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## MS 76 Box 3 Notebook 9 - Schools of Cabell Co., no. 2

Fred Bussey Lambert

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MS 76  
BX 3  
NBK 9

Schools of Cabell Co.  
No. 2

~~Barboursville "Battle"~~

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MS 76  
BX 3  
NBK 9

1840

Notes from Report of Second Auditor  
One or two of the reports recommend  
that compensation be allowed to  
the school commissioners for the  
labour and expense of attending  
to the duties imposed upon them.  
However favorably such a measure  
might operate, in a few cases,  
in securing the faithful per-  
formance of the very light  
duties generally speaking, per-  
formed by the commissioners  
under the present laws, it is  
certainly inconsistent with the  
benevolent character of the sys-  
tem, and would be destructive  
of one of its finest features.

Some one had suggested  
that while many of us love  
our country, we love money  
better. (Not so.)

"Our school system is a  
purely philanthropic character  
having been established for the  
sole system purpose of benefiting  
the necessitous portion of our  
fellow citizens, and it can only  
be effectually sustained by the  
rejection of sordid or selfish  
considerations."

## Education and Literary Fund.

p. 42, 43. 1859

The literary fund has been increased nearly \$200,000, and the permanent investments will soon be two millions of dollars. The interest upon this will be about \$120,000; and the whole capitation tax being devoted to the common schools, the funds for education now to be annually expended, are little short of \$250,000. Surely some considerable portion of this can be appropriated in an increase of the annuities to the university and military institute, and other annuities may be given to the colleges, and to the professional and high schools, without diminishing the bounties to the common schools.

I recommend:

For the university, - - - - -	\$25,000.00
For military institute, - - - - -	10,000.00
For medical school at Richmond, - - - - -	5,000.00
For ten colleges, - - - - -	30,000.00
For one hundred high schools, - - - - -	<u>40,000.00</u>
	110,000.00
For common schools, - - - - -	<u>120,000.00</u>
	<u><u>\$230,000.00</u></u>

This the funds can afford annually, leaving a contingent fund to be invested if not expended, and the common school fund, larger than the sum which is now actually applied to them.

I earnestly appeal to the general assembly not to permit the present abuses of the common school expenditures to continue; and not any longer to refuse some liberal amount of patronage to our higher grades of instruction.



DOC. No. VIII.

SECOND AUDITOR'S REPORT

of the State of

THE LITERARY FUND FOR THE year

p. 22, 1854,

Cabell.--The board reports that the means at their disposal are inadequate for the education of all the indigent children in this county.

The commissioners acknowledge that in many respects they have failed to perform their duty, but promise in future to be more attentive.

Commissioners--P. C. Buffington, Thos. Brandon, Thos. Thornburg, Henry T. Samuels, John Morris, J. S. Wilkinson and William Hinchman.

Superintendent--Thos. Thornburg.

## Notes from Dr. Ambler.

- p. 1 - Most of the early Teachers of Virginia were "English and Scots candidates for Orders, and were thus well prepared scholastically, and the few indentured servants among them were equally well prepared.

"It mattered not that most teachers used teaching only as an avocation. Some of them became so engrossed in it that they gave their lives to it, and many private schools developed established by them developed into common schools, and, in some cases into academies."

Private schools had a tendency to develop into common schools serving planters as well as their retinues of overseers.

Artisans, and professionals as well. Employers sometimes permitted their tutors to supplement their incomes by taking children from neighboring plantations.

Private schools were independent of both Church and State.

Written contracts were primarily for the protection of the employer. They provided tutors with "meal, drink, lodging, and washing" for a certain time - usually a few months, at most.

Subjects required - reading, writing and arithmetic - sometimes subjects of the Latin grammar school.

p. 2 The common school was known everywhere as the "old field school" - not connected with charity. They were built by the people for schools, and were often used for church services - sometimes used for sheds for cattle and horses, during seasons when not used for school purposes.

The writer has seen four of these early log school buildings - the only one at Lesage, at the foot of Deer Run Hill. Built about 1846-8. etc.

The three R's - "Reading", "Riting",  
and "Rithmetick".

p. 3. A "long period of fighting  
and politics occupied chief  
attention and occupied and  
resulted in neglect of formal  
education". Many illiterates -  
perhaps one half the population -  
War of 1812, etc.

p. 4. Nature was an effective  
Teacher. Strong minds in strong  
bodies. Wits sharpened.

A teacher's contract.

Some teachers well educated  
Others depended on their strength  
and skill in wielding the rod.

