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The History of the High Schools
of Fluvanna County

By

Thomas E. McGehee

A Dissertation

Presented to Dr. R. C. McDanel
of the University of Richmond
to meet the History Major
Requirement

1955

Fluvanna County of Virginia was formed in 1777 from Albemarle and is bounded on the north by Louisa and Albemarle, and on the south by Cumberland and Goochland. The James River serves as southern boundary and the Rivanna River, that extends north and south, divides the county into two almost equal parts. Palmyra, the county seat, is on the Rivanna River about twelve miles from Columbia where the Rivanna empties into the James.¹ Fork Union lies inside of the V shaped territory formed by the James and Rivanna and is about eleven miles south-west of Palmyra. The area of the whole county, however, is ~~not~~ but two hundred and eighty-one square miles, or one hundred and eighty thousand, eight hundred and forty-three acres.²

Most of the inhabitants of Fluvanna were of English descent therefore their customs were very much like those of the English. Most of the people tilled the soil for a living and their children grew up to take the places of their parents as farmers or house-wives. Others were carpenters, blacksmiths,

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- 1- Sclater, William, Classified Business Directory, (kept at Fluvanna County Clerks Office.)
2- Ibid

shoemakers or followed some craft. The county officers, lawyers, doctors, clergymen, and the large landowners made up the select group or aristocratic class. Most of the children worked on the farms but some of them were "bound out" as apprentices to the craftsmen until they became twenty-one. They worked for the craftsmen and as their pay they got their board, clothing, and learned the trade, while others worked as assistants to lawyers and county officials. The parents that wanted to give their children scholastic training, and were able financially to do so, employed private tutors.

On February 2, 1810 the Literary Fund was established and this formed the nucleus of the support of the free schools in Virginia.³ This act ordered that all "escheats, confiscations, fines, penalties and forfeitures, and all rights accruing to the state as derelict, shall be set aside for the encouragement of learning. The Legislature added to the Literary Fund the amount of \$1,210,550, which represented a loan to the federal government for the War of 1812 and was returned to the state."⁴ The constitution of 1851

3- Heatwolfe, Cornelius J., A History of Education in Virginia, p. 104

4- Ibid

provided that one-half of the capitation tax should go to the Literary Fund also, and the General Assembly of 1853 appropriated all the capitation tax to this fund. In 1811 an act defined the purpose of this fund as "providing schools for the poor in any county of the state." The Legislature provided that when the income amounted to \$45,000 annually, it should be used to educate "indigent" children distributed on the basis of the white population in the counties of the state.⁵ The Literary Funds were distributed to the counties by the second auditor of the state according to the order of the General Assembly.⁶

In each of the counties the respective County Courts appointed commissioners, varying in number from two to thirty-two, according to the size of the county, whose duty it was to seek out all of the "indigent" children in their respective communities and to employ a teacher for these pupils at the rate of three and a half to four cents a pupil for each day they were in actual attendance.⁷

Soon after the Act of 1811 "indigent" or "poor schools" were established in Fluvanna under the terms of this Act.

5- Ibid, p. 105

6- Ibid

7- Ibid, p. 106

This Act did not provide for the building of school buildings but an act passed by the General Assembly in 1829 declared that ten per cent of the fund allotted could be used for building or equipment of schoolhouses, or if the local community should pay three-fifths of the total cost of the house, \$100 of the fund could be used provided the patrons should raise a like amount.⁸ Most of the schoolhouses and their equipments were financed under this plan.

As early as 1832 there were eighteen "indigent" schools in the County of Fluvanna but the enrollment was very small.⁹ The poor people did not support the schools whole heartedly because if they did they would be classifying themselves as paupers. They thought that state aid was charity and to accept charity would hurt their pride. Therefore most of the children of the county were educated in private schools or by private tutors for a number of years until the attitude or ideas of state supported schools was decidedly changed.

It is true that a large per cent of the children of the county received almost no "schooling" but yet education was fairly general in the county. In the early days those

8- Ibid, p. 106

9- Snead, Mrs. E. J., A History of Fluvanna County

that could afford to do so hired private tutors for their children. This system of each family hiring a private tutor gradually disappeared and the larger private schools held in some of the best homes in the county took its place. Parents would send their children to these schools or board them in that home and let them attend the school. This type of school grew into the Academy and these flourished during the nineteenth century.

