

# Carroll History Journal

Historical Society of Carroll County, Maryland

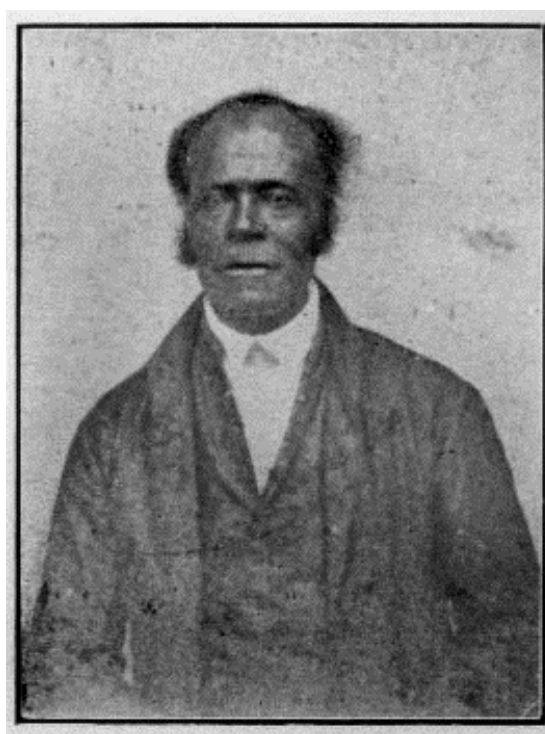
## SEPARATE AND UNEQUAL: CARROLL'S BLACK SCHOOLS IN THE 19TH CENTURY

BY MARY ANN ASHCRAFT

Centuries ago, the English philosopher Francis Bacon wrote, "Knowledge is power." Recognizing the truth of that statement, most of the white population in slave-holding states such as Maryland refused to support public education for African Americans until forced to do so after the Civil War when the right to a free education was guaranteed by state and federal laws.

How, then, did free or enslaved blacks learn to read and write in antebellum Maryland? The educational opportunities differed for both. Frederick Douglass told of his efforts to learn to read as a seven- or eight-year-old slave while living in his master's Baltimore household. His mistress, Mrs. Auld,

*very kindly commenced to teach me the A, B, C. After I had learned this, she assisted me in learning to spell words of three or four letters. Just at this point of my progress, Mr. Auld found out what was going on, and at once forbade Mrs. Auld to instruct me further, telling her, among other things, that it was unlawful, as well as unsafe, to teach a slave to read.*



The Reverend John Baptist Snowden.  
From his autobiography.

Was it really unlawful? Unlike some other states, Maryland had no such law, but Mr. Auld was following a long-held tradition. Douglass eventually mastered reading and writing with the help of children on the streets of Baltimore.

In *Generations of Captivity*, historian Ira Berlin described the lives of free blacks before the Civil War as "circumscribed by state laws, local ordinances, and customary practice." While obtaining an education was not dependent upon an owner's whims if one were free, there were still many obstacles to overcome. Baltimore's large free black population had opportunities to attend a number of schools supported by the

African American community, not by public funds. These schools frequently operated in collaboration with colored churches which were the mainstays of their community. But what about education for free blacks in a rural county such as Carroll?

The autobiography of the Reverend John Baptist Snowden (1801-1885), a minister who lived much of his life in Carroll County, described an experience similar to Douglass' while growing up a slave in Anne Arundel County. He was taught by his master's children. After buying his freedom, he moved to Westminster and married a free woman,

Margaret Coone, who had been a slave herself. Although she never learned to read, Snowden admired her ability to handle the mathematics needed for everyday business transactions.

Snowden described the difficulties his children faced while growing up. With the exception of his eldest daughter, all 14 learned to read and write thanks to the value their father placed on education. He paid tuition for some children to attend a school in Libertytown (Frederick County) during winter months, and, to save money, once employed a private tutor. John Bowman, a white public school teacher, offered lessons to Snowden's boys at night in a nearby schoolhouse, "but was stopped by bad young white men, who would slip and fasten the schoolhouse door on the outside and then stone the house." Snowden recalled, "It was not an easy matter to try to have my boys and girls to learn just a little in the State of Maryland in ante-bellum days."

Carroll's black churches probably provided most of the learning opportunities for children less fortunate than Snowden's. James M. Wright described the educational efforts within colored churches during the two decades leading up to the Civil War in *The Free Negro in Maryland 1634–1860*. Black preachers were encouraged to form education societies and "foster the zeal for education among the people." Better Sunday schools and day schools as well as more literate congregations gradually evolved from their efforts.

