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Wayne County
Development of
Education by
Miss Ward.

MS 76
BX 21
NBK 2

THE DEVELOPMENT OF EDUCATION IN WAYNE COUNTY, WEST VIRGINIA.

A Theses submitted to the Graduate Council of Marshall College
in Partial Fulfillment of therequirements
For the Debree of M_aster of Arts.

By

Opal Ward

Marshall College
January, 1946.

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CHAPTER I

EARLY HISTORY.

The early history of Wayne County is interwoven with that of Virginia and the counties first formed in that state from which Wayne County got its origin.

Greenbrier County was formed in 1777, including the territory between the Alleghanies and the Ohio River. In 1789, Kanawha County was formed from Greenbrier and Montgomery Counties. At that time, there were no settlements in what is now Wayne County. Bands of explorers and settlers were going down the Ohio and Big Sandy rivers on their way to the lands farther west, but the stories of good farming land in Ohio, ~~an Indiana, Illinois, and~~ Kentucky were so enticing that they did not consider stopping in the hill region of Western Virginia. Bands of Indians in this section further prevented settlement until the latter part of the eighteenth century.

The first settlers came into Wayne County from North Carolina, Maryland, and Virginia, building homes on the upper streams and tributaries of Big Sandy before any settlements were made at the mouth of that river. In 1796, Samuel Short came to the forks of Big Sandy and settled where Cassville was later established. This town is now known as Fort Gay. Robert Tabor followed him and patented a tract of two thousand five hundred acres in 1789. I.

1. James Morton Callahan, Semi-Centennial History of West Virginia (in n.p. Semi-Centennial Commission of West Virginia, 1913), p.46.
2. Loc. Cit.

On the upper waters of Twelve Pole creek, the first settler, a man named Nevins, arrived in 1799. On the same stream, near the mouth of Lick Creek, James Bias built a cabin in 1802, followed by others in 1803 and 1804. Near Trout's Mill, now Wayne, Jesse Spurlock and Samuel Ferguson built homes in 1802, followed by others in 1802 and 1803. Stephen Kelly settled near the mouth of Twelve Pole, in 1789, and others in 1800.² These settlements were included in the land that was separated from Kanawha County to become Cabell county in 1809, and were the first settlements in what became Wayne County in 1842. Therefore, it was not until the second decade of the eighteenth century that there was any great need for schools.

In Virginia, the tendency from the earliest days of the Colony was to ignore any need for education on the part of the common people. The children of the wealthy planters were sent to England to school, or to William and Mary College.

The Colonial Governor's had not favored education for the

2. Loc. Cit.

masses. It was not until the time of Thomas Jefferson that Virginia legislators began to concede that the poor class should have more opportunity for education. Due, largely, to Jefferson's influence, the Virginia Assembly passed, on February 2, 1810, an Act creating the Literary fund ³ for the encouragement of education among the people as a whole. This Act, in part, read as follows:

Be it enacted that all escheats, confiscations, fines, penalties, and forfeitures, and all rights in personal property accruing to the Commonwealth, as derelict, and having no rightful proprietor, be, and the same are hereby appropriated to the encouragement of learning; and that the Auditor of Public Accounts be, and he is hereby required to open an account to be designated The Literary Fund. To whom he shall carry payment hereafter made into the Treasury on account of an escheat, or confiscation, which has happened, or may happen, or any fine, penalty or forfeiture, which has been, or may be imposed, or which may accrue; Provided however, always, That this Act shall not apply to military fines.

3. And be it further enacted That the fund aforesaid shall be divided, and appropriated as to the next Legislature which shall seem best adapted to the promotion of literature; Provided, always That the aforesaid fund shall be appropriated to the sole benefit of a school, or schools, to be kept in each and every County within this commonwealth, subject to such orders and regulations as the General Assembly shall hereafter direct.⁴

The next year, 1811, the General Assembly passed an Act 5

3. Acts of the General Assembly of Virginia, 1809-10 (Richmond: Samuel Pleasants, Junior, Printer to the Commonwealth of Virginia, 1810), p.15.

4. Loc. cit.

5. Ibid., 1810-11, p.8.

4.
vesting all sums of money that had accrued, or might accrue to the Literary Fund in a group of Commissioners composed of the governor, lieutenant governor, treasurer, attorney-general, and the President of the Court of Appeals of the Commonwealth and their successors. They were made a body corporate, "with power to sue and be sued, plead, and be impleaded, and to hold lands and tenements goods and chattels, and the same to sell, dispose of, or improve for the purposes hereafter mentioned".6. The governor was to be the president of the board, and the other commissioners were to be designated as directors. These commissioners, or any three of them, were given power to transact business relative to the Fund, and to make any rules and regulations they thought necessary for their work. The Commissioners were to report to the Assembly once ~~every~~ year the state of the funds of which they had charge, and to make recommendations for the use of these funds, and their use.

The same Act allowed a lottery to be conducted for seven years for the benefit of this Fund. The amount secured by the lottery was not to exceed thirty thousand dollars. An agent was to be appointed in each County to collect the funds for the lottery, and he was to serve without pay. The proceeds of this lottery also were to be appropriated to the sole benefit of schools."

6. Loc. cit.

A further attempt to furnish schools for the poor was made by the Assembly in 1818, when an Act 8. was passed providing for not less than five, nor more than fifteen Commissioners to be appointed annually in each County by the County Court. These commissioners were to be responsible for the education of poor children. One of their number was to be designated Treasurer, under bond of \$2,000.00. The duties of the Board were to determine how many and which individual children they would educate, what sum should be paid for their education, and to draw orders upon the Treasurer for the payment of the expense of tuition, and of furnishing such children with books and materials for writing and cyphering. The commissioners were to report annually to the Directors of the Literary Fund the number of schools and poor children educated in such schools in the county, the price paid for their tuition, and what further appropriation would be sufficient to furnish the means of education to all the

7. Ibid., p.9

8 Acts of the General Assembly of Virginia, 1818
(Richmond, Thomas Ritchie, Printer to the Commonwealth of Virginia
(1818), p.11.

indigent children in their county. The president and director of the Literary Fund were to pay annually to each of the treasurers a part of the sum of forty-five thousand dollars, the amount of which was to be based on the free white population of the County. An additional sum of twenty thousand dollars was appropriated to the education of the poor out of the revenue of the Literary Fund, and was to be added to the sum already appropriated to that object.

No record has been found which showed any further legislation for schools in Virginia until 1829. On February 25, of that year, the Assembly set up a primary school system 9. to be effect

ive in any county in which the inhabitants voted to establish it. The school commissioners were empowered to lay off their county in districts containing not less than three, nor more than seven miles square. For this work, they might appropriate not exceeding fifty dollars. When the inhabitants of the district raised by voluntary contribution three-fifths of the amount necessary to build, either in the center, or such other part of their district as agreed on with the school commissioners of their county, a good house of wood, stone, or brick, the commissioners would appropriate the other two fifths out of the quota of their county for that year.

9. Acts of the General Assembly of Virginia, 1829 (Richmond, Thomas Ritchie, Printer for the Commonwealth of Virginia, 1829) pp. 13-14.

fifths out of the quota of their county for that year. The commissioners could appoint, also, a sum not exceeding one hundred/dollars for the employment of a good teacher for any school house so erected, provided that the inhabitants raised by voluntary contribution an equal or greater sum for the same purpose, and that they should select no teacher that should not have been examined and accepted by such person as the commissioners appointed for that purpose. Such school was to be for free instruction for every free white child in the District, and was to be under the control of three Trustees, two to be appointed by the annual contributors within the district, and one by the school commissioners.

An Act of March 30, 1837, read:

"be it enacted, That it shall be the duty of the school commissioners of each county and corporation to lay off their county or corporation into a number of districts corresponding with the number of school commissioners, defining each district by accurate and well known bounds, and directing the division to be recorded in the minutes of their proceedings; and to fix the sum which their treasurer shall pay during his official term, to the order of each commissioner, on account of tuition, books, and other expenses for poor children. 10.

Although these Acts of the Assembly were steps in the right direction, the people of the western part of the state felt that they did not have a fair chance with those of the eastern part.

10. Acts of the General Assembly of Virginia, 1837 (Richmond, Thomas Ritchie, Printer to the Commonwealth of Virginia, 1837), p.14.

The well-to-do in Eastern Virginia could educate their children in private schools or in a college near at hand. The poorer classes had not yet sensed the need for education to any great extent. West of the mountains the situation was different. Due to the necessities of pioneer life, class distinctions were practically non-existent. Every man's welfare depended on his own ability. Therefore, the Western Virginian felt ~~that~~ the need for public education, and there was growing agitation for some provision that would meet this need. This agitation found expression in a Convention at Clarksburg, in Western Virginia.^{II}. The delegates to this Convention met September 8, 1841, for a three-day session. The object of the meeting was to take such action as would induce the General Assembly to enact laws providing for the establishment of a free school system. Although there were no roads in the Southwestern part of the State, Cabell County, of which Wayne County was yet a part, was represented.

Probably as a result of the Clarksburg meeting, the

II. Thomas Condit Miller and Hu Maxwell, History of West Virginia and its People (New York; Lewis Historical Publishing Co., 1913), I. pp. 559-560.

West Virginia Assembly in 1841, passed an Act instructing the president and directors of the Literary Fund to report to the next next Assembly a school system that they considered best adapted to the needs of the people of Virginia.¹²

To date, no records have been found indicating that Cabell County accepted any of these provisions for schools in that part of her boundary that later became Wayne County.

On January 18, 1842, Wayne County was formed from Cabell County, with the following boundaries:

Beginning at the mouth of Four Pole creek on the Ohio River, thence a straight line to the mouth of Long Branch (so as to include the house and ~~farm~~ of Asa Booten within the new county;) thence, following the top of the dividing ridge between the said Long Branch and the Beech Fork and Guyandotte River; thence along the said dividing ridge to the line dividing the counties of Logan and Cabell; thence with the said line to the mouth of Marrowbone Creek, a branch of the Tug Fork of Big Sandy river; thence down said Big Sandy river, with the line dividing this state from the state of Kentucky, to the mouth of the Big Sandy river; thence up the Ohio river, to the place of Beginning.¹³

The next step in educational progress came in 1846, by an Act passed March 5, amending the primary school system.

12. Acts of the General Assembly of Virginia, 1841 (Richmond, Samuel Shepherd, Printer to the Commonwealth of Virginia, 1841), p.51.

13. Acts of the General Assembly of Virginia, 1842 (Richmond, Samuel Shepherd, Printer to the Commonwealth of Virginia, 1842), p.36.

According to this Act, it should be

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the duty of the several county and corporation courts ---- to lay off, according to accurate and well known boundaries, the territory of their counties and the corporate limits of ~~the~~ their towns, cities, or boroughs, into any number of districts having regard to the territorial extent and population of the same; and shall appoint for each school district one school commissioner.14.