Great educational work was done in these academies. Most or at least many of the teachers were real scholars, quite a few of them were clergymen. The children in these academies not only received scholaristic training but they also received cultural training. In Fluvanna there were two outstanding academies before the Civil War. The first of these two was a military school established by Mr. David Farrar, Alumnus of the University of Virginia, near Palmyra, the county seat. This school was organized in 1850 and continued to operate until 1861, the time of the War between the States. The most important academy of the county was known as the "Fluvanna Institute." This school was founded in 1854 near Fork Union by Rev. John Waller Henson, a baptist

minister. The school was managed by Mr. Robert A. Hughes. Rev. Mr. Mondy, another Baptist minister, was its most beloved teacher. This was primarily a girl's boarding school but boys attended as day pupils.¹² The atmosphere of this school was excellent and, until a number of years after the Civil War, was the leading educational institution of the county. It brought culture and joy to the community.

The private schools were numerous in Fluvanna for a number of years after the Civil War. In the following paragraphs the most outstanding ones will be mentioned. In the home of Dr. George H. Snead, Pastor of Fork Union Church, Miss Annie V. Cleveland, who later was a Latin and French teacher at Hollins Institute (now Hollins College) held a private school for girls. Miss Cleveland was as-¹³ sisted by Dr. George H. Snead and Miss Sue Winder. This was known as the "White Rock" school. Another girl's boarding school was held in the spacious home of Mr. Marion Norvell at Bremo Bluff. This school was composed of a small select group of pupils and they were allowed to advance as fast as they were able and as some people said¹⁴ "unhampered by catalogues and units." Miss Rose and Miss¹⁵

11- Cleveland, Elizabeth, (Information furnished by.)

12- Ibid

13- Ibid

14- Ibid

15- Ibid

Luty Shepherd held a similiar school at "Mountain View"
16
their home in Palmyra. Mrs. A. A. Gray had a school
17
in her home near Palmyra for several years. These
schools above mentioned were known as classical schools.

The most outstanding school for boys was held by Mr. James M. Miller in his home near Wilmington. Mr. Miller was a true scholar and a gentleman in every sense. He enjoyed teaching and devoted his life to this work. His great educational contributions and his character training will be remembered by the people of Fluvanna and many others for many many years. Dr. John Manly, now head of the English Department at the University of Chicago, was a tutor in the Oak Hill Home at Carysbrook, and Dr. A. Broadus, a former president of the Southern Baptist Theological Seminary at Louisville, Kentucky, was a tutor at Bremo Bluff.

Immediately after the War between the States very few of the best families could afford to hire a private tutor or send their children to a private school. The members of each community decided to cooperate for the purpose of educating their children. The members of each community got together and constructed a school building in some lonely spot or abandoned field that was in a central

16- Ibid
17- Ibid

position. The leading members of the community employed the teacher at a stipulated sum or fee for each pupil or a straight salary. This type of school was popularly known as an "Old Field School." The authority for the establishment and control of these schools was in the hands of the local community.

A new constitution which contained the first provision for a complete system of public education in Virginia was adopted July 6, 1869.¹⁸ These free public schools were to be financed by interest on the Literary Fund, capitation taxes, an annual tax upon the property of the state of not less than one mill, or more than five mills on the dollar, and each county and district was empowered to levy an additional tax not to exceed five mills on the dollar.¹⁹ A State Board of Education was created and Rev. William H. Ruffner was selected to be the superintendent of Public Instruction.²⁰

In this new system of free public schools Mr. James O. Shepherd of Palmyra in 1869 was made the first superintendent of schools in Fluvanna County.²¹ In 1870

18- Heatwolfe, op. cit., p. 214

19- Ibid

20- Ibid, p. 219

21- Cleveland, op. cit.

Superintendent Shepherd inaugurated the public school system in Fluvanna County. ²² At this time a majority of the people favored the free schools but when they had to pay the small sum of one mill on the dollar tax to support the public schools many of them began to complain and protest. ²³ Mrs. James O. Shepherd, his widow, says that "some of the people opposed to the taxation for support of free schools went so far as to threaten Mr. Shepherd because he was establishing such a system." Mr. Shepherd enlisted the help of a number of the most intelligent and influential people of the county and under his leadership succeeded in establishing elementary schools all over the county. Some of the "Old Field Schools" were converted into public schools and in some cases the parents continued to help to support the schools. A three-room school was established at Palmyra and schools were established at Columbia, Carysbrook, Antioch, ^{and} Fork Union. Within a few years a number of small one-room schools were established here and there in the County wherever there were enough pupils to justify one. In 1873 Mr. Shepherd resigned his position in order to continue his studies at the University of Virginia. ²⁴ Dr. P. J. Winn of Fork Union was then

22- Shepherd, Mrs. J. O., op. cit.

23- Ibid

24- Ibid

appointed Superintendent to succeed him. Dr. Winn held this office until 1882 and the schools increased in number and in quality during this period. ²⁵ In 1883 Mr. John R. Haden of Palmyra was appointed to succeed Dr. Winn, and Mr. Haden the following year was succeeded ²⁶ by the former superintendent, Mr. James O. Shepherd.