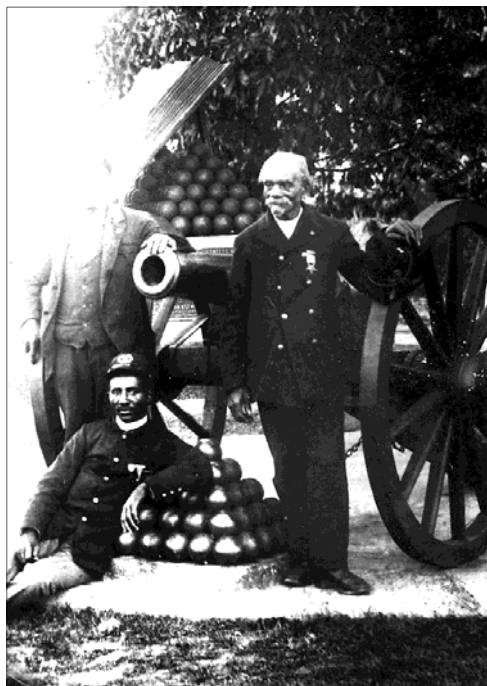
The 1850 U.S. census was the first to gather information about the literacy of both the white and free black population. Enumerators posed two questions during their surveys: (1) had an individual attended school within the year, and (2) if over the age of 20 years, was the individual

Simon Murdock, standing at right, was a Civil War veteran and avid supporter of education. He served as a trustee of White Oak Grove, the colored school for the New Windsor area in the 1880s. Courtesy of New Windsor Heritage.

unable to read and write. In *Slavery and Freedom on the Middle Ground*, Barbara Fields suggested that half of Maryland's black population might have been literate in 1850. For Carroll County, however, the census data suggest a lower percentage, though as with any census, the accuracy was dependent on the workers' willingness to ask the education questions or to check the correct boxes. Regardless, during the 19<sup>th</sup> century, illiteracy proved to be a serious handicap for whites as well as blacks.

Carroll County's indenture records from the 1840s shed light on opportunities for education among free, but indentured, black children. While some apprentices only learned farming, housekeeping, or a trade, others were promised more. At 14 years of age, Edmund Painter was indentured to learn farming until the age of 21, but was to be taught "to read English print." Mary Ann Harris, "a free coloured girl" was apprenticed by her mother when four years old to learn to "knit, spin, sew, wash and the work of a house servant," but the terms of her indenture also included being taught to read. Whether she was exposed to mathematics or learned to write was not mentioned.

Beginning in 1863, African American men were encouraged to enlist in the Union Army. Over the next two years, a significant number of Carroll Countians joined regiments that were recruiting locally and headed off to fight. Historian Ira Berlin noted that nearly every regimental encampment offered some schooling to enlistees. "In the words of one chaplain, the 'cartridge box and spelling book are attached to the same belt.'" Those men who survived the war returned to their communities with broadened views and possibly with some formal education. Benjamin Harp, Daniel Hammond, John F. Hammond, Isaiah Murdock, and Simon Murdock, all Carroll County soldiers in the 4<sup>th</sup> Regiment, United States Colored Troops (U.S.C.T.), later served as trustees





<u>"Colored" Schools.</u>	
<u>Receipts &amp; Disbursements for the year ending September, 1882, included in the foregoing table.</u>	
<u>Receipts</u>	<u>Disbursements</u>
Amount Received from State Treasury, \$ 1,166 74	Paid for Teachers' Salaries, --- \$ 1,187 07
" " Co. School Board, (County Tax) 179 30	" Incidental Expenses, --- 20 75
" " Book Fees, &c. --- 133 21	Rent, --- 15 00
	" Fuel, --- 72 74
	" Books, Stationery, &c, --- 176 77
	" Other purposes (Repairs, Furniture, &c.) --- 4 25
<u>\$ 1,479 25</u>	<u>1,479 25</u>

Receipts and disbursements for operating Carroll's colored schools in Fiscal 1882. The following schools were open at least one term: Taneytown, Poole's Church, Fairview, Priestland, Union Street, Muttontown, White Rock. Each year the Maryland state treasury distributed Carroll's share of a set amount based on its black population (\$1,166.74). The county added part of its property tax collected from black residents (\$179.30). Pupils who could afford to pay book fees supplied the remaining income (\$133.21).