Early teachers were often  
preachers - thus well-educated.  
They were often dressed in the  
typical garb of the pioneer -  
hunting shirt and moccasins.

Revenues - Cabell County  
Tax Year 1875, arising on Lots,  
Land and other property  
Houses and Lots \$18.57  
Lands 4714.19

Slaves at 80¢

No of slaves 191, \$152.80

Horses --- 532.85

Studs --- 61.50

~~Mills of different~~  
descriptions

Giggs ---

Slages & Phaetons ---

Coaches ---

~~Mills of different~~  
descriptions 18.62

Toll Bridges & ferries 3.57

Tan yards ---

Printers ---

Coal pits ---

Free negroes &

Mulattoes ---

Tax on attorneys \$66.66

Physicians & surgeons ---

Apothecaries & Druggists ---

Houses of Private Entertainment  
\$37.73

Tobacco, screws,  
and presses ---  
and prizes ---

Vendors of Lottery Tickets	—	—
Hawkers & Dry Goods	—	—
Peddlers in Inn & Bowler	—	—
Exhibitors of Public Shows	—	—
Licenses to Auctioneers	—	—
New Taxes - 17 slaves	—	—
at 50¢	—	(8 50
Call		\$ 138.00
Livery stables	—	—
Public stages	—	—
Houses in the country	—	—
exceeding \$500	—	—
Ice house	—	—
Clocks		\$ 2.26
Bureau Secretary or		
Bookcase		
(Mahogany .50		
Chest or drawers with		
or without desk 25		
Bedstead at 25¢	—	—
Bureau, Secretary or		
Bookcase, other		
than mahogany 8.25		
Dresser drawers with or		
Desk 12.00		
Wardrobe or clothes		
press	—	<del>09.00</del>
Settees or sofas	—	—
Chairs	—	—
Carpets	—	—
Curtains	—	.60

Venetian blinds — —  
 Portraits in Oil — —  
 " " Crayon — —  
 Pictures, prints, or engravings 20¢  
 Mirrors & Looking glasses \$1.00  
 Pianoforte, harpsicord  
 pianos, or harp — —  
 Silver, gilt, or punchbeck  
 watches 8.58  
 Gold watches — — 4.00  
 Silver urn or coffee pot — —  
 Silver Tea pot — —  
 " candlestick, lamp, etc. — —  
 " pitcher or tankard — —  
 Plated urn coffee, or teapot .19  
 " candle sticks  
 Cut glass candle sticks  
 " lamps, etc.  
 Cut glass decanters,  
 pitchers, etc. 5¢

Totals \$5547.56  
 (5547.20)

(above from Journal of  
 the House of Delegates)



A State of the Revenue Tax. for the  
year 1814, arising on land, Slaves  
and other property.

Cabell County,

Lots 811.55  
Land 212.06  
Slaves 127.98  
Horses 36.70

Studs — —

Coaches, etc — —

Chairs .67

Toll bridges

and ferries 14.63

Tobacco stemmers 310.00

Apothecaries &

Druggists 60.00

Physicians & surgeons 75.00

Licenses to Attorneys 50.00

Free negroes & mulattoes 217.50

Total 13413.45

For some reason, the above  
doesn't total correctly.

(From Journal of the house  
of Delegates 1815. Not  
paged)



From the Governor's Message  
and accompanying documents 126-  
(Doc. No. 1 p. — followed by  
Doc. No. 8,

"A Report or Abstract <sup>Statement</sup> of  
the various Returns made to the  
Auditor of Public Accounts  
by the Clerks or Agents of the  
Overseers of the Poor  
Dec. 18-30, 1829 -

Cabell Co.

Patrick Keenan, Clerk

Period Covered, 16 years 1814  
to 1829

Annual average no. of  
paupers — — — 7

Free colored paupers — —

Annual average expens  
es to the county 185.26  
Donations — —

No statement of com-  
missions or other charges.  
No poor house in the  
County.

