasure of visiting soldiers from Camp Lee. They became so popular, not only with the soldiers but also with the citizens, that the John Marshall Auditorium would no longer hold the crowds and the sings had to be moved to the City Auditorium.[23]

Classroom instruction was modified by the war. Assemblies were held each week to acquaint the children with the causes and the progress of the war. War songs built up patriotism. Enthusiasm for the various campaigns was also built up through assembly programs. The United States Government sent supplementary war material for use in arithmetic and reading classes.

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[23] Fiftieth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1918-1919 (Richmond: Richmond Press, Inc., 1920), p. 27.

James C. Harwood, principal of John Marshall, realizing that there was dissatisfaction among friends and patrons of the school because students were participating in so many war activities during school hours, made his address at the forty-fourth annual commencement of the high school in the form of a rebuttal.[24] He said that conservative friends of the school believed that in taking part in so many war activities the main object of the schools' existence might have been forgotten. Such was not so. The schools had not lost a thing. They had gained better citizens, given service and self-sacrifice, loyalty and cooperation. Examinations showed a larger per cent of promotions than in former years. There were three hundred stars in the service flag; one star was gold. One alumnus had won a distinguished service medal for gallantry in the field. The cadet corps, which came early and stayed late to practice drilling, had done excellent work. They had been faithful to all calls for extra service asked for by the city. A Girls' Service Corps had been organized and doctors had trained a Boys' Sanitary Corps after school hours to help with the wounded.

The school alumni had made excellent progress at colleges and universities aided by the excellent training and help they had been given at John Marshall High School. At Richmond College, three had become members of the honor society - the Arachnidae. At Randolph-Macon Woman's College, Arline Eubank had won the freshman scholarship for the

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[24] Forty-ninth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1917-1918 (Richmond: W. C. Hill, 1919), pp. 31-32.

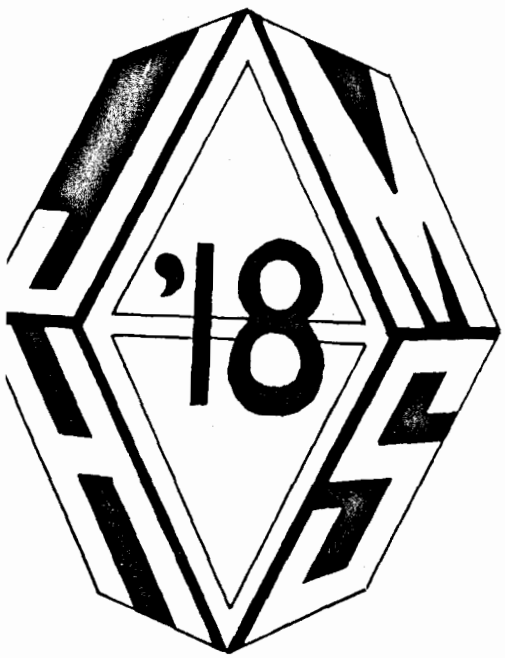
highest standing in the freshman class. At Washington and Lee, two of the six scholarships granted had been won by John Marshall boys. At the University of Virginia, Ellsworth Wiltshire had made two years' work in one and had been elected to the Raven Society. James Sloan had won a competitive appointment to West Point Military Academy. Samuel Witt led his class at Virginia Military Institute and won more military honors than any other single student had ever achieved before.

The high school was not content to do well but had striven to do better and better. The school had established a vocational course to meet the needs of students whose careers ended with high school and also a cooperative high school for pupils who must become wage earners early. Here they worked and studied alternately in cooperation with employers of Richmond who were very interested. There were already more jobs to be filled than could be filled by the forty students enrolled. These things had been accomplished in spite of the time given to war activities.

In connection with the vocational work, war classes for adults were established. As more men were called into service, women were needed to fill the positions they vacated. Instruction was given in methods and procedures of industry as well as in secretarial subjects. Classes in cooking were held and canning clubs were formed. For men listed as Class A under the draft law, War Emergency Classes in radio, French, mathematics, elementary reading and writing were arranged.

Through a contract with the United States Government, the

PLATE 11



CLASS PIN

(ENLARGED 7 1/2 TIMES)

WORN BY MEMBERS OF FIRST CLASS ORGANIZED

AT

JOHN MARSHALL HIGH SCHOOL

Richmond Schools' Training Detachment (Vocational School) was established.[25] The students were fed and quartered at the State Fair Grounds. The first group of 800 men arrived from West Virginia. The second contingent numbered 900. They represented every stage of social and industrial life. The military officers turned the men over to officers of the school board (W. C. Locker was the general manager of the school.) at 8:00 A. M. each morning. The men attended classes until 5:00 P. M. They received technical training in the John Marshall High School and at Virginia Mechanics Institute in the repair and operation of automobiles, trucks and motorcycles, carpentry, bench woodworking, radio operation, and electricity. General Pershing said to the instructors that in an emergency men trained in Richmond could be relied upon to do their job.[26] A member of the War Department commended the work of the school in the highest of terms. Of the 685 schools established throughout the country, Richmond was the only one rating a regular army cook to prepare food for the men.[27] To help entertain these men the Richmond Schools established a soldiers' library fund. The students raised $442.26 and collected more than 12,000 books by canvassing the city. The colored children donated $67.25 to aid the colored Y M C A.

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[25] Ibid., p. 116

[26] Fiftieth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1918-1919 (Richmond: Richmond Press, Inc., 1920), p. 132.

[27] Ibid.

Just before the armistice was signed, an epidemic of influenza swept the country. The City Health Officer ordered the schools closed on October 7, 1918 and they were not reopened for a month.[28] Because the city was not equipped with enough hospitals school buildings were converted temporarily to take care of the sick. In both Baker and John Marshall cots were placed not only in the classrooms but also in the corridors. The city was short of fuel and the weather was unusually severe. So many people died during the epidemic that coffins containing bodies of the soldiers to be shipped home for interment were stacked at the railroad stations awaiting the end of the railroad strike. Hundreds of teachers, both white and colored, gave valuable service during this period as dietitians and nurses. They visited homes to find out which people needed special aid. Many contracted influenza and two of them lost their lives while engaged in this work. At the end of the epidemic the doctors as well as the health department declared the work of the teachers had been invaluable to them.[29]

When schools reopened they were faced with the problem of making up the twenty lost teaching days and the completion of the course of study. By shortening holidays, eleven of the days were made up. One principal asked to be allowed to eliminate the so-called "frill" subjects.[30] This plan lasted for three weeks when to his consternation

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[28] Ibid., p. 17.

[29] Ibid., p. 32.

[30] Ibid., p. 33.

he found it wouldn't work at all. He and his teachers discovered that the best results obtained in education were due to a balanced program consisting of academic work, music, physical education and hand work. Teachers throughout the city did all in their power to complete as much of the course of study as was possible.

On the tenth and last anniversary of J. A. C. Chandler's superintendency of the Richmond Public Schools, statistics were printed showing the growth of the school system during his administration.[31]

	March 1909	March 1919
Number of teachers	396	945
Number of buildings	27	45
Number of pupils in day school	15,009	27,067
Number of pupils in night school	518	2,981
Cost of instruction	$216,684.09	$987,625.76
Cost per capita to city and state	$17.52	$27.71
Total expenditures	$569,221.45	$1,025,000.00
Value of school property	$1,181,657.02	$3,195,773.03
Number of high school graduates	70	137
School population	23,958	34,944
Percentage enrolled in schools	65%	89.4%

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[31] Minnie Lee Davis and Edith R. Hewitt, Sketches in History, Geography and Civics of Richmond, Virginia for the Use of Teachers of the 3A and 3B Grades (Richmond: Administration Building, 1919).

CHAPTER X

EXPANSION AND RECESSION

After World War I the thrift clubs returned again to the school savings system of banking. The Mothers' Clubs and the Parent Teachers' Association gave a banner to the school making the best banking record each year. The teachers complained of the involved clerical work. There were a number of errors and inaccuracies because neither the teachers nor the pupils were trained in banking methods. The superintendent recommended that the banks send a representative to the schools each week to check the deposits, keep the records and assume the responsibility of paying withdrawals to pupils. Because of the interest of the Parent Teacher Associations and interested citizens, without help from the banks, banking continued until the depression of the thirties.[1] Money was so scarce that the pupils withdrew funds to the amount of $81,567.42. This left only $1,822.18 on deposit. As this money was never claimed, it was transferred to the clerk and supervisor and set up as a special account in case anyone should demand it. The twelve year experiment in banking was ended.

The compulsory education law proved to be a two-edged sword. When the school system was first inaugurated, the unfit and the unruly

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[1] Sixty-third Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1931-1932 (Richmond: Baughman Stationery Co., 1933), p. 36.

were not allowed to attend the schools. Compulsory attendance placed all types of children in the schools. Some of the pupils proved unteachable in the environment of a regular classroom and special provision had been made for such children with the establishment in 1916 of John Smith School in the old Bellevue School.[2] Virgie Gary, chosen because of her happy and efficient handling of boys, was put in charge of seventeen who needed individual attention. Of the seventeen, one was allowed to return to Binford Junior High School at the end of three weeks, one was sent to the reformatory by the Juvenile Court and five dropped out of school because they were overage and couldn't be forced to attend. The pupils were given two medical examinations each year. Each child was found to have one or more serious defects. Two were operated on for the removal of adenoids and tonsils and one had such a serious blood condition that he was placed in the hospital for treatment. These three returned to the class. Improvement in behavior and in lessons of the ten who spent the first term at John Smith School was quite noticeable. They followed a course that included academic subjects, music, art, handwork and physical training. The railroad Y M C A allowed the school to use its pool for swimming lessons. The second year the school enrolled twenty-two pupils. In spite of the fact that a boy absent without verification was picked up by the police and escorted back to school, the boys loved their school and took immense pride in it and in their

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[2] Forty-seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1915-1916 (Richmond: Clyde W. Saunders, 1917), p. 50.

teacher, who felt that all her boys had their faults and frailties but were human beings like everyone else and that it was her duty to help them become useful citizens. Achievement tests showed that most of the boys were above average, grade for grade, when compared with other schools.

The school had grown so large by 1928 that it could no longer be accommodated in the old school and was moved to Ruffner School. Three girls were admitted, but this was not a satisfactory arrangement so the girls were quickly returned to their original schools. Miss Mary E. Huband was appointed to assist Virgie Cary. This same year the boys held an exhibit of the woodwork they had done under the direction of Mr. Hiter Morris. Among the visitors were Superintendent Hill, Judge James Hoge Ricks[3] of the Juvenile Court, and Dr. Harvey Coghill and his staff from the Children's Memorial Clinic. Soon a third teacher was necessary. Hattie C. Thomas joined the faculty. Problem boys voluntarily made application for admission because of the sympathetic attitude of the teachers and because of the variety of classes and activities. The Rotary Club for Boys offered their gymnasium for the use of the school and Miss Lottie Lee Thorpe gave weekly instruction in physical education and games. Each week the opening exercises in the assembly were conducted by a different boy. The programs were varied: sometimes a concert by their own harmonica band; sometimes nature talks,

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[3] Retired March 31, 1956.

and once a real magician from New York. Many civic clubs were interested in the school and trips were arranged to Jamestown, Williamsburg and the Richmond battlefields. Jesse H. Binford took them on a tour of the White House of the Confederacy and the Capitol. The Kiwanis Club gave a dinner at the Chamber of Commerce and planned for the boys an elaborate program which included music, speeches, songs, tumbling and boxing. At the end of the program each boy was given a one dollar merchandise gift certificate, a ticket to Loew's theatre and a bag of candy. Tired but happy, all were delivered to their homes by automobile. Returning to school on Monday each boy reported finding a dollar bill in his candy bag. This treat probably had a greater influence on the morale of the boys than any other activity in which they engaged.

In return for all this interest taken in them, the boys made doll houses for the deaf class and teaching aids for the teacher of the deaf children. They made covered wagons to be used in a project for one of the other schools. They aided the Junior Red Cross and made drawings and cut-outs for children in the Dooley Hospital.

The work of this school has continued to be successful. After the death of Miss Cary, the name was changed to the Virgie Cary School. In 1952 it was housed in Mechanics Institute which is coordinated with John Marshall High School.

Such a school for colored children was established in 1916 in

the colored detention home.[4] The schools furnished teachers and books. The attendance rule for this school was most effective. No pupil had to be called for twice by a policeman. The school followed much the same pattern as that of John Smith except that it provided for girls as well as boys and was known as Colored Special #1. It was under the direction of Kate Cooke. When Miss Rosalie Harper became the head of the attendance department, the locale of this school was a great sorrow to her. After many requests she was given a small appropriation by the board and used the money for painting and decorating the room in cheerful colors. Movable furniture replaced the screwed down desks. Bookcases, pictures and draperies were added. She no longer felt that these were forgotten children when parties and excursions were added to their curriculum.

Two changes in the compulsory school law plus the enactment of the child labor law increased Miss Harper's work. Not only did she have to enforce attendance until a child reached fifteen years, but also she had to issue work permits and badges to boys who wished to work after school hours as messenger and errand boys and newscarriers. Sometimes attendance was more than a problem and one movie theatre did nothing to help the situation. The Moving Picture Managers' Association, working with the schools, agreed to prohibit children of school age attending during school hours. The only theatre in the city not cooperating with

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[4] Forty-eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1916-1917 (Richmond: W.C.Hill, 1918), p. 47.

the plan was operated by a woman.[5]

To aid the attendance officer in her work, visiting teachers were employed. They were trained social workers who worked directly with the schools. The first visiting teacher, Ettienne Baldwin, was assigned to Madison School.[6] She worked with children and their families, met with teachers to talk on the policies of home visits and how to get the best results, how to keep records of the unadjusted child and various means of helping children become better adjusted. She not only worked with the schools, but also with the Associated Charities and the Juvenile Court. She helped classes in the teacher training program at the normal schools. Her work was really pioneer work because there had been no such social work in the state before.[7] The work proved such a success that more visiting teachers were employed and assigned to schools. Teachers referred children to the visiting teachers for the following reasons: poor scholarship, undesirable behavior, unfavorable home conditions, irregular attendance, leaving school, excessive shyness

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5 Fifty-second Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1921-1922 (Richmond: Clyde W. Saunders & Sons, 1923), p. 117.

6 Fifty-fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1922-1923 (Richmond: Clyde W. Saunders & Sons, 1924), pp. 92-93.

7 Fifty-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1924-1925 (Richmond: Clyde W. Saunders & Sons, 1926), p. 93.

and ungovernable tempers. The visiting teacher not only worked with the children and their parents but she gave advice and tests and worked in close cooperation with the newly established Children's Memorial Clinic. The work of this department was outstanding. The contribution to teacher and child adjustment was invaluable yet when the depression made its effect felt on the schools, the Visiting Teacher Department was the first to be abolished in 1933 since the nature of the work was of a type that should never receive excessive publicity. Only a minority of parents was ever touched by the work.

The number of foreigners coming to Richmond after World War I presented another problem. Americanisation classes[8] were opened at John Marshall Night School in 1920. Organisations such as The Sons and Daughters of the American Revolution contributed materially to this program. During the depression these classes were financed and operated through the Federal Emergency Relief Association and they were called Naturalization Classes.

Because of the rapid rise in the cost of living, many children were leaving school to take jobs and add to the family income. To combat this exodus the schools inaugurated part-time classes.[9] Those in sales-

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[8] Fifty-second Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1920-1921 (Richmond: Clyde W. Saunders & Sons, 1922), p. 77.

[9] Fifty-fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1922-1923 (Richmond: Clyde W. Saunders & Sons, 1924), pp. 90-91.

manship, which had been started in 1914, were closed during World War I. The school board now decided to reinstate these classes under an improved program. Virginia Roberts was furloughed to take a course at the Prince School of Education Store Service in Boston. On her return she organized classes in three stores of the city. They were held in employees' rest rooms in the mornings. The attendance was excellent. Instruction was given in salesmanship, business ethics, merchandise, textiles, color, corsetry and store system policy and organization. The students watched the clerks demonstrate the subjects taught in the classes.

South Richmond was fast becoming an industrial community. Emma J. Lamb, principal of Bainbridge Junior High School, to stem the tide of drop-outs and to train girls, most of whom would be unable to attend high school, asked Virginia Roberts to begin a salesmanship class in February, 1925. This elective class, running for one year, used the same lesson plans followed in the stores and was open to girls between fourteen and sixteen years of age. The girls did well in selling positions.