Disbursements were primarily teacher salaries plus book fees (paid for indigent pupils), school rentals, heating fuel, etc.

before the Revolutionary War, and its community leaders asked the Bureau for material to build a school; Jacob Christ again acted as intermediary with the Bureau. His September 1867 letter to the Bureau said, "I am happy to inform you sir that colored people are at work in earnest at this school house. They have a mechanic employed and the frame is already up. I think it will be completed in 3 or 4 weeks." Christ's letter a year later reported, "House has been finished for some time, but no arrangements . . . have been made for opening a school in it. The colored people are much more anxious to have meeting in the school house than school." According to Evelyn Brooks Howard, great granddaughter of one trustee, the Muttontown community used the supplies furnished by the Bureau to construct a combination church and school. Mrs. Howard's history of the school appeared in Joan Prall's *Schoolbells and Slates*, and much of it is substantiated in Bureau records.

The following 1869 letter in the Bureau files refers to a school application from blacks living along the Carroll-Frederick border near a colored church established in the 1850s known as Fairview:

*The colored people of Fairview, Carroll Co – a place about six miles from New Windsor and eight miles from any colored school house – have secured for themselves by deed a lot of ground on which to build a school house. There is no place in Md. where these people have rec'd less assistance from the Bureau, and as far as I can learn, no place where they are more deserving. I would therefore add my name to their request for aid in materials to construct the building.*

Several other Carroll communities such as Sam's Creek and Finksburg requested the Freedmen's Bureau's help, and blacks living at the west end of Westminster used approximately \$640 in Bureau funds to establish a school on Union Street.

Maryland voters approved a new state constitution in 1864 that not only freed the slaves but also established a uniform system of free public schools with a State Board of Education, a State Superintendent of Schools, and school commissioners in all the counties. This system, coupled with passage of the 13<sup>th</sup> and 14<sup>th</sup>

## Ordinary Annual Expenses.

	1884.	1885.	1886.	1887.	1888.	1889.
Salaries (White Schools).....	\$31,040 30	\$29,285 63	\$28,983 22	\$29,606 99	\$28,154 52	\$29,670 81
Fuel .....	2,287 24	2,291 47	2,430 57	2,585 13	2,542 02	2,390 58
Rent.....	85 00	98 25	86 75	93 75	119 50	95 00
Incidental Expenses of Schools.	680 40	743 80	907 99	938 96	968 90	979 65
Books and Stationery.....	4,471 34	4,780 91	4,243 09	4,925 83	3,822 13	3,101 80
Repairing Schoolhouses.....	1,099 62	1,310 95	995 71	666 75	815 53	1,003 92
Furniture .....	260 51	667 84	1,492 09	1,486 09	1,034 95	1,700 58
Sal. Secretary, Treasurer, &c...	1,083 34	1,000 00	1,150 00	1,200 00	1,200 00	1,200 00
Per Diem of Commissioners....	529 55	500 00	500 00	500 00	500 00	500 00
Salary of Assistant Secretary...	400 00	400 00	475 00	500 00	500 00	500 00
Office Exps. and Acct. Books....	178 92	141 92	165 99	141 12	147 28	144 83
Printing and Advertising .....	128 60	101 25	147 12	103 00	124 65	131 50
Appr. for Colored Schools.....	1,167 52	1,167 52	1,167 52	1,167 52	1,167 52	1,465 37
Counsel Fees.....	50 00	50 00	70 00	50 00	50 00	50 00
Insurance.....	10 56	10 56	10 56	10 56	10 56	10 56
State Teachers' Meetings, &c....	10 00	20 00	10 00	90 79	35 00	30 00
Freight, Drayage, &c.....	115 95	117 53	80 28	119 37	59 72	37 60
County Institute.....						
	\$42,482 90	\$42,686 05	\$42,953 14	\$44,096 77	\$41,311 93	\$43,011 36

This summary of Carroll County school expenses for 1884 through 1889 appeared in the *American Sentinel* newspaper on November 30, 1889. With a total budget of over \$40,000, only a little over \$1,000 was appropriated for colored schools, although the colored population represented about 8% of the total population.