These commkssionaries were to constitute a board for thier county, called the Board of School Commissioners. This board was to meet annually at the November term of the County Court and elect by oral vote a Super intendent of schools for the Coun-ty. Each commissioner was to register, and report to the Super-intendent of the Coqnty all the children within the District between the ages of five years and sixteen years; to enter with any teachers that number of poor children which the district portion of his County quota would pay for; to subscribe such number of days to each teacher as he considered proper after ascertaining the number of days to each teacher as he considered proper after ascertaining the number of days of instruction which his part of the county quota would pay for; and to require of every teacher an account of every day's actual attendance by each child.15

14 Acts of the General Assembly of Virginia, k846 (Richmond, Samuel Shepherd, Printer to the Commonwealth of Virginia, 1846), p.29.

15 Ibid., p.30.

The duties of the county superintendant were to be those of treasurer and clerk of the school commissioners, for which he was to receive $2\frac{1}{2}\%$ of the amount actually expended for the preceding year for the purposes of education in his county.¹⁶

The fund for primary schools was to be increased by the addition of monies refunded by the Federal Government for Revolutionary Claims that had been paid by the state.¹⁷

On the same date, March 5, 1846, the Assembly established a district public school system¹⁸ which differed somewhat from the primary system. The public school system was to be effective in any county in which the inhabitants voted to adopt it, and in which the primary system was not in effect, or to re-place that system. The school commissioners in office at the time the county voted to adopt the public system were to lay off the counties into districts, according to the number of children; also, to divide the county into precincts, each precinct containing as many school districts as might be deemed advisable; and in each of these districts an election was to be held annually for a School Commissioner for the district. All of these commissioners would constitute a corporate body.

16. Loc. cit.

17. Ibid., p.31.

18. Ibid., 32-33.

The duties of these commissioners were to fix the salaries of the teachers, to divide the school fund of the county among the different districts, and appoint a clerk. Each commissioner was to visit all the schools in his precinct at least twice during each session, examine the register of the teacher, and also to examine the building, the studies, the discipline, the mode of teaching, and the improvement of the school.

In each district a school was to be established in which reading, writing, and arithmetic should be taught; and in some places English grammar, geography, history, and physical science. All white children, male and female, above the age of six years, should be entitled to attend the school free of charge.¹⁹

Every district was to be under the control of three Trustees, who were to be appointed annually, two by the voters of the District, and one by the Board of School Commissioners. The duties of these Trustees were to be to select and purchase a site for the school, and build a good house, or rent or lease one, to furnish the school with the necessary fixtures, books, apparatus, and fuel, and to keep the house and enclosure in good repair; to appoint a teacher, and to have power to remove him for good cause, and to superintend his conduct in everything relating to the school.

¹⁹. Loc. cit.

They, or one of them, should visit the school once every month and examine the schools and "exhort them to prosecute their studies diligently, and to conduct themselves virtuously and properly"; they might suspend ~~and expel~~ pupils for disorderly conduct. They could draw orders on the Sheriff of the County for the salary of the teacher and for all other expenses. An especial duty was to visit the homes of the poor, and try to prevail on them to send their children to school.²⁰

The expenses of the school were to be defrayed by increased taxation, with these exceptions:

The money for the Teacher's Salary was to be allowed by the Literary Fund, and the Literary Fund for the education of the poor was to be apportioned among the several districts, according to the white population.²¹

On the 27th of March, 1848, the Assembly passed an

²⁰. Loc. cit.

²¹. Acts of the General Assembly of Virginia, 1846 (Richmond, Samuel Shepherd, Printer to the Commonwealth of Virginia, 1846 p.34.

Act 22, allowing free schools in Wayne county under the same regulations as were allowed to Patrick County. These provisions were the same as those laid down for the District Public School system in 1846, except for the following:

The election for the adoption of the system was to be held for three days. Voters were eligible if they paid any tax. Three-fifths of the voters were necessary for the adoption of the system. If the system were established, all white children between six and twenty-one years were to be allowed to attend the term, which was to be four months. No books of immoral or irreligious tendency were to be allowed.²³.

The funds for the control of the school system were to be under the control and management of the Board of School Commissioners, and were to be appropriated by them for school purposes of the County, and could be used for no other purpose. The Sheriff was to collect the fees and taxes which composed the school fund, for which duty he was to receive the sum of 3% on the amount collected. This fund was to be raised by the following means:

22. Acts of the General Assembly of Virginia, 1848 (Richmond, Samuel Shepherd, Printer to the Commonwealth of Virginia, 1848), p. 78.

23. Ibid., pp. 71-74.

First, by the quota of the Literary Fund to which the County is entitled, and any other amount that may be allowed by the Commonwealth to the said County, to be paid to the Treasurer of the Board of school commissioners by a warrant on the treasury of the proper officer. Second, by such fines and forfeitures as shall secure under this Act. Third, by such donations, bequests, and devises as may from time to time, be made to the school commissioners for school purposes within the County. Fourth, by a tuition fee at the rate of 25¢ per month for the actual attendance at school, to be paid by the parents, or guardians of all children going to school established by this Act. Provided, That no tuition fee be demanded of those who, in the opinion of the board of school commissioners, are unable to pay the same. And provided, also, that no child shall be excluded on account of the non-payment of said fees. Fifth, by a tax on all tithables in the county not exempt by law from the payment of county and parish levies of not exceeding fifty cents per head. Sixth, by an Assessment of subjects of taxation paying state revenue in the county, except upon law processes, seals of courts, deeds, probate of wills and letters of administration; Provided, That licenses to merchants, ordinary keepers, and keepers of houses of private entertainment, physicians, surgeons, and attorneys, shall pay a school tax of not exceeding 25% of that imposed by law for state revenue; to be assessed and levied by the Board of School Commissioners upon all such subjects of taxation, and upon all such persons within the County.²⁴.

The Board of School Commissioners was to present each year to the president and directors of the Literary Fund a statement showing the number of schools in the county, the price paid for tuition, the branches of learning taught, the number of children instructed in these schools, and generally, the value and operation of the system. An oath of office was required of the

24. Ibid., p. 75.

commissioners, and they were to receive annually for their services the sum of five dollars, to be paid out of the school fund of the county.²⁵

For the first year, the tax was to be double the amount authorized by the fifth and sixth provisions of the twelfth section 26 of this Act.²⁷

A majority of voters was to have the right to discontinue this school system, after a trial of three years. At the end of three years, if ~~the~~ hundred people should petition the Court, they were to be granted an election. If this system were discontinued, the people could adopt any other system of free schools ²⁸.

Other legislation encouraging public education during the next five years increased the annual appropriation for the primary and district school systems out of the revenue of the Literary Fund by the sum of four thousand, two hundred dollars arising from the investment of the monies by which the Government of the United States re-imbursed the State of Virginia for the payments made to Revolutionary officers:

25. Ibid., p. 76.

26. See page 14.

27. Opus cit. p. 76.

28. Loc. cit.

assigned as permanent capital to the Literary Fund all school quotas which thereafter remained in the treasury for the space of two years, and which were, therefore, forfeited by the county to which they were assigned;²⁹ exempted from taxation all property belonging to free schools. 30.

The New Constitution of Virginia provided for a capitation tax equal to the tax assessed on land of the value of two hundred dollars, to be levied on every white male inhabitant who had attained the age of 21 years. [This tax was to be applied to the purposes of education in primary and free schools³¹

In 1853, the entire capitation tax was allotted to free and primary schools after commissions of Sheriff and Collectors and the insolvent ~~returns~~ on account of capitation tax allowed during the preceding year were deducted.³²

In 1860 the Assembly appropriated the sum of one hundred hundred, twenty-five thousand dollars "for estimated net avail~~s~~

²⁹ Acts of the General Assembly of Virginia, 1849 (Richmond; William F. Ritchie, Printer to the Commonwealth of Virginia, 1849), p. 56.

³⁰. Acts of the General Assembly of Virginia, 1852 (Richmond: William F. Ritchie, Printer to the Commonwealth of Virginia (1852), p. 3.

³¹. Ibid., Constitution of Virginia, p. 331.

³². Acts of the General Assembly of Virginia, 1853 (Richmond: William F. Ritchie, Printer to the Commonwealth of Virginia, 1853) p. 43.

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of the tax on free white slaves".33. The following year the same appropriation was made.34.

However, regardless of all these provisions by the Virginia government, no records have been found to show that Wayne County at any time adopted either the primary system or the public school system. Before any county could hold an election to decide on the adoption of the district school system, it was necessary for ~~one-third~~ of the voters who voted at the preceding election for delegates, to petition the Court to allow the election. Then, it was necessary for two thirds of the qualified voters to vote for the adoption of the system.35. At the present time, there are no records known that show whether the people of Wayne County held an election, and failed to get the two-thirds majority for the adoption of the free school system, or whether they did not feel the need for education to the extent of attempting to establish free public schools at that time.

33. Acts of the General Assembly of Virginia, 1859-60 (Richmond; William F. Ritchie, Printer to the Commonwealth of Virginia, 1860), p.80.

34. Ibid., p.82.

35. Acts of the General Assembly of Virginia, 1846 (Richmond; Samuel Shepherd, Printer to the Commonwealth of Virginia, 1846), p.32.

It seems likely that educational activities in Wayne County were due, chiefly, to private effort. Callahan, 36, stated that prior to 1842, there were but very few schools. These were subscription schools, for which teachers were provided by the wealthier settlers. Sometimes poor children were allowed to attend, but no special provision was made for them. The Act of 1842 creating Wayne county allotted the sum of \$216.37 to the new county, together with any additional sum due Wayne county from the surplus of the Literary Fund. Out of such surplus then due Wayne county, the sum of which was \$67.27, Wayne County was allotted \$33.64. 37. The records available do not show that this was accepted and used by Wayne County.

The first school of which we have any record was taught on Mill creek in what is now Butler District, about the year 1805, about one half mile from where Cassville (Fort Gay) now stands, by Thomas Napier. Records show that he was the first teacher in Wayne county. His father came to South Carolina, from Scotland. He was active in school work in the upper part of the county until his death on Lick Creek in 1850.

36. James Morton Callahan, History of West Virginia, Old and New (Chicago and New York: The American Historical Society, Inc., 1923), I, p.289.

37. Acts of the General Assembly of Virginia, 1842 (Richmond, Samuel Shepherd, Printer to the Commonwealth of Virginia, 1842), p. 23.

county until his death on Lick Creek, in 1859.³⁸

A short time after teaching the school on Mill Creek, Napier taught a school on Tabor's Creek, which also later became a part of Butler District. Another school in the same section was taught by John Deering, on White's Creek at about the same time as the one on Mill Creek. In 1810 Stephen Bean held a school in a log cabin on Mill Creek. ³⁹.