As these retail selling classes developed, retail stores cooperated and gave work to students on Saturdays and holidays. Practice work was given in Thalhimers, Kaufman's and Cohen's and store employees were encouraged to take the classes. Principal Harwood of John Marshall had the class in retail selling and salesmanship incorporated into the regular commercial and business course at the high school. Virginia Roberts remarked many times that the work she was doing with children in salesmanship classes gave her more pleasure and stimulation than any

work she had ever before done in the public schools of Richmond.[10] From this small beginning the classes in retail selling and salesmanship continued to grow and are incorporated as a part of today's Distributive Education Program.

School population had increased by the end of World War I so that a building program was an absolute necessity. In the elementary schools 4,339 children were on a part time school day and both the junior and senior high schools were overcrowded. Instead of making an appropriation, the City Council put the schools on a seventy-five cent levy and with the poll tax of one dollar the city comptroller estimated this would yield $1,300,000.00.[11] He also estimated this amount would increase the following year when delinquent taxes were collected and their pro rata share distributed to the schools. The school building program would cost $1,500,000.00. The Finance Committee voted unanimously for a bond issue in this amount. As soon as materials were available after the war, work was immediately begun.

In 1923 J. E. B. Stuart, Patrick Henry, George Mason, George Wythe and the new Armstrong (colored) High School were opened. Additions were made to many of the existing buildings. The city took on a new

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[10] Personal interview, July 14, 1958, with Miss Sallie Russell, a former teacher in the Richmond Public Schools, who remembers "Virgie" Roberts well.

[11] Sixty-fifth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1933-1934 (Richmond: Clyde W. Saunders & Sons, 1935), p. 14.

look as a result of this building program. The Richmond School System could now feel justly proud of its buildings. Not a single original school building was now in use as such.[12] Modern heating, lighting and plumbing had brought all older buildings up to modern standards of construction. There were still more children than the schools could accomodate.

Although Armstrong had a capacity of 902 students, its enrollment had increased by 1925 to 1, 123. Several hundred pupils were kept in the auditorium in unsupervised study periods each day. The need for another high school was evident. The Normal Department, previously housed in the high school, was discontinued. Virginia Union University in Richmond and Virginia State University in Petersburg absorbed the Normal Department into their teacher training programs.

Another school bond issue was immediately authorized as parents clamored for a relief from crowded conditions in the schools. Northside Junior High School was constructed with every modern convenience except a swimming pool and the Richmond Normal School, a project dear to Albert H. Hill's heart, was opened in September, 1926. This school was expressly planned for the training of white teachers for the Richmond School System. It had every modern convenience including a science laboratory. Small rooms with movable partitions allowed novice teachers to observe elementary children at work in their classrooms. There were

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12 Fifty-fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1922-1923 (Richmond: Clyde W. Saunders & Sons, 1924), pp. 95-96.

accomodations for 1,200 elementary pupils as well as the Normal School students. Included in the school were a gymnasium, auditorium, and cafeteria. William Daniel Ellis, who had been principal of Robert E. Lee School and of the City Normal School which was located there, was the first principal of the newly-opened Richmond Normal School. He insisted on having only the best teachers on his staff for both the elementary and the normal school.[13] With them he worked closely on educational concepts, ideas and ideals. He encouraged them to go on furlough for study and to visit university training schools. These teachers constantly brought back for discussion the newest and best ideas in the field of education. The newest books published on education practices were discussed pro and con. Practices were tried and when found worthy were used in the school. Ideas of progressive education were stirring in the North and these were carefully screened and sifted by the staff. Interest in the "Whole Child's" development was the goal of progressive education. The staff, after much experimentation, felt that fundamentals were a necessary part of the development of the "whole child" to achieve a necessary balance between the old and the new ideas being currently practiced in progressive schools. In the Richmond Normal School no child was allowed to do everything he wanted to do but he could make some choice as to which part of a class or group activity he would take.

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[13] Personal interview with Miss Alyse Bates, Secretary to the Superintendent, June 10, 1957.

The student teachers of the Normal School absorbed the enthusiasm of the faculty who not only inspired them but were a constant help in time of trouble while they were students and even after they began their teaching careers.

The program for teacher training at the Richmond Normal School was changed from a two to a three year course. The first two years the students were given academic work in the fundamentals of teaching, refresher courses of subjects to be taught in classrooms, psychology, sociology, science, hygiene, physical education and observation of classroom practices. The third year was divided into four parts. The student teacher spent the first six weeks practice teaching in the grade of her choice under the guidance of a critic teacher. At the end of this time she returned to the education department for criticisms of her methods and for guidance in planning the program to be carried out during the second six weeks' period of practice teaching in a different grade of her choice. The final six weeks of the term was again spent in the education department for criticisms, for clarification and for consolidation of learnings based on actual experiences in the classroom. The student teachers were called upon in the preparation of any classroom program when they were needed. They coached individual pupils and sometimes substituted in the classroom when the regular teacher was absent or attending a meeting.

As the success of the program carried on at Richmond Normal School became well-known, parents from every section of the city and in surrounding areas entered their children as if it were a private

school.[14] This was quite a change in the viewpoint of the citizens as many were accustomed to withdraw their children when a Normal Department was added to any school. Visitors came from far and near. The Universities of Chicago and Columbia brought students to observe. One group from the International Institute of Columbia was composed of forty-eight students representing sixteen foreign countries. Many of them came in native costume. The Chinese women had difficulty in walking on the composition floors. The tall, handsome dark-skinned student from India wearing his turban seemed like a giant from the Tales of the Arabian Nights as he walked along the corridors. In the conference held at the close of this visit, the criticism was helpful and constructive; the comments favorable and gratifying.

Richmond Normal School was discontinued during the depression as one of the economy measures because more teachers were available and positions could be filled without the added expense of operating the school. Teachers who had the privilege of attending Richmond Normal School have a bit of something in their relationships with children that teachers trained elsewhere do not seem to have according to a remark[15] made by Mr. Lucien D. Adams, Assistant Superintendent. He said that he could always spot a teacher who had trained in Richmond Normal School.

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[14] Fifty-eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1926-1927 (Richmond: W.C.Hill, 1928), p. 42.

[15] Conversation with Mr. Lucien D. Adams, May, 1957.

Interest in tests and measurements influenced the School Board into setting up a Department of Research in 1924-1925 under the direction of Vernon A. Jones.[16] Through batteries of tests, he was to determine the standing of Richmond students in achievement in relation to like age groups in the United States and make recommendations for better placement of students. He found a wide range of ability and achievement at each grade level and suggested that group instruction be emphasized. The results of the tests were sent to principals and teachers to aid in the betterment of instruction. With the Medical Department and with the assistance of the Medical College of Virginia, mental tests were given to all pupils in special classes. The Benet tests were given to all pupils in the schools. Another recommendation was that different methods of instruction be used in different sections of the city since the economic success of parents was a determining factor in the success of the child.

Two new special classes were established, one in sight saving and the other for gifted children. In the sight saving classes, which were conducted in various schools, heavy soft lead pencils and typewriters with extra large type were used. Desks were no longer screwed to the floor and the children could move and adjust them according to

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[16] Fifty-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1924-1925 (Richmond: Clyde W. Saunders & Sons, 1926), p. 85.

changes in light.[17] For oral work the children returned to their regular grades so as not to feel a stigma of difference. The Virginia Commission for the Blind cooperated and took over the teaching of the children whose eyes were irreparably defective. The eyes of the children were checked by oculists and correction of the defects resulted in noticeable improvement in most cases.

A class for gifted children was introduced in Ginter Park School,[18] and later in other schools, for children whose IQ's ranged from 117 to 156. Twenty-five children were selected from the 3A through the 4B grades. At the end of the session all pupils were classified 6A. Provision was made that they should stay together as a group until they entered high school. This plan continued for three years; after which a system of ability grouping was installed throughout the schools of the city. About ten years later when Mr. Forbes H. Norris became an assistant superintendent, the defects of ability grouping were becoming apparent. An IQ wasn't the only factor for successful learning. Personal or environmental factors should also be considered in placement of pupils. The requirement regarding ability grouping was left to the discretion of each principal in the elementary schools. In high schools

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[17] Fifty-eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1926-1927 (Richmond: W. C. Hill, 1928), p. 25.

[18] Fifty-first Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1919-1920 (Richmond: W.C.Hill, 1921), p. 30.

ability grouping was almost a necessity for those students enrolled in college preparatory courses.

Another innovation in 1918 was the cafeteria. Beginning in a small way with the hot breakfasts and lunches served the children in the open air classes and the experiment with domestic science classes planning, preparing and serving hot lunches in one school, the Medical Director saw the possibilities for every child enrolled in the schools to have a hot lunch. He had begun a six-point health program, one point of which concerned the weight of children. It was found upon investigation that many mothers, either continuing in jobs taken during the war or taking jobs because of the recession, did not give hot or well-balanced meals to their children. Twenty-eight cafeterias were opened under a Director of Cafeterias, Mrs. W. P. MaCattee. Each school had a manager and maids to prepare and serve food. To insure properly balanced lunch menus, tray lunches were provided. For as little as twenty cents per day a child could purchase a lunch consisting of milk, soup, sandwich and dessert. Most of the cafeterias were self-supporting and those which needed extra funds to defray the cost of operation were sustained by the small profits made in a few cafeterias. The expense of hot lunches in the open air classes had always been a problem. Now that children could buy these lunches, the problem was non-existent.

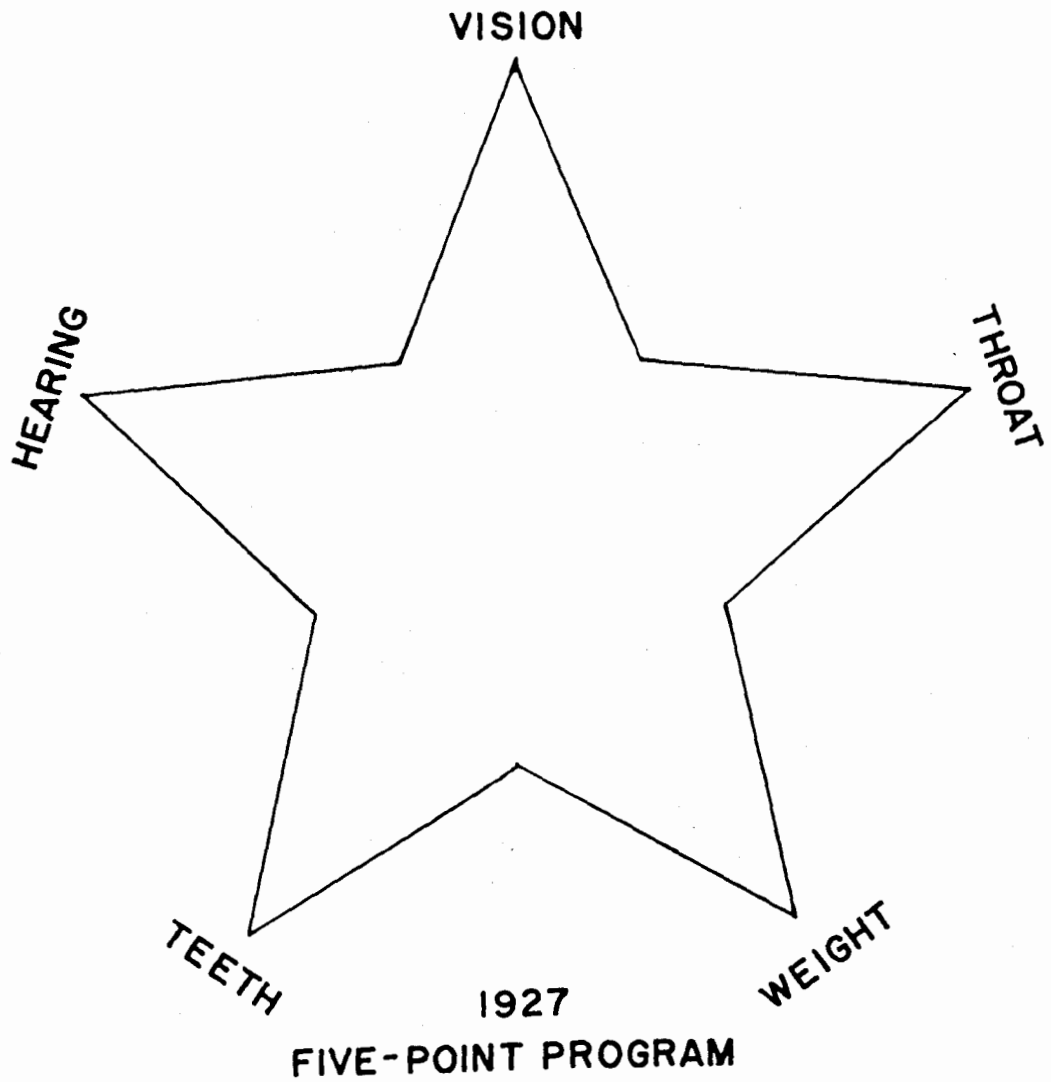
The Medical Department continued its policy of pre-school registration begun in 1893. Parents brought their children to the schools where they were examined for vaccinations. The doctors and nurses advised the parents concerning other vaccines that would innoculate their

children against the many childhood diseases. If the parents were financially unable, the school doctor would give both the vaccination for smallpox and the vaccine for diphtheria. This immunization against diphtheria practically eliminated it as a childhood disease. The Medical Department made a physical examination of all pupils participating in competitive sports. Students in the junior high schools received one physical examination a year and those in senior high schools were given two or more.

The Mothers' Clubs were vitally interested in the open air classes and in the health programs. In some schools they had provided hot lunches for the children and were so pleased with the six point (later seven) program that they awarded a banner each year to the school having the largest per cent of six pointers. These clubs, in order to give greater service to the school community, decided to include teachers in their membership and officially become known as the Parent-Teacher Association. They finally became associated with "The Federation" a national organization of such clubs. They sponsored such activities as health festivals, field days and excursions.

One of their greatest efforts at this time was a campaign for better school libraries. One of the factors giving impetus to the library campaign was the removal of the Rosemary Library from John Marshall High School to its new home at Franklin and Shaeffer Streets. The Rosemary Library had been started by Thomas Nelson Page who, after his wife's death, gave his attention to the reading and telling of stories to small boys. In the acquisition of books for these boys the

PLATE 12



1928
SIX-POINT PROGRAM
NOSE

1929
SEVEN-POINT PROGRAM
POSTURE

HEALTH PROGRAMS

library (called Rosemary for his wife) was started.[19] After Page's death the school board allowed a room in John Marshall High School to be used to house the collection which continued to grow and serve the city. In the early days of the library, the best students at John Marshall were allowed library privileges. Soon afterwards, with donations for a library from the John Marshall Alumni, library privileges were granted all students. Because the removal of the Rosemary Library left quite a number of vacant shelves and a lack of reference and reading materials, the students and alumni of John Marshall High School established Book Day. They were aided in this drive to collect a library by the Parent-Teacher Association. The problem and project method of teaching, which was gradually becoming the activity program, demanded research materials at every school level. The City Library, when it was established at First and Franklin Streets made classroom loans. The P T A made the acquisition and establishment of school libraries one of their aims. The school board, as money was available, established junior and senior high school libraries but it was to the credit of the P T A that many elementary libraries were started.

Another program sponsored by the Parent-Teacher Association was the Safety Patrol Organization. The increasing number of automobiles on the streets was a constant source of worry to the parents of small children. With the approval and aid of the Police Department, a safety

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[19] Margaret Meagher, History of Education in Richmond (Richmond: Writers' Project, 1939), pp. 141-143.

program[20] was inaugurated in 1927. Mrs. H. C. Dunnavant was for many years in charge of groups of boys and sometimes girls who were organized in the various schools to promote safety in their respective schools. They were trained to guard school crossings and prevent accidents. For this service, in rain and shine, they were awarded merit badges at the close of each session. On the white belts of older boys could sometimes be seen six or more such badges denoting their sessions of service. The Parent Teacher Associations gave them raincoats and hats. The theatre managers each spring gave theatre parties for hundreds of boys and girls who had rendered this service. The Richmond Safety Council furnished monthly safety posters with lessons to each classroom and the American Automobile Association, in cooperation with the other agencies, sponsored trips to Washington each spring for the mammoth parade of Safety Patrols. The President of the United States personally makes an award to each boy and girl who has actually saved a life while on duty as a member of a School Safety Patrol.