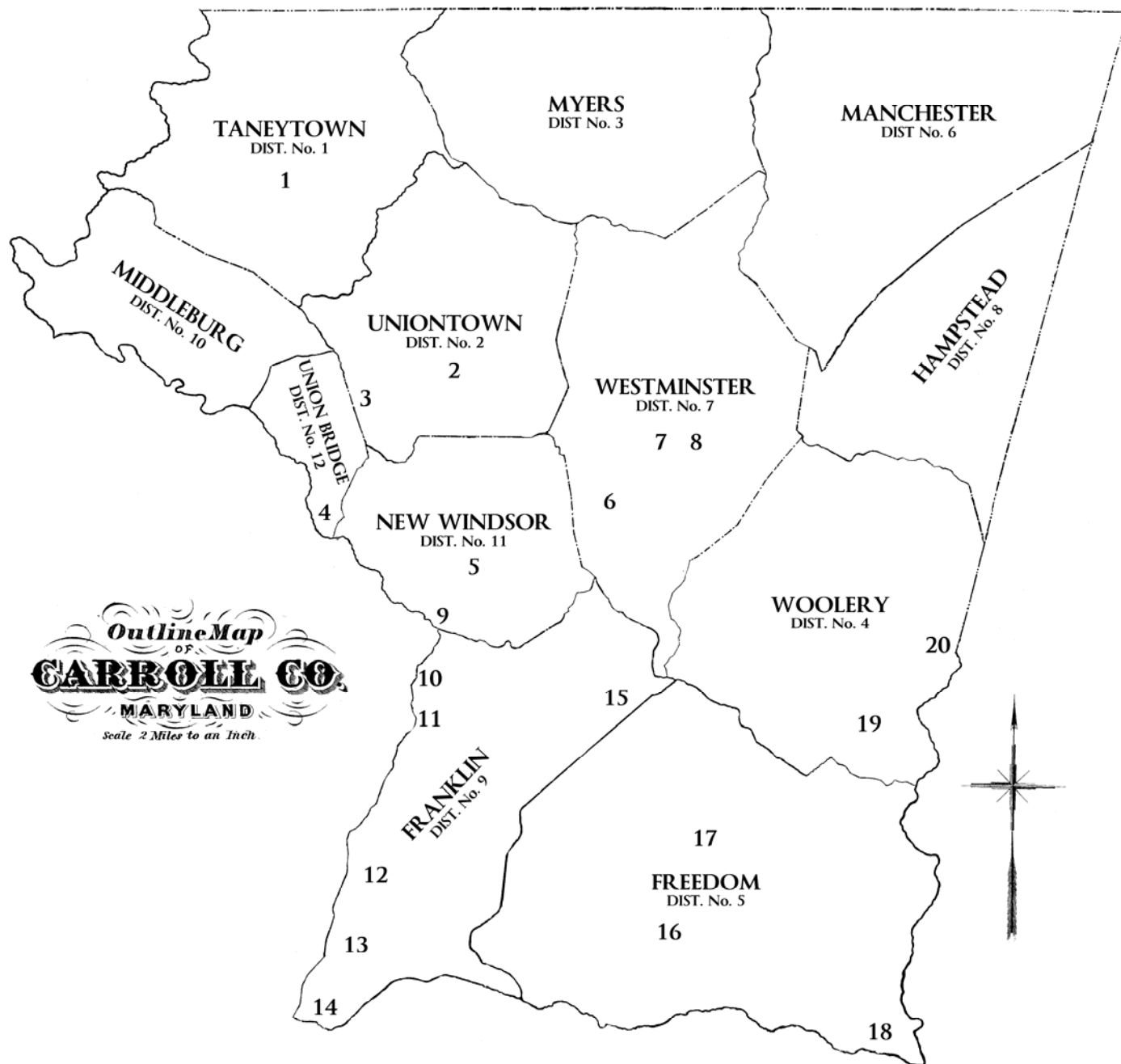
amendments to the U. S. Constitution, ensured African American children were eligible for a free education. When the initial school system proved too rigid for application across 22 widely disparate counties and Baltimore City, it was redesigned to allow each county's school commissioners greater latitude in interpretation of state regulations. Unfortunately, one vital issue was not adequately addressed—funding of colored schools. White schools already existed in every county; black ones did not. Carroll County was operating 98 schools in 1867, but they served only the white population. The state never allotted sufficient funds to build colored schools or to adequately operate the two separate sets of schools mandated by Maryland law. Meanwhile, Freedmen's Bureau money had dried up by 1870. All of these factors ensured that educational opportunities for black children were unequal from the very beginning of the state's public school system.

The earliest, continuously-operating colored schools in Carroll County were probably those at Middletown/Muttontown, Priestland (near Union

Bridge), and Union Street (Westminster), areas where the county's black population was concentrated. Communities in other areas were required to wait until later, sometimes much later, for schools or had schools that operated only sporadically. From time to time, black residents appeared before the school board to request a school in their vicinity. Often the response was to delay action for lack of funds or to find a room to rent rather than build a school. None of Carroll's 19<sup>th</sup>-century black schools fit our image of a sturdy brick building topped by a cupola with a bell inside.

Once a school was established, a minimum number of pupils was necessary for it to continue operating. School attendance was not compulsory in Maryland during the 19<sup>th</sup> century, so both black and white schools opened and closed from year to year, even from term to term. Although this minimum applied to all schools, Carroll's school board minutes give the impression it was enforced more rigidly and perhaps with slightly different standards, for colored schools. The school year consisted of three terms, each about 45 days in length, beginning around

This 1877 map has been annotated to show the locations of Carroll County African American schools mentioned in 19<sup>th</sup> century publications. Most of the schools are cited in the *Journal of Proceedings of the Board of School Commissioners of Carroll County* beginning in 1865. Those with an asterisk are not in the school board records but appear in other sources such as newspapers and maps.