The next section to have schools was that near the mouth of Twelve Pole creek. According to tradition, the first school taught near Ceredo was at Virginia Point, near Twelve Pole, in 1813, close to the residence of Stephen Kelly. The second, in what is now Ceredo District, appears to have been at Krout's Creek, almost midway between the town of Ceredo and the mouth of the Big Sandy river. This was taught by Charles Walker in the year 1823. ⁴⁰

In what is now Union District, the first school of which we have any record was on Beech Fork, of Twelve Pole creek, in 1818, taught by Thomas Napier. The first house

³⁸. Hardesty, Historical and Geographical Encyclopaedia. (New York: H H. Hardesty & Co., 1884), p. 368.

³⁹. Loc. cit.

⁴⁰. Ibid., p. 366.

built for school purposes, only, was at Buffalo Shoals, and was built in 1823. 41.

Moving again to the upper part of the County, we find that in 1820 Henry Hampton taught a school in an old log cabin which was no longer fit for a dwelling place, on Mill Creek, which later became a part of Lincoln District. The first house for school purposes in that district was built in 1822, on Joe's Fork, of Mill Creek. 42.

On the Rich Creek side, in what is now Stonewall District the first school was taught by Thomas Napier in 1820 in a five cornered log cabin. 43. Records are not available to show how many schools were taught prior to the civil war; but it is certain that education had not progressed to any great extent in Western Virginia until after that section had become a state.

41. Ibid., p. 367.

42. Ibid., p. 369.

43. Ibid., p. 70.

CHAPTER II

ESTABLISHMENT OF SCHOOLS IN WAYNE COUNTY

The awakened interest of Virginia in the education of her citizens west of the mountains came too late to benefit them to any great extent. On June 20, 1863, the western counties broke away from the mother state and were admitted into the United States as West Virginia. The legislature of West Virginia convened on that same date, and on June 24 the president of the senate appointed a committee on education, of which John B. Bowen, of Wayne county was a member. This group, together with a committee from the House of Delegates, one of whom was Thomas Copley from Wayne County, formulated the first West Virginia school law, which was passed December 10, 1863.¹

On July 31, 1863, following the appointment of the committees the legislature passed an Act dividing the counties into townships for educational purposes. Each of these townships was to be divided into sub-districts, in each of which a school was to be located.²

The legislative action of December 10, 1863, as a

1. Acts of the West Virginia Legislature, 1863 (Wheeling: John Frew, Public Printer, 1863), pp. 245-263.

2. Ibid., p.27.

culmination of the work of the joint committee, established a free school system³ in West Virginia, the provisions of which were as follows:

Each township was to constitute a school district, and when township officers were elected, the voters should elect three commissioners who would make up a board of education for the district. They were to form a corporate body. The clerk of the township was to be the secretary of the Board of Education, but was to have no vote, except in the case of an appointment to fill a vacancy in the office of School Commissioner.⁴

The board of education was to take the enumeration of school youth between six and twenty-one years, and divide the district into sub-divisions with not less than fifty youths. They were to provide a school of not less than six months in the year for each sub-division, at the expense of the district, in which were to be taught reading, writing, spelling, arithmetic, English grammar, geography, and other branches, if needed. They were to cause buildings to be built, rented, or bought, and were to furnish fuel and

3 Ibid., p.245.

4 Ibid., p.246

furniture. They had the power to appoint teachers, fix the salaries, and to dismiss the teachers for incompetence, cruelty, negligence, or immorality. The board was to decide what subjects were to be taught in each school, what books were to be used. They were to visit each school once within two weeks after the opening and again, two weeks before closing, examine the register of the teacher, the discipline of the school, the condition of the building and equipment, and to suggest means of improvement. They were to pay all expenses of the schools and make an annual settlement with the township treasurer. The board might establish a central or high school, and they might provide colored schools when thirty children lived in the district.⁵

The teacher must be competent to teach primary subjects, also book-keeping, algebra, geometry, Surveying, and branches pertaining to the natural sciences and general literature. He must have a certificate, and he must keep a daily register. An important duty of the teacher was to inculcate the duties of piety, morality, and respect for the laws and government of the country.⁶

5. Ibid., pp. 247-248

6. Ibid., p.250.

A county superintendent was to be elected by the voters for a term of two years. One of his duties was to examine teachers for certificates and to help teachers improve in their profession by county associations and teachers' institutes. He was to visit all schools within his county at least three times during every term of six months, examine the building and equipment, and give the teachers instructions in the art of teaching. He was to establish uniformity of text books, receive reports of boards of education, and make reports to the state superintendent. He must approve any plan for a new house or an improvement on an old one according to the standards set up in Bernard's School House Architecture. It was his duty, also, to try to create an interest in free schools among the people.⁷

The school month was to consist of twenty-two days, two Saturdays of which the teacher must use for mutual improvement by round table discussions in groups with other teachers.⁸

Provision for two funds⁹ was set up, a school fund and a building fund. The school fund was to be composed of the proceeds of forfeited, delinquent, waste, and unappropriated lands

⁷ Ibid., pp. 251-253.

⁸ Ibid., p. 261

⁹ Ibid., pp. 256-260.

lands sold for taxes and bought by the state of Virginia, if redeemed, or sold to others within this state; grants or behests; a share of the Literary Fund; estates of persons who died without leaving an heir; escheated lands; taxes on revenues of any corporation; money paid for exemption from military duty; sums appropriated by the legislature. Other monies to be used for the schools were fines, forfeitures, confiscations; a capitation tax of one dollar on males over twenty-one years of age; and 10 per cent on property. This money was to be apportioned by the state to the several counties.

The building fund was to be secured by a tax of 5% on property. The Act read "a tax of 5% may be levied for building purposes". Also gifts, grants, donations and money from other sources were to constitute the building fund.¹⁰

Other provisions in the Act setting up a free public school system in West Virginia were the powers given to the boards of education to borrow money on the credit of the building fund and to condemn land for school purposes. All school property was to be exempt from taxation.¹¹

¹⁰ Loc. cit.

¹¹ Loc. cit.

This was the provision for education made by West Virginia at the first meeting of the legislature after the new state was formed. It remained only for the several counties to elect the necessary school officials and to carry out the plans set up by the state government for the establishment of schools.

The schools of Wayne County did not get under way, however, for a period of from two to three years. This was due, chiefly, to the civil war. This county, being in the southern and western part of the state, was in close contact with the war and war conditions. It was unsafe in many parts for children to go to school. Then, too, the people in this part of the state were still pioneers, and they could not see the need for "book larnin" as yet

At the present time, no records have been found showing that any schools had been established before 1866, after the ratification of the Constitution of West Virginia. There must have been, however, some interest in education and in the establishment of the free school system, for by deed dated November 1, 1865, Benjamin Davis had donated a parcel of land at Round Bottom to the Board of Education of Stonewall District to be used for school purposes.¹² This lot was to be used for a school house site.

12. Records in the Office of the Clerk of the County Court, Wayne, West Virginia; Deed Book P. p. 16.

He also agreed to allow the board to use a house for school purposes until a school house could be built. The report of State Superintendent White to the Governor in 1866 shows no schools nor houses for Wayne County in 1865.¹³

The first report sent to the state superintendent of free schools from Wayne County was for the year 1865-66. Burwell Newman, the first superintendent elected in that county, reported seven houses completed and twenty under construction.¹⁴ The boards of education had not yet acquired the sites for all these houses, for only two deeds are recorded for that year. The first of these was dated April, 1866, by which the board purchased one-half acre of land for ten dollars from Mary and Jarriott P. Rigg on Whiye's Creek in Union District.¹⁶ Newman reported that some townships

13. Second Annual Report of the State Superintendent of Free Schools, 1866 (Wheeling: John Frew, Public Printer, 1866), p.38

14. Third Annual Report of the State Superintendent of Free schools, 1867 (Wheeling: John Frew, Public Printer, 1867), p.46.

15. Records in the Office of the Clerk of the County Court, Wayne, West Virginia; Deed Book "O" p.506.

16. Ibid., Deed Book M, p. 212.

17. Third Annual Report of the State Superintendent of Free Schools, 1867, p.46.

were so disloyal that teachers could not be secured, and two townships did not use the money appropriated by the state for this purpose. Some districts built houses, but did not lay a levy to pay for them.¹⁸

Wayne County was still sparsely populated. The school census 19 in that year showed 1706 males and 1460 females between the ages of six and twenty-one years. Of these, 250 boys and 209 girls were enrolled in schools. These 409 students made an average daily attendance of forty-five and forty, respectively. There were eighteen teachers in the county, twelve of whom were male, and six were female. The average salary of the male teacher was thirty dollars per month, and that of the females was nineteen dollars per month, for a term of four months. The value of the houses built was \$381.00 each.²⁰

On February 26, 1867, a committee composed of John W. Holt, H.W. Steward, John B. Bowers, Benjamin J. Haley, and Joseph D. York was appointed²¹ to lay off the county into townships

¹⁸ Loc. cit.

¹⁹ Ibid., p.59

²⁰ Ibid., p.57

²¹ Acts of the Legislature of West Virginia, 1867 (Wheeling: John Frew Public Printer, 1867), p.114.

and to perform all the duties in relation to the county prescribed in the Act passed July 31, 1863. This Act preceded by one day the re-enactment of the establishment of the free public school system, and the Amendments to that Act, following the ratification of the State Constitution. The Act of February 27, 1867²² provided for the appointment of three Trustees who were resident voters, to serve for three years in each school, or sub-district. The duties of these Trustees were to appoint the teacher for the school, or schools under their charge, fix salaries, and dismiss teachers for incompetency, neglect of duty, cruelty, or immorality; to expel pupils, or exclude any person having a contagious or infectious disease; and to direct branches of learning other than those specified.²³ In other words, to take over the duties formerly allotted to the board of education of the township.