13.  
p. 19 Abstract of School Commissioners' Reports, for the year, 1825  
Recd between 30th Sept. 1824,  
and 1st October, 1825

Cabell Co.

no. of schools 7.

no. of poor  
children in Co. 60

no. of poor chil  
dren sent to school 36

Rate of tuition of  
each scholar, per  
annum \$8.00

Am't. expended for  
tuition, books, etc \$64.00

( School Commissioners made  
no report, for 1824. (or  
1825, in this volume)

In Various Reports, etc. Published  
by the President and Directors  
of the Literary Fund for 1817,  
p. 13 - An excerpt from a

letter of Thomas Jefferson, dated  
Sept. 7. 1814, to the late  
Peter Carr. Mr. Jefferson said:

"It is highly interesting to our  
country, and it is the duty of  
its functionaries, to provide that  
every citizen in it should  
receive an education propor-  
tioned to the condition and  
pursuits of his life. The mass  
of our citizens may be divided  
into two classes, the laboring  
and the learned. The laboring  
will need the first grade of  
education to prepare them  
for their pursuits and duties;  
the learned will need it as  
a foundation for further ac-  
quirements. A plan was forme-  
ly proposed to the Legislature  
of this state for laying off  
every county into hundreds or

Wards of five or six square miles of square, within each of which should be a school, for the education of the children of the ward, wherein they should receive three years instruction gratis, in reading, writing, arithmetic as far as fractions, the roots and ratios, and geography. The Legislature at one time tried an ineffectual experiment for introducing this plan, which having failed, it is hoped they will one day resume it, in a more promising form."

## 2. General Schools

"At the discharging of pupils from the elementary schools, the two classes separate; those destined for labor will engage in the business of agriculture, or enter into apprenticeships to such handicraft arts, as may be their choice; their companions, destined to the

15

pursuits of science, will proceed  
to the College which will consist  
1<sup>st</sup>, of General Schools; and  
2<sup>nd</sup>, of Professional Schools.  
The General schools will con-  
stitute the 2<sup>d</sup> grade of  
education."

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p. 18, 19, 20, etc  
Report of the President and  
Directors of the Literary Fund,  
to the General Assembly, in  
December, 1816.

p. 21

### Primary Schools

"The object of these, is, to have a school so convenient to each citizen, that his children shall be taught, at least, the rudiments of learning. It would be a melancholy reflection, if a single youth of our country, should, from poverty, be deprived of every ray of knowledge — And yet, how many hundreds, of perhaps the first geniuses of our land, are condemned to grope out their lives in a state of intellectual darkness. To obviate this calamitous state of things, must be the object of the Primary Schools. If resort is had to extent of territory, it will frequently happen, that the population will be so sparse

in some parts of the State,  
that a school will not be  
useful, in particular limits.  
If population be the rule,  
without regard to Territory,  
then that population <sup>may</sup> ~~will~~  
be so dispersed, that a  
sufficient number of pupils,  
will not be obtained, within  
a convenient distance. It  
would perhaps be better,  
to have regard both to  
territory and population, in  
assigning the number of  
schools, and to ~~invest~~ a  
discussion, to a certain ex-  
tent, in the trustees to be  
appointed for the regulation  
and management of those  
schools, as to the proper  
position for them. It is expect-  
ed that the ~~of~~ Primary Schools,  
will be, in part, supported by  
~~pupils~~ persons who are in  
circumstances to pay for the  
schooling of their children; and  
that it will be only necessary

to appropriate a certain proportion of the salaries of the teachers, out of the Literary Fund. In the Primary Schools, it is supposed, that the rudiments of learning only are to be taught, which will comprehend reading, writing, and common arithmetic. Boys when well grounded in these, will be prepared to be sent to the Academy.

(Here he makes recommendations to the Legislature for the organization of such a system, including, of course, academies, colleges, etc.)

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14

Abstract of Accounts of  
Treasurers of School Com-  
missioners received between  
Sept. 30, 1830, and Oct. 1, 1831.

Cabell County:

\$ 498.50,	amts. in hands
<u>232.50</u>	paid
751.66	Total amt of debits
246.91	expended in tuition
18.88	" " books
141.84	Compensation <del>of clerks to</del> Treasurers and Clerks of School Coms, Clerks of Courts, etc.
280.63,	Total amt, of credits.
470.43	Balance in hands of school treasurers - Sept 30, 1830 1831, to be accounted for

## I.

Abstract Of School Commissioners  
Reports for the year 1830,  
Received between 30th September,  
1830, and October 1st, 1831.

Cabell Co

7 - No school commissioners  
18 - No. common schools at-  
tended by poor children  
250 - No. poor children in  
the County.

183 - No. poor children sent  
to school.

6387 - Average No. of days  
attendance of poor  
children, at school

35 - " " "

34-42 Rate of tuition per  
diem.

\$1.53 Average amount  
paid for each child  
including all expenses.

Ex penditures in 1830,  
for tuition and other  
\$280.62 expenses.