When Mr. Shepherd took office for the second time he was determined to give the county an educational boom. In discussing schools with Mr. Thomas Cleveland Mr. Shepherd said "In Fluvanna we have good elementary schools and, in sight, at the University we have education at the top. But we must have a way to bridge the gap between the two. We must have a School---a Central School in Fluvanna, where the boy can be soundly prepared, all around, not just in Latin etc. for successful work at the University. This school must be accredited--must be acknowledged as a licensed preparatory school for the University. We must ²⁷ have the work and the legal sanction of the work."

In 1886 Mr. Shepherd succeeded in getting through the General Assembly a special bill making provisions for a "Central High School" at Palmyra, the first legally

25- Va. School Reports

26- Ibid

27- Cleveland, Elizabeth, "The Potency of Ideals", The Centinenal of the University of Virginia, 1819-1921

accredited rural high school in Virginia. Under the Board of Trustees the Central High School at Palmyra was organized and opened for the session of 1887-88. The Board was composed of Jas. G. Shepherd, Thos. F. Bashaw, Jas. L. Loving, Henry W. Sadler, Thomas Cleveland, Richard H. Williams, and Col. B. W. Taylor (secretary).

In the fall of 1887 the school opened with a total of one hundred and twenty-nine pupils. There were eight teachers, Thomas H. Haden, (principal), Miss R. G. Shepherd, Misses Anna Gaines, Winn, John N. Perkins, Miss W. Blanche Morris. The catalogue that was gotten up by the Board of Trustees headed by Mr. James O. Shepherd gives the organization and curriculum of the school.

"The School is divided into three departments- Primary, Intermediate and Senior; but no pupil is confined exclusively to any one of these. He may have some classes in the lower and some in the higher departments, according to his stage of advancement in any given subject. Promotion from lower to higher classes depends upon familiarity with the subjects taught in the lower. This is tested by daily drill, and by quarterly and final examinations. In the Primary and Intermediate Departments are

28- Cleveland, op. cit.

29- Central High School, (gotten up by the Board of Trustees of Fluvanna headed by James O. Shepherd.)

embraced all subjects ordinarily taught in a public school of the highest grade. In the Senior Class, such studies are pursued as will enable students to enter with advantage the University of Virginia, or other higher institutions of learning. Those who do not propose to take regular collegiate course, yet recognize the insufficiency of an ordinary public school training to fit them for business, will find it highly profitable to make use of the opportunities offered by this school."

30

"Since there are many of our students who expect to become teachers, special reference is made to this fact in the formation of the classes, and in the instruction given in them."

The Primary Department

Instructors

Geo. M. Bashaw

Joseph P. Sadler

Miss Blanche Morris

"Each instructor in the Department devotes two hours a day- one hour in the morning and one in the evening- to teaching, the rest of the time to regular work of a student. The Board of Trustees appoints these instructors from among the students of the Senior Department, they first having

been recommended by the Faculty, and also having stood
an approved examination before the County Superintendent
31
of Schools."

Intermediate Department

Miss R. B. Cleveland, (teacher)

"In this Department the teacher aims to give
thorough instruction in Arithmetic, English, Grammar,
Geography, History of Virginia, History of the United
32
States etc."

School of English

Intermediate Department --- Miss Cleveland

"English and First Lessons in English Composition
are taught in this Department. Analysis of English
sentences is included in the Grammar by means of a text-
book on that subject, are given a knowledge of the formation
and use of words by oral and blackboard instruction, simple
dictation exercises, and some elementary text-book words.
The dictation exercises are continued after the study of
33
Grammar has regularly commenced."

31- Ibid., p. 9

32- Ibid

33- Ibid

"Text-Books-Holmes' English Grammar, Quackenbos'
First Lessons in English Composition, Tales from
Shakespeare, by Charles and Mary Lamb."³⁴

Senior Department

"In this Department there are two classes--Junior
and Senior."

Junior Class---Miss Shepherd

"Rhetoric; Written Exercises in the Analysis of the
Subjects; Dictation Exercises; Compositions; Study of
English Classics."

"Text-book Quackenbos' Rhetoric. Other books to be
added."

Senior Class---Mr. Haden

"History of English Literature, and in connection
with this, study of specimens from leading English
Authors; some of the plays of Shakespeare read and analyzed
critically; essays."³⁶

"Text-books---Backus'-Shaw's English and American
Literature. Separate plays of Shakespeare, edited by
W. J. Rolfe."³⁷

34- Ibid

36- Ibid, p. 10

37- Ibid

School of History

"This school is divided into six classes. To graduate in the school it is necessary to stand an approved examination in each class."³⁸

"History of the United States and History of Virginia are taught in the Intermediate Department; Histories of England, Rome and Greece in the Senior. In the latter part of the course, portions of the History of the United States and History of Virginia are reviewed and special attention is given to the constitution of each."³⁹

"Text-Books--Holmes' History of the United States; Magil's History of Virginia; Markham's History of England-----History of Rome;-----History of Greece; Labberton's Outlines."