Certificates were to be issued by the County Superintendent, and were to be valid for one year, and only in the county.²⁴

This Act of 1867 provided for the levy to be laid

22. Ibid., p.115

23. Ibid., p.116

24 Ibid., p. 1212

for this building fund not to exceed fifty cents on each one hundred dollars worth of property. For the support of the schools the boards could levy such tax as would, with the money received from the state, be sufficient to keep the schools in operation for at least four months in the year, not to exceed fifty cents on the one hundred dollars. After 1867, no township was to receive state aid unless a levy had been laid for the schools.²⁵

By the end of the year 1867-68, several schools were in operation, and twenty-seven houses had been completed. Six of the houses were built in 1868. The boards of education had secured the sites of three of these houses in 1867, one of which was in Ceredo district,²⁶ one in Union district, on Camp Creek,²⁷ and one on Bartram Fork of Big Lynn creek in Grant district.²⁸ James Ross sold the board one acre of land and lumber to build the school house in Grant District for twenty-five dollars.²⁹ The following year the board paid one Charles W. Ferguson twenty dollars for

25 Ibid., p. 125

26 Records in the Office of the Clerk of the County Court, Wayne, West Virginia: Deed Book G. p.584.

27 Ibid., Deed Book M. p.207.

28 Ibid., Deed Book Y, p.351

29 Ibid., Deed Book Y p.351.

one acre for a school house site on Two Mile, on the left fork of Twelve Pole, also in Grant District.³⁰ In August of the same year, Union District received deeds for two sites, one on Wilson's Creek ³¹ and one on Newcum Creek. Grant District located a building on the Left Fork of Camp Creek.³² and the board of Butler District bought from Harmon Loar one acre of land and a house ³³ to be used for school purposes for the sum of one hundred and fifty dollars. The school was on Tabor's Creek.

In 1868, Joseph Wheeler, the county superintendent, reported to the state superintendent that finances were in bad condition, and that for that reason better teachers could not be induced to come to Wayne County; therefore, he was forced to issue certificates to people who were not qualified, or let the children remain out of school. Professional training was very difficult because of the geographical condition of the county and the bad state of the roads. It was almost impossible to organize the teachers for getting together for instruction or round table discussion.³⁴

30. Ibid., Deed Book Y. p.437.

31 Ibid., Deed Book M. p.209,

32 Ibid., Deed Book Y. p.355

33. Ibid., Deed Book O. p.531.

34. Fifth Annual Report of the State Superintendent of Free Schools, 1868; (Wheeling: John Frew, 1868) p.114

In 1869 the reports showed five schools built, making a total of thirty-four houses.³⁵ Three of the four sites acquired by the boards of education in that year were from R.H.Parks, in Butler District; ³⁶ Dyke Bowen on Beech Fork below Patrick Hensley's farm in Union;³⁷ and from Morgan Garrett for a school on Garrett's Creek in Union District.³⁸

For the year ending 1869-70 one acre was secured by the Butler District Board from Nathan and John Holt, for a school site on Mill Creek.³⁹ Seven houses were built that year.

This increase in building, and all improvements in the schools were made despite many handicaps. One of the greatest of these difficulties was the lack of proper administration of the county's school system. In that year, the superintendent reported that

35. Table I. p.83.

36. Records in the Office of the County Clerk of Wayne County Court, Wayne county, West Virginia: Deed Book O. p.505

37. Ibid., Deed Book M. p.205,

38. Ibid., p.211

39. Ibid., Deed Book O. p.530

there was considerable waste of public money in some of the districts, and broadly hinted of fraud when he said that in one district the records were "accidentally" dropped in the fire and destroyed. The levy provided for only four months of school, so that most schools were closed by January 1. He found the teachers deficient in the first principles of reading and spelling. Only 25% of those examined by the superintendent "were familiar with the different sounds of the vowels, and could clearly define and explain the use of punctuation marks". 40

By the end of 1871, conditions began to look more promising. Five houses were added, and sites were purchased by the boards of education for schools in Grant District, on the right fork of Beech Fork, near Mill's Chapel; 41 The report of the county superintendent, Charles B. Webb, to the state superintendent of schools gave a vivid picture of those early schools, buildings and

41. Records in the Office of the Clerk of the County Court, Wayne, West Virginia: Deed Book Y. p.352.

42. Ibid., Deed Book Q. p. 107

43. Ibid., Deed Book M. p.210

buildings, and teachers. The teachers were taking more interest in professional work; the Trustees were more interested in the public schools. However, compared with our schools of today, the buildings and furniture must have been very uncomfortable, and far from pleasant. Webb's report read:

I have the pleasure of reporting that the schools in our county have progressed finely for the past year. Nearly every district in the county has had a full term of four months the boards of education in every township, except one, are in good circumstances, financially, and by another year will be out of debt for buildings and furniture. The character of the schools has improved decidedly---a result of teachers giving more attention to the theory and practice of teaching, and more fully appreciating the importance and dignity of that profession. They have also acquired more independence as teachers, and are less influenced by popular prejudice and gossip than formerly. Trustees have become better acquainted with the law, and now perform their duties more to the advantage of the public schools. Teachers, with few exceptions, get their pay promptly, and the future interests of education generally in Wayne are very promising.⁴⁴

Three of the townships have in the past year furnished their school houses with good ~~seats~~ and desks; a great improvement over slab benches, and fence rails for seats. We are still building log school houses in the back townships, where houses are needed, because it is very difficult and too expensive to build frame ones. We have just had completed a handsome, two-story frame school house in Ceredo, at a cost of \$1,600.00. By the time this reaches you, we shall have a graded school in operation.

44. Eighth Annual Report of the State Superintendent of Free Schools, 1871 (Charleston: Henry S. Walker, Public Printer, 1872), p. 105.

Schoolhouses now cost much less in our county than formerly, and a few hundred dollars--less than a thousand, probably--will complete the number necessary for schools in every district.⁴⁵

As an added proof that teachers were becoming more profession minded, Mr. Webb reported that thirteen of the teachers in Wayne County in that year, were normal students. He went on to say:

I cannot say too much in praise of the good influence exercised among our schools by teachers who have had the benefit of Normal school training. Our state institution in Cabell County is of immense benefit to the cause of education in the midst of us, and should not, in any manner, be overlooked or neglected.⁴⁶

The first teacher's organization was reported in 1872. Two meetings were held at which instruction was given in the best method of teaching, reading, arithmetic, and grammar, and the management of schools.⁴⁷

The Independent District of Ceredo was formed in 1872, including the incorporated town of Ceredo, and all the suburbs included in and known as School District No. 1 in Ceredo Township

45. Loc. cit.

46. Loc. cit.

47. Annual Report of the State Superintendent of Free Schools, 1872 (Charleston: Henry S. Walker, Public Printer, 1872) p. 105

48. Acts of the West Virginia Legislature, 1872 (Charleston: Henry S. Walker, Public Printer, 1872), pp. 190-192.

to be controlled by a board elected by the voters of the District. The board was to have power to establish one or more graded schools or a high school of such grade as the needs of the people might require. The board must lay a levy for an eight months term of school.

Five new buildings were added in 1782, and then the building program slowed down for the next three years. Not until 1875 do we find any record of new buildings, and in that year five were added.⁴⁹ During the years 1872-75 three new sites were acquired in Butler District, three in Grant, and two in Union. In Grant district a site was bought on the upper fork of Brush Creek 50, and another on Cove Creek, 51 and the third in sub-district number thirteen.⁵² One of the school houses built in Butler was on Joel's Branch 53, and another at the town of, Cassville.⁵⁴ Both of the parcels in Union District were on Beech Fork.⁵⁵

49. Table I, p. 83.

50. Records of the Office of the Clerk of the County Court, Wayne, West Virginia: Deed Book W. p. 603.

51. Ibid., Deed Book 39, p.379.

52. Ibid., Deed Book 37, p.455

53. Ibid., Deed Book O, p.508.

54. Ibid., p.528.

55. Ibid., Deed Book M. pp.204 and 206.

Free schools were beginning to become more popular with the people, as evidenced by the fact that only seventeen voters out of nearly two thousand cast their votes against the school levy in 1872. Alderson Workman, county superintendent, reported that people were beginning to think that they could not get along without free schools.⁵⁶ Again, in 1874 Workman said that all the districts except one were doing well; they had their houses built, and "tolerably" well furnished; all had four months of school. Two teacher's institutes were held with "tolerably" good attendance and satisfactory results. In his own words, "Ceredo Independent District has had a school of eight months with two teachers; it is a very interesting school."⁵⁷

At the end of the decade following the establishment of the free school system in Wayne County considerable progress had been made. From seven houses in 1866, the number was increased to sixty-eight.⁵⁸ A growing interest was shown by a comparison

56. Tenth Annual Report of the General Superintendent of Free Schools, 1873 (Charleston: John W. Gentry, Printer, 1875), p. 843.

57. Eleventh Annual Report of the State Superintendent of Free Schools, 1874, (Charleston: John W. Gentry, Printer, 1875), p. 103.

58. Table I, p. 83.

of the enumeration 59, and the enrollment, 60 in 1876. The enumeration had increased but little, while the enrollment had grown from 459 to 2456, or more than five times the original number of pupils. This indicated that more people were going to school. At least, they were enrolling. The average daily attendance 61 was not keeping pace with the enrollment. There was an increase, however, of more than seven times the average daily attendance of the year 1865-66.

While this increase in interest seemed promising, there was much to be desired in the attitude of the mass of the people toward education. The report 62, of the following year showed that schools were in a rather inefficient condition, owing to the non-attendance of the pupils, and much of this was in consequence of the want of interest manifested by the parents. However, County Superintendent Marcum's report showed that in the larger portion of the county there was a general advancement in the

59. Table II, p.86.

60. Table III, p.89.

61. Table V, p.95

62. Biennial Report of the State Superintendent of Free Schools, 1877 (Wheeling: W.J. Johnston, Public Printer) p.116

interest of education.⁶³ There was an awakening interest in the matter of graded schools. At that time the boards had made no provision to purchase books for the children who were poor or who were orphans. Although salaries had been reduced in some districts, a uniform standard of salaries had been set up which greatly aided the poorer districts by making their opportunities for securing good teachers on a more equal basis with that of the wealthier sections.

Meanwhile, in the years 1876-79, inclusive, the boards of the several districts were acquiring school sites more rapidly than at any time in the past. During the year 1876, William and C.W. Ferguson donated a parcel of land to the Board of Union District for school purposes. The Union board also secured a site on Wilson's Creek from Sylvester Crockett on the left fork of the creek near Crockett's house.⁶⁴ In the same year Henry Hampton made a gift of one acre on Mill Creek to the Board of Lincoln District ⁶⁵ for a school site. When no longer used for a school, it was to revert to the donor. In 1877 the land was bought for a school

63. Loc.cit.

64. Records in the Office of the Clerk of the County Court Wayne, West Virginia: Deed Book M. p.203.

65. Ibid., Deed Book 2, p.448.

on Haney's Branch, in Ceredo District 66, and also for one in Butler District.⁶⁷

The following year sites were secured for nine schools. Four of these were in Union District. One of the Union District schools was on Camp Creek, near William Ward's line;⁶⁸ one was on Twelve Pole,⁶⁹ and another on Lynn Creek,⁷⁰ one hundred yards above the forks of the creek, the gift of Hiram Bloss, and the fourth on Beech Fork.⁷¹ Four others were in Butler District.