- |  |   |
|--|---|
| 1 - Taneytown (outside Taneytown)                        | 11 - Fairview (west of Taylorsville)                    |
| 2 - Uniontown  | 12 - Mt. Zion Church (Harrisville Rd.)                  |
| 3 - Muttontown (between Union Bridge and Uniontown)      | 13 - School at John Hood's (Mt. Airy Election District) |
| 4 - Priestland (near McKinstry's Mill)                   | 14 - Parrsville (near Mt. Airy)                         |
| 5 - White Oak Grove (New Windsor)                        | 15 - Winfield   |
| 6 - Western Chapel/Warfieldsburg (south of Westminister) | 16 - White Rock (near Eldersburg)                       |
| 7 - Union Street (Westminister)                          | 17 - Johnsville (near Eldersburg)                       |
| 8 - Charles Street (Westminister)                        | 18 - Marriottsville (near Marriottsville)               |
| 9 - Sam's Creek*   | 19 - Poole's Church (near Gamber)                       |
| 10 - Newport (Buffalo Rd.)                               | 20 - Finksburg*   |



September 10 and ending in mid-April. Unfortunately, a child might start school in the fall only to find that attendance had fallen below the minimum and the school would not reopen for the next term. In such cases, parents could attempt to guarantee sufficient attendance, but it was up to the communities to advocate for themselves. Summer schools only operated for white students.

Many colored schools were housed in substandard facilities—rooms in black churches or private homes where the rent paid by the school board ranged from \$10 to \$30 a year, not sufficient for proper maintenance of buildings serving dozens of children. School desks and books were hand-me-downs from white schools. While school board minutes frequently referred to certification for white teachers, it is difficult to determine if the standards applied to African American teachers.

Budget shortfalls loomed constantly over the heads of Carroll's school commissioners, although loans from local banks helped to balance the budget. The 1887 school report showed a \$6,000 debt. A year later, the financial situation was so dire the commissioners arrived at another solution. They decided to limit the school year to two terms for colored schools, but operate white schools for three until they realized that Maryland law required equal terms for both.

The proceedings of Carroll County's school board, which begin in August 1865, are preserved on microfilm at the Historical Society of Carroll County. Together with reports from Westminster's two newspapers (the *Democratic Advocate* and the *American Sentinel*), these minutes are the major source of information about Carroll schools during the last decades of the 19<sup>th</sup> century. The school examiner, an employee of the school board, periodically visited every school in the county, and his reports offer insights into the conditions both in black and white classrooms. In 1880 and 1881, the reports by Examiner Joseph M. Newson were published in Carroll newspapers but not included in the school board's minutes. Though they are often racially biased, this was no doubt typical of the times. Curiously, Newson wrote his reports in the third person.

The following paragraphs describe each colored school known to operate in the county in each election district between 1866 and 1899.

### **Taneytown – Election District 1**

There are references in the school board minutes to a colored school in or near Taneytown as early as 1872, but they are sporadic and may imply it was periodically closed because of low attendance. In 1877, the board discussed opening a school and providing it with a stove. The school examiner stopped at the Taneytown school one winter day in 1881 and offered this observation:

*The Examiner, scrambling through almost unbroken snow, in a wood bordering the road to Keysville, or in that direction, worked his way to a lower room of a dwelling house; and here, nearly a mile from town, he found a colored school nominally of about 20 pupils, only seven or eight of which were present, the absence of so many, doubtless, being owing to the bad condition of the roads. Finding little to attract attention here, the visit was consequently very short.*

### **Uniontown – Election District 2**

The school in Muttontown, built with supplies furnished by the Freedmen's Bureau, operated in a combination church and school continuously from its construction in the late 1860s and apparently never closed for low attendance. Trustees John Thompson, Lloyd Coates, and Henry Walker lived nearby and were strongly committed to their school because they had been instrumental in its founding. Summerfield Roberts, a Civil War veteran, later served as a trustee and a teacher. By the 1890s, the community needed and received a new school.

### **Woolery – Election District 4**

The 1862 Martenet map of Carroll County shows a "Cold Meth Ch" [Colored Methodist Church] known as Poole's on the outskirts of Gamber, then called Pleasantville. Although that area did not have a large black population, a school operated there, probably in the church itself, by 1874 or earlier. According to

the school board minutes, it usually suffered from low attendance. When the school examiner visited in 1881, he wrote: "Back again up the same road, the 'Colored' school at Poole's was reached in ample time to say and do all that was thought necessary." Unfortunately, this comment only acknowledges the school was open on that occasion. It must have been closed during the 1899 fall term, because in November, the school board agreed to reopen it after residents guaranteed "a legal average attendance."