In the easy financial time of the first part of the twenties, many courses in the curriculum were broadened to give wider experiences to the pupils. Instrumental music classes, instead of being held after school hours, became a part of the daily school program without fee. Teachers of instrumental music were assigned so many hours a day to each elementary school. They gave the children various tests to find those

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[20] Fifty-ninth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1927-1928 (Richmond: Curtiss-Neal, 1929), p. 36.

BADGE
ENLARGED 6 1/2 TIMES

SAFETY PATROL SERVICE AWARD

of ability and to determine what type of instrument each might successfully learn to play. Various civic organizations gave money for the purchase of instruments for those who were financially unable to buy them and some of the music stores loaned instruments. The Southern Music Conference met in Richmond in 1926-1927. They were entertained by a chorus of 500 colored children who gave a concert of Southern spirituals and Negro dialect songs. The high school chorus and orchestra also gave a concert. The conference received this comment in the Music Supervisors Journal:[21]

> ..... this was really not a convention; it was a good old fashioned Southern reunion! Those of us who are Southerners by choice and those of us who couldn't help being Southerners joined with our relatives from the North and West for a happy week in a beautiful hotel in a wonderful old city. Informality was the key note of the meeting; there were fine programs and there were splendid addresses..... We all came away from the meeting with new vigor and new aspiration and new hopes for music in the South.
>
> Such hospitality! And what a tireless, charming host Mr. Walter C. Mercer. The more we saw of him the more we loved him.....

During National Music Week in 1925-1926, Richmond established a world record. It was the first time that choruses of a thousand voices were on the air for two successive nights. These choruses were under the direction of Mr. Mercer. A two part cantata, The Childhood of Hiawatha was broadcast by radio station W R V A. Professional musicians were added to the John Marshall orchestra for the occasion, through the courtesy of the music merchants of Richmond and The News Leader. Compliments

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21 Fifty-eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1926-1927 (Richmond: W. C. Hill, 1928), p. 68.

were received from all over the country.

The most popular part of the music program was the Music Memory Contests. Fifty classical selections were studied by pupils from the fifth grade through the first year of high school. It stimulated the community. Hundreds of parents and relatives were tormented by hearing these selections again and again and again - whole records, parts of records, snatches of records! Six thousand four hundred ninety-four children took part. Finals were held in May. One hundred nine pupils had perfect papers. Sixty-one had a score of 98%. One hundred seventy received gold medals. Prize money of $2.50 for each perfectly scored paper in a school was used toward the purchase of victrolas and records. The winners were announced at the City Auditorium.[22] The Musicians' Club awarded a silver cup to Stonewall Jackson School for having the largest number of winners. Winifred LaPrade, of Bainbridge Junior High School, won the grand prize, a new Edison phonograph valued at $145.00. She married Thomas W. Woodson and taught music in the Richmond schools. Winifred Woodson was killed in an automobile accident in 1958 while on her way home from East End Junior High School.

When radio station W R V A was first established in Richmond, programs were put "on the air" for school children. Among these were the weekly Damrosch Concerts. Lectures on various subjects being studied were given over the air and school time was set aside for listen-

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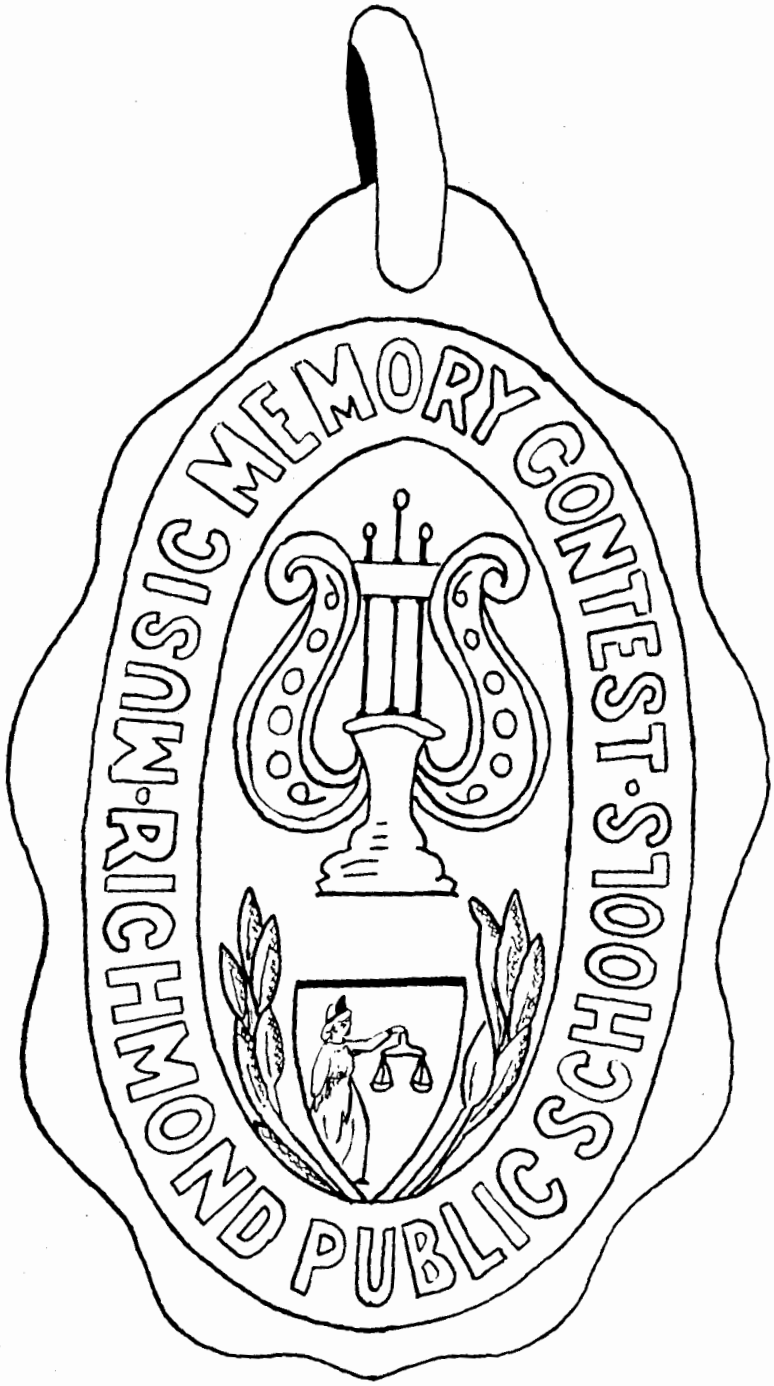
[22] Fifty-third Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1921-1922 (Richmond: Clyde W. Saunders & Sons, 1923), p. 77.

PLATE 14



MEDAL
ENLARGED 7 1/4 TIMES

AWARDED TO WINNERS
BY THE
DEPARTMENT OF MUSIC

ing. Dr. Douglas Southall Freeman gave an interesting address on "Early Virginia History". Another experiment was tried for eleven weeks. Each Wednesday a different class took part in a broadcast. The School Board didn't think the broadcasts justified the loss of time from classes and they were discontinued although they gratefully used the time offered for participation in programs honoring George Washington in the celebration of his bi-centennial.

The interest of children in radio was phenominal. Radio clubs were formed. At John Marshall a wireless station of two hundred meter wave-length was installed through which the boys established communication with Washington, D. C.[23] They picked up messages from ships on the Atlantic and on June 15, 1920 received a wireless telephone message from Plainfield, New Jersey. The W. T. Grant Company, on Broad Street, was mobbed by small boys and girls who were buying condensers, bus wire and bakelite (terrible smelling hard rubber) panels, dials and other paraphernalia with which they were building table model radios and small crystal sets outfitted with ear phones. Almost everyone who was successful in making a set that worked received station K D K A in Pittsburghon the first try.

Because of the many class activities being carried on and the introduction of portable motion picture machines, the Richmond schools started collecting a film library in 1919. The films were selected by

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[23] Fifty-first Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1919-1920 (Richmond: W.C.Hall, 1921), p. 44.

a joint committee of principals and of the Federation of Mothers' Clubs and were used in all branches of education as teaching aids. Many films were given to the schools including the most popular "Chronicles of America Series".[24] The series was in itself practically a course in American history. The films were used so frequently that soon they could no longer be patched. This series has since been reissued. With the repairing and building of radios as an extra curricula activity, the superintendent advised the school board that a department for visual aid should be set up. Instead a committee on Visual-Aids was appointed in 1927-1928.

John Marshall was so crowded in 1920 that it would no longer accept first year students. They had to remain in the junior high schools. This rise in enrollment continued and classes were finally held in the corridors and shops. It was not long before the high school students were attending on double shifts. During the 1921-1922 session, the senior class presented a pageant "The Last Fifty Years" illustrating the important achievements of the school. James C. Harwood reviewed the important dates in the school's history beginning with 1872 when classes were held in rented rooms on Broad Street with William Fox as principal and two teachers known as assistants. William H. Taylor, city coroner and a professor at Medical College, came for one hour a day to instruct

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[24] Sixtieth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1928-1929 (Richmond: Clyde W. Saunders & Sons, 1930), p. 36.

in science.[25] From this small beginning he traced the history of the school to its present day and the crowded conditions necessitating double shifts.

Harwood, as well as the school board, worried about the double shift program. Problems of discipline and attendance increased. The class periods were reduced. There were no supervised study periods nor was there time for extra-curricular activities. It was impossible to give a two hour examination at the end of each term. Plans were being made for a new high school. All that was needed was the appropriation of the money. Harwood was determined, however, to keep the academic standards of the school at their high level of efficiency and this he and his staff did in spite of their difficulties.

Thomas Jefferson High School opened in 1931. The ceremonies were not as fully publicized as those of the first high school had been. Yet they were as impressive as was the modern building of classic design.[26] A pyramidal tower over the front entrance is complimented by colossal busts of Thomas Jefferson at the front corners. The building is rectangular having all classrooms around the outside. The auditorium, gymnasia (two full size when the rear of the auditorium stage is thrown open) and cafeteria are on the inside of the building with light reach-

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[25] Julia Cuthbert Pollard, Richmond's Story (Richmond: Richmond Public Schools, 1954), pp. 223-224.

[26] Sixty-second Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1930-1931 (Richmond: Curtis Printing Co., 1932), pp. 9-10.

ing them from two inner courts. There is a large library. In 1931 the building was equipped with the most modern conveniences for heating, ventilating, lighting and cleaning. At the official opening on February 20, 1931, Dr. Rosher W. Miller, Chairman of the School Board, presided over the public meeting. The Daughters of the American Revolution presented the flag and Bible and Superintendent Albert H. Hill presented the building to the Richmond citizens.

The athletic field and shops planned for Thomas Jefferson had to be omitted. The contractors had run into quicksand in excavating thereby increasing the costs of construction. The City Council had made an all-out effort to complete the building. Revenues had been continually dropping since the ugly head of the depression made its first appearance in 1925. Had it not been for Albert H. Hill's policy[27] of accumulating a balance to provide for lean years, the schools would have been disastrously crippled during the lean years. The school board, with Hill following a very conservative policy, was able to preserve the day schools in their entirety throughout the depression. To weather the storm the salaries were cut 10 per cent. Art, music, homemaking, industrial arts and physical education were not taught below the sixth grade. Richmond Normal School, as well as vacation and night schools, were closed. The school architect and the visiting teachers were no longer on the payroll.

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[27] Sixty-fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1932-1933 (Richmond: Baughman Stationery Co., 1934), p. 17.

Much to the sorrow of the people of Richmond, Albert H. Hill died suddenly in 1933. During his administration the city had been provided with adequate school buildings, teachers had been encouraged in professional growth, salaries had been raised to equal those of cities of like size in the state and he was greatly beloved by the school children, many of whom often visited him. Every Hallowe'en he placed a barrel of apples in his front hall. Children came, ate apples and talked with Hill. There were no pranks at his house. They loved this kindly man.

Since the School Board, as an economy measure, had felt it necessary to close the Richmond Normal School in June 1933, the building became a combination elementary and junior high school. It was renamed for Albert H. Hill who had spent so much time, thought and careful planning on its construction. The teachers of Albert H. Hill School with former teachers and student teachers of the Richmond Normal School, had a portrait made which was placed in the front hall and unveiled (1936) by his small granddaughter, Katherine ("Tina") Smith.

In spite of rigid economy, the costs of schools increased. A new compulsory education law raised the age to sixteen. This forced employers to hire older wage earners and since jobs were at a premium, the law was justified. It also kept school age children from loitering on the street corners. The increase in enrollment was felt, of course, in the junior and senior high schools where the costs for education were higher than those of elementary schools and although fewer children of primary age were enrolling, there was still an increase in the upper

schools.

When Franklin D. Roosevelt became President of the United States in 1933 Federal Aid was given the schools. Under the Federal Emergency Relief Administration (F E R A) teachers were employed, night schools and shops reopened and six nursery schools were started. This was the first time nursery schools had been in operation in connection with the Richmond Public School System. They took care of young children not old enough to enter school while their mothers worked. Child centers for primary children were opened also. These took care of the children from the school closing hour until they could be picked up by mothers on the way home from work. The funds for the operation of such schools were administered by the school board upon allocation from the State Board of Education.

The F E R A also aided in the construction of combination drill and athletic fields for the high schools. Cadet Corps were established at Thomas Jefferson and Armstrong.

The National Youth Administration (N Y A)[28] took over book repair work for the schools and gave financial assistance for the operation of classes necessary for the training of high school boys and girls who needed to take jobs as a means of support in order to remain in high school. The N Y A also helped finance the Adult Education Program. The financial relief afforded through Federal aid enabled the school board

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[28] Sixty-seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1935-1936 (Richmond: Baughman Stationery Co., 1937), p. 36.

to restore the teachers' salary cuts.

With these available funds Maggie Walker High School was built in 1938 on the site of Hartshorn Memorial College for the education of Negro girls.[29] When Virginia Union University was established in 1931 it incorporated this college and the girls moved to the University Campus. Maggie L. Walker had done so much for the advancement of her race in the fields of education and banking, that the new colored high school was named in her honor. It offered the following courses:[30]

Vocational Trade Course (for pupils wishing to specialize in some trade offered by the school)
Vocational College Preparatory Course (for pupils who upon graduation from high school would enter technical courses in colleges or universities)
Shops were provided for:
Home Making
Cafeteria Service and Management
Art
Shoe Repairing
Masonry
Building Maintenance

The F E R A at first gave funds for the installing of both a beauty parlor and a barber shop in the colored high school but the expense of operation was so great these classes were discontinued. The city spared no expense in getting an excellent faculty under the able leadership of Dr. James Edward Segear.

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[29] Margaret Meagher, History of Education in Richmond (Richmond: Writers' Project, 1939), p. 131.

[30] Seventieth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1938-1939 (Richmond: Baughman Stationery Co. & Lithographers, 1940), p. 67.

When a group of Franklin School teachers visited the Maggie Walker High School, they were amazed that such a school had been built in the City of Richmond. In the bakery there was a commercial beater for mixing dough. In the home making rooms were three-way full length mirrors. Whenever an electric iron was plugged in, a red light flashed on and remained on until the iron was disconnected. In the masonry shop were numerous wheelbarrows lined against the wall - one for each student in the class. The music rooms had tiered seats so the instructor could see each of his pupils as they sang or played musical instruments. These rooms were sound-proofed and sounds that would have come from them never disturbed regular classroom work.

Because Richmond is a city of diversified occupations, the depression, though severe enough, was not as great as that felt in other cities. The tobacco industry instead of turning off employees, was hiring more of them (women had taken up smoking). The establishment of the Dupont rayon and textile industry helped to raise employment. The school budget showed an increase and the broadened curriculum program begun earlier was quickly restored.

CHAPTER XI

A REVOLUTION IN EDUCATION

During the late twenties, a new trend in education developed. Progressive Education placing emphasis on the development of the "whole child" had arrived in Richmond, Virginia. The problem was not to adjust the child to the curriculum but to adjust the curriculum to the child. Experiences developed through history and geography, soon to be referred to as social studies, were the focal point around which all other studies were taught.