In 1879, the Board of Education of Union District set the example of raising teacher's salaries, which had been cut to a remarkably low figure several years prior to that time. Such incentive to greater interest was needed, for the teachers, according to County Superintendent Joseph M. Marcum's report, were failing to respond to his efforts to add to their professional training through the teacher's institutes. The institute that year, was poorly attended, although it was under the management of a very able instructor, "Professor" Duncan. There were a few outstanding teachers, however, for Superintendent Marcum especially

66 Ibid., Deed Book Q. p.77
 67 Ibid., Deed Book N. p. 522
 68 Ibid., Deed Book O p.336
 69 Ibid., Deed Book O p.337
 70 Ibid., Deed Book O p.117
 71 Ibid., p. 334

commended four of them for their methods of instruction and order in the school room. They were "Professor Osborne, "Professor Bing, James Keyser, and Mrs. America Mansfield.72

In the years 1880 and 1881 two brick and stone buildings were erected.73 The number of frame buildings had increased to fourteen, although log houses were still the most common. The number of log buildings reached its peak in 1882, when the records showed 84.74 Three new buildings were made in 1881 and five in 1884. After 1882 the number of log houses gradually decreased having been re-placed by frame school houses. Seventeen of these schools were reported as having good furniture, and sixteen of them had some pieces of apparatus.75 At that time, the length of the term was four months. The greatest handicap was the low wages. The teachers also objected to the law 76 compelling them to attend the institutes, which were held annually during July and August for a period of five days instead of the Saturday

72. Biennial Report of the State Superintendent of Free Schools, 1879 (Wheeling: W.J. Johnston, Public Printer, 1881) p. 83

73. Table I, p.83.

74. " I p.83.

75. Loc. cit.

76. Acts of the West Virginia Legislature, 1879 (Wheeling: W.J. Johnston, Public Printer, 1879), p.39

meetings which they had formerly attended throughout the year 77

The Ceredo District Board of Education obtained three sites for schools in the year 1879. One of these was in the Town of Ceredo, 78 and one was on Dock's Creek, the one acre lot on which the Keyser School stood at this time. 79. Union District acquired three new sites, one of them located on Miller's Fork, on the estate of Asa Booten, 80, another on Tom's Creek, near the Town of Wayne. 81 Butler and Stonewall each purchased one lot.

In the following year the Board of Butler District bought a school site at the mouth of Paddle Creek 82, and another on the road between Paddle Creek and Hurricane. 83

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77. Biennial Report of the State Superintendent of Free Schools (Wheeling: W.J. Johnston, Public Printer, 1882), p.68
78 Records in the Office of the Clerk of the County Court Wayne, West Virginia: Deed Book N. p.558
79. Ibid., Deed Book A, p.103
80 Ibid., Deed Book Q p.67
81. Ibid., Deed Book P. p.100
82. Ibid., Deed Book R. p. 169
83. Ibid., Deed Book R. p.171

Near the head of Miller's Fork and Newcomb Creek 84 a school was established by the Board of Union District. In the same month, provision was made for a building on the Camp Creek line at the foot of Bowman Hill. B. F. Wulson gave a parcel of Twelve Pole creek, in Ceredo District on which the Wilson school stood at that time, to be the property of the Board of Education as long as used for school purposes.⁸⁵

Union District continued to buy land and build school houses during the years 1882, 1883, and 1884. A school was established on Spring Branch on the Thomas Harrison farm,⁸⁶ one at Miller's Fork on land bought from Milton J Adkins,⁸⁷ and a third at Mary Davis' branch.⁸⁸ In 1883 three more were built one at Garrett's Creek⁸⁹ Another in sub-district number five, near Harvey Bloss's farm,⁹⁰ and a third at Millfield.⁹¹ During the next year, other schools in Union for which sites were procured were those on Ballangee Branch on White's Creek ⁹² and the town of Wayne ⁹³ Lincoln District also built a school at Tick Ridge ⁹⁴ and Ceredo obtained a lot for a school building on Buffalo Creek.⁹⁵ During the years 1885 and

84. Ibid., Deed Book Q. p.386.

85. Ibid., Deed Book P. p.458,

86. Ibid., Deed Book T. p.175

87. Ibid., Deed Book S. p.528

88. Ibid., p. 525.

89. Ibid., Deed Book U. p.215

90. Ibid., p.233

91. Ibid., p.217

92. Ibid., Deed Book 5 p.540

93. Ibid., p. 541

94. Ibid., Deed Book 27, p.562

95. Ibid., Deed Book X, p.30

1886, ten more sites were obtained by the several boards of education and four buildings were added.

At the end of the second decade after the first report of the county Superintendent of schools, Wayne County had a total of 109 schools,⁹⁶ many of which had good, substantial furniture.⁹⁷

The number of children in the county was almost double that of 1876.⁹⁸ There had been a much more rapid growth of population in the second decade after 1866 than there had been in the first.⁹⁹ The number enrolled in school was keeping pace with the increase in enumeration.

⁹⁶ Many of these early schools are shown on the Map in the Appendix.

⁹⁷. Table I, p.83

⁹⁸ Table II, p.86

⁹⁹. Table II, p.86

An increased enrollment from 459 to 4546 in twenty years' time
100 accounts for the increase in buildings from seven to 109.

The attendance in school was increasing in accordance ~~with~~ with the enrollment. In 1866 only ninety-five pupils attended school each day, while in 1886 more than two thousand were in daily attendance, an increase of more than twenty-three times the number in the first schools of Wayne County.¹⁰¹ However, the number of pupils in attendance was not as close to the number enrolled as could be desired.

In 1893 Butler District had a six months term of school, paying for it by laying a levy of sixty cents per one hundred dollars. In Ceredo District, by that year, the Board had replaced all of the log school houses with frame, and had begun to buy patent desks, charts, and other apparatus. Union District was not far behind in furnishing these supplies. Lincoln District was leading in salaries, but had few good houses, although it was beginning to move up. Grant had only one frame house, but was building two every year

¹⁰⁰ Table III, p.89.

¹⁰¹ Table V. p.95.

and buying apparatus. Stonewall had the best houses in the County but would buy no furniture nor apparatus. IO2

By 1896 a large percentage of the teachers was trying to grade their schools according to the manual, or Course of Study, which assigned a certain, definite amount of work that the student must complete in each grade before he was ready to pass to the succeeding grade. No copy of the early manual could be found, but the purpose of the Course of Study prepared by the State Department of Education in 1922 was

to make supervision more easy; to fix standards for classification and grouping of pupils; to furnish a practical basis for the development and assignment of work; to check the progress of pupils and to unify and make stronger the work of our schools--an outline on what to do---to serve as a guide book in determining what to do in particular grades in each subject--a sort of book of minimum essentials. IO3

The State Superintendent had been encouraging the use of the Manual, or Course of Study for several years, but only a few of the Wayne County teachers had attempted it. The pupils studied whatever subjects they wished and for which they could find books.

IO2. Biennial Report of the State Superintendent of Free Schools 1893, (Charleston: Moses W. Donnally, Public Printer, 1894) p. 190.

103. The Course of Study for the Elementary Schools of West Virginia, 1922 (Charleston: The State Department of Education, 1922), p.3.

There was but little system, or planning in the education of the child. It was not until near the end of the first decade of the twentieth century that the schools were graded with any degree of efficiency.

One notable feature after 1886 was the decrease in the number of log buildings and the rapid increase in the number of frame houses. However, it was not until 1904 that the last log building was re-placed by frame. By 1919 stone began to take the place of wood in new buildings.¹⁰⁴ A more rapid increase in the number of brick and stone school houses was caused by the tendency toward consolidation, which began about 1912. County Superintendent Rife reported that "a sentiment favoring consolidation on a moderate scale, prevails."¹⁰⁵ Tow room, graded schools had been built, already, at Booten, Crockett, Prichard, Forks of Big Hurricane, Tabor's Creek, Kellogg, McComas, Crum, and Lavalette. Consolidation was emphasized during the next few years, until in 1918 there were thirty-two rural, consolidated schools, and three more were added that year. Consolidation was encouraged by the improvement of the roads of the County, making it possible to operate buses and other means of transportation over greater distances.

¹⁰⁴ Table I, p. 83.

¹⁰⁵ Biennial Report of the State Superintendent of Free Schools, 1912 (Charleston: Union Publishing Co., 1912), p.231.

The first high school in the County established other than that in Ceredo-Kenova District I06 was Ceredo District High school at Buffalo Creek, I07 or Dunleith Post Office, in 1916. It was begun on a small scale. The entire school the first year, was housed in one room of the Graded School building, and had one teacher. Taylor McClure, I08 taught the four subjects offered. In 1919 the course was extended to cover three years, and the faculty was increased, accordingly. In 1920 it became a four year high school. In 1929 the people of Ceredo District voted a bond issue of sixty thousand dollars with an increased levy to meet it for a new high school building at Buffalo Creek. I09

The second high school established in the County was Wayne County High School in 1921, by an Act of the Legislature. I10

106. Kenova had been added to the Independent District of Ceredo by an Act of the Legislature in 1899, the whole to be known as the Independent District of Ceredo-Kenova.

107. Minutes of the Board of Education of Ceredo District, 1916.

108. Chapter V of this thesis, p. 73

109. Minutes of the Board of Education of Ceredo District, 1929, pp. 144-145.

110. Acts of the Legislature of West Virginia, 1921, pp. 145-146.

In 1913, elections had been held in the Districts of Butler, Lincoln, and Union for the establishment of high schools. An increased levy would have been sufficient in Lincoln and Butler but a bond issue was necessary in Union.^{III} Neither of the Districts succeeded in getting the necessary majority vote to establish a school. The building of a county high school, also was defeated by a vote of the people in 1915.^{II2} Six years later Frank Terrell introduced a bill in the senate to establish a high school "to be in, or near the town of Wayne" and to be for all the children in the county. The site was to contain not less than six acres of land. The presidents of the boards of Union, Lincoln Butler, Stonewall, and Grant Districts were to compose a high school board. This board could lay a levy of not more than twenty cents on each one hundred dollars for three successive years, beginning with 1921, for site and buildings. Beginning with the year the school was ready to open, and annually thereafter, the board could lay a levy for maintenance not to exceed twenty cents. The school was to be governed by the general laws of West Virginia so far as they did not conflict with this Act.

III Biennial Report of the State Superintendent of Free Schools, 1910-12, (Charleston: Union Publishing Company, 1912), p. 231.

II2. Acts of the Legislature of West Virginia, 1915 (Charleston: The Tribune Printing Co., 1915), pp. 513-515.

The first term of school was held , in 1922-23, in an old dwelling house at the foot of the hill on which the present building now stands. A high school building authorized by the 1921 Legislature to cost \$104,000.00 was completed in 1925, at a cost of \$105,000.00. In 1928 the school was holding member-ship in the North Central Association.