No mention was made of a school in Finksburg. Correspondence with the Freedmen's Bureau in December 1869 indicated one with 25 students was struggling to stay open, but no reference to it appeared again. It is possible this reference was actually to the Poole's Church school.

### **Freedom – Election District 5**

A colored school named White Rock was serving children living southwest of Eldersburg at least as early as 1873. Like all schools, both black and white, it was assigned three trustees—responsible local men who looked after the premises. Apparently the school operated in White Rock Church which received \$10 each year in rent. In the late 1890s, the church had insufficient funds to make necessary repairs to the classroom and requested the rent be raised to \$40. The school board refused and decided to pay \$15 for the repairs itself. When the school examiner visited White Rock, he reported:

*Pursuing a winding course, the Examiner next stopped to inspect a colored school at White Rock, where Emma V. Randolph . . . is faithfully instructing a school of over 60 pupils of all ages, from great men with stout beards, and girls full grown, down to little [ones] just so high. The visitor cheerfully bears testimony to the well directed efforts of this zealous teacher . . .*

In 1883, local black residents requested a school for Eldersburg, but it was 1893 before the Johnsville School opened. For many years, African American children in Sykesville crossed the Patapsco River to attend a school which also served the colored population in northern Howard County. When that

county was ready to close its school about 1896, representatives from Carroll's school board met with the president of Howard County's board "to look into the needs of opening a joint school." Sykesville finally got its own school in 1903.

There was a single reference to a colored school near Marriottsville in the board's minutes of 1885. In 1887, the minutes included two references to a colored school in "Brindletown." The first reference was a request for money for rent and repairs to the school whose teacher was John Henderson. The second consisted of instructions to take the used school desks from Sykesville's white school and give them, after repairs, to the Brindletown school. Records show Henderson taught in a school in the Freedom District in 1887, but it is not clear if this school was the one near Marriottsville or elsewhere. Brindletown could never be located on a map or recalled by any Carroll County residents familiar with local history.

### **Westminster – Election District 7**

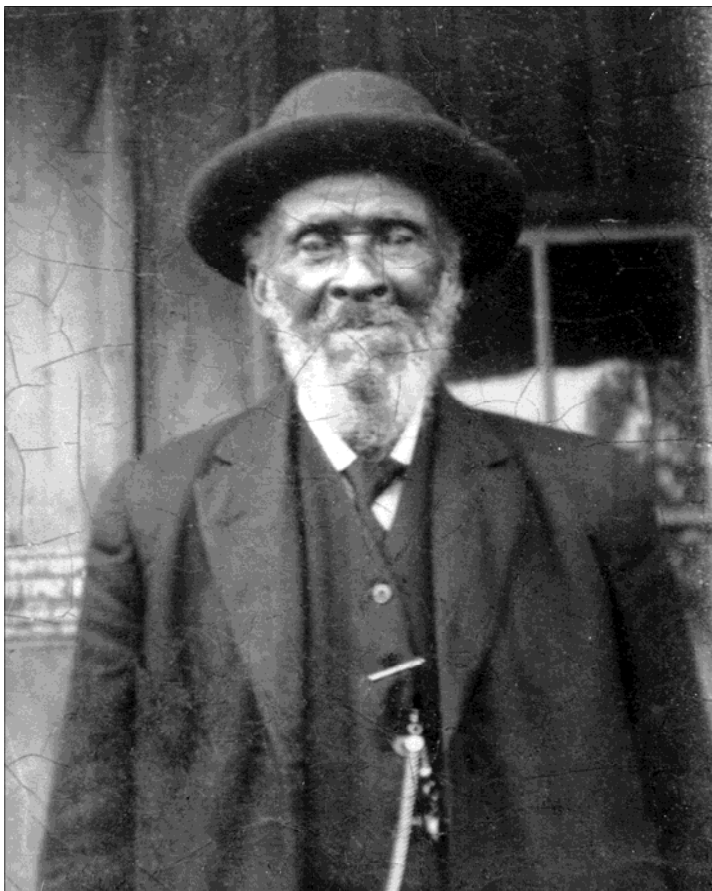
The school known as Union Street (or West End) began serving Westminster's sizable black population in 1869 after it was built with Freedmen's Bureau funds. A white school also called West End operated nearby. There were no problems maintaining sufficient enrollment to keep the school open consistently. Thomas B. Snowden, son of John Baptist Snowden, was an early teacher and served as a trustee as well. When the school examiner visited in 1881, he wrote enthusiastically:

*Having the time to spare, as he came into Westminster, the Examiner stopped to make some observations in the colored school, taught by Mrs. Fannie E. Balls, who, by the way, is an accomplished theatrical artist as well as a very successful teacher of colored children. The visit to this school was a brief one, but quite long enough to see that the present colored teacher in Westminster has done much more for the elevation of her race in this school than any of her predecessors, though she is the successor to several highly educated teachers. Her school is large, there being 41 present on a roll of 58 pupils. She has*



*established and preserved good order; and it was quite plain to perceive that while the teacher appeared to be the idol of her pupils, she had converted many of them into industrious, thoughtful students, who, if compared with the best colored schools anywhere, would do credit to themselves and to their present efficient teacher.*

Westminster's African American population was clustered around Union Street at the west end of town and around Charles Street at the east end. People from Charles Street petitioned for a neighborhood school in 1883, but the request "was deferred because the School Board is in debt, and some applications had to be postponed for same reasons." A new school, not a rented facility, opened in 1887. Beginning in 1873, Ascension Episcopal Church offered night classes for Westminster's colored children in its parish school using its teachers.



The Reverend David N. Brown served as a trustee of Western Chapel School in 1893-94 and preached at Western Chapel Church across the road. Courtesy of Louis Brown.

Students from a black community south of Westminster near Warfieldsburg and Western Chapel attended a school there in the early 1870s, but it closed because of low attendance. Roughly 15 years later, Western Chapel residents petitioned for a school and received one almost immediately. Like the classroom on Charles Street, it was built specifically as a school. In December 1898, the board authorized operation of a night school at Western Chapel to accommodate children who needed to work during normal school hours.

### **Franklin – Election District 9**

Fairview Church, located west of Taylorsville on the Carroll-Frederick border, appeared on an 1862 Carroll County map as "col'd church." It had a dedicated congregation as evidenced by its construction nearly ten years before the Civil War. People from the community petitioned the Freedmen's Bureau for a school in 1868. Whether one was built with Bureau funds or classes were held in the church, a school began serving the neighborhood by the mid-1870s.

A school also operated in the community of Newport on Buffalo Road and was originally located in Frederick County. Carroll eventually assumed responsibility for maintaining a school on its side of the county line in the home of Isaiah Murdock and paid him \$30 rent each year. Three Civil War veterans served as Newport's early trustees—Daniel Hammond, John F. Hammond, and Murdock.

To accommodate children living near Mt. Airy, a school opened in Mount Zion Church on Harrisville Road in the 1880s. The school board rented that space for \$20 a year. For a short period in the 1880s, the board also rented a building from John Hood somewhere north of Mt. Airy. It wasn't until 1899 that Mt. Airy's black residents had a school of their own named "Parrsville Colored." The first mention of a school for Winfield students appeared in 1882. Apparently this operated in a rented facility. Like so many black schools, Winfield suffered from low attendance. When the board met in November 1899, it declared the school must be "closed at once" because attendance during the fall term had dropped too low.

### **New Windsor – Election District 11**

When residents of New Windsor petitioned for a school in 1882, they received the school board's frequent response—the matter was “laid over for future consideration and a replenished treasury,” but three years later a school called White Oak Grove was in use. One of its first trustees was Simon Murdock, a Civil War veteran who had shown a strong commitment to education and religion in his community for many years. In September 1893, the school board decided not to open this school and three others because of “slim and irregular attendance.” A school at Sam's Creek mentioned in Freedmen's Bureau records was never built.

### **Union Bridge – Election District 12**

Reference to the colored school later known as Priestland first appeared in school board records in 1872/73. A white school with the same name operated nearby. The school was a two-story frame structure built by the sizable colored community living several miles south of Union Bridge in the vicinity of McKinstry's Mill. School was held on the first floor and the Grand United Order of Odd Fellows in America, an African American fraternal organization, held lodge meetings on the second floor. Benjamin Harp, a Civil War veteran and prominent member of the community, was appointed one of the first three trustees. Perhaps it was an indication of the people's strong commitment to the school they built that the school board minutes indicate Priestland was seldom if ever closed for low attendance. When Union Bridge resident Samuel Jones asked the commissioners to open a colored school in his town in 1888, they refused, saying that

children would have to attend existing schools at either Muttontown or Priestland, each a significant distance for young children to walk.

### **Election Districts 3, 6, 8, and 10**

No colored schools were built in these election districts because the African American population was insignificant in Myers, Manchester, and Hampstead. More colored families lived in District 10, Middleburg, but perhaps the children attended school in a neighboring district or possibly in Frederick County.