This movement had its beginnings in the primary and elementary grades. Teachers, at the suggestion of their supervisors, kept records of each child, his background, his needs and his interests. Informality in the classroom replaced rigid discipline. Emphasis was on thinking and doing. The child was encouraged to give his opinions and his reasons for them. Gradually the skill subjects became tools for learning and not ends in themselves. They were used in planning and problem solving by children working in groups or alone. Impetus was given the movement[1] during the 1920-1921 session by such speakers as Dr. William H. Kilpatrick of Columbia whose philosophy was held in the highest esteem by well-known educators. Dr. F. W. Dunn of Columbia and

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[1] Fifty-second Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1920-1921 (Richmond: Clyde W. Saunders & Sons, 1922), p. 100.

Dr. C. W. Stone of Washington State College also spoke to the teachers in Richmond. The Progressive Education Movement was a revolution in the field of teaching.

Not only was the classroom to be conducted along democratic lines but teachers, principals and supervisors were to work together on an equal footing to outline a tentative course of study. They met in small groups to discuss and formulate a pattern of education to be followed in the Richmond schools. As early as 1920 Pauline B.Williamson, primary supervisor, was convinced that with Richmond's professionally trained teachers and present leadership it had a rare opportunity to contribute notably to the field of education and to the nation's citizenship development. Because a child's education should consist of knowledge of the world around him, his studies should therefore begin with the home and with the community. To aid in this study, the teachers under the leadership of Miss Minnie Lee Davis and Miss Edith R. Hewitt, collected material from business and civic organizations which was compiled and mimeographed in 1919 into a book called Richmond, Virginia - Sketches in History.[2] From the home and the community the program in Richmond followed the outline in history and geography of the old course of study. Visitors from all over the state came to visit the schools for group meetings and demonstration lessons. So great was their interest in the

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[2] A mimeographed pamphlet prepared by Miss Minnie Lee Davis and Miss Edith R. Hewitt for the use of the teachers of the 3A and 3B grades of the Richmond Public Schools.

the work of the Richmond schools that its teachers were asked to take a large part in the formulation of a State Course of Study.

The Richmond teachers, who were selected to serve on the various committees, carried on a program of experimentation using the proposed units of study in their classrooms. Their interest and enthusiasm lead them to explore methods of teaching of which they had never dreamed. Records of activities engaged in by the pupils were carefully evaluated by the committees. Culminating activities were held in classrooms and in auditoriums for patrons, course of study committees and visitors. Mrs. Mattie Stagg Richardson (of Albert H. Hill School), after a conference with her supervisor, was persuaded to use her unit on the Westward Movement for demonstration purposes. The class had, as a result of research activities, correlated stories, poems and pictures with their study of the Westward Movement. They had learned the square dances and games of this period in our nation's history, had discovered the kinds of houses lived in, how they were furnished and what types of clothes the people wore. They had learned of the hardships, the trials and tribulations the people of the West had endured. All these learnings had been combined into a program which moved and stirred the audience. This was an example of progressive education at its best.

Units of study for elementary grades were planned by the State Board of Education. In schools where classes changed every forty to sixty minutes a program of this type was more difficult to plan on the upper and secondary levels so attention was given to the fields of special subjects such as art, music and industrial arts. The theory in

the field of art was that every child had the potentiality for becoming an artist[3] and so should be allowed to express his feelings in color, line and movement. No longer did every child use his brush at the same time as did the rest of the class to fashion a landscape. One primary child, at his easel, painted his sheet of paper completely black and on being questioned by his teacher explained he had painted "Night".[4] The domestic science course in the junior and senior high schools was completely changed even to its title. It was now called homemaking. Partitions between cooking and sewing rooms were removed and an apartment plan of kitchen, dining room, living room and bedroom was used. Here the girls learned to keep house. Child care and home nursing became a part of the program as well as cooking, sewing, washing and ironing and house cleaning. For the first time there was a practical course of study in industrial arts. Boys as well as girls were allowed to take these classes. They learned to plan and then carry out the plans for a project that they wished to make. Mechanical drawing became a part of the program - not a separate subject. Pupils were even allowed to create their projects. They studied industrial processes both by visiting industrial plants and by using motion pictures furnished by large corporations. They were taught to select good furniture. Machinery, like circular and scroll saws, was made in sizes that could

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[3] Miss Sallie Leigh Cole, art teacher in the Richmond Public Schools, emphasized this in a personal interview in May, 1958.

[4] This happened in one of Miss Ruth Redd's junior primary classes some years ago.

be used by the students. Up to this time the instructor was usually the only one allowed to use the machines. Tool boxes were made, outfitted and sent to every elementary school in the City of Richmond so that the boys and girls could experiment with hand tools in the creation of projects in connection with their work in social studies.

Classes in social hygiene were organized. The educators felt that the children were not getting proper instruction in hygiene because of the preoccupation of parents in trying to make a living. The schools assumed this responsibility. In elementary school teachers were encouraged to talk freely with their children whenever questions arose in this field. Here again the social studies class was the medium for instruction. In the first year of high school a class called social hygiene was introduced. Through the study of the human body simplified sex education was given. In the senior high schools separate classes in family relations were given for boys and girls. In September 1946 W. D. Ellis, with the approval of the Parent-Teacher Association, had such a class introduced[5] at Albert H. Hill School in the seventh grade under the guidance of Mrs. Sue B. Christian. The results were unbelievably good. Dirty language, smutty jokes and giggles when nude figures were shown disappeared. All the teachers cooperated in building up a wholesome respect for this program. In 1955-1956 the state forbade the teaching of classes in sex education. Since then both teachers and

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[5] Richmond News Leader, September 19, 1946.

parents have felt a loss. Pictures and words of undesirable character once more are being scribbled in books and in lavatories.

In the Department of Physical Education emphasis was placed on learning through games and dances rather than through drills and exercises executed with military precision. Inter and intra-mural games were organized at every grade level. Competition with self was the aim - not competition with other members of the class.

The Virginia State Course of Study[6] was finally published in 1943 and in the hands of every teacher throughout the state. "The Blue Book" included not only a suggestive course of study and a philosophy, but objectives, aims, attitudes, understandings, appreciations and habits, teaching procedures and materials. There were suggestive units that might be tried at each grade level, sample check lists, and directions for making teaching aids such as salt maps, papier mache and so on. A list of text books suitable for each grade was compiled and it was suggested that each teacher use several texts instead of one. There were sample check tests and a list of sources from which free or inexpensive materials could be obtained. Requests for copies of The Virginia State Course of Study were received from as far away as Japan. One city in California used it as the basis for its course of study.

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[6] State Board of Education Bulletin, Course of Study for Virginia Elementary Schools, Grades I-VII. Vol. 25, No. 6 (Richmond: Division of Purchase and Printing, 1943).

Because so many teachers in Richmond had participated in the formation of the State Course of Study, while other sections were applauding the publication, the Richmond School System was already beginning to see its faults. In evaluating the program Mr. Forbes H. Norris, who had become assistant superintendent in charge of instruction, pointed out that it was difficult to ascertain if a child had certain abilities or the point at which fundamental skills and habits had become automatic "---How can you tell whether a child has certain abilities - the handwriting and spelling of some often makes one long for the one time examinations at each level."[7] The accumulation of credits during a child's school life doesn't mean that fundamental skills and habits have become automatic. He said that "Something should be learned and stay learned. Unfortunately the prevailing attitude is to forget all about a course when it has been completed!"[8] He went on to say that the high schools would have to meet the changes brought about by the compulsory education law and by changing economic conditions. No longer could the high school consider itself merely college preparatory. Forbes Norris suggested a modified curriculum in which children of varying abilities could progress with a feeling of satisfaction and security. Careful counseling would become a part of this program, all teachers would help

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[7] Sixty-eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1936-1937 (Richmond: Mitchell & Hotchkiss, 1938), p. 32.

[8] Ibid.,

pupils to plan their courses to best fit them for successful living. Years later trained counselors were employed.

Another dissatisfaction with the course of study among the teachers was that of the elementary social studies course. As the center of interest, the study of the locality in which the school was placed limited the vision of other worlds. For example, in the first primary the child studied his home, school and community. In the sixth grade the child was still making a study of his home, his school and his community but on a somewhat broader scale. He was now including the problems of industry, water supply and sanitation. Because he studied only things familiar to him, his speaking and reading vocabulary was also limited. Gone were the old familiar stories of knights and castles and fairy tales. Latin teachers were complaining because children were no longer familiar with legends and myths. It was a rare occasion when one found a child who had heard of Helen of Troy or Pandora's Box. Teachers recognized much of what was good in progressive education. Never before had pupils shown so much self-confidence nor had they been able to express themselves so well orally. The experience with civic clubs in the classroom and assembly programs had provided opportunities for living in a democracy. The clamor once again arose for a course of study that would fit the needs of Richmond children. It was felt that the social studies program should be broadened and that greater emphasis should be placed on reading and on the skill subjects (although on a standard reading test Richmond children had scored higher than the national average, Richmond teachers were not satisfied.). To read a

book was not enough. Improvement in rate, word meaning and content should be emphasized. Again committees were formed composed of teachers, supervisors and principals.

Teachers had benefitted through this program of working together on courses of study and great pride and an "esprit de corps" developed. To further this feeling Jesse H. Binford organized a bowling league. There were teachers' teams from each school. Some schools had more than one team. The principals had a team and so did the supervisors. The league bowled every Tuesday and no other meeting was ever planned for a Tuesday afternoon. There were as many as 120 school personnel bowling together. They competed for first, second and third place. The winning team received a cup and a big outdoor party was held at the end of each season.

Through the efforts of the teachers' organizations a single salary scale was adopted and women teachers who had held the same positions as men were now afforded the opportunity for the first time of making the same amount of money. Jesse Binford encouraged the teachers to take advantage of the Exchange Teacher Program which had been organized in the United States. Richmond teachers exchanged positions with teachers from California, Washington, Maine and Florida bringing back new ideas for the betterment of the Richmond schools. Teachers from these and other states became so interested in the school program carried on in Richmond that they began sending in their applications to fill teaching positions that might be open. Today the Exchange Teacher Program extends to foreign countries. Credits, that may be used for the renewal of

teaching certificates, are granted by some colleges to encourage travel. Many teachers are able to take advantage of this opportunity since salaries have been raised.

Beginning early in the administration of Superintendent Albert H. Hill (1919-1933) emphasis had been placed on the needs and desires of the teachers and pupils in the colored schools. No longer did they have to use books and furniture discarded from white schools. Negro principals, teachers, supervisors, nurses and social workers served their own race. However, nothing had been done about the salaries of Negro personnel. These were still far lower than those of white teachers. When the colored teachers of Norfolk won a suit in Federal Court for equal pay,[9] the Richmond administration took steps to prevent such a suit on the part of Richmond teachers. The administration called a meeting of the colored teachers' organizations and worked out a plan whereby the colored teachers of Richmond would receive an increased increment over a period of five years at which date all Richmond teachers would be on the same salary scale. The total cost of this equalization at the end of the five year period would add approximately $192,540.00 to the annual expenditures of the public schools.[10]

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[9] Seventy-third Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1941-1942 (Richmond: Clyde W. Saunders & Sons, 1943), p. 25.

[10] Ibid.

Successive repercussions of events in Czechoslovakia and Poland and the signing of the Atlantic Charter, August, 1941, in mid-ocean with the resulting aid to European countries were felt by all people. The schools were asked to cooperate with the Federal Government in the first peace time draft program our country had ever experienced. Pupils were dismissed from school and teachers handled the registration. Each teacher received a citation from the President of the United States for this work.

A state of National Emergency was declared in 1942. Because so many draftees were found in poor physical condition great emphasis was put on a more strenuous physical education program for both boys and girls. Junior and senior high school pupils received a physical education period every day. Groups of elementary school pupils were encouraged to belong to Ranger and Victory Clubs to promote physical fitness. They also participated with the armed forces in parades. With the declaration of war on December 8, 1941 a Civil Defense Program was set up. Air raid drills were held for the first time in the schools. The buildings were used by adults for first aid training and as casualty centers. First aid classes for pupils were taught by science teachers and by any other teacher who had Red Cross certificates. The teachers aided in this program by emphasizing the importance of absolute participation in blackouts.

The industrial arts pupils were asked by the United States

Bureau of Aeronautics[11] to make model airplanes. In response to a strong appeal from Secretary Knox who said the planes were needed for training personnel in aircraft recognition, range estimate and gunnery practice, the boys in junior and senior high schools made thousands of planes. Two shops were kept open for volunteer craftsmen during the summer. Pre-flight classes and refresher mathematics and physics courses were taught in the high schools.

As the war progressed serious shortages in gasoline, sugar, shoes, and foods developed. To meet this emergency it was necessary to set up a program of rationing. The teachers were again called upon and helped issue ration books. When the fourth ration book was issued,[12] teachers alone handled the entire affair. They conducted it so well that they received newspaper commendation.

The children did their share in this all-out war effort. They bought War Stamps and United States Savings Bonds. At the request of the government, the school children were assigned to districts and excused from school for half a day. They canvassed every house either to sell or promote the sale of bonds. The schools participated in the various drives held as part of a conservation program. They collected scrap metal, paper and tin cans. The Tin Can Salvage Commission sponsored the tin can drive and Richmond children collected ten carloads of tin.

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[11] Ibid., p. 58.

[12] Seventy-fifth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1943-1944 (Richmond: Mitchell & Hotchkiss, 1945), p. 11.

The prize for collecting the most tin was won by the pupils of John Smith School. This school had also won first prize for its efforts during World War I. Through the auspices of the Junior Red Cross, the schools contributed $8,200.22. To the surrounding camps and hospitals they gave toilet articles, coat hangers, games, records, ash trays and magazines. Christmas gift boxes numbering 628 were filled for our soldiers here and abroad. They knitted and they sewed. The Junior Red Cross instigated a plan to help in the serious nursing shortage in the hospitals of the city by organizing the Junior Nurses' Aid Program.

The schools were overcrowded and there was a shortage of teachers because so many had entered the services. To supplement the rising cost of living, the teachers were given two war bonuses.

When World War II had ended (1945), the superintendent, Jesse H. Binford, gave this summary of the all-out effort made by teachers and pupils:[13]

> The opportunity which war activities provided for the schools to render a public service, brought the schools into contact with many governmental and civic organizations and with a larger group of the adult population of the community than might otherwise have been possible. There has been engendered a new respect for the schools and an increasing public appreciation of the loyalty and the quiet efficiency of the teaching staff. Of even greater significance, is the new sense of reality which has been invoked into the curriculum by showing pupils the close relationship between school and life.

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[13] Seventy-sixth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1944-1945 (Richmond: Mitchell & Hotchkiss, 1946), p. 13.

A few changes took place in teaching procedures during the emergency. At the request of parents, a uniform report card sent home every six weeks used the letter grades A, B, C, D and F instead of the grades S and U and personal letters formerly sent home. The number of credits for high school graduation was reduced from twenty to sixteen units. The wish of the early kindergartners was fulfilled. The kindergartens and first grades were united and a Junior Primary Program was put into effect. More than 100 Junior Primary teachers, working in committees under the direction of Annie H. Sutton, Supervisor of Lower Elementary Grades, produced a Handbook for Junior Primary Teachers. There were so many requests for this book that the first printing was soon exhausted. A second edition was published in 1949 and sells for the small charge of $1.00.

The Junior Primary was a two year program for children 5½ to 7½ years old under the guidance of the same teacher. It embraced three objectives:[14]

> 1. Protection and development of health - not only talked about but practiced. Outdoor play in the sunshine using big apparatus such as jungle gyms was stressed to develop the large muscles. This was followed by a period of rest to relax over-stimulated nerve muscles.
> 2. Maintenance of mental health - gave the child freedom from fear or a sense of failure and helped make social adjustments.

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[14] Seventy-second Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1940-1941 (Richmond: Clyde W. Saunders & Sons, 1942), pp. 40-42.

3. Intellectual growth and development - gave practice in problem thinking and developed skills and techniques. To help determine when a child should learn to read, a Reading Readiness Test was developed.

Two factors were disturbing the administration and teachers. One was the number of children who dropped out of high school before graduation. Home visits by the teachers and the attendance department were encouraged. From their reports it was found that there was greater need for counseling in the selection of high school subjects and a more diversified program would have to be developed carrying credits toward graduation for a diploma. This was referred to the curriculum committee. The other disturbing factor was spelling. It was felt that more attention should be given to teaching of phonics in the primary grades. This too was turned over to the curriculum committee for further study. Manuscript writing was introduced in the primary grades to forestall a too early introduction of cursive writing in hope that both writing and spelling might be improved.