School of Mathematics.

Mr. Haden

"This school is divided into three classes----Junior, Intermediate and Senior.

Junior Class--Arithmetic is completed and Algebra commenced. Arithmetic, as studied in this class, is of special importance to those who have teaching in view;

38- Ibid
39- Ibid

in fact, to all who would have a thorough knowledge, not only of Arithmetical operations, but of the principles underlying them.

Text-Book--White's Complete Arithmetic; Venerable's
40
Easy Algebra.

Intermediate Class---Algebra, completed; First four books of Geometry with the easier Original Exercises.

Text-Books--Venable's Elementary Algebra; Venable's
41
Legendre's Geometry."

"Senior Class--The subjects taught are Geometry and Trigonometry. In this class of Geometry, not only the text, but the Original Exercise at the end of each book, are required of the class. A good knowledge of the Elements of Trigonometry with Logarithms, is required.

Text-Books--Venable's Legendre's Geometry; Todhunter's Trigonometry for Beginners."

"Should any student wish to pursue his mathematical studies still farther, ample opportunity will be afforded
42
him to do so."

Mental Arithmetic

"Believing that readiness and accuracy are secured by no study more than by Mental Arithmetic, this subject receives special attention. Each teacher gives daily drill on it.

40- Ibid, p. 10

41- Ibid

42- Ibid

No scholar in school is considered too young or too old to belong to one of the Mental Arithmetic classes.

Text-Book.---Venable's Mental Arithmetic." 43

School of Latin

Mr. Haden

"This school is divided into three classes--Junior, Intermediate and Senior.

Junior Class--In this class the pupil is supposed to have had little or no previous acquaintance with the language. He is drilled in the declensions, the simple verbal forms, and in the translation of simple sentences of English into Latin and of Latin into English.

Text-Book.---Gildersleeve's Latin Primer." 44

"Intermediate Class--In this class an effort is made to give an accurate knowledge of the leading principles of the syntax and a better knowledge of the forms. Written Exercises---Blackboard Drill.

Text-Books.---Gildersleeve's Primer and Part 1 of Grammar; Gildersleeve's Latin Reader; Caesar's Commentaries." 45

"Senior Class--Syntax more fully and thoroughly taught; more difficult Latin authors read; written exercises. These

43- Ibid, p. 11

44- Ibid

45- Ibid

exercised will be partly original and partly selected from Gildersleeve's Latin Exercise Book. They will be varied as the needs of the class may demand.

Text-Books.---Gildersleeve's Grammar; Gildersleeve's Latin Exercise Book; Sallust, Livy, Cicero, Virgil.⁴⁶"

"Special attention throughout the course is paid to drill in the forms and syntax, and to the translation of English into Latin. The Syntax is not taught as a theory only, but practical application of the principles learned in the Grammar is made by numerous questions on the parts of the text read in the class-room."⁴⁷

School of German

Miss Shepherd

"This school is divided into Junior, Intermediate and Senior classes, and is arranged as a three years' course, as follows:

Junior Class--In this class special attention is given to the Etymology of the language, and to the acquisition of a fair vocabulary, but the simpler and more essential points in the Syntax are brought out.

Text-Books.--Otto's Grammar and Sprechen Sie Deutsch?

46- Ibid

47- Ibid. p. 11-12

Intermediate Class--Prominence is given to the study of Syntax, but Etymology is by no means neglected. Vocabulary enlarged by reading in the class-room, and by parallel reading.

Text-Books---Otto's and Whitney's Grammars, Bilderbuch ohne Bilder, William Tell and Undine." ⁴⁸

"Senior Class--An effort is made to give more critical knowledge of the structure of the language, and to secure readiness in translation.

Text-Books--Whitney's Grammar, Minna von Barnhelm, Maria Stuart, Egmont or other selections from Goethe and Schiller." ⁴⁹

"In the Junior and Intermediate classes, written Exercises are required from the Grammars--Blackboard Drill. ⁵⁰ Original Exercises are given in the Senior Class."

School of French

Miss Shepherd

"This school is divided into three classes to be taken three successive years.

Junior Class--Otto's Grammar.

48- Ibid, p., 12

49- Ibid

50- Ibid

Intermediate Class--Otto's Grammar, Telemaque, Paul and Virginia, or Corinne.