Second Auditor's Office, 3d December,  
1832

To the General Assembly of  
Virginia p. 3 of Report

"Incontestible evidence is afforded  
by this document, that through  
the medium of the common schools  
of the state, great progress has  
been made within a few years  
past, in the extension to the  
indigent portion of our com-  
munity of a certain degree  
of instruction in reading, writ-  
ing, and arithmetic; instruction  
which, however, imperfect and  
inferior when compared with  
that which is afforded at  
Seminaries of higher ~~learning~~  
grades, is nevertheless of most  
lasting importance to the future  
posterity and happiness of the  
destitute class of our fellow-  
citizens. Not only does it enable  
them to acquire a degree of  
information calculated to advance  
them more speedily and effect-  
ually, in the peculiar and hum-  
bler walks of life, to which they  
may be assigned, and to transact  
matters of business, with a

12  
knowledge of what they are doing; not only does it open the way to distinction in politics, literature, science, and arts, for all of them who possess extraordinary ambition, genius, or industry, but it unfolds to the commonest capacity, the pages of sacred history, an observance of whose precepts, will assuredly make them virtuous, useful and honorable members of society."

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"The district free school system, for which the provision was made, by the act of February, 1829. has not been attempted by any other countries than the three reported in the last session of the General assembly, viz: Franklin, Monroe, and Washington."

Abstracts  
Of  
Accounts of Treasurers  
Received between Sept. 30, 1831, and  
Oct. 1, 1832

Cabell Co.  
\$470.43 - Amts. in hands of school  
Treasurers between dates  
341.37 School quotas paid  
\$811.80 Total debits  
393.18 Expended in Tuition  
10.00 " " Books.  
18.27 Compensation for Treasur-  
ers and Clerks of School  
Commissioners  
\$21.45 Total credits  
300.25 Balance in the hands  
of school Treasurers.

Abstracts of School Coms. Reports for  
Year 1831, Recd bet. Sept. 30, 1831,  
and Oct. 1, 1832.

Cabell Co  
7 No. school coms.  
35 Common schools attended by poor ch.  
400 No. poor children  
276 No. " " sent to school  
10512 Aggregate No days  
38 Average "  
3 3/4 % Rate of tuition per day.  
1.52 Ave. amt. paid for each child including  
all expenses  
421.45 - All expenditures total - for Tuition  
etc.

Report of Library Fund 1833.

Abstract of Account  
of Treasurers of Sch. Coms.  
from Sept. 30, 1833, To Oct. 1, 34  
Cabell Co. (for 1833)

450.96  
311.37  
792.33  
182.20  
12.00  
13.05~  
207.25~  
585.08

---

Abstract of School Coms.  
Reports, for 1833, Recd bet.  
Sept 30, 1833, and Oct. 1, 1834.  
Cabell Co

7 Coms.  
14  
200  
86  
4784  
56  
3 3/4  
2.41  
207.25~

---

Report  
Second Auditor's Office  
5th Dec. 1836

To the General Assembly of Va.  
Excerpts. (for 1836)

Duty of School Commissioners:

School Coms. should visit schools  
several times each year, and should  
ascertain

No of poor ch. in their district  
sex, and age. &  
condition of families.  
Assign ch. to schools.

To impress parents with  
school importance  
and overcome their  
prejudices.

3. Try to establish schools  
at convenient places.

Find out whether Teachers  
have proper qualifications  
and are of good moral  
character.

4. Give notice to pupils  
who deserve favorable  
mention, thus influence  
indolent to do better  
and encourage increase  
attendance.

5. Attend Annual meeting.

cont.  
Since men trained in colleges  
will not often teach in such  
schools, better pupils should  
be selected, agreements made  
with them to teach or super-  
intend schools. Many will  
not do so, but, no doubt  
some will do so.

It would be offensive  
to propose pay to coms. for  
such services, but they should  
be paid for attendance at  
annual meetings if they  
have actual expense.

The fundamental instruc-  
tion which it is the  
expressed intention of the  
law to afford ~~teachers~~ to  
the children of the poor,  
to-wit, reading, writing,  
and arithmetic, will be  
a sufficient qualification  
for the transaction of  
all matters of business, in  
which the greater part of  
them will ever be concerned.

And, at the same time, it  
will afford to youths pos-  
sessing genius, industry,  
and a virtuous disposition  
an opportunity of rising by  
their own efforts, to a



high degree of estimation and respectability in society; if not, to the most exalted offices of the country. To the female children, upon whose education and principles so much depends, this degree of instruction holds out equal advantages."

School books are often sold at retail and at exorbitant prices. They are scarce.

The state should buy them direct from publishers, at wholesale - their funds would be sufficient. The mode of procuring them is wasteful.

pupils should not have to borrow of neighbors.