The school board requested Dr. Dabney S. Lancaster, State Superintendent of Public Instruction, on December 19, 1941, to form a survey commission to study the organization, administration and instruction in the Richmond Public Schools.[15] The commission was instructed to make recommendations for improvement. This survey began during the war

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[15] Seventy-third Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1941-1942 (Richmond: Clyde W. Saunders & Sons, 1943), p. 26.

and the Commission made two separate reports. The first report was on administration. It recommended:[16]

1. That the School Board, instead of working on committees to study various problems of the schools, should become a legislative body and that the superintendent and staff should take over the work formerly carried on by the board and become the administrative board for the system.
2. That in place of the clerk of the school board an assistant superintendent be appointed to manage finances including the department of buildings and grounds and the cafeterias.
3. That an assistant superintendent of elementary education be appointed to coordinate and improve instruction.
4. That an assistant superintendent be appointed to do the same type of coordination in the junior and senior high schools.

The School Board immediately started the reorganization suggested by the commission. The assistant superintendents, with the director of the Department of Research, formed a cabinet to work with the superintendent.

In May of 1943 the Survey Commission reported on their findings in the field of instruction. Among the recommendations approved by the Board were:[17]

1. Modification of the course of study
2. Elimination of double shifts in the junior primary
3. Improvement of the teaching of spelling in all grades
4. Unification of cafeterias and better placement

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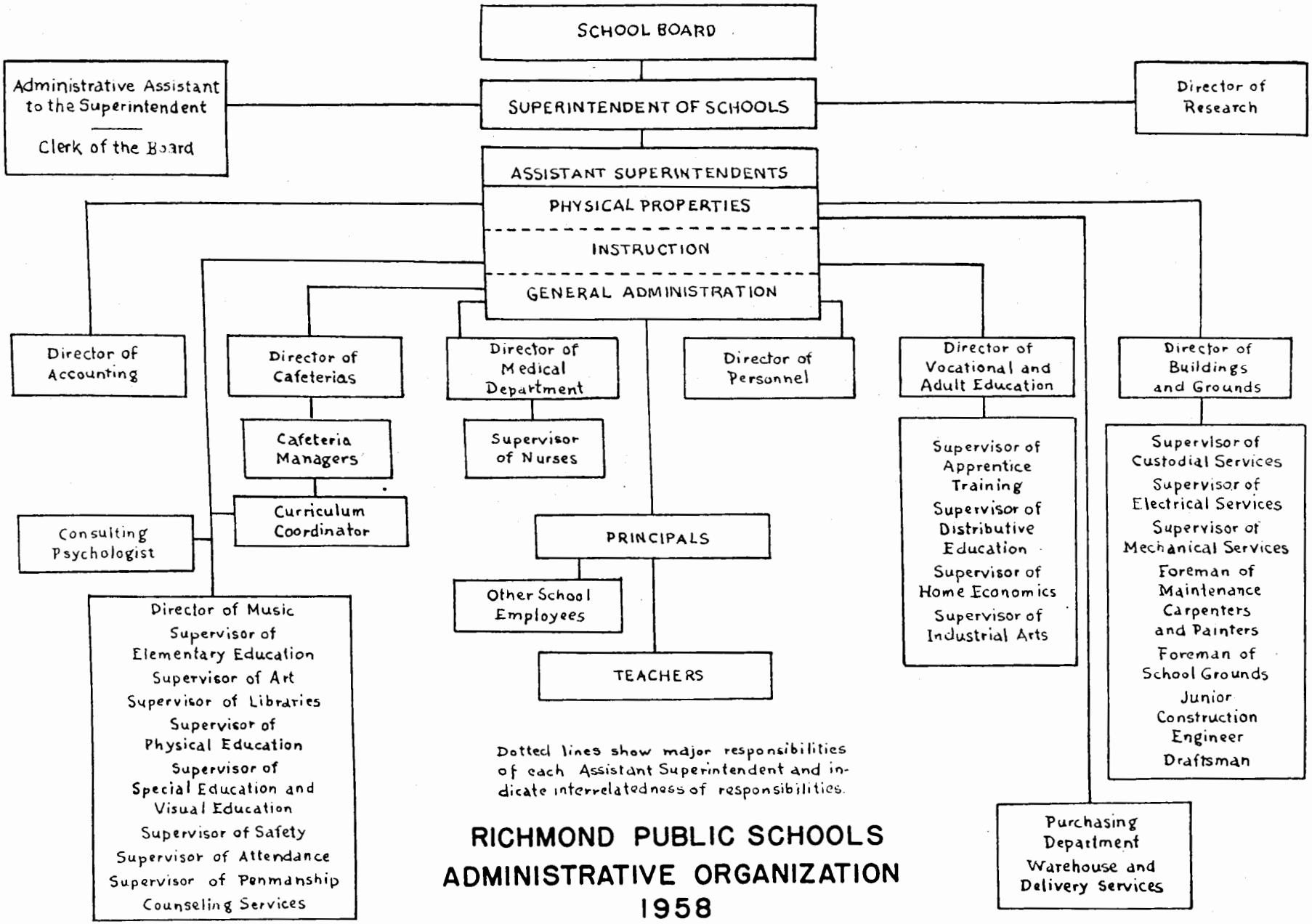
16 Seventy-fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1942-1943 (Richmond: Richmond Press, Inc., 1944), pp. 17-20.

17 Seventy-fifth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1943-1944 (Richmond: Mitchell & Hotchkiss, 1945), pp. 13-15.

PLATE 15



Dotted lines show major responsibilities of each Assistant Superintendent and indicate interrelatedness of responsibilities.

RICHMOND PUBLIC SCHOOLS
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1958

5. Stimulation of more interest in foreign languages
6. Consideration of pupils' personal problems through improved guidance in the junior and senior high schools
7. Recognition of the differing capacities of individual children
8. Extension of library facilities in all schools
9. Betterment of the cummulative record system
10. Development of schools as community centers
11. Cooperation of personnel in planning school policies that influence entire system
12. Addition of vocational opportunities
13. Selection of new teachers by emphasizing professional equipment and experience rather than residence
14. Enlargement of the nursery school program
15. Evaluation of progress made in ability grouping
16. Presentation of certificates of satisfactory physical condition of full time employees
17. Reduction of the number of supervisors

The school administration is still trying to carry out the recommendations of the Survey Commission. Several were immediately put into effect. The number of white supervisors was reduced. Junior Primary teachers stayed the full school day. Programs in the fields of vocational, adult and distributive education were enlarged and later these departments were combined and headed by a single director. The plans for a twelve year system already approved by the School Board and recommended by the Commission were put into effect.

In 1946 the School Board adopted a twelve year system which, although not fully operative before 1951-1952, would be in conformity with the State's twelve year program and would lead to less confusion in all matters of transferences from school to school. The problem of where to place the extra year was put in the hands of Dr. John F. Showalter who had become director of the Department of Research. He was to work closely with committees already established to formulate a

course of study. It was decided to place the new grade at the junior high school level to bridge the gap at the end of elementary school and enable pupils to become better prepared for carrying out their high school programs.

Under the able direction of Dr. Showalter, committees that had been working for several years now had to revamp the entire course of study to include the extra year and suggestions made by the Survey Commission.[18] This they did and labeled it the Plan of Instruction. No longer was it possible for a child to study "Milk" for three years nor "The Community in Which he Lived" for six years. Under the old course of study teachers were allowed to select areas for study and whether true or not - one little boy transferring to another school when asked what he had been studying replied, "Milk". "What did you study before that?" "Milk". "What would you like to study now?" "Anything but milk!"[19] The plan of instruction for social studies was changed but not as much as some teachers had wished. The head of the history department at Harvard, Dr. Joseph Bryant Conant, had recently published Education in a Divided World criticizing the glaring lack of knowledge about their country found in the testing of college students.

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[18] Seventy-eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1946-1947 (Richmond: Mitchell & Hotchkiss, 1948), pp. 13-14.

[19] Classroom experience related by Mrs. Dorothy Wells Hagaman in telephone conversation, July 19, 1958.

This introduced American history as the theme to be emphasized. Another factor was a test given, perhaps in fun, to the Virginia legislators by one of the newspapers. Their knowledge of the history of the State of Virginia was sadly lacking and the legislators required that a study of Virginia be included in the course of study on at least three levels. They appropriated money for text books on the elementary, junior and senior high school levels. Because there were no such text books, money was appropriated to have them written. The committee for the plan of instruction was greatly influenced by the findings of Dr. Conant and the results of the test given the Virginia legislators. Not knowing at what grade level the text books would be written, Virginia history was placed at the fourth, eighth and twelfth years. The remaining grades were to study the community at the primary level and then different phases of United States history.

Since Richmond is an old and proud city, the committee felt that the children should have a course in Richmond's history; not just industry and famous landmarks as had formerly been studied. On discovering that Julia C. Pollard, one of the Richmond teachers, had written a thesis on "Richmond 1861-1865" and had a wealth of material on the subject, the School Board commissioned her to write a text book for eighth grade students. They had been informed that the State text for Virginia history would be written at eighth grade level. The writing of the Virginia history text book proved to be a headache for the state and it was years before they could get a suitable one written. Virginia: History, Government, Geography was finally published for use in the

seventh grade and introduced in the Richmond Public Schools September, 1957.[20]

To carry out the suggestions for better counseling and vocational opportunities, Dr. Showalter insisted on an introduction to the study of vocations in the eighth grade and an improved system of counseling. To train the teachers for these fields, a system of in-service[21] training was again introduced. After school classes were held. Eighth grade social studies teachers were to spend a half term on vocational opportunities offered in Richmond's high schools as well as those offered in industry and professions. In these classes the teachers were taught the importance and the ways and means of counseling and steering pupils into the selection of courses that would best train them according to their interests and abilities. They were introduced to a program of testing for aptitudes and abilities. The schools received a wealth of material from industrial firms on various occupations and professions from which their students could learn not only the actual work involved and opportunities offered but also the educational requirements (college and university catalogues) for entrance into the various fields. The teachers were familiarized with the academic and

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[20] Personal conversation with Dr. Marion Nesbitt, July, 1953.

[21] Seventy-eighth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1946-1947 (Richmond: Mitchell & Hotchkiss, 1948), pp. 25-26.

vocational offerings of the different high schools. With these and the help of the grade counselor, teachers and pupils with the advice and consent of their parents planned their four year high school program.

To better the guidance program each junior and senior high school grade was provided a counselor. She worked closely with both teachers and pupils and with each individually whenever problems arose. The counselor was no longer a disciplinarian but an advisor. When matters concerning drop-outs were brought to her attention, the services of the attendance department were always at her disposal. She was to give and administer standard tests and help the principal with class schedules. At the in-service training classes, she studied and discussed the latest publications on counseling. She was given help and advice in the fields of child guidance, conference methods to be used with both parents and children and in home visiting. She also worked with the teachers of vocations in the planning of high school programs.[22]

Improvement in other areas recommended by the Survey Commission was accomplished easily. Spelling books as well as language books were reintroduced and placed in the hands of each pupil, improved cooking facilities and dishwashing machines were installed in cafeterias; improved cumulative record folders were introduced; school buildings were opened in cooperation with the Department of Recreation and Parks for community centers; only teachers with college degrees

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[22] Information given by Miss Mary Sue Muckenfuss, Counselor of John Marshall High School, June, 1954.

were employed, except in dire necessity; in addition to the medical certificate required of new teachers, all teachers had to have annual X-ray chest examinations; libraries received larger appropriations and in the junior and senior high schools students were trained and served as members of library staffs. The proposed changes for junior primary and nursery schools could not be accomplished until the building program and birth rate were equalized. The construction of new buildings to meet this need is being accomplished as rapidly as circumstances will allow. Additional rooms and new buildings are being opened each year.

In the field of Vocational Education offerings have been increased in the mechanical line but because much of the pre-war machinery in Mechanics Institute is out-of-date, some of the practical experience is now obtained through on-the-job training. In cooperation with the Medical College of Virginia, a course in practical nursing was added to the high school program. The students take their academic work in school and actual experience in nursing is obtained at the Medical College under the supervision of its staff.

In the field of foreign languages an interesting experiment is being conducted under the direction of Miss Mildred Kline, Director of the Language Department.[23] To encourage the study of foreign languages, Mrs. Ada M. Harlow, language teacher in the Albert H. Hill School was

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[23] This experiment was started in 1953 and in November 1957 Mrs. Harlow received a letter of appreciation from Mr. Lucien D. Adams, Assistant Superintendent.

asked to teach classes in French and Spanish beginning with the fourth grade. In the elementary classes, she taught conversational French and Spanish.[24] In the junior high school, grammar and written language were added as the pupils progressed. The success and approval of this program by the supervisor and patrons was so great that French and Spanish classes were introduced in Westhampton, Mary Munford, Ginter Park and Patrick Henry schools as teachers became available. Frequently foreign language students from the University of Richmond helped with this program. In September of 1957 Mrs. Harlow's first Spanish class entered Thomas Jefferson High School. Because of their acceleration shown by standard tests, it was decided that they should remain together as a class throughout high school. The administration expects to continue and enlarge this program.

One of the most satisfying educational experiences in recent years has been that carried on in school-community relations at Matthew F. Maury School under the direction of Miss Etta Rose Bailey, Principal.[25] Located in one of the poorer sections of the city in an old and antiquated building "many educators consider it the best public school

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[24] Mr. William W. Brock's field project for the Doctor of Education Degree, is based on this experiment. "A Foreign Language Program for the Albert H. Hill Elementary School, Richmond, Virginia" was written August 23, 1954 and is on file at the University of Virginia.

[25] Dr. Marion Nesbitt's book, A Public School for Tomorrow, vividly describes Matthew F. Maury School.

in the entire country".[26] Miss Bailey instilled the same loyalty and enthusiasm in her teachers and in the community which she had previously given her Normal School student teachers. Many hours were spent with teachers and parents planning a school that would fit the needs of the community. Both teachers and patrons gave of their time freely to the school making it a beautiful, stimulating and satisfying place in which to work. This school belonged to the community not just to the teachers. Parents worked with the teachers on the yards, in the cafeteria and even in the classroom. Every activity was a community one. One Christmas a mother and father in appreciation for the hot lunches their child had received, took all growing plants from the school to their home and cared for them over the holidays.

Using imaginative teaching methods children could not fail to learn. "In the conventional sense a child is not 'Taught' to read here, but from his first day in school he is confronted by imaginative 'reading situations'."[27] The poster-size lunch menu is brought to his class daily and read aloud. Almost at once he learns to recognize "milk" and "dessert". Signs are everywhere - in the classrooms, the cafeteria, the corridors - and he finds life easier and more interesting when he understands them. There is a mail system, and it is such fun to get letters

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[26] "Top Elementary School". Life. Vol. 29, No. 16. October 16, 1950. p. 124.

[27] Ibid.

that, with his teacher's help, the child is soon writing one sentence notes of his own. He sees other children writing and illustrating little books, and of course, he wants to draw and tell stories too."[28] Learning about geography and history is stimulated by the many foreign visitors who come to the school and by visitors from all parts of the United States.

Whenever a program is to be produced all pupils take part. They plan, create their parts, dance, paint scenery, sew costumes and make posters. The children even take over the control of their room when the classroom teacher is away helping some other group in the school with program preparations. All activities in the school lead to the most important program of the year - The June Breakfast.[29] Each table is presided over by a patron who acts as hostess. The children present the program. The June Breakfast, which began as a small community activity, has become so well known that educators and friends come from far and wide. Some who have asked for invitations well in advance have had to be turned down. Finally, to take care of those who continually pleaded to become a part of this activity, the morning program is repeated in part at night.

Mr. H. I. Willett, who became superintendent upon the retirement of Jesse H. Binford in 1946, and into whose hands were placed the

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[28] Ibid.

[29] Conversation, July 7, 1958, with Miss Jessie P. Haynes who had attended the 1958 June Breakfast.

numerous recommendations of the Survey Commission, is a firm believer in the development of good school-community relations.[30] He has said time and time again that schools are the products of the wishes of the people.