Senior Class--Grammar to be supplied hereafter.
La Literature Francaise Contemporaine; Plays of Corneille, Racine and Moliere. Written exercises required throughout the course--original in senior.⁵¹

School of Natural Science

"No classes have been organized in this school, but should occasion demand, instructions will be given in Chemistry and the Elements of Natural Philosophy."⁵²

Department of Music

"It is the aim of those who have charge of this Department to give a thorough knowledge of music in the branches taught, rather than a familiarity with a few pieces."⁵³

Insturmental Music--Piano

Miss Anna Gaines Winn

"In this class the best instruction books and selections from the best composers will be used, care being taken to have them adapted to the needs of the pupils.

A new upright grand piano, of excellent tone, has been secured for the use of the school. Most of the boarding

51- Ibid

52- Ibid, p., 13

53- Ibid

houses are supplied with instruments, and those who prefer
may make arrangements to practice where they board." ⁵⁴

Vocal Music

"Class instruction will be given in Vocal Music by
Mr. John N. Perkins. The lessons will be given once a
week through the entire session." ⁵⁵

Theory and Practice of Teaching

"Mr. Jas. O. Shepherd, County Superintendent Schools,
has consented to deliver a Series of Lectures, extending
throughout the session, on 'Psychology in its Relations to
Teaching.'

Sully's 'Teachers' Hand-Book of Psychology' is
recommended as a text-book.

Occasional lectures on Anatomy, Physiology and
Hygiene, especially in relation to the work of the teacher,
will be given by Drs. Geo. H. Snead and John F. Winn, and
possibly by others.

These lectures will be open, not only to the
regular pupils, but to the public generally. Teachers
especially will find it to their advantage to attend." ⁵⁶

54- Ibid

55- Ibid

56- Ibid, p., 14

Examinations

"At the end of every two months Written Examinations (except in the strickly primary, where they are oral) are held in the classes, on the parts of the text passed over during that time. Final examinations are held on the completion of the subjects. These generally occur near the close of the session. These examinations are intended to test the pupil's knowledge of the subject, and to test and aid his powers of reproduction. None need expect to be successful without having done faithful work.

57

Pupils are required to stand their examinations.

For those students who may contemplate standing the Annual Teachers' Examination, the Superintendent of Schools will co-operate with the teacher in preparing and conducting the examinations on certain subjects. These applicants, if successful, will be exempt from standing on the same subjects at the Regular Teachers' Examinations."

58

Reports

"At the end of each quarter a circular is sent to the parent or guardian of each pupil, showing his or her daily average in each subject, the results of quarterly examinations on the same, and deportment. Patrons will

57- Ibid, p., 15

58- Ibid

greatly aid the teachers by inspecting these reports, and promptly giving the necessary admonition or encouragement. After doing this, they will please sign the circulars and return them to the Principal."

59

Distinctions and Certificates of Graduates

"Certificates of Distinction will be granted in each subject to those who have made 75 per cent on both quarterly and final examinations, and at the same time a satisfactory class record. Highest Honor Certificates are conferred on those who are neither absent from nor fail on a single examination during the session. Certificates of Graduation will be awarded to such as have received distinctions on all the subjects of a given school."

60

Local Examinations

(Authorized by the University of Virginia)

"Written examinations are held at different centres. These examinations are prepared by the authorities of the University of Virginia, and conducted by examiners sent out or appointed by the University. They are open to both males and females. Candidates who pass an examination will receive certificates to that effect, specifying

59- Ibid

60- Ibid

the subjects on which they have passed. This is the only method by which a young lady can receive a certificate from this University."⁶¹

"Twenty Gold Medals have heretofore been offered for distinguished merit on the papers presented. It is presumed that the same offer will be continued. The latest day of entry for the examination of 1888 was April 15th.⁶² It will be about that time for 1889."

"The Central High School has been selected as a centre for these examinations. To defray the expenses incident to this examination, every candidate admitted to the examination will have to pay a fee of two dollars."⁶⁴

Note of Endorsement

University of Virginia, August 11th, 1887.

J. G. Shepherd, Esq.,

Chairman of the Board of Visitors of the

Central High School of Fluvanna,

My Dear Sir: I write in order to express my profound interest in the success of the CENTRAL HIGH SCHOOL, and in the aim and object of its founders in thus establishing a

61- Ibid, p., 114

62- Ibid

63- Ibid

64- Ibid

connecting link between the primary and the higher education in our State system of Public Schools. I deem it a most important enterprise, and I feel assured of its success under the management of its excellent Principal, MR. THOMAS H. HALL.

Yours very truly,

CHRIS. S. VENABLE,
(Chairman of the Faculty.)

35

This new Central High School was organized and operated according to the provisions of the Catalogue of the Central High School that have been given in the above paragraphs. It was a high school and also, to a certain degree a training school for teachers. The organization of the school was very scientific and systematic and the standards were very high. Superintendent Jas. O. Shepherd accomplished something really worthwhile when he established a school to fill in the gap in Public Education between the elementary schools and the institutions of higher learning such as the University of Virginia. Fluvanna was indeed lucky to have such an energetic and progressive leader as Mr. Shepherd.