Better books would be obtained thus.

"The system of district schools, provided for by the Act of 1829, does not appear to be extending!"

Abstracts of Accounts  
of Treasurers of School  
Coms. 1835-1836

Cabell Co. 1835

8550.83

557.68

1111.57

357.90 - Total disburse  
ments

759.61 Bal. in hands  
of School Treas.

---

Abstracts of School Coms.  
Reports for 1835.  
Cabell Co

20

200

162

8456 Aggregate days attend.

4c

---

357.90 - Expended.

Abstracts of Accounts  
of Treasurers of Sch. Coms.  
Sept 30, 1836 - Oct 1, 1837  
Cabell Co.

769.61  
548.40  
1358.01  
323.37  
— to Academies  
1034.64 Bal. in hands  
of School Treas.

---

Abstracts of School Coms.  
Reports for 1836-1837  
Cabell Co

23	No. com. schools
200	No poor ch.
155	No. " sent to sch.
7652	Aggregate days
104¢	Rate of tuition per day
323.27	— Expended for tuition & all expenses.

---

Only Smyth & Washington  
Counties appear to be oper-  
ating District Free Schools  
(under Act of 1829)

Campbell, Franklin &  
Monroe seem to have  
discontinued them.  
Cabell Co, made very short report

Second Auditor's Report for 1857  
to the Legislature  
p 8 & 9

The following are the principal points of duty, which appear to be generally neglected, viz.

1. The failure of the district coms. to "register and report to the Superintendent, the 'number, names, ages, and sexes' of the indigent children in their district between the ages" of 8 and 18 (Code Ch. 81 p. 372). If this duty were faithfully performed, they would know the actual condition of every poor family, in their district — then the most destitute would be favored, and "the children of many, who can only by a stretch of imagination liberality be called indigent, consume a considerable part of the fund, intended in the first place, for the truly indigent."

2. Failure of dist coms. to make proper reports.

3. Their failure to visit schools, &c. learning about the teachers' fitness, their methods, &c.

But improvements are noticed.

Poor and indigent children  
are kept at home to work.  
J. Brown Jr. Second Auditor

Second Auditor Wm. L. Jackson's report  
to the General Assembly, of Literary Fund  
Doc. 8 p. VI

In part, he said:

In documents L. and M. will be found  
the operation of the district free schools.  
There are but nine counties and  
two towns acting under this system.  
The primary system is limited to  
the instruction of the indigent chil-  
dren of the commonwealth, and for  
that purpose ~~works~~<sup>is</sup> well adapted  
and works beneficially. The district  
free school system is designed  
to educate all classes, the rich  
as well as the poor. The former  
system is compulsory upon  
each county, and the latter left  
optional with the council of a  
city or town having a corporation  
court, and to the voters of each  
county. It is not my purpose to  
discuss the advantages of the  
one over the other system. It is  
deemed safe to leave this important  
subject where it now is, with the  
voters of the counties, and the corpo-  
rate authorities of the several cities  
or towns" etc.

1839.

32

From the Report of the Second Auditor Dec. 1, 1840, I take the following excerpts and notes:

Many of the schools in the western counties of the State are in being only during the three winter months, and that a regular attendance during that severe season must be frequently impracticable.

p. ~~3~~ 3-4-5, 5-6, would include all — that is 3 photostats would of the Second Auditor's Report for this session and it is highly interesting and instructive.

Notes on above

Rich can send their ch. to school, but poor often must keep them home to work.

Sick mothers compelled to keep her daughter

A considerable portion of teachers are highly reputable and qualified (as shown by Sch. Com's reports) & their schools are patronized by the independent and substantial citizens

In thinly settled sections, teachers are often poorly qualified, and their employment "can only be justified, on the ground that ignorant as they are, they can at least, teach the children to read, a boon which those special objects of the care of the school commissioners would otherwise never obtain. It is, in fact, a choice between a glimmering of the light of knowledge and the midnight of ignorance; for, before the services of what are called competent teachers could be obtained, the children would arrive at such a period of life, and be so engrossed, in procuring the means of subsistence, that they would not be able to avail themselves of the opportunity."

What remedy? Graduates of our colleges, etc., seek higher positions, or establish private schools of their own.

The answer — Educate our own, the better minds, etc.

"Their habits are simple and laborious, their wants few and they are unaccustomed



to the enervating and corrupting influences and indulgences naturally produced, by the possession of wealth. The vices of their early life will be corrected by education, and by intercourse with the more reputable, and enlightened portion of the community."