One method used to strengthen understanding and cooperation between the school and the home was the introduction of "Conference Day" in 1949. A whole day was set aside for this purpose and the pupils remained at home. The teachers were freed from their duties and 21,995 parents came to confer with them because they were interested in the progress of their children.[31]

Another method used to interpret the work of the schools to the public was the introduction of Business-Education Day in 1954. The Richmond Junior Chamber of Commerce helped sponsor this program. In one of the "work days"[32] prior to the entrance of pupils for the fall term, all teachers were invited to be the guests of businesses and in-

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[30] Seventy-ninth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1947-1948 (Richmond: The School Board of the City of Richmond, 1949), p. 11.

[31] Eighty-first Annual Report of the Superintendent of the Public Schools of Richmond, Virginia 1949-1950 (Richmond: The School Board of the City of Richmond, 1951), p. 20.

[32] History of the Elementary Teachers' Association on file with the president of the association.

dustries throughout the city. They visited in groups of ten or more, made a tour of the plants, and had lunch with top executives followed by a discussion period in which the policies of the organization were explained. Many firms supplied materials that could be used as teaching aids and offered to conduct similar tours for groups of interested students accompanied by their teachers. Later in the term executives from these same firms paid an all day return visit to the schools. They visited classrooms, talked with pupils and teachers and had lunch in the cafeterias.

The conference which followed between the business men and the teachers whom they had observed was helpful to both. The business men asked questions about the program, the equipment and the salaries. Many sent teaching aids to the classes which they had visited. By accident an official from the Chesapeake and Ohio Railroad (C & O) visited a history class that was laying the first railroads in Richmond. He became so interested that he sent an illustrated history of the railroad (C & O) to all members of the class and invited them to make a tour of the railroad yards, which they did.

The teachers of Albert H. Hill School felt the need for a more informative type of report card than those used elsewhere in Richmond. Parents and teachers as well as pupils worked together for more than a year to achieve a better method of reporting progress of pupil's work to both the pupil and his parents. Mr. Malcolm U. Pitt, Jr., recently appointed (1958) principal of this school, wrote a paper based on the report card study "for Dr. J. Lindley Stiles (1954) to obtain three

units necessary for course work requirements for the Doctor of Education Degree"[32] at the University of Virginia.

These efforts have led to a much closer and friendly relationship between the schools and the community. The City Council has been most generous in its support of the entire school program including larger accomodations and more adequate salaries. The schools in return are always anxious to serve the needs of the community.

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[32] Letter from Mr. Malcomn U. Pitt, Jr., July 25, 1958.

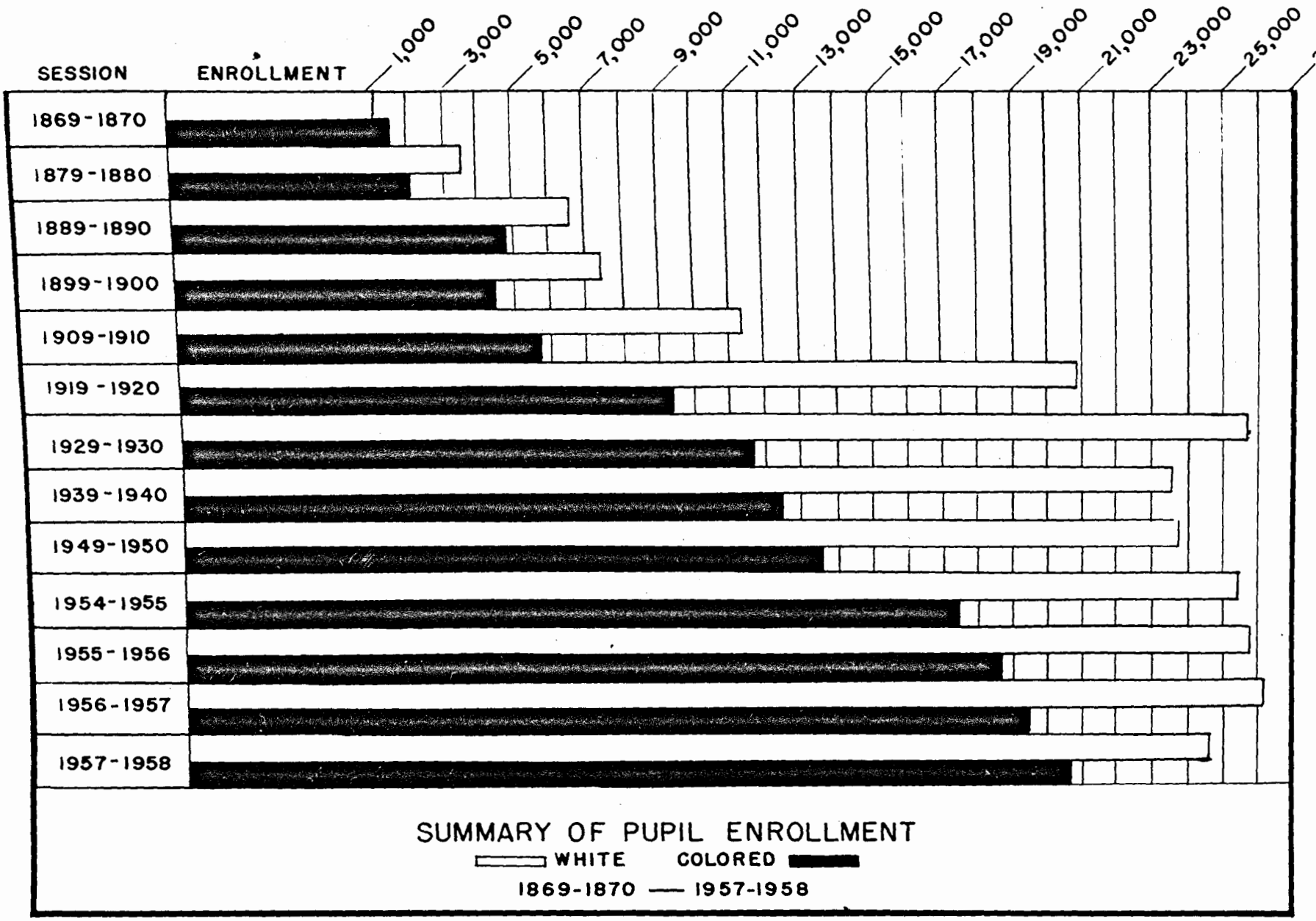
CHAPTER XII

RICHMOND PUBLIC SCHOOLS YESTERDAY AND TODAY

The Richmond Public School System has just completed its eighty-ninth session (1957-1958). It has grown from the ownership of one building in 1869 to fifty-four school buildings in 1957. Its enrollment of 2,777 in 1869 reached 40,076 in 1957. Yet there are many parallels between the schools of yesterday and the schools of today. James H. Binford, Richmond's first superintendent under the Virginia Public School System, won national recognition as an educator when he became President of the Department of Superintendence (1874) of the National Education Association. Superintendent H. I. Willett was elected President of the American Association of School Administrators and as such went to Switzerland in 1956 to the international conference. In July 1958, he, one of three school administrators in the United States, was appointed to a four year membership on the Educational Policies Commission of the National Education Association and the American Association of School Administrators.

The early schools, because of deplorable financial conditions resulting from the Civil War, did not have accomodations for the number of students desiring to attend. Today, in spite of the generous building program of the last few years, some classes are on double shifts and the current recession is preventing the proposed construction of new buildings.

PLATE 16


SESSION
ENROLLMENT
1,000
3,000
5,000
7,000
9,000
11,000
13,000
15,000
17,000
19,000
21,000
23,000
25,000
27,000
1869-1870
1879-1880
1889-1890
1899-1900
1909-1910
1919-1920
1929-1930
1939-1940
1949-1950
1954-1955
1955-1956
1956-1957
1957-1958
SUMMARY OF PUPIL ENROLLMENT
WHITE
COLORED
1869-1870 — 1957-1958

In 1874 Senator Charles Sumner introduced a Civil Rights bill in Congress a section of which demanded the integration of white and colored races in all public schools. Virginia was ready to close her schools rather than submit if the bill passed Congress. The same uneasiness exists today. The Supreme Court of the United States has ordered integrated schools in areas where the National Association for the Advancement of Colored People (NAACP) has brought suit.

When the Gray Plan, granting state tuition for children not desiring to enter integrated schools, was proposed in the State Legislature, changes in the Constitution were necessary. In 1954 these proposed changes were referred to the people. The people of Virginia, by overwhelming vote, expressed their disapproval of integration and when the legislature met, the Gray Plan was sidetracked in favor of a program of massive resistance.[1] "State law requires that an integrated school be shut down automatically, and removed from the system."[2] Another device was the establishment of a Pupil Placement Board having the power or authority to make pupil assignments to schools.

On July 9, 1958 Oliver W. Hill forwarded to the City School Board the applications of three colored children who desired to enroll in Baker (white) School. Superintendent H. I. Willett, on the advice

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[1] Telephone conversation with Robert N. Pollard, Jr., Attorney-at-Law, July 26, 1958.

[2] News item in the Richmond News Leader, July 23, 1958.

of City Attorney J. Elliott Drinard, has referred to the Pupil Placement Board these applications along with three others asking for admission to Westhampton (white) School.

On July 22, 1958 in a press conference which was televised, Governor J. Lindsey Almond said that Virginia would not surrender. When asked what the solution would be he replied:[3]

> No solution would satisfy the NAACP short of surrender and turning the control of schools over to the NAACP. This would destroy education in Virginia, and I don't intend to do that.

The Richmond schools won national recognition in the field of progress in education in the New England School Journal of 1875 from the Honorable Thomas W. Bicknell who had visited the infant school system. The advent of Sputnik I startled Americans from their complacent attitude of superiority. They immediately began to question the program of public education. Last spring (1958) Life Magazine published a series of articles on current practices in the field of public education. It emphasized many practices that were undesirable. The Richmond Public School System was singled out, as one of four places in the nation having schools worthy of special praise, in an editorial following the series of articles.[4]

Today the education offered by public schools in Richmond is modern. It seeks not only to meet the problems of today but those of

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[3] News item in the Richmond Times Dispatch, July 23, 1958.

[4] "Panic in the Schools", Life Magazine, April 21, 1958.

tomorrow. Its staff had not waited for Sputnik I to realise that America would need its best minds to compete in the modern world. It had begun its program of acceleration for the "able and ambitious" several years previously with the introduction of the early language program. Russian was offered last year in addition to Latin, French and Spanish. Classes in Chinese are proposed. Acceleration programs in mathematics had been accomplished through additional courses and the careful screening of the abilities of students entering such classes. Classes for acceleration in reading had been offered to both teachers and students. Those teachers interested in becoming reading specialists had been granted scholarships to the University of Virginia by the Civitan Club. Remedial reading classes[5] had been in operation in Richmond long before the publication of the book "Why Johnny Can't Read". In the field of science workshops had been held for teachers and in the high schools greater numbers of science classes were offered. To enable students to take advantage of these, classes in biology are open to the "able and ambitious" in the ninth grade rather than the tenth.

The community has heartily supported accelerated programs. Realising that the schools were unable to finance modern shop and laboratory equipment, industry had opened its doors to the schools in whole hearted support of this program. Not only have they given material

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[5] Seventieth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1938-1939 (Richmond: Baughman Stationery Co. & Lithographers, 1940), p. 131.

assistance but they have assigned on company time instructors who teach classes and keep the teachers informed of modern methods in industry and in the field of electronics. Citizens who have knowledge of the Russian language have volunteered their services. These have been gratefully accepted.

The Richmond Public School System is vastly larger and its curriculum much broader than in 1869. Its concepts and goals for the education of its students have kept pace with modern civilization. It has retained its fundamental function of computing and communication and to this has added the further development of the individual to live successfully in the world in which he finds himself with a feeling of adequacy and success whether it be in the field of trade, industry or a profession.

The Richmond Public School System, from its inception, has risen above crises. Progress resulted as each crisis was overcome. Each changing situation has been met aggressively through the tireless and loyal efforts of its teachers and administrative staff. In the face of the present crisis and recession, the school system is continuing to plan better services for the children of the citizens of Richmond.

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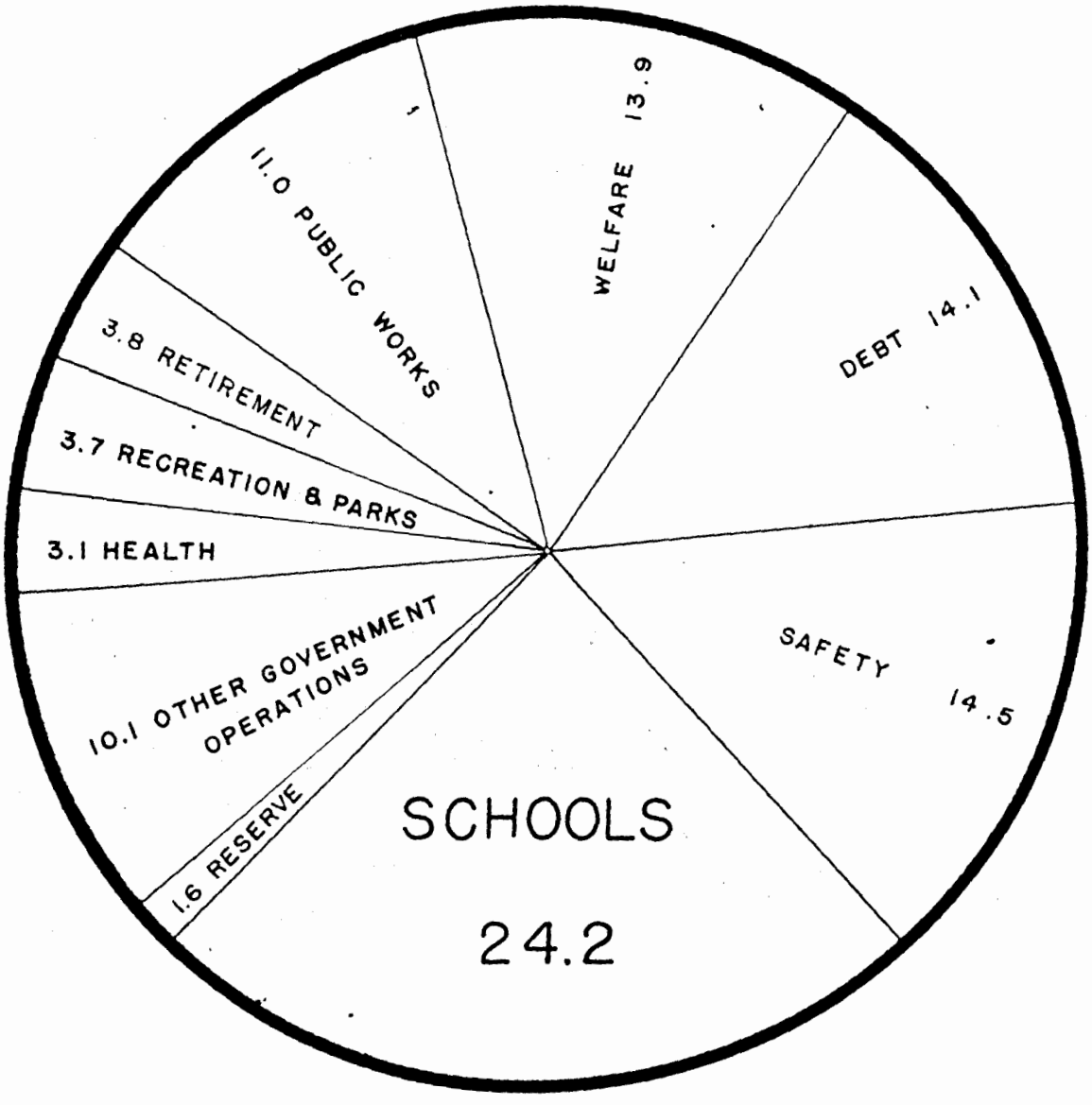
APPENDICES