The Central High School at Palmyra continued operating until 1892. At this time the Treasurer of the county failed

and the school had to close because of lack of funds.⁶⁶
After the Central High School closed the children of
Palmyra attended the "Edgewood" school that was only
about a mile from the village. Some few high school
subjects or so called high school subjects were taught
there but no regular high school course was offered.⁶⁷

In 1892 Mr. R. J. Faris of Scottsville was appointed
Superintendent of Schools of the county to succeed Mr.
Shepherd. The Elementary Schools under the direction of
Mr. Faris prospered but no attempt was made to organize
a high school in the county. In 1904 Mr. Thomas H.
Shepherd was appointed Superintendent.

In 1898 Dr. William E. Hatcher founded a secondary
school at Fork Union. This was a strictly private insti-
tution and was financed by means of tuition and by the
Southern Baptist Association. Under the able direction of
Dr. Hatcher the school grew and prospered. In 1902 military
training was offered and the school became Fork Union
Military Academy. The school has been in continuous operation
since 1898 and since that date has offered excellent high
school and military training. Pupils from all over the

66- Shepherd, Mrs. J. O., op. cit.
67- Cleveland, op. cit.

county, state, from many states, and some foreign countries have attended Fork Union Military Academy.

The Academy prepared students to enter the higher institutions of learning and the administrators have always tried to train students for later life and build christian character. The Southern Baptist help to support the school and therefore a number of ministers have been educated there. Richmond College, another Baptist institution, received most of the graduates from the school from the very beginning.

Under the leadership of Col. N. J. Perkins and Dr. J. J. Wicker the school has increased its enrollment to more than two hundred students and has grown to be one of the best Preparatory Schools in the state or in fact the United States. It is one of the few "Honor" military schools in the United States. This school has been the most important private institution in the county and it has up until this time has offered secondary training that is far superior to that offered by the Public Schools of the county.

In 1906 the people of the county became educational conscious and began to make plans for another High School at Palmyra. In this year however, the people of Fluvanna

and particularly those in and around Palmyra were anxious
to form a High School District and a High School. 38

Finally after much dilberation and many discussions a
district was formed, taking in part of several other
districts. Messrs. Paul Pettit, W. P. Haden, and Dr.
P. A. Kennicott were appointed trustees. 68 They organized

a high school at Palmyra and had a high school building
constructed in Palmyra. The school building was not
completed in the fall and school was opened in the Court
House building. 70 On October 13th fifty-two pupils

assembled at the Court House and school began. This
building was not suited for school purposes but under the
skillful management of Miss Rose Shepherd, Principal, and
Misses George and Pettit, assistants, the school progressed.
By the first of January the new school building was completed
and the school moved from the Court House to the new building. 71

According to an editorial of the Palmyra Normal High
School Echoes, the course for the school was as follows:

68- Holland, Sallie Wills, "History of Palmyra High School",
Palmyra Normal High School Echoes, p. 3

69-Ibid
70-Ibid
71-Ibid

Work of the Grades

"Primary--Grade 1. Reading from Primer and first reader, writing from the board and from reader, reproducing stories orally, addition and subtraction, talks on nature, subjects appropriate to the seasons, lessons on morals and manners."⁷²

"Grade 2. Second reader, spelling book, copy book No. 1., addition, subtraction, multiplication, and division, simple measures, drawing, language lessons, nature study, and lessons on morals and manners will be continued throughout the grades."⁷³

"Grade 3. Third Reader, Spelling, Writing, Arithmetic, Elementary Geography."⁷⁴

"Grade 4. Fourth Reader, Spelling, Letter Writing, and Sentence Making, Fractions, Stories in History, Geography."⁷⁵

"Grammar Grade 1. Reading, Spelling, Composition and Letter Writing, Review Arithmetic, Measures and Multiples, History of Virginia, Elementary Geography."⁷⁶

"Grade 5. Reading, Spelling, Writing, Grammar, Common Decimal Fractions, History of the United States, Geography, Hygiene."⁷⁷

72- Palmyra Normal High School Echoes, (editorial by Cleveland Sadler.)

73- Ibid

74- Ibid

75- Ibid

76- Ibid

77- Ibid

"Grade 3- Reading, Writing, Spelling, Grammar, Percentage,
and Review of previous work in Arithmetic, Hygiene, and
78
Geography."

"High School- Grade 1. Complete Arithmetic, Algebra, Latin,
Ancient History, English Grammar and Composition, Physical
79
Geography."

Grade 2- Algebra, Geometry, Latin Grammar and Caesar,
80
Agriculture, Medieval and Modern History."

"Grade 3- Algebra and Geometry, Cicero, English History,
81
Physics, English Literature, Composition."