The Fort Gay High School was established in 1931 after a bill introduced by O.J.Rife was passed by the Legislature authorizing the board of Education of Butler District to lay a levy for the year 1931 not exceeding thirty cents, to erect, build, and establish a Butler District High School, and to empower the Board to lay such levies thereafter as provided by general law for paying salaries, maintenance, equipment, and repairs for school.II3

In 1933 the tenth grade was added to the work of the junior high school at Westmoreland II4, and the following year the board raised the school to the status of a full, six year high school to be officially known as Vinson High School, of Westmoreland.II5

113. Acts of the Legislature of West Virginia, 1931 (Charleston: Jarrett Printing Co., 1931), pp.330-331.

114. Minutes of the Board of Education of Wayne County, 1933, p.10

115. Ibid., 1934.

In 1942 a modern building was completed at Crum, to serve the grades, and a junior high school. It opened with a junior high faculty of four teachers. In 1942-43 the second year of high school work was added. II6.

An important factor in the growth of Wayne County schools was the Norfolk & Western Railroad. Beginning with the year 1886, the taxes obtained from this source did not much to help keep the schools in operation. From \$506.87 in 1886, these taxes increased the teacher's fund II7 by gradually growing amounts until in 1912 it reached the sum of \$25,089.44. The Building Fund II8 profited by various amounts from \$317.41 in 1886 to a peak of \$11,012.54 in 1909. Wayne county was not an industrial county. Therefore, the valuation II9 was never high enough to supply the funds necessary for good schools. For that reason the railroad taxes were an important item in the growth of the Wayne County school system.

II6. Personal recollections of author, who taught in the Crum school in 1940-42.

117. Table XVI, p. II0.

118. Table XVII p.111

119. Table XXIII, p. 120.

When we consider the status of the school teacher, we must take into account the education, professional training, experience teacher improvement, and salary of the teacher. When the Legislature established the public school system in West Virginia in 1863, and again in 1866, it set up standards in education with teacher's salaries in proportion to the education and training of the teachers.¹

All certificates were to be granted according to the results of an examination, and no college diploma could be substituted for this examination. There were to be five grades of certificates. The number one, or first grade, was issued to the teacher who was out-standing, accomplished in every respect. The second grade was issued to the "good teacher". The third grade meant a medium teacher, one who had ordinary abilities and qualifications. The number four certificate was given to the teacher who was below medium not very good, and this certificate was not to be issued to any one teacher more than twice. The number five was for an indifferent teacher, one who might teach, but whose

1. Acts of the West Virginia Legislature, 1863 (Wheeling: John Frew, Public Printer, 1863) pp. 245-263.

services were considered as worth but little to the educational effort. ^A number five was never to be granted to any teacher more than once.²

After a teacher had been granted three number one certificates, he was eligible to receive a life certificate, called a professional certificate, valid throughout the state.³

~~In~~ the first year of Wayne county schools, 1865-66, there were eight teachers who held number one certificates. The following year, there were nine. For the first twenty years of the school system the number of first, second and third grade certificates was close.⁴

Until 1881 the actual salaries of the teachers with the different kind of certificates were not given; but the general average ran from thirty-four dollars in 1867, down to twenty-five dollars and thirty-nine cents in 1881.⁵ These salaries were provided by the levies laid by the boards of education of the several districts, and the portion of state funds allotted to each district.

2. Loc. cit.

3. Loc. cit.

4. Table VI, p.97

5. Table IX, p. 103.

In 1873 an Act was passed providing for a County Board of Examiners , to be composed of the County Superintendent, as President and two experienced teachers appointed by the presidents of the District Boards of Education. This board would prepare the examinations and conduct them, and issue certificates. Number one certificates were to be issued, also, to to normal school graduates. Professional certificates, good for life, and valid all over the state, were granted by a state Board of Examiners.⁷

In the year 1879, the standards for the first, second, and third grade certificates were as follows:

Number 1,	from 87% to 100%
2, "	77% to 87%
3, "	67% to 77%

Normal diplomas and professional certificates were to be ranked for purposes of compensation, with the number one certificates. In that year, Wayne County issued thirty-six number one certificates, forty-seven, second grade, thirteen third grade, and only four number four certificates.⁸ Each of these was good for one year, regardless of grade, with the exception of the professional certificates, which were good for life. Provision was made

6. Acts of the West Virginia Legislature, 1873 (Charleston: Henry S. Walker, Public Printer, 1873), p. 398

7. Ibid., p. 401

8. Table VI, p. 97.

Provision was made four years later for the issuance of a four year certificate to people who had been teaching in the county for three years, and had held none other than number one certificates during the three years, and had taught successfully in the County for at least one term in each of these three years. Other requirements for these certificates were that they should obtain by examination an average of not less than 90% on the different branches and should not fall below 75% on any one branch, and should obtain not less than 25% on the art of teaching.⁹

Although provision had been made for State certificates in 1887, no teacher holding such certificate was employed in Wayne County until 1892.¹⁰ These state certificates were of two kinds, first-class and second-class. The first class was good for twelve years, with the privilege of re-newal. The second class was good for six years, and carried the privilege of becoming a first-class certificate at the end of six years if the holder had taught four years under it. These examinations were held, one in each year, by a state board of examiners composed of four persons, one from each Congressional District.

11. Acts of the West Virginia Legislature, 1887 (Wheeling: John Frew, Public Printer, 1887), p. 201.

12. Acts of the West Virginia Legislature, 1893 (Charleston: Moses W. Donnally, 1893), p. 77.

13. Ibid., 1901, p. 155.

They demanded no increased salary, but they were valid anywhere in the state.¹¹

The following year, teacher's salaries were adjusted according to the kind of certificate. A number one was to receive not less than twenty-five dollars; a number two, not less than twenty-two dollars; and a number three not less than eighteen dollars per month. The board might pay more than these salary figures, but these were the minimum.¹²

These salaries were again raised in 1901. A teacher holding a number one certificate was to be paid not less than thirty dollars a month; a number two, not less than twenty-five dollars; and a number three not less than eighteen dollars per month.¹³

No record has been found showing that any experience was taken into account in grading the teachers of West Virginia until after the year 1881. From that year to 1900, few women taught longer than five years. The numbers of men and women were about equal for the first year, but the number of women teachers began to

¹¹. Acts of West Virginia Legislature, 1887 (Wheeling: John Frew, Public Printer, 1887), p.201

¹². Acts of the West Virginia Legislature, 1893 (Charleston: Moses W. Donally, p. 77.

¹³. Ibid., 1901, p. 155.

fall off somewhat during the first five years. After five years there was a decided drop, and few continued teaching longer than ten years.¹⁴

The Wayne County teachers at that time had received but little professional teaching. A few had attended normal school, but none had received a college degree, a standard normal, or a short course certificate, and but few had finished high school.¹⁵

The Legislature of 1891 abolished county examinations for teachers, and provided for uniform examinations, to be under the control of the state superintendent, and to be administered by the Board of Examiners for the County. The grades necessary for these certificates were:

Number one, valid five years, an average of 90%, with no grade lower than 75%.

Number two, a three-year certificate; an average of 80% and no grade less than 70%.

Number three, an average of 70%, with no grade less than 60%. The third grade certificate was valid for only one year, and was issued only twice to any one teacher.¹⁶

14. Table XI, p. 105

15. Table XVIII, p. 107

16. Acts of the Legislature of West Virginia, 1891 (Charleston: Moses W. Donnally, 1891), p. 108.

In 1905 the Legislature increased the salaries to thirty-five dollars for a first grade certificate, thirty dollars for a second, and twenty-five dollars for a third grade.¹⁷ Three years later salaries were again forty dollars, thirty-five dollars, and thirty dollars for a number one, number two and number three certificates, respectively.¹⁸

The next increase in salary¹⁹ came in 1921. This increase affected eighty-five teachers who had number one certificates in Wayne County, ninety-eight who had number two, and eighteen teachers who had number three teachers.²⁰ The basic salary for the first grade became not less than eighty-five dollars for the second grade not less than sixty-five dollars, and for the third grade not less than fifty dollars. For the first time since the school system was founded in Wayne County, experience gave a financial benefit to the teachers.

¹⁶. Acts of the Legislature of West Virginia, 1891 (Charleston: Moses W. Donnally, 1891), p. 108

¹⁷. Ibid., 1905, p. 478.

¹⁸. Acts of the West Virginia Legislature, 1908 (Charleston: The Tribune Printing Co., 1908), p. 247

¹⁹. Ibid., 1921, p. 13.

²⁰. Table VII, p. 99.

For the second to the fifth terms an advanced salary of three dollars, five dollars, seven and one-half dollars, and ten dollars, respectively, were added. For the next five terms, fifteen dollars was added; and after ten terms, the increase was twenty dollars.²¹

A provision of the same Act affected the teaching personnel of the county to a great extent. After July 1, 1922, applicants for the first grade certificate should have had one year of high school work, and nine weeks professional work. After July 1, 1924 applicants for that certificate must have had two years of high school work, and eighteen weeks professional. After the first of July, 1926 the requirements for first grade certificates were three years of high school work and twenty-seven weeks of professional study. Until the first of July, 1922, first grade certificates, elementary, were good in all schools of the state, but after that date they were good only in elementary and junior high schools. These requirements forced many teachers out of service, and many others into high schools and normal schools as students.

The results showed in the next few years in the decreasing

21. Loc.cit.

number of first grade certificate holders employed, and the increasing number of standard, normal, short course, high school, and elementary collegiate certificates. 22. In 1933 more teachers forced either to quit teaching or to make better preparation for the work when third grade and emergency certificates were abolished. The second grade became valid for only two years. After July, 1935, no first grade was to be issued unless the applicant was a high school graduate and had thirty-two years of college credit, nine of which must be in professional subjects. 23.

After 1936, there were few teachers employed in Wayne county who held second grade certificates, and there was a great increase in the number of standard normal people teaching. 24.

Prior to 1900 the majority of teachers hired by Wayne County boards of education had less than five years experience. Of these teachers, a large percentage each year was teaching their first schools. 25 After 1915, the greatest number of teachers had five or more years experience. It was to be noted that women teachers were remaining in the profession for a greater number of years.

22. Table VII, p. 99

23. Acts of the West Virginia Legislature, 1933, p. 96

24. Table XVIII, p. 113

25. Table XI, p. 105

Before 1900 men were the best, experienced teachers; but later the line shifted, and the number of women with longer teaching experience equalled, and in the decade from 1930-1940, surpassed the number of men who had more than ten years of teaching experience.²⁶

This could be explained partly, by the continuing contract partly by increased salaries, and in part, by the changing conditions and world progress.