APPENDIX A



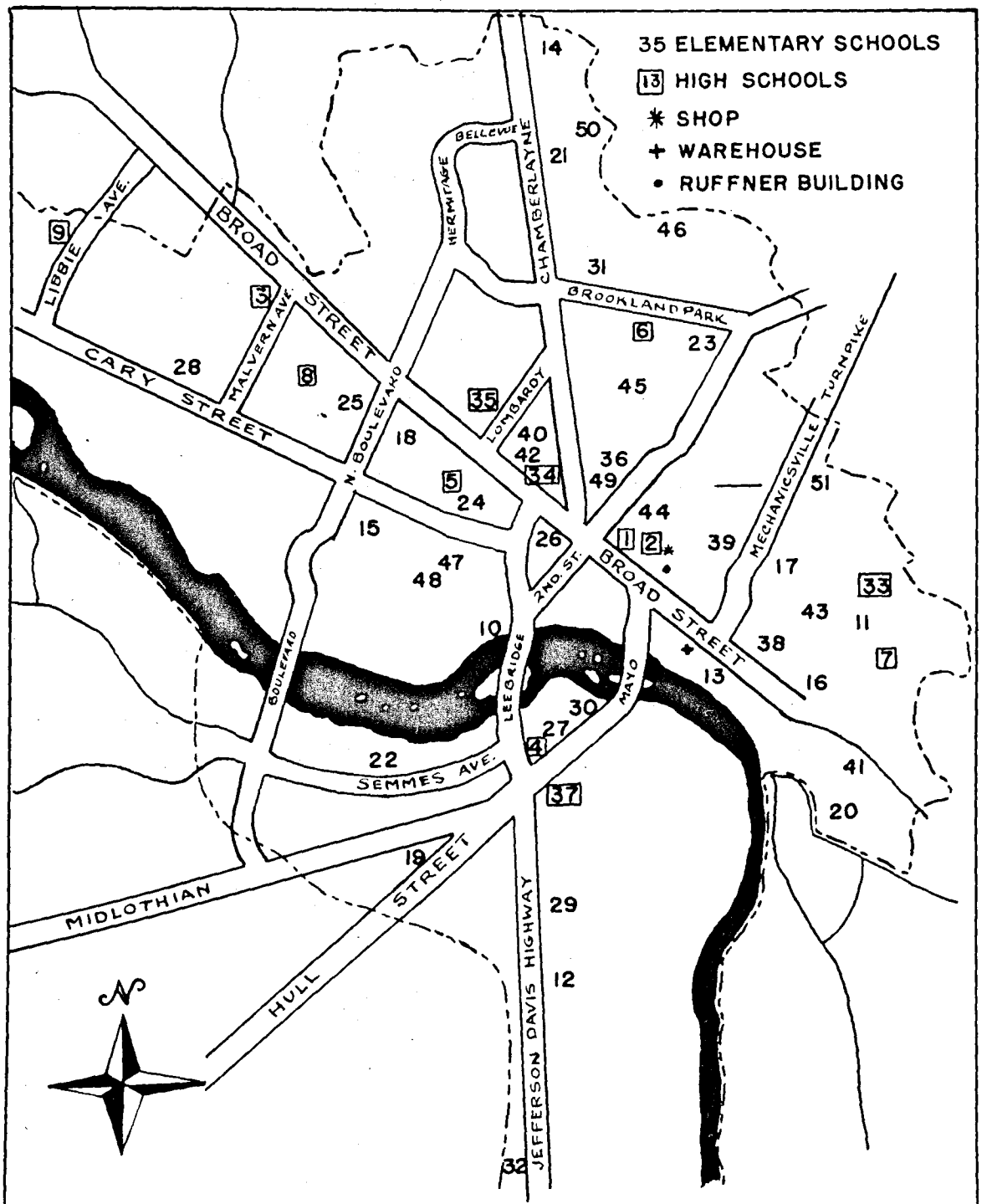
MAJOR GOVERNMENTAL COSTS

ESTIMATED PERCENT OF TOTAL

GENERAL FUND BUDGET
CITY OF RICHMOND

1958 - 1959

APPENDIX B



RICHMOND
PUBLIC SCHOOLS
1950-1951

RICHMOND PUBLIC SCHOOLS

KEY TO NUMBERS ON THE MAP

Eighty-second Annual Report of Superintendent of Schools, 1950-1951 (Richmond: School Board of the City of Richmond, 1951), pp. 24-25.

(1) JOHN MARSHALL HIGH SCHOOL
Eighth and Marshall Streets

(2) VIRGINIA MECHANICS INSTITUTE
(part of John Marshall High School)
1000 East Marshall Street

(3) THOMAS JEFFERSON HIGH SCHOOL
4100 West Grace Street

(4) BAINBRIDGE JUNIOR HIGH SCHOOL
1601 Bainbridge Street

(5) BINFORD JUNIOR HIGH SCHOOL
1701 Floyd Avenue

(6) J. A.C.CHANDLER JR.HIGH SCHOOL
201 East Brookland Park Boulevard

(7) EAST END JUNIOR HIGH SCHOOL
701 North 37th Street

(8) ALBERT H.HILL JUNIOR HIGH SCHOOL
3400 Patterson Avenue

(9) WESTHAMPTON JUNIOR HIGH SCHOOL
5800 Patterson Avenue

(10) GRACE ARENTS SCHOOL
600 South Pine Street

(11) NATHANIEL BACON SCHOOL
815 North 35th Street

(12) BELLEMEADE SCHOOL
2400 Oakland Avenue

(13) BELLEVUE SCHOOL
2301 East Grace Street

(14) BROOK HILL SCHOOL
4929 Chamberlayne Avenue

(15) JOHN B.CARY SCHOOL
2100 Idlewood Avenue

(16) CHIMBORAZO SCHOOL
310 North 33rd Street

(17) HELEN DICKINSON SCHOOL
1501 North 21st Street

(18) WILLIAM FOX SCHOOL
2300 Hanover Avenue

(19) FRANKLIN SCHOOL
3710 Midlothian Pike

(20) ROBERT FULTON SCHOOL
1000 Carlisle Avenue

(21) GINTER PARK SCHOOL
3817 Chamberlayne Avenue

(22) PATRICK HENRY SCHOOL
3411 Semmes Avenue

(23) HIGHLAND PARK SCHOOL
2928 Second Avenue

(24) STONEWALL JACKSON SCHOOL
1520 West Main Street

(25) ROBERT E. LEE SCHOOL
3101 Kensington Avenue

(26) MADISON SCHOOL
101 South Madison Street

(27) MAURY SCHOOL
1411 Bainbridge Street

(28) MARY MUNFORD SCHOOL
211 Westmoreland Avenue

(29) OAK GROVE SCHOOL
2200 Ingram Avenue

(30) POWHATAN SCHOOL
1006 Bainbridge Street

(31) J.E.B.STUART SCHOOL
3101 Fendall Avenue

(32) SUMNER HILL SCHOOL
2700 Alexander Avenue

(33) NEW ARMSTRONG HIGH SCHOOL
(under construction)
1611 North 31st Street

(34) ARMSTRONG HIGH SCHOOL
119 West Leigh Street

(35) MAGGIE WALKER HIGH SCHOOL
1000 North Lombardy Street

(36) BAKER SCHOOL
100 West Baker Street

(37) J.H.BLACKWELL JUNIOR HIGH SCHOOL
1600 Everett Street

(38) J.ANDREW BOWLER SCHOOL
608 North 26th Street

(39) BUCHANAN SCHOOL
900 Buchanan Street

(40) GEORGE WASHINGTON CARVER SCHOOL
1110 West Leigh Street

(41) WEBSTER DAVIS SCHOOL
4410 Northampton Street

(42) ELBA SCHOOL
1000 West Marshall Street

(43) GEORGE MASON SCHOOL
814 North 29th Street

(44) HAVY HILL SCHOOL
740 North 6th Street

(45) ALBERT V. NORRELL SCHOOL
200 Wickham Street

(46) PROVIDENCE PARK SCHOOL
421 East Ladies Mile Road

(47) RANDOLPH SCHOOL
300 South Randolph Street

(48) SIDNEY SCHOOL
1626 Blair Street

(49) BOOKER T.WASHINGTON SCHOOL
21 East Leigh Street

(50) WASHINGTON PARK SCHOOL
601 Maggie Walker Avenue

(51) WOODVILLE SCHOOL
2026 Selden Street

APPENDIX C

DIRECTORY

SUPERINTENDENTS OF RICHMOND PUBLIC SCHOOLS

Andrew J. Washburn, April 1869 to July 1870

James H. Binford, July 1870 to July 1876

James H. Peay, July 1876 to March 1882

Edgar H. Garnett, March 1882 to July 1886

John B. Cary, July 1886 to February 1889

William F. Fox, February 1889 to July 1909

J. A. C. Chandler, July 1909 to July 1919

Albert H. Hill, July 1919 to May 1933

Jesse H. Binford, May 1933 to January 1946

Henry I. Willett, January 1946

DIRECTORY

PRINCIPALS OF HIGH SCHOOLS

JOHN MARSHALL

William F. Fox, 1872 to February 1889
William A. Bowles, February 1889 to October 15, 1890
Julian P. Thomas, October 15, 1890 to June 1905
James C. Harwood, September 1905 to September 1946
Fred B. Dixon, September 1946

THOMAS JEFFERSON

Ernest Shawen, September 1930 to June 1942
Coalter C. Hancock, September 1942 to July 1958
William W. Brock, July 1958

ARMSTRONG

R. M. Manly, 1876 to 1878
Mary Elizabeth Knowles, 1878 to 1883
R. M. Manly, 1883 to 1887
Samuel T. Beach, 1887 to December 1892
George F. Merrill, December 1892 to December 1899
James C. Harwood, December 1899 to September 1905
Samuel D. Turner, September 1905 to February 1917
William M. Adams, February 1917 to September 1925
Wortley W. Townsend, September 1925 to September 1947
George Peterson, Jr., September 1947

MAGGIE L. WALKER

James Edward Segear, September 1938 to 1951
George Williams Liverpool, 1951 to 1955
James Harry Williams, 1955

DIRECTORY

OWNERS OF AWARDS AND MEDALS

Miss Sadie Ethel Engleberg - John Marshall High School Class Pin

Miss Katherine Elizabeth Gills - Peabody Medal

Miss Jessie Pollard Haynes - Richmond High School Ribbons

Mrs. Margaret Garthright Perkinson - Second Honor Card

Miss Marion Phyllis Perkinson - First Honor Card

Mrs. Helen Hodges Watkins - Locker Button

Mrs. Ann Parrish Williams - Loan of Bible and Flag Medal

APPENDIX D

TEACHERS' MONTHLY REPORT CARDS
Forms used in 1918

Loaned through the courtesy of Mrs. Claire Cornwell Thompson

Name

Month

Below you will find a copy of the report on your work that has been made to the Superintendent for this month. This report is given in confidence between each teacher and the principal, and it is very necessary that it be considered as such.

The principal will be glad to confer with any teacher regarding this report.

INSTRUCTION_____

DISCIPLINE_____

INFLUENCE ON SCHOOL_____

Yours very truly,

Principal.

RICHMOND PUBLIC SCHOOLS

_____ 191__

_____ School

Mr. or Miss_____

My report to the Superintendent concerning your work for the month of _____ is as follows:

INSTRUCTION	Good	Fair	Unsatisfactory
DISCIPLINE	Good	Fair	Unsatisfactory
GENERAL INFLUENCE	Good	Fair	Unsatisfactory

REMARKS:_____

_____

_____ Principal.

APPENDIX E

RULES AND REGULATIONS TO GOVERN THE ADMINISTRATION OF SCHOOLS 1880-1881

Twelfth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1880-1881 (Richmond: James E. Goode, 1882), pp. 18-19.

1. The vicious, the insubordinate and the morally bad are carefully excluded whether rich or poor. (At the close of many of the superintendents' reports we find a line appreciating the work of the police in enforcing this and other rules.)

2. Schools open at 9:00 A.M. from October 1 to April 1 and from April 1 to June 30 at 8:00 A. M.

3. The superintendent shall close any school (class) whose daily attendance during the first two weeks does not reach thirty-five scholars and whenever during the session the attendance in any school shall fall below twenty-five. Such schools shall be closed and the pupils distributed among other schools. (The reason for this was because so many classes were conducted in rented rooms. Economy was practiced from the beginning.)

4. Pupils transferred from one school to another during the school year are entitled to credit for the records from the previous school.

5. Not more than one diploma shall be received by any pupil but if other diplomas are deserved credit shall be written on the first diploma.

6. Pupils who receive medals such as first honor shall not receive diplomas.

7. A male guardian shall forward to the teacher capitation tax receipts, both city and state, for the current year before the pupil may enter school.

8. Teachers shall, before returning receipts, have them cancelled by the principal and report delinquents.

9. Orphans who are residents or have no male guardian may be admitted and exempt from requirements.

10. Principals shall teach when practical one school in his building.

11. Contract begins with assignment to duty and extends to the end of the scholastic year.

12. Teachers and principals resigning from deficience or other causes under the system again on the salary of a new teacher.

13. Substitute teachers employed for one week of continuous service are paid on the basis of thirty dollars a month. The difference between the teacher's pay and that of the substitute shall be subtracted from the payroll.

14. A substitute teaching for less than a week shall be paid by the teacher at the rate of one dollar a day.

15. Primary teachers (1873-1874) receive forty dollars a month. New appointees to Grammar school receive fifty dollars a month for the first two years. Teachers advanced from Primary to Grammar school shall be classed as new appointees and receive the beginning salary.

REGULATIONS FOR CLOSING OF PUBLIC SCHOOLS ADOPTED BY THE BOARD MAY 9th, 1881

Twelfth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1880-1881. (Richmond: James E. Goode, 1882), p. 20.

1. Public examination will be held in the Public Schools of the city (except in the Richmond High and Colored Normal Schools) commencing at 10 o'clock A. M. on a day in the month of June, to be designated by the Superintendent.

2. The award of First Honor Medals and Certificates to be made by the teachers of their respective schools, as usual. The award of the Orthography Medals to be made as usual by the Committee on Teachers and Schools.

3. The School Board is to be divided into three committees.

4. Each Committee will proceed to the school buildings on the day assigned, and close the schools as briefly as possible in the school rooms by delivering to the pupils entitled thereto the First Honor and Orthography Medals and Certificates.

5. Principals are required to forward their prize list to the Superintendent at the time named by him and are further required to keep the pupils in place in the school rooms awaiting the coming of the Committee at the appointed time, in order that no delay may occur in closing the schools.

6. The Commencement Exercises of the Richmond High and Richmond Colored Normal Schools are to be held at 8 o'clock P. M. on such days in June, and in such building as the Superintendent may designate.

APPENDIX F

DUTIES OF THE JANITORS
1875

Seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1875-1876 (Richmond: Union Steam Press, 1877), pp. 47-49.

1. All rooms and halls swept after school daily, dusted in the evening and morning.

2. Floors, walls, desks, etc., washed once every six weeks. Windows cleaned inside and out once every three months.

3. Out houses, sidewalks, and yards to be kept clean. Snow to be cleared immediately after a storm.

4. Doors and gates locked after school hours and be kept so until opening of school: lockec at all times during vacation.

5. Janitors must remain on school premises in school hours unless sent on errand by the Principal.

6. The Principals hold janitors responsible for utensils and supplies furnished and keys, clocks, and other movable property and to report to the Superintendent all unnecessary waste.

7. Janitors report to Principals damage to school property.

8. Utensils furnished janitors be set aside in designated place.

9. Teachers report to principal conditions of respective rooms when janitor fails in his duties.

10. Principals see that janitors perform duties amd make report to supervisor.

11. Janitors have charge of buildings in vacation and shall keep them in order and report to supervisor.

12. During winter the principals will see that the janitor turns off water at the main stop cocks to prevent freezing. Keys for this are furnished the janitor.

13. Principals must inspect urinals and water closets and see that the janitor keeps them clean and free of odor. Lime will be furnished on requisition.

14. Rooms furnished with window shades must have extreme care by principals, teachers, and janitors in stormy weather in raising and lowering them.

15. Coal hods, evaporating pans, shovels, etc. must be cleaned by the janitor and stored in a dry place for the summer. Principals must enforce this rule.

16. Janitors must collect at the end of school year movable school apparatus, books, clocks, thermometers, etc. from each room and store them in the principal's office and return to rooms in the fall.

17. Janitors must repair lights and window panes. Tools, etc. will be furnished. The principals take charge of tools and spare materials.

18. Janitors in vacation must white wash fences, walls, and closets and store away fuel and other duties the supervisor may require.

19. Janitor must be on his post from the starting of fires in the morning until school is dismissed.

20. Janitor must start fires in time to warm rooms.

21. On Friday old fires are banked for the night and attended in the same way until Monday.

22. The janitor must know how to kindle fires, check each room for open doors and windows, and see that registers are open in each room in the morning. When the upper story warms close registers and force the heat into the first floor, then regulate for the day.