"Normal Course-Pedagogy, Psychology, Nature study in addition
82
to High School Course, and some practice in teaching."

This high school located in the center of Palmyra continued to operate under the same organization. The people of the community were delighted to again have a school that would train their children for the higher institutions of learning and also give some training to those that were going to teach. The teachers, pupils, and parents cooperated with the Superintendent and Trustees. During the school sessions a number of plays and minstrels were

78- Ibid

79- Ibid

80- Ibid

81- Ibid

82- Ibid

given and the proceeds of these were given to the school to buy books for the Library or for some of the other needs of the school. The school grew in enrollment and new courses and new teachers were added. In 1913 the High School at Palmyra was accredited by the State Board of Education of Virginia.⁸³

In 1908 high school subjects were added to the course at Columbia.⁸⁴ The people of Columbia met with the School Board and agreed to pay 50-50 with the state for a high school building.⁸⁵ In Columbia a Parent Teachers' Association was organized and this organization helped to supplement the salaries of the high school teachers. They continued to do this for a number of years and raised money for the school by means of plays and entertainments.⁸⁶ In 1908-9 a young man was Principal and he taught only the first and second years of high school work.⁸⁷ Miss Susie Shepherd was appointed Principal of the school in 1910 and in this year three years of high school work was taught. The following session all four years of high school work was taught.⁸⁸ The course of study was very similar to that of Palmyra that has already been given.

83- "Public High School and Public Graded Schools Teaching Some High School Branches", Virginia School Reports, p. LXXV, (1904-5)

84- Shepherd, Susie, (Information furnished by.)

85- Ibid

86- Ibid

87- Ibid

88- Ibid

Columbia High School did not have enough pupils and teachers to meet the accredited requirements of the State Board of Education until 1912. The State, however, sent a man up to the school to see what kind of work ~~that~~ was done there and he declared the work so good that the state gave the graduates of the school credit for their work and they were admitted without entrance examination to the colleges.

89

In the session of 1912-13 there were several schools in the county that taught high school subjects but only Palmyra High School was accredited by the State Board of Education. The following statistics show the number of years of high school work that was taught, if the school was not accredited, the number of pupils in the High School Department, the number of teachers engaged wholly in high school work and in most of the years the number of graduates of the different schools in the county. In some of these years, however, the number of graduates are not recorded.

School	Session	Years or acc.	No. Pupils	No. Teachers	No. Graduates
Columbia	1913-14	4	31	2	
Palmyra	"	acc.	40	3	4
Carysbrook	"	4	18	1	(90)
Columbia	1914-15	4	29	2	

89- Ibid
 90- Virginia High School Reports, 1st., p. 19

Palmyra	1914-15	acc.	37	3	10	
Antioch	"	2	17	1		
Fork Union	"	3	19	1		
Carysbrook	"	4	20	2		(91)
Columbia	1915-16	4	44	2		
Palmyra	"	acc.	42	3	13	
Antioch	"	2	30	1		
Fork Union	"	2	8	1		
Carysbrook	"	3	14	1		(92)
Columbia	1916-17	4	43	2		
Palmyra	"	acc.	34	3		
Carysbrook	"	2	6	1		
Antioch	"	2	26	1		(93)
Columbia	1917-18	acc.	47	3		
Palmyra	"	"	31	3		(94)
Columbia	1918-19	acc.	26	3		
Palmyra	"	"	23	3		(95)

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- 91- Ibid., 3rd., p. 27
92- Ibid., 4th., p. 32
93- Ibid., 5th., p. 44-45
94- Ibid., 1, p. 69
95- Ibid., 11, p. 54

Columbia	1919-20	acc.	31	3		
Palmyra	"	"	30	3		(96)
Columbia	1920-21	acc.	24	3		
Palmyra	"	"	32	3		
Fork Union	"	3	17	2		(97)
Columbia	1921-22	acc.	34	3		
Palmyra	"	"	36	3		
Fork Union	"	"	44	3		(98)
Columbia	1922-23	acc.	32	3	4	
Palmyra	"	"	44	2	6	
Fork Union	"	"	54	3	8	(99)
Columbia	1923-24	acc.	35	3	4	
Palmyra	"	"	64	2	9	
Fork Union	"	"	54	3	13	(100)
Columbia	1924-25	acc.	49	3	10	
Palmyra	"	"	75	3	13	
Fork Union	"	"	49	3	11	(101)
Columbia	1925-26	acc.	43	3	5	
Palmyra	"	"	68	3	8	
Fork Union	"	"	54	3	14	(102)