There was a decided change in the amount of training the teacher had in the years 1920 to 1940, as compared to their training during the first thirty years of public schools. Prior to 1900 only a few teachers attended normal schools. In the years 1915-1921, there were a few graduating from normal schools each year.²⁷ By 1921 the teachers had become interested in higher education. This interest was due, in part, to legislation making it necessary for an applicant for a number one certificate to have some high school work.²⁸ In that year there were seventy-two teachers who had two years of high school credit, and eighty-eight with some high school work but less than two years. In the following

26. Tables XI and XII, pp. 105 and 106.

27. Table XVIII, p. 113.

28. Acts of the West Virginia Legislature, 1921, p. 13.

TABLE 1.

SCHOOL BUILDING IN WAYNE COUNTY

Year	Frame	Brick Stone	Log	Built this Year	Number with Apparatus
1866			7		
1867					
1868	1		26	6	
1869	2		34	5	
1870	3		40	7	
1871	m. 3		45	5	
1872	2		57	5	
1873	2		55		
1874	3		63		
1875	3		68	5	
1876	3		68	5	
1877	4		73		
1878	7		69		
1879	7		81		
1880	10	1	82		
1881	14	1	82	3	
1882	15		84	5	16
1883	22		80	4	11
1884	29		79	6	16
1885	35		77	2	17
1886	47		62	2	
1887	53		65	3	43
1888	66		56	9	9
1889	69		53	6	1
1890	81		45	6	46
1891	90		35	7	6
1892	98		31	11	47
1893	105		27	2	
1894	109		24	6	
1895	117		18	7	67
1896	123		12	3	64
1897	135		6	1	
1898	131	1	11	4	
1899	134	1	11	4	
1900	136		6	5	

nc

NOTE: These figures were taken from the reports of the State Superintendent of Free Schools.

TABLE I (Continued)

SCHOOL BUILDINGS IN WAYNE COUNTY

Year	Frame	Brick Stone	Log	Built this year.	Number with Apparatus
1901	146				
1902	148				
1903	121				
1904	152				
1905	151				
1906	154				
1907	155				
1908	155				
1909	157				
1910	154				
1911	156				
1912	159				
1913	156			4	
1914	161			4	
1915	162			5	
1916	155			7	
1917	152				
1918	152			5	
1919	149	2			
1920	155	3		6	
1921	154	3		4	
1922	152	6		10	
1923	145	4		6	
1924	154	7		1	
1925	153	6		12	
1926	155	6		6	
1927	152	5		1	
1928	150	7		1	
1929	158	6			
1930	155	6			
1931	158	10			
1932	137	9			
1933	163	8			
1934	136	8			
1935	136	10			

TABLE I (Continued)
SCHOOL BUILDINGS IN WAYNE COUNTY.

Year	Frame	Brick Stone	Log	Built this Year	Number with Apparatus
1936	123	11			
1937	128	6			
1938	129	10		3	
1939	126	10		1	
1940	127	8		1	
1941	120	15			

1870, continued
James P. Weleman,
John H. Williams,

Number four certificate
Henderson Davis,
John Hodges,
Tennessee Hutchinson,
John Jarrell,
G.W.Kessinger,
William Napier
Walter Napier,
Morris Newman,
V.B.Prince,
S.V.Vonson.

Number five
Chris Chaffin,
James H. Donnaho,
Walter Queen,

1871

Number 1
S.H.Bancroft, Normal Student,
Joseph M. Burke, normal teacher,
Robert Coburn
Selona Holt, Normal student,
Mary Lewis, normal student,
America Mansfield, normal student
Burwell Newman,
John Romans,
Alex. McQuaie,

Number 2.
William Becklehammer,
John M. Blair,
George H. Burgess,
Thomas H. Cowan,
Henderson Davis,
Barbara Ferguson, Number 2-1/2
Elizabeth Elkin
C.E.Hally,
D.S.Henderson, Normal student,
Elizabeth Hensley, Normal student,
Emma L. Howard,
Fanny Hollenback,
A.E.Kendrick,
Columbia Mansfield.

WAYNE COUNTY TEACHERS 1870-1883

1870

Number 1 certificate

William Allen,
S. Haddie Bancroft
Washington Beckley,
Elijah T. Chapman,
Robert Coburn,
Emma Haynes
A.W.Laidley,
Taylor McClure
A.H.Melrose,
C.N.Prichard,
Richard Smith,
Reba White,

Number 2.

Hugh S. Adkins,
James D. Atherton,
H.H.Bancroft,
Callahan Beare,
William Becklehammer,
M.V.Chapman,
Mary Demars,
C.E.Hally
Fanny Hollenback,
Selona Holt,
Frank M. Keyser,
Andrew S. Lare,
Elisha McComas,
Burwell Newman,
Sarah A. Lawrence,
James Shipmen,
H.R.Stratton,
H.K.Stratton
Sarah Thornton

Number 3.

Louis M. Atkerson,
Henry C. Austin,
William B. Davis,
George W. Drown,
William Johnson, Jr.
Le Roy Newman,
Mary E. Sands,
J.M.W.Ross,
Samuel W.Ross
Daniel Vinson

WAYNE COUNTY SCHOOL SUPERINTENDENTS

1866-67 Burwell Newman
1868-69 Jos. C. Wheeler
1870-72 Charles B. Webb
1873-74 Alderson Workman
1875-76 J. H. Napier
1877-1878 Joseph M. Marcu,.
1879-80 C.F.Johnson
1881-83 S.W.Porter,
1884-85 W. A. Dean,
1886-89 L. Dickerson,
1890-91 G.W.Frazier,
1892-93 A.L.Peters,
1894-95 C.J.Hazard,
1896-99 Rufus Lester
1900-03 Lamech Adkins,
1904-11 L.G.Sansom,
1912-19 O.J.Rife,
1920-23 W.H.Peters,
1924-27 J.H.Beckley,
1928-34 H.F.Fry
1935-36 Frank E. Arnett
1937-44 M.J.Robinett
1945- Fred Carey

six years the number who were not high school graduates gradually grew less, and there was an increasing number of short course, normal graduates and college graduates. By 1939, there were fifteen teachers with Bachelor's degrees, and one with a Master of Arts degree. 29.

Teacher improvement was carried on by means of teachers' institutes, reading circles, and professional journals. Teachers' institutes were one of the oldest means of adding professional training to the teacher's experience. In the early days of the public school system, the superintendents urged teachers to attend the institutes for instruction in the management of the schools, the theory and art of teaching, and the better methods of class room instruction.³⁰

One of the chief difficulties in securing good attendance at institutes in the early days was the lack of good roads. In the winter many of the roads were impassable, even for riding horseback. There were no means of public transportation, and it was impossible for teachers to travel from twenty-five to fifty miles to attend a county meeting. Some teachers would have found it impossible to attend even the district meetings.

29 Table XVIII, p. 113

30 A part of the program for the Institute in 1899, Appendix, p. 121.

During the years 1870-1890 a few meetings in Wayne County were fairly well attended, and some superintendents reported that teachers were interested in them and made use of some of the instruction given them at the institute.³¹

In 1891 an Act of the Legislature provided for at least one institute to be held annually in every county and made attendance compulsory,³² unless the teacher had secured exemption. This exemption was granted to any teacher who had completed the graded course of institute work and the graded course of professional study, and passed an examination and obtained a number one certificate.³³ In 1903 the teachers were allowed \$1.50 a day for attending the institute, of which sum they were required to pay a one dollar fee when they enrolled.³⁴ From that time, the attendance problem became less. More teachers were willing to spend a week at institute, and of the number enrolled, there was a

31. Biennial Report of the State Superintendent of Free Schools, 1878 (Wheeling: W.J. Johnston, Public Printer, 1878).

32. Acts of the West Virginia Legislature, 1891),

33. Loc. cit.

34. Ibid., 1903, p. 105

higher daily attendance.³⁵ Soon, that week came to be regarded as the "high light" of the teaching year, for new games, new songs, new methods, new ideas, and new social contacts.

District institutes were to be held in each district of the county at least once a year, and teachers were to get pay for attending one day and were to count the day as taught.³⁶ In 1931 all institutes were abolished,³⁷ the need for them having decreased materially because the teachers doing more professional work in summer schools, and extension courses from colleges.

The records gave no statistics on teachers' reading circles except for the two years 1936 and 1938. Superintendent ~~L. G. Sams~~ som reported 38 reading circles in each sub-district in 1904, but did not show any results such as the number of books read, or the amount or kind of credit the teachers received. In 1936, there were fourteen reading circles in Wayne County, with a total of 125 professional books read.³⁸

35. Table XIV, p. 106.

36. Acts of the Legislature of West Virginia, 1907 (Charleston: Tribune Printing Co., 1907), p.247

37. Acts of the West Virginia Legislature, 1931, p.30

38. Report of the State Superintendent of Free Schools, 1904

39. Ibid., 1936, p. 315.

For the year 1938, there were thirty-five reading circles with 318 books read.⁴⁰

In the decade of the 1880s, teachers in Wayne County did not subscribe to professional journals to any great extent. In 1881 ten men and three women teachers subscribed for some professional material. These numbers dropped to two men and three women in 1884. The greatest number of ~~readers of school~~ journals was in 1897, in which year the number of men and women subscribers were seventy-three and thirty-six, respectively.⁴¹ The growing interest shown by 1900 was due probably to increased institute attendance and a gradually developing professional attitude. In that year the number of men subscribers was six times that of 1881, and the number of wome subscribers was six times that of 1881, and the number of women subscribers to educational journals in 1900 rose to fifteen times that of the 1880s.⁴² No records were available for the number of professional journals read later than 1900.

Before 1900 the teachers of Wayne County were beginning to make progress slowly in improving their education, and training in their profession. For the next twenty-five years this advancement continued, although at times the growth was so slow it seemed

40. Ibid., 1938, p.543.

41. Table XV. p.109.

42. Loc. cit.

to be of no importance. During the 1930s and the 1940s, however, the professional status of the Wayne County teachers rose at an encouraging rate, showing that a real interest in teaching, as a profession, was developing more rapidly than at any time during the former years. 43

43. Tables VII and XVIII, pp. 100 and 113.

FURTHER DEVELOPMENT OF THE WAYNE COUNTY SCHOOLS.