23. Use cinders to keep up heat if possible. Economy is important.

24. See that evaporating pans and reservoirs are well supplied with water, stoves and furnaces cannot furnish healthy heat without it.

25. The temperature after school opens be maintained by principal and teachers, 68° being maximum. Open and close registers as necessary. In no instance will <u>cold air</u> be admitted by opening windows but by registers or the transom <u>over</u> the door.

26. Stoves. Janitors must keep one cold hod in each room supplied with fuel. Teachers during school hours keep the temperature at 68°.

27. Janitors keep outer doors and hall windows closed in stormy or cold weather.

28. Principals see that janitors do the above work.

APPENDIX C

WAREHOUSE INVENTORY
1872-1873

Fifth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1872-1873 (Richmond: Union Steam Press, 1874), pp. 270-272.

INVENTORY
OF FURNITURE & OTHER PERISHABLE PROPERTY
BELONGING TO THE CITY SCHOOL BOARD
January 1st, 1874

100 Teachers' Desks
89 Teachers' platforms
187 Scholars' Desks, Patent Primary
369 Scholars' Desks, Patent Intermediate
234 Scholars' Desks, Patent Single
1528 Scholars' Double Desks, Plain Wood
1238 Linear feet Benches
12 Stools
90 Settees
205 Chairs
2261 Linear feet Wood Black-Boards
3976 Linear feet Slate Black-Boards
240 Charts
552 Maps
987 Desk Books
36 Boxes Crayons
65 Pointers
158 Registers
24 Boxes Object Forms
27 Object & Color Charts
31 Globes
79 Large Clocks
26 Small Clocks
587 Window Shades
52 Buckets
31 Brooms
48 Coal Hods
2 Lamps
30 Dust Pans
36 Wash Pans
82 Thermometers
1 Set Philosophical Apparatus
1 Set Chemical Apparatus
8 Hatchets
30 Cinder Shovels
82 Dust Brushes
40 Pokers
10 Fire Screens
106 Dippers
73 Door Mats
68 Stoves
51 Stove Pans
88 Elbow Pipes
63 Zinc Pieces
108 Call Bells
1195 Ink Wells
20 Ink Stands
30 Ink Vents & Bottles
10 Ink Demijohns
23 Padlocks
35 Wood Partitions (movable)
63 Tons Coal
4 Cords Wood
3 Movable Coal Bins
14 Movable Out-Houses & Closets
3806 Hooks
210 Racks
31 Chart Frames
23 Wardrobes
9 Stepladders
11 Shovels or Spades
26 Numeral Frames
27 Gas Fixtures
7 Book Cases
93 Slates

12 Heating Furnaces
258 Books furnished indigent children during session
8 Sets Guyots' Maps
5 Belfrey Bells & Fixtures
10 Scrub Brushes
8 Sets Prangs Natural History
7 Drums & Sticks
8 Organs & Stools
6 Belfry Ladders
10 Window Hooks

SUPERINTENDENT'S OFFICE

1 Writing Desk & Book Case
1 Table
3 Large Glass Book Cases
1 Small Glass Book Case
13 Chairs
1 Letter Press & Table
1 Water Cooler
2 Settees
3 Spittoons
1 Basket
3 Gas Fixtures
1 Clock
250 Old Text Books, Blanks, Stationery, Desk Furniture, etc.

OFFICE SCHOOL BOARD & SECRETARY

1 Walnut Desk & Book Case
1 Book Case & Table
1 Long Walnut Table
15 Chairs
2 Settees
1 Water Cooler & Stand
1 Clock
5 Spittoons
1 Basket
2 Gas Fixtures
1 Platform
1 Hat Rack
Stationery, Desk Furniture, Blanks, etc.

TEACHERS LIBRARY

450 Volumes
2 Glass Book Cases
1 Table
1 Settee
2 Chairs

SCHOOL LIBRARIES
(Central School only)

250 Volumes
1 Book Case

This library was contributed by the students

SUPPLY & STORE ROOMS

4 Teachers' Tables
4 Platforms
118 Feet Benches
3 Chairs
2000 Linear feet Wood Black-Boards
175 Maps & Charts
342 Old Text Books
10 Boxes Crayons
9 Small Clocks
14 Window Shades
8 Buckets
20 Brooms
3 Coal Hods
10 Thermometers (out of order)
5 Cinder Shovels
6 Hair Dust Brushes
12 Dust Shovels
5 Dippers
35 Door Mats
7 Stoves (worn out)
6 Stove Pans (worn out)
150 Linear feet Joints Pipe (worn out)
14 Elbows Pipe (worn out)
13 Call Bells
43 Tons Coal
2 Movable Coal Bins
16 Chair Frames
1 Wardrobe
3 Shovels, Spades, Hatchets
60 Old Slates
10 Scrubbing Brushes
1 Drum & Sticks
20 Gallons Ink
6000 Envelopes
2 Reams Foolscap Paper
1 Lot old Gas Fixtures
1 Lot old Wire and Bells
6 Old Mantlepieces
1 Lot old Slate
1 Lot Crockery Ware, etc.
2 Blowers
2 Sets Guyot's Maps
3 Boxes Object Forms
120 Pounds Soap
6 Back Benches (Patent)
2 Movable Petitions & Doors
1 Gas Chandelier

APPENDIX H

GRADED COURSE OF STUDY
1870-1878

Virginia Schools Report, 1870-1878 (Richmond: Superintendent of Public Printing, 1870-1879), p. 26.

SIXTH PRIMARY GRADE (First Grade)

Spelling
Write Numbers 1 to 100
Write Roman Numbers to XXXIX

FIFTH PRIMARY GRADE

First Reader
Punctuation . ? !
Word meaning through phrases
Slate writing - Roman numbers to 89
Counting by 3, 4, 5 to 100
Subtract 2, 3, 4 from numbers below 10

FOURTH PRIMARY GRADE

Reading and writing numbers through 6 places
Addition of single numbers in column of 10
Comma and hyphen
Roman numbers to 100
Mental Arithmetic in multiplication through 6 X 12
Geography (definition) Location of principal countries, hemispheres, etc.
Place and direction
Comparative size, etc.
Manners and morals
First half of the second reader

THIRD PRIMARY GRADE

Last half second reader
Quotation - apostrophe
Roman numbers to 200
Writing copy book - 1/2 hour a day
Numbers through 100,000,000
Multiply by one figure
Tables through 12 X 12
Know percentage, radius, size 1 inch to 1 yard
Know qualities - elastic, liquid, form, magnitude
Motions of the earth

SECOND PRIMARY GRADE

Third reader
Division tables
Common tables - dry measure, weight
Description and colors
United States and West Indies
Latitude, longitude, zones

FIRST PRIMARY GRADE

(This would be our Sixth grade)
Last half of third reader
First half of fourth reader
Spelling from dictation
Copy books for writing
Multiplication by 4 numbers
Division - Numbers 1-25 as divisors
Roman numbers including C - D-M
Classification of natural objects
mineral, animal, begetable
United States Geography in detail
Special emphasis on Virginia
Noun - Article - Adjective - Verb

HIGH SCHOOL COURSE OF STUDY

1873

Fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1872-1873 (Richmond: Union Steam Press, 1874), p. 291.

TIME	MATHEMATICS	NATURAL SCIENCE	LANGUAGE	ENGLISH	MISCELLANEOUS
1st Yr.	Arithmetic Algebra	Physical Geog. Map Drawing Physiology	Latin or German or French	Grammar Composition Etymology Reading and Elocution Orthography	Ancient History Penmanship Review of Grammar Grades Bills, etc.
2nd Yr.	Algebra Geometry Commercial Arith.	Natural Philosophy Descrip.Astronomy	Same	Composition Rhetoric Reading and Elocution Orthography	Bookkeeping Modern History
3rd Yr.	Geometry Trigonometry	Chemistry Geology Botany	Same	English Lit. Composition Reading and Elocution Orthography	Civil Govt. Mental Science Political Economy

COURSES OF STUDY
JUNIOR HIGH SCHOOLS

Forty-seventh Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1915-1916 (Richmond: Clyde W. Saunders, 1917), pp. 228-229.

Year	GENERAL		PREVOCATIONAL		COMMERCIAL	
	Required Subj.	Per.	Required Subj.	Per.	Required Subj.	Per.
First	English Literature	3	Eng. Lit.	3	English Literature	3
1A & 1B (6A-6B)	Composition, Grammar & Spelling	5	Composition, Letter Forms, etc.	5	Composition, Grammar & Spelling	5
	United States History	3	U. S. History	3	United States History	3
	Descriptive Geog.	3	Descriptive Geog.	3	Arithmetic	5
	Arithmetic	5	Arithmetic	5	Physical Training & Hygiene	1
	Physical Training & Hygiene	1	Physical Training & Hygiene	1	Penmanship	1
	Penmanship	1	Penmanship	2	Music	1
	Music	1	Music	1	Drawing	1
	Drawing	1	Drawing	1		2
	Girls - Sewing	2	Girls - Sewing	2	Girls - Sewing	2
	Boys - Manual Training	2	Boys - Manual Training	2	Boys - Manual Training	2
	ELECTIVES		ELECTIVES		ELECTIVES	
	May select 5 per. of the following:					
	French	5	Writing	5	Writing	5
	German	5	Free Hand Draw.	5	Free Hand Draw.	5
	Spanish	5	Business English	5	Business English	5
	Latin	5	Hand Type Setting	5		
	Business English	5				
Second 11A & 11B (7A-7B)	English Lit. & Penmanship	4	Eng.Literature	3	Eng.Literature	2
	Comp., Grammar, Spelling	5	Comp.,Letters, Forms, Sp.	5	English	5
	U.S.His.& Civics	3	U.S.His.& Civics	3	U.S.His.& Civics	3
	Geography	2	Geography	2	Geography	2
	Arithmetic	5	Arithmetic	3	Arithmetic	5
	Phy.Tr.&Hygiene	1	Physiology & Hyg.	1	Physiology,Hygiene & Phy.Tr.	1
			Phy.Tr.	1	Typewriting I	5
			Penmanship	1	Penmanship	1
			Music	1	Music	1

	ELECTIVES Must select 5 per. May select 9		ELECTIVES Must sel.10 Per. of following:		ELECTIVES Must sel.one of fol.subjs.	
	Elementary Science	4	Elementary Sc.	4	Elementary Sc.	4
	Fr.,Ger.,Span.,or Latin	5	French,German or Spanish	5	French,German or Spanish	5
	Typewriting	5	Writing or Type.	5	Cookg.or Sewing	4
	Cookg.or Sewing	4	Cookg.or Sewing	4	Free.Draw.	5
	Mech.Draw.	4	Freehand Draw.	5	Woodwork	4
	Algebra	4	Mech.Draw.	5	Com.Arith.(2A)	5
	Manual Training	4	Shop Mathematics	5	Bookkeeping & Bus. Practice (2B)	5
	Penmanship	1	Home Economics	3	Business Eng.	3
	Bus.English	3	Imposition or Forms	5		
	Commercial Geog.	4	Carpentry	5		
	Drawing	1	Bus.English	3		
Third 111A & 111B	English 1 & 2	5	English 1 & 2	5	English 1 & 2	5
					Com.Geog.	5
					Typewrtg.No.2	5
					Com.Arith.(3B)	5
					Bkpg.& Bus.Prac.3B	5
					Penmanship	1
					Fr.,Ger.or Span.	5

	ELECTIVES Must sel.15 per. May select 20		ELECTIVES Must select 20 per. May select 25		ELECTIVES May sel.4 per. of following	
	Fr.,Ger.,Span. or Latin	5	Fr.,Ger.or Span.	5	Cooking or Sewing	4
	Com.Arith.	5	Algebra	5	Woodwork	4
	Algebra	5	Com.Geog.	5	Music	1
	Phy. Geog.	5	Fr.Dr.&Designing	5	Phy. Ed.	1
	Com. Geog.	5	Mech.or Archi.Dr.	5	Bus.Correspondence	3
	Hist.-Gr.& Roman	5	Cook,Sew.,or Mil.	5		
	Mech. Draw.	5	Wood,Met.or Elec.	5		
	Freehand Draw.	5	Music	1		
	Coog.or Sewg.	4	Phy.Ed.	1		
	Woodwork	5	Bkkpg.& Bus.Prac.	5		
	Music	1	Eng.,Pub.Spk.,etc.	5		
	Phy.Ed.	1	Penmanship	2		
	Bookkeeping	5	Typewriting	5		
	Penmanship	1	Elem.Chemistry	5		
	Typewriting	5	Elem.Physics	5		
			Pract.Nursing	5		
			Printing	5		
			Bookbinding	5		

APPENDIX I

TEXT BOOKS BY GRADES
1870

First Annual Reports of the Board of Education and Superintendent of the Public Schools of Richmond, Virginia, 1870 (Richmond: Evening News Steam Press, 1870), pp. 304-306.

PRIMARY

Holy Bible
McGuffey's Primer
McGuffey's First Reader
Cornell's Geography
Quackenbos' Primary Arithmetic
(Second Reader allowed in exceptional cases)

INTERMEDIATE

Holy Bible
McGuffey's Second Reader
McGuffey's Third Reader
Cornell's Intermediate Geography
Quackenbos' Mental Arithmetic
Quackenbos' Elementary Arithmetic
Beers' Copy Books
Holmes' Speller
Goodrich's Child's History of U. S.
(Fourth Reader in exceptional cases)

GRAMMAR

Holy Bible
McGuffey's Fourth Reader
McGuffey's Fifth Reader
Cornell's School Geography
Quackenbos' Mental Arithmetic
Quackenbos' Practical Arithmetic
Beers' Copy Books
Holmes' Speller
Holmes' English Grammar
Goodrich's History of U. S.
Brookfield's Composition

APPENDIX J

SUMMARY OF PUPIL ENROLLMENT
1869-1900

Forty-fourth Annual Report of the Superintendent of the Public Schools of Richmond, Virginia, 1912-1913 (Richmond: William Byrd Press., Inc., 1914), pp. 110-111.

SESSION	TOTAL ENROLLMENT	
	White	Colored
1869-1870	1,008	1,769
1870-1871	1,619	1,537
1871-1872	2,751	1,912
1872-1873	3,197	2,128
1873-1874	3,041	1,918
1874-1875	3,085	1,836
1875-1876	3,127	1,816
1876-1877	3,543	2,150
1877-1878	3,982	2,380
1878-1879	3,776	2,219
1879-1880	3,741	2,170
1880-1881	4,402	2,591
1881-1882	4,405	2,828
1882-1883	4,818	3,140
1883-1884	4,959	3,074
1884-1885	5,113	3,104
1885-1886	5,269	3,110
1886-1887	5,694	3,809
1887-1888	6,202	4,422
1888-1889	6,572	4,798
1889-1890	6,781	4,968
1890-1891	6,923	4,847
1891-1892	6,690	4,751
1892-1893	6,878	4,848
1893-1894	7,131	4,904
1894-1895	7,258	5,029
1895-1896	7,248	4,996
1896-1897	7,417	4,901
1897-1898	7,428	4,849
1898-1899	7,296	4,642
1899-1900	7,414	4,556

VITA

Rebekah Roberts Sharp, daughter of Mr. & Mrs. Russell R. Sharp, was born in Manchester (South Richmond), Virginia, February 21, 1909. She was educated at the Richmond Public Schools and received her diploma from John Marshall High School, June 1926. Entering Richmond Normal School in September 1926, she graduated receiving a Normal Professional Certificate, June 1929.

Her career in the field of education began September 1929 when she was assigned a fifth grade teaching position at Franklin School, in South Richmond, under the principalship of Lavinia R. Vaden. She became a member of the faculty of Albert H. Hill School, September 1939. In 1942 she entered the field of Industrial Arts and has been teaching this subject ever since.

Attending several summer school sessions at the College of William and Mary, in Williamsburg, she received the Degree of Bachelor of Science in August 1940. In June 1954 she started her graduate work at the University of Richmond, a program of studies leading to a Master of Science Degree in Education.

For the approaching school session in September 1958, she looks forward to new and stimulating teaching experiences under the direction of Mr. Malcolm U. Pitt, Jr., the newly appointed principal of Albert Hill Junior High School. Because she believes that this study will prove valuable as a reference to the Richmond Public Schools, she hopes to continue work on this thesis and to begin the indexing of the study.