By 1890, the ratio between schools for white and black children in Carroll County reflected the overall population rather accurately. Allowing for some fluctuations due to schools opening and closing, a report for that year showed 125 white and 8 colored schools in operation. The real issue was not the number of African American schools but their quality. Most colored classes were held in vastly inferior buildings furnished with worn and outdated equipment and books. Black children often walked greater distances to reach school. The frequent closing of colored schools for low attendance, which might last a term, a year, or even longer, must have had a devastating effect on the progress of children



The original Priestland Colored School consisted of the portion on the left of this 1930s photograph. The section on the right was added about 1919. After the school board sold Priestland, it became a church. Courtesy of the Robert Moton Center.

# CARROLL COUNTY.

## SUMMARY OF SCHOOL STATISTICS.

FOR SCHOOL YEAR ENDING JULY 31, 1891.

	1891.	1890.
Number of school houses owned by the County, 113; rented, 9; loaned, 4; total, 126.....	126	125
Frame, 38; brick, 70; log, 8; stone, 9; concrete, 1; total, 126.....		
Number of rooms occupied when the attendance is largest.....	153	150
Number of male teachers (principals) white, 80; colored, 3; total, 83.....	83	81
Number of female teachers (principals) white, 39; colored, 5; total, 44.....	44	45
Number of male teachers (assistants) white, 7.....	7	9
Number of female teachers (assistants) white, 19.....	19	17
Total, white, 145; colored, 8; total, 153.....	153	152
Number of fenced lots.....	14	14
Number of schools having outbuildings.....	126	125
Number of schools having sufficient blackboards.....	120	117
Number of schools having good furniture.....	121	120
Number of terms schools were open—white, 3; colored, 3.....	3	3
Number of different pupils for the year—males, white, 3,611; colored, 258; total, 3,869; females, white, 3,050; colored, 206; total, 3,256; total, 7,125.....	7,125	6,836
Number of pupils in average attendance—white, 4,105; colored, 234; total, 4,339.....	4,339	4,120
Number of pupils over 16 years of age—white, 503; colored, 46; total, 549.....	549	546

## NUMBER OF PUPILS.

		Fall Term.	Spring Term.	Winter Term.	Summer Term.			
On roll.....	{ white, 4,982	5,327	6,177	6,616	5,639	5,987	665	665
	{ col'd, 345		439		348		.....	
Average..	{ white, 3,690	3,907	4,561	4,811	4,065	4,298	560	560
Attend'ce..	{ col'd 217		250		233		.....	
							1890.	1891,
Number of pupils in 1st grade January 1st.....							1,155	1,038
“ “ “ 2nd “ “ “ .....							1,084	996
“ “ “ 3rd “ “ “ .....							1,247	1,191
“ “ “ 4th “ “ “ .....							1,381	1,445
“ “ “ 5th “ “ “ .....							893	875
“ “ “ 6th “ “ “ .....							594	629
“ “ “ above 6th grade January 1st.....							307	247
Number of pupils in bookkeeping, 208; algebra, 344; physiology, 1,638; geometry, 75; philosophy, 279; drawing, 4,008.								

This excerpt from the Carroll County School Board's report to the state of Maryland in July 1891 includes statistics on the number of schools, teachers, and students for both white and colored schools. Original report at the University of Michigan; on-line at the Hathi Trust Digital Library.

and their overall attitude toward obtaining an education. Intimidated by lifetimes of prejudice, and living in the era of Jim Crow laws in a former slave state, black families were doubtless hesitant to protest the inequalities of the educational system Carroll County offered them.

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Pearre, W. Peter. Correspondence with author.

**About the author:** Mary Ann Ashcraft has enjoyed history since she was a teenager living in a house nearly 200 years old, but has only been able to pursue it since retiring. She writes "Carroll's Yesteryears," a history-oriented column that appears twice a month in the *Carroll County Times*.

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*Twenty-Fifth Annual Report of the State Board of Education, Showing the Condition of the Public Schools of Maryland for the Year Ending July 31<sup>st</sup>, 1891.* (Annapolis: C.H. Baughman & Co., State Printers, 1891).

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**Request for assistance**

During the writing of this article, the author and the Publications Committee became aware of a dearth of primary source documents and photographs pertaining to Carroll's black schools pre-1900. You will note that we feature only one non-contemporary photo of a school and no photos of teachers and students. This indicates a gap in our archives, and so we are making a special request of our readers. If you own, or know someone who owns, historical information and/or photos of black schools in the county, we would love to hear from you. We would be pleased to examine their materials and, with your permission, make electronic copies for the benefit of our research library and future scholars. Thank you.

The Editor

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