It is interesting to note the development of the school system of Wayne County along various other lines. When the schools were first established the subjects to be taught were reading, writing, arithmetic, and in some cases, English grammar, geography, history and physical science. In the first two decades of Wayne County schools, the subjects studied by the pupils were chiefly spelling, reading, writing, and arithmetic, with the stress on spelling. About the middle of the 1880s, the students began to be interested in written arithmetic, history, geography, and grammar.¹ In 1887 the Legislature made compulsory ² the teaching of the nature of alcoholic drinks and narcotics, and their effects on the human system in connection with the subject of physiology and Hygiene. And in 1907 an Act read:

In the first schools there shall be taught reading, orthography, penmanship, arithmetic, English grammar and language, United States history, state history, bookkeeping, elementary agriculture, physiology and hygiene, and in connection therewith, the nature of alcoholic drinks and narcotics, with special instruction as to their effect upon the human system. ³

1 Table XXII, p. 118.

2. Acts of West Virginia Legislature, 1887.

3. Ibid., 1907

A large number of children in Wayne County leave school before reaching the eighth grade. A gradual decrease was shown in the number of pupils enrolling in the first grade and the eighth. In 1919 there were enrolled one thousand, twenty males in the first grade, but only one hundred, eleven in the eighth. In the next year 1447 enrolled in the first grade, but ~~there were only 142~~ enrolled in the eighth.⁴ Of the children entering the first grade in any year in Wayne County, only from 10% to 1% reached the eighth grade.

Another interesting item was the method of maintaining discipline in our early schools. Often teachers were chosen for their ability to use the rod, and thus make the children afraid to do any mischief. The height of corporal punishment for the years listed came in 1908, with one thousand, thirty males and two hundred, fifteen females receiving correction by that method. The greatest number of pupils were dismissed, or suspended during the 1890s. The number of cases of people neither absent, nor tardy was a small percentage, as compared with those to whom corporal punishment was administered.⁵

—T—
4. Table XIII, p. 107.

5. Loc. cit.

There was no record of any libraries until 1889. They grew slowly until the end of the first decade in the 1900s, after which time the growth was more rapid.⁶ In 1938 and 1939 the school libraries in the county had one and seven tenths books per pupil and a total of 118 reference sets.⁷

The first record of transportation of school children in Wayne county was in 1930, in which year 308 school children were carried at a cost of \$3,120, and a daily cost of \$.063 per child. During the years 1934 to 1938 inclusive, this cost per pupil was almost three times the cost in 1930. The number of pupils transported in 1938 were 1,581, or an increase of more than five times the number using the buses in 1930, while the cost had dropped to \$.127 for each child, or approximately twice that of 1930.⁸

A partial record⁹ of the cost connected with transportation showed that for the years 1937, 1938, and 1939 the cost of gas and oil was approximately \$8,000.00 each year. In 1937 repairs to

6. Table XIX, p. 114.

7. Biennial Report of the State Superintendent of Free Schools 1939-40), pp. 134-135.

8. Table XX, p. 116.

9. Table XXI, p. 117.

repairs to busses amounted to \$12,339.34. The total salaries paid to bus drivers had grown to \$14,168 by 1942 ¹⁰ These figures helped to explain the increasing cost of the school system in Wayne County. This increased cost was necessary to accommodate the larger number of pupils who were using the busses to travel to school each year. From the 308 children carried in 1930, the number had grown to 2219 in 1942, or more than seven times the number transported in 1930.¹¹ Consolidation of the smaller schools and larger enrollments in the high schools of the county were factors in the increase.

Various activities in the schools were added in the 1930s, such as reading circles, Four-H Clubs, Thrift Clubs, West Virginia Clubs, and Parent-Teachers Associations. In the six years from 1933 to, and including 1938, the extent of these activities were as follows: ¹²

Year	Number pupils in reading circle	Number of Four H Clubs	Number of Thrift Clubs.
1933	8	7	9
1934	407	7	3
1935		7	3
1936	809		5
1937	895	7	12
1938	4477	15	16

¹⁰ Table XXI, p. 117.

¹¹ Table XX, p. 116.

¹² Reports of the State Superintendent of Free Schools, West Virginia.

The number of West Virginia clubs, and students enrolled in them were: 13

Year	Number of Clubs	Number enrolled
1931	11	173
1932	13	236
1933	4 (new)	190
1934	2	134
1935	4	119
1936		522
1937		501
1938		1256

The Parent Teacher's Association was not a student activity, but its work was important to the schools. Below is a partial record of the PTA. and its work in Wayne County for the years 1933 to 1938, inclusive: 14

Year	No. Members	No. Associations	Amount by public entertainment.	No. Hot Lunches.
1933	66	2	\$ 97.50	134
1934	213	11	1135.19	50373
1935	674	10		
1936	695	15	691.79	62356
1937	771	17	2598.50	308
1938	1545	35	1967.24	1652.

These activities were added and developed as rapidly as transportation, funds, and other facilities made it possible.

13. This list, made from reports of the State Superintendent of Free Schools of West Virginia.

14. Loc. cit.

CHAPTER V.

TAYLOR BASCOM McCLURE, WAYNE COUNTY EDUCATOR.

One of the most outstanding controbutions to Wayne County education was made by Taylor Bascom McClure I, who was born in 1847 in Lawrence county, Kentucky, the youngest of seventeen children. He attended the common schools, and later entered West Virginia University, where he was graduated in 1873. While he was at the University his aim was to be a lawyer; but when he put himself to the test he realized he would never succeed as a lawyer. These are some of the questions that caused him to decide to give up law:

Suppose you were called upon to defend a criminal of the worst sort--to turn him loose upon society again--to know him guilty, yet argue that he was innocent--could you do it?

Suppose a man comes to you and wishes to foreclose a mortgage which would turn a widow and her children out of their home--could you do it?

He decided that he could do more good in the teaching profession than in the law; so he gave the rest of his active life to that work.

He had already taught his first term of school before he

1. The Charleston ~~Daily Mail~~, August 2, 1925.

2. Loc. cit.

entered the University at Peck's Chapel, Kentucky, in 1866. The following spring he entered a business school at Meadville. During the winter of 1868-69 and the following year, he was a student at West Virginia University. In 1870 he taught a summer term of school at Garrett's Chapel, in Wayne County. The term of 1870-71 he was at Ceredo. The next two years he continued his studies at the University, where he was graduated in June, 1873. He then taught at Louisa, Ky. for three years, after which time he spent two years teaching in Catlettsburg, Kentucky, followed by one year's teaching at Marshall College. The following year he rested from school work, giving his attention to a timber project in which he was interested in Wayne County.³

Mr. McClure was best remembered for his work in Oakview Academy in Wayne, where he taught for thirty-four consecutive years. On September 11, 1882, he opened his first private school there, in which he accepted students of all ages, from the first grade to college preparatory. He did all the teaching, himself. While he was hearing the primary pupils "recite", the more advanced pupils were studying quietly in another part of the room. Then the little folks were sent out to play or into another room for

3. The Charleston Daily Mail, August 2, 1925.

some extra work under the supervision of one of the older students, often one who was planning to teach. Then, one by one, the other classes were "called up" to the recitation bench for their period of testing, explaining, and questioning, while the students who were not in class prepared their work for the following day.

Oakview Academy was a rather small, oblong, three-room white frame building on the hill at Wayne. The first room was a sort of entrance and cloak room. The second was a large room, where the classes were held and where the entire school assembled. The last was a smaller room at the far end of the building. Each end room had two doors opening into the large, middle room, placed directly opposite each other so that they might be used in marching. Two or three times a week, and sometimes every day, the students went through a routine of marching, followed by calisthenics in time to music. From the stand-point of health, these exercises were to stimulate deep breathing, encourage good posture, and help build muscle. They could be considered, also, one of the first attempts at teaching rhythm in the schools. Comfortable chairs were grouped around tables for the pupils' convenience in studying. A large coal heater near the center of the room

furnished warmth in the winter. The teacher's desk was in the front of the room. Directly in front of this desk, a recitation bench was placed so that the students were seated facing the teacher, with their backstoward the rest of the room while their class was reciting.

A barn with stalls and feeding racks was built near the school for the convenience of the students from the surrounding country who rode horse back to school. Many of these pupils, with their books, and the noon feed for the horse in a sack thrown across the saddle, rode several miles each day in all kinds of weather in order to take advantage of this opportunity for an education.⁴

In 1916 Mr. McClure went to Buffalo Creek, where the new Ceredo District High School was organized in that year. He taught again the following year at Oakview, but this year he had only one class--high school freshmen. After that, he rested several years until 1922, when he was elected as teacher in the newly established Wayne High School. His last teaching years were spent there.⁵

When he began teaching school, "teacher was a masculine noun. All Sandy Valley was mildly shocked when somebody employed a woman to teach school in place of a man who was in the war. She was hired again, and thus it was demonstrated to West Virginia and Kentucky that "schoolmarms" were as good as the best of them. Professor McClure credited the civil war with "liberating women in this country from the shackles of man-made opinion that 'women cant do nothin' nohow but look after the house'." When women invaded the schools, they looked about them and took other

fields by storm, he said. 6

When he was asked about his theories of teaching, Mr. McClure said:

Teaching is the awakening process. The pupil must be led to see his possibilities, and to make life better around him. The teacher should be far seeing and see how his boys and girls can be more useful. I think teaching is greater profession for accomplishing good than any other--much greater, even than the ministry. The teacher has the child in school five days a week. The teacher and the parents make the boys and girls.⁷

He was noted for his strict discipline, and the thoroughness with which he required his pupils to do their work. His pupils say he was truly a "school master". In own school he believed in "lopping off the dead branches" of the classes so

6. The Charleston Daily Mail, August 2, 1925.

7. Loc. cit.

the whole tree could prosper; but he used every means to keep in school pupils with possibilities. Some of these means were ~~xx~~ unique. In his long career of helping boys and girls break away from the traditional rut of their tribe, this is one fair example:

A certain young man who since became widely known in this state came to Oakview, and failed. He came again and flunked out. The boy was capable, and Professor McClyre knew it, but his attitude toward things educational was not right. The teacher entered into a conspiracy with the boy's father; and, as a result, the lad found himself in a tan bark job which worked him to the limit of endurance for several months. The boy decided to get an education and leave the hills. When he came back to Oakview, he was a star student, and remained so through college.⁸

In 1933, the National Education Association offered Mr. McClure position number two in a series of twenty-five portraits of veteran teachers who have made out-standing contributions to American educational progress. The Association⁹ offered to

8. The Charleston Daily Mail, August 2, 1925.

9. The Wayne County News, September 6, 1934

pay half the cost of the portrait to be placed in its hall of fame; and the remainder of the amount was raised by Herman Dean, publisher of the Wayne County News, who invited former students to contribute one dollar each.

His former students are widely scattered all over the United States. Their number who have made good are legion, and many among them have reached positions of the highest honor in the country. Perhaps the most notable of his accomplishments ~~of~~ have been with the boys and girls of the remote sections of the country, who have had no opportunity or, incentive to "get out of the rut" without the encouragement given them by "Professor" as he was often called by his students.

His teaching came at a time when schools were few, when there were no roads, busses, or any of the later conveniences which pupils now enjoy. Truly, his contribution to the advancement of Wayne County education was one of the most remarkable and outstanding of all time.

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