The great number of our colleges, academies, etc. should be resorted to, If better supported by the Literary Fund these schools would gladly help.

The Military Institute at Lexington is highly spoken of for this purpose

If Each school com. should select a youth, and assist him to acquire an education & pledge him to teach, or establish a school, in his county, we would have 1200 teachers at once. & increased to thousands, in a few years.

The districts probably contain many male & female students with handicaps physically, but mentally competent to make good teachers



This auditor has long advocated female Teachers, for several years past, as preferable to male teachers, & many supts. endorse this.

(See Act of Feb 25, 1839,  
on Literary Fund)

Cont from above p. 6.

"Much obloquy has been visited both at home and abroad, upon the system established in this state, for the education of the poor. Aside from imperfect instruction which it is said to impart, the great objection urged against it, is the distinction created between the classes of poor and rich. Such, indeed, would be the *prima facie* conclusion from an examination of the laws which govern its operations - but <sup>is</sup> it in reality the practical result? So far from its being so, do not the returns now presented, prove incontestably, that every poor child, educated under this system, mingles indiscriminately with the children of the respectable and wealthy throughout the commonwealth?

In the first place, the far greater proportion of the schools attended by the poor, are established under the auspices of the most substantial, and best informed citizens of the respective neighborhoods, without any expectation of support from the school fund; and a great proportion of them are conducted by <sup>an</sup> intelligent, well qualified and moral teachers. Secondly, — in many parts of the western counties, the only schools resorted to, by the children of men of substance, are those which are entirely originated by the school commissioners.

They look out for proper characters, and engage to enter a certain number of poor children with them, the remainder of the pupils are furnished by parents or guardians, who engage to pay for their tuition.

This reversal of the usual order of things, is caused by the sparseness of the population. It requires all classes to come forward, in order to make up a school worth the attention of a teacher."

"Public Works"

p. 34, 35

1859

We have seen how much we can venture to expend at once on our improvements. We have but to review them as they now stand, to see their relative importance. The great argument for them all is, that they are indispensable to build up for us a centre of trade; and for the value and effect of that I must refer you to my message to the last general assembly.

I repeat, that the most important line of the state is the James river and Kanawha canal. It should not be left where it is any longer. On the 11th February 1856 I reported that this great work was left "without fund, without credit, bound by a mortgage, and resting its whole weight on the arm of the state." Since then nothing has been done but to appropriate the sums sufficient to meet the interest due on its debts up to 1st July last; and then the appropriations failed, and the state failed to pay its interest on guaranteed bonds. This affected the state credit more injuriously than it did that of the canal. I ask for an immediate appropriation of this interest, and for a permanent provision for it in future. For the reasons given in my message of 1856, I repeat the recommendation then made, "that the capital stock of the company shall be increased to the amount of 80,000 shares, of which the state shall take 60,000 in payment of her debt and liabilities due by the canal, and the remaining 20,000 shall be sold, if practicable, to private persons, thus commuting the debt and liability of the state into stock of the company." This will complete the canal to Covington; and when the Covington and Ohio rail road is completed, the revenue, it is supposed will pay the interest on the whole investment.

Besides the connection of this work with the Kanawha, it has

## Continued "Public Works"

p. 34, 35. 1859

another connection, which embraces one of the grandest developments of our state. The continental water-shed east of the Andes is from north to south. The only exception, remarkably, is chiefly in the western part of Virginia's territory. The New river rises far south in North Caroline, and passing our line, runs northeast to Montgomery, and thence west of north, cuts through the whole range of the Alleghany mountains, and runs north to the mouth of the Gauley; thence northwest to the Kanawha. It is one of the most remarkable water passages in the world, and full of development in every respect. Opposite its junction with the Kanawha, eastward, the heads of the Monongahela rise and run northward to Pittsburg. Thus Virginia alone has waters, for hundreds of miles, running from south to north, contrary to the general flow of waters.

There is great power in this peculiarity of formation, and time will show that is one of the elements of our future progress and greatness in wealth. It invites Virginia, by all means, to connect the James and the New rivers first, and the James and the Monogahela, if practicable, afterwards. I believe that the connection with New river is practicable, and surveys ought to be ordered for it. Looking to this, and secondarily to test the present location of the James river canal across the Alleghany ridge, I ordered a small reconnoissance out of the contingent fund the past summer. The president and engineer of the canal gave me every facility and assistance, and I was further aided by Col. Smith of the institute with a corps of its graduates. The report of Engineer Lorraine will be submitted to you. I trust the general assembly will be a liberal appropriation enable the institute to purchase a complete set of topographical instruments, and to organize a

## Continued "Public Works"

p. 34, 35, 1859

corps of civil engineers for surveys generally, and especially for ascertaining the best mode of connecting the James with New river, and of improving the navigation of the latter. I commend to your attention the full and able report of Col. Ellis on the affairs of the James river and Kanawha company.