96- Ibid, 111, p. 69

97- Ibid, 1V, p. 31

98- Ibid, V, 37

99- Ibid, VI, p. 40

100- Ibid, VII, p. 44

101- Ibid, VIII, p. 52

102- Ibid, IX, p. 64

Columbia	1926-27	acc.	40	3	4	
Palmyra	"	"	53	3	9	
Fork Union	"	"	50	3	14	(103)
Columbia	1927-28	"	46	3	12	
Palmyra	"	"	48	3	3	
Fork Union	"	"	57	3	7	(104)
Columbia	1928-29	"	37	3	4	
Palmyra	"	"	47	4	8	
Fork Union	"	"	55	3	8	(105)
Columbia	1929-30	"	50	3	8	
Palmyra	"	"	50	4	9	
Fork Union	"	"	53	4	10	(106)
Columbia	1930-31	"	45	3	11	
Palmyra	"	"	69	3	13	
Fork Union	"	"	69	3	11	(107)
Columbia	1931-32	"	43	3	9	
Palmyra	"	"	41	3	3	
Fork Union	"	"	68	3	13	(108)

 103-Ibid, X, p. 46

104-Ibid, XI, p. 46

105-Annual Report of the Superintendents of Public Instruction,
 of Commonwealth of Virginia, Xll

106-Ibid, Xlll, p. 34

107-Ibid, XlV, p. 32

108-Ibid, XV, p. 30

Columbia	1932-33	acc.	40	3	13	
Palmyra	"	"	51	3	5	
Fork Union	"	"	73	3	8	(109)
Columbia	1933-34	"	39	3	9	
Palmyra	"	"	74	3	9	
Fork Union	"	"	79	3	21	(110)

Since about 1920 high school subjects were taught in the Kents Store School. This school did not have quite enough pupils or buildings and it was not accredited by the State Board of Education. All four years of high school work was taught there however and the graduates could take the state examinations and if they passed this they would be given certificates or diplomas by the state. The Superintendent, Mr. J. P. Snead, who became assistant Superintendent in 1925 and Superintendent a few years later at the death of Mr. Thomas Shepherd, recognized the Kents Store School as a Junior High School and pupils that attended this school for three years, and then attended one of the accredited High Schools of the county the fourth year were given diplomas just as if they had attended the accredited school for the whole four years. This school for some unknown reason is not listed as a Junior High School in Virginia State Reports.

109- Ibid, XVI, p. 34
 110- Ibid, XVII, p. 30

For a number of years Superintendent, J. P. Snead, worked trying to combine all of the high schools and have a centralized high school. The majority of the people of the county were in favor of this plan if it could be arranged but the people in the vicinity of Palmyra wanted the school at Palmyra and the people in, and in the vicinity of Fork Union thought that it should be at Fork Union. The people of other portions of the county thought that neither Palmyra nor Fork Union should be the location for the school but favored Carysbrook a more central location. This was the situation for several years but Mr. Snead worked on the plan faithfully and finally succeeded in getting Carysbrook selected for the new centralized school. By this compromise he won the support of the people of the county.

Before the session of 1934-35 Mr. Snead succeeded in having a \$74,000 Centralized, High School building erected at Carysbrook.¹¹¹ This is a modern, up to date building, with modern equipment and new furniture throughout, and motion picture equipment. A federal grant in the form of a gift provided for 30% of the cost of the building.¹¹²

111- Snead, J. P., (letter to author of paper, May 2, 1935)
112- Ibid

The old high school buildings at Columbia, Palmyra, Fork Union, and Kents Store were given over to the elementary grades in the fall of 1934. By means of buses the high school pupils of the county are transported to the Centralized High School known as "The Fluvanna Centralized High School." In the beginning of the school session of 1934 this school opened with an enrollment of 240 high school pupils.¹¹³

This school is very much superior to the old school and offers the pupils many more educational opportunities. The people of the county seem to realize they have something really worthwhile and they are proud of the school. Within a years time it has become the social center of the county. The people cooperate with the teachers and administrators and the school seems a great success. Fluvanna has been called one of the backward counties of the state, in education, and perhaps this was true. This, however, is not true now for the county has surpassed many other counties that heretofore have been thought superior to Fluvanna. The people of the county are indeed indebted to Superintendent Snead for most of the additional educational opportunities now offered by the county.

Last year for the first time in the history of the
county high school work was given to negro pupils. This¹¹⁴
was given only in a one-room building but Mr. Snead says
"We are getting ready to build a high school for negroes
which we expect to have ready by next fall."¹¹⁵ In
general it can be said that the people of Fluvanna County
are thoroughly educational conscious and that they are
making sincere efforts to educate their children and that
they are rather successful.

114- Ibid
115- Ibid

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|-----------------------|-----------------|-------------------|
| Miss Susie Shepherd | Mr. E. J. Snead | Mr. Henry Hudgins |
| Mrs. Jas. C. Shepherd | Mr. Harry White | |
| Mr. George Bashaw | Mr. J. P. Snead | |