45

## Schools.

Schools — Based on Chapter 26  
of Lewis Co. History, By Smith.

Schools, in the early days, were in abandoned houses, or in mere shacks erected, in old fields, or on hillsides, where no crop of any kind could be grown. Many settlers lived in very sparsely settled places, and were unable to have schools of any kind. If parents were unable to instruct the children, they remained in ignorance. Many were unable to pay tuition to send their children to school, and were too proud to accept the small aid paid by the state, for indigent children. The educational policy of Virginia was based upon the idea that education was the business of the parents, or of the community.

Schools were not established for poor children, but were those that the more prosperous citizens of the community provided for those who were able to pay. The others were considered paupers



These children were made to keenly feel their comparative inability to be on an equal with their more favored schoolmates — the result being that this type of school was never popular. There were no teachers available in the neighborhood, and sometimes they were unable to secure a teacher at all.

The terms were short, often not more than two or three months, in the year. Many people who came from the east could read and write, and believed in education but conditions here were such that they were unable to afford the kind of schools they would like.

The old fashioned school teacher was often a stranger who drifted into the community from the east, taught a few weeks, or months, and left as quietly as he had come. At best, his education was often limited to ~~the~~ "three R's" — "readin', writin', and spellin'."

School houses were small, often not more than 16 x 18 feet. They were made of round logs, sometimes slightly hewed on the sides, and chinked with wedges of timber crowded into the cracks ~~and covered~~ and ~~filled~~ <sup>damped</sup> with mud. For a roof, they used boards weighted down with poles, or thatched with grass or straw held on with weights or poles extending lengthwise. The door was made of slabs nailed together, or fastened with wooden pins, and hung on wooden hinges. There was a wooden latch, to which was attached a string which extended from the latch through a small hole, to the outside. ~~It~~

At first greased paper was used over the small windows, to keep out the cold, and let in the light. Later glass was provided. There were no blackboards as we have them to-day. The writing desk was a long slab carefully hewed and smoothed, suspended by wooden pins driven into holes ~~by~~ <sup>in</sup> ~~were~~ of the

7



side logs. The window or windows were openings just above these slabs. They let in enough light to permit the pupil to prepare his lesson and solve his problems. The seats also were made of smoothed puncheons supported on wooden pegs or limbs, in the same ~~fashion~~ fashion as the writing desks. The pupils stood up when writing. The schools of those days were not even as good as the poorest country schools of the present age. A small tuition was charged — a dollar and a half to two dollars per ~~month~~ <sup>term</sup>. The teacher boarded among the pupils as a portion of his pay.

The school days were long, usually from eight o'clock till five, with two recesses of about fifteen minutes each, and an hour at noon. Many pupils had to walk as much as three or four miles each way, but they were seldom tardy.

44

Spelling was considered one of the greatest accomplishments. The classes were arranged in rows, each pupil having his place. If he missed a word, the one below him tried to "spell him down." If he succeeded, he took his place above him and in this way, tried to reach the head of the class. If he succeeded, he was given a head mark. These were carefully recorded much to the honor of the pupil who was successful. This practice was continued, until very recent years, in many schools, and, no doubt, is still in vogue, in some of them.

The local teachers were usually young men who had excelled in their classes, and had gone on to other schools. Teaching was not considered a profession but merely a stepping stone to law, medicine, or other professions. There were few women teachers till long after the Civil War.

The school terms were usually taught in the winter months.

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Larger boys especially were needed to work on the farms, hence could not attend school at such times as they were needed, for this purpose.

There were no examinations for teachers, but sometimes parents who considered themselves capable of doing so, questioned the teacher, in an informal way. Many of the early teachers were Yankees from New England, and not a few from England.

School commissioners under the Literary Fund sometimes refused to pay any of this money out, from the Literary Fund of the State, unless the teacher met with their approval.

Funds derived from the Literary Fund were, at all times so limited, that it didn't have a very great effect on public education. This fund was first established in 1810, but in 1818, the law was revised to provide for school commissioners to disburse this fund in the county.

The establishment of the Literary Fund was the first effort of the State to either to control or to improve the schools of the State. It was made up of fines and forfeitures, and proceeds of the sale of ~~po~~ real estate which had reverted to the State where there were no heirs. The act of 1818 authorized the County Court to appoint commissioners to disburse the small amount of this fund distributed to each county of the State, on a pro rata basis. Reports of the State Auditor found in the reports of the Board of Public Works shows that the amounts distributed to Cabell County, before the Civil War never amounted to more than two or three hundred dollars.

n. 273 - Hist. of Lewis Co. - Smith.

"In the Convention of 1829-30, it was proposed by a western delegate that a poll tax of 25¢ per year, together with an equal amount set aside, by the State, should form a fund, the interest of which was to be used, for elementary education. It was shown, in the convention, that, at the time, Virginia made provision for the indifferent education of only one-eighth as many children as were provided annually with adequate education, by the little state of Connecticut. The convention utterly ignored the plea of the people of the west for a better system of education."

many parents refused to apply for the small benefits of the Literary Fund, because of their prejudice against the idea of being classed as paupers. 8.

Thomas Thornburg and others did all in their power to encourage education.

p. 274 Lewis County Hist. by Smith.

"The need for a better system became more and more apparent. Advocates of education in other counties experienced the same difficulties. The people determined to take united action to bring pressure to bear on the Legislature. In 1841, a convention met, in the old Presbyterian Church, in Clarksburg, with 140 delegates in attendance, among whom were John McWhorter, Thomas Bland, R. W. Lowther, A. B. Reger, and Cabell Tavenner from Lewis County. The convention declared in favor of better schools and drafted strong resolutions recommending changes, in the existing system."

"No immediate results were apparent. In 1845, however, the Legislature passed an act providing for the districting of the counties



49

( ) apparently with the view of securing better supervision of the schools already established. One school commissioner was to be appointed from each of the districts, and the board should choose a superintendent who should keep an accurate roll of the children of the county, account for the income received from the Literary Fund, and tender a report on the effects of its expenditure. It was also provided by an act passed a little later that the county court might establish a school in each of the districts if two-thirds of the voters of the county were in favor of the measure. Trustees were to be selected, for such schools, two by the voters of the districts, and one by the school commissioners.

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( ) (Naturally, it can be seen that those voters who lived near enough to be benefited by this system would vote for it, while those living too far away, would vote against it.

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It was the duty of the county court  
to divide the county into districts.  
( ) These were entirely too large for  
a single district school, hence, those  
living at a distance were opposed.  
as they would have to do just  
as they had been doing - employ  
a teacher, at their own expense,  
and have a subscription school.

Provision was made for a County  
Superintendent, and Thomas Thornburg  
was chosen for this purpose and  
served from 1848 to 1860, when  
the Civil War was facing the nation.  
There were no more free schools  
in the county, until the Free School  
system was established, and put  
into effect after the close of the  
war.

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p. 273 Lewis Co Hist by Smith.

"In the constitutional convention  
of 1850, the delegates from the  
western counties, made a determined  
effort, to establish a system of  
education, under which schools  
should be established, by the state.



51  
( ) where rich and poor children alike would be able to secure an education. The resolutions providing for a clause in the constitution on the subject of free schools were voted down. The people of the east feared that they would be ~~voted down~~ taxed, for the support of schools, in the west - a condition that would have been no worse, however, than the long continued policy of disproportionate taxation of the people of the west, for the purpose of creating internal improvements for the east."

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Naturally the schools were better in Gayandotte and Barboursville towns than in outlying districts for the simple reason that they were able to employ better teachers, and provide better facilities.

( ) In Barboursville, the Court House was sometimes used for schools, and even church services. Private homes, or abandoned houses, etc. were used for this purpose.

An old ~~rock~~ or stone house, some of the remains of which are still standing near the former John<sup>W</sup> Love residence, was used for a school about 1830. John W. Blake told the writer he went to school there when he was a very small boy. He was born about 1825.

(Here tell of the Academies, Marshall Academy especially.)

## Schools.

Will Chilton taught school in the oil fields, on Flat Creek, Jefferson Township, and at Hamlin. His brother Joe Chilton practiced law there and was a good lawyer.

Charley Bowden built the first C. H., at Hamlin where he was sheriff. I went to school to him below Hamlin. About the beginning of the Civil War, Bowden's father had a store, in Guyandotte.

Old "Tucker" was a small old man. He taught school, on Merrill's Creek. He lived on Four Mile, with Capt. John Chapman. I think Chapman's mother was a sister of Tucker.

Jerome Shelton was a teacher?  
Saton Rowsey