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**The Pineland School, Mrs. Mollie Jones,
and the Progressive Roots of Salemburg, North Carolina**

A Senior Thesis Submitted to
The Faculty of the Department of History
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Degree of Bachelor of Arts in History

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At first glance, the sleepy little hamlet of Salemburg, North Carolina appears to be an average country town, experiencing the same widespread decline in population and economic growth as many other small towns in North and South Carolina.¹ However, beneath the rusty façade of rural struggle lies a bustling and colorful history. Its story begins in 1874, when a group of ten members of the Salem Baptist Church, in the unincorporated farming community of Sampson County, North Carolina, assembled to discuss the formation of a secondary school to serve their small population. Their efforts resulted not just in the creation of a school that would endure for a century, but also in the inception of a progressive spirit, which was embodied by the school, and which led to great strides for their tiny community and beyond. The Salem School, (hereafter referred to by its later name “The Pineland School),² modest in its formation, not only became a successful and well-respected institution, but also saw from its administrative ranks the launch of a series of activists, both in the social and political spheres, who would go on to have an impact locally, statewide, and even nationally. The Pineland School nurtured the spirit of Progressivism and became an epicenter of activism and reform.

From this small rural school, two administrators went on to become county school superintendents. Brothers Marion and George Butler, who each served as principal, would become attorneys, federal and state legislators respectively, and political activists with agendas rooted in social causes. Co-principal Mrs. W. J. (Mollie) Jones, affectionately known by her students as “Miss Mollie,”³ was a veritable progressive force for the school as well as on a

¹ John Chesser, “Carolinas growth update: urban changes, rural losses,” UNC Charlotte Urban Institute, (accessed April 10, 2015) <http://ui.uncc.edu/story/urban-growth-rural-population-loss-nc-sc-2011>.

² The Salem School experienced numerous name transitions during its century long existence.

³ Sharon Kellam, *We Were Sandspurs Within the Dash* (Boone, North Carolina: Kellam Publishers, 2010), 9.

county, state and national level, spearheading numerous reform, health, suffrage, community, and education related projects. Mollie Jones' tenure as co-principal, then later as president, of the school lasted almost forty-five years until her death in 1945.

Mollie and her work were recognized as progressive in her own time. Frederick Augustus Merrill in his first edition of *The Educational Monthly* in March of 1915 writes of her community action "Many of our communities that are studying social uplift and community work would do well to get all available information concerning this progressive people who have done so much for themselves."⁴ The small country school founded on such forward-thinking ideals came of age during the Progressive Era and was nurtured by these administrators. In turn, the school fostered the growth and development of the community around it.

Since its humble founding in 1874 by farming folk, most of the Pineland School's history was set against the backdrop of the Reform Era. The Populist and Progressive movements of the time are reflected in its origins, educational ethic, curriculum, and its faculty and students. The farmer-activist Populist movement, as well as the many manifestations of the Progressive movement, were intricately woven into the fabric of the school and had not only an effect locally and regionally, but also at a national level.

The American Populism of the late nineteenth and early twentieth centuries was a coalition of farmers and laborers that formed in response to widespread financial hardship as an "expression of protest against impoverishment and against the power of the corporate elite."⁵ In North Carolina, the movement arose primarily from the Farmers Alliance which was a union of

⁴Mollie Jones, *The Educational Monthly*, Volume 1, No. 1, March, 1915, (Athens, Georgia: The Normal School), accessed January 24, 2015, Google ebook edition, 178.

⁵ Charles Postel, *The Populist Vision* (New York: Oxford University Press, 2007), 5.

farmers who, in order to address the economic hardship they faced as a result of depressed crop prices and deflation, formed cooperative purchasing and marketing enterprises. This organization, created to improve the lives of farmers and bolster the rights of laborers, sowed the seeds of the Progressive movement which would grow out of it.

Farming was at the very foundation of the school. Originally a modest timber-framed structure, it eventually grew to become a 798 acre, fully functioning farm and dairy on which most of the food for the many boarding students was grown.⁶ The curriculum developed over the years to prepare students for advanced education or for farm-related and other professional vocations, but was always within the context of farming. Nearly every aspect of farming was included from lectures on hog husbandry and farm management to poultry rearing and gardening.⁷ Marion Butler, who would go on to become the national vice-president for the Farmer's Alliance in 1892,⁸ and subsequently the first and only Populist United States Senator, obtained his first real semblance of an education at the school from which he graduated in 1891.⁹ After obtaining his degree at the University of North Carolina in Chapel Hill, he returned to Pineland as headmaster where he worked diligently to improve the curriculum and increase enrollment.¹⁰

The Reform Era spirit was also to be found in Mollie Jones, who became a co-headmaster of the school in 1902, and was instrumental in its development of a farming emphasis. She was a

⁶ "Keeping Up With the Joneses," *The State*, August 24, 1935, accessed February 21, 2015, <http://digital.ncdcr.gov/cdm/compoundobject/collection/p16062coll18/id/4348>.

⁷ "Commencements at Salemburg," *The Wilmington Morning Star* (Wilmington, North Carolina), June 8, 1915, accessed December 7, 2014, <http://newspapers.com/image5542201>.

⁸ James L. Hunt, *Marion Butler and American Populism* (Chapel Hill: The University of North Carolina Press, 2003), 52.

⁹ Hunt, 15.

¹⁰ Hunt, 15.

dyed-in-the-wool progressive and lauded for her activism. The scope of her ventures into the social sphere was vast, encompassing educational, agricultural, social, and political movements. Jones served the school, her community, and the state in various progressive capacities and worked up until her death in 1945.¹¹ Her life's work was intimately intertwined with the Populist and Progressive movements of the Reform Era.

The Populist and Progressive movements of the Reform Era have a lengthy historiography. Writing towards the end of what we still recognize as the Era of Reform (1890-1940), John D. Hicks in his 1931 work *The Populist Revolt, A History of the Farmers' Alliance and the People's Party*, provides an extended history of the movement from its origins through to its demise at the close of the nineteenth century. Much like the commonly held view of today, he cites economic issues as the origin of Populism. He concludes that while radicals of his own time claimed that Populist methods of reforming existing institutions, versus more revolutionary methods, were ineffectual, Hicks points to the "enthusiastic support of Hooverian Republicans and Alsmithian Democrats" as evidence of their efficacy, thus demonstrating the enduring Populist legacy even in the earlier years of the twentieth century.¹²

Contrasting with the economic origin theory of Populism proposed by Hicks, Richard Hofstadter, in his 1955 Pulitzer Prize winning examination, *The Age of Reform: From Bryan to F.D.R.*, asserts that while economic factors did play a role in determining the rise of Populism, the real impetus was the social anxiety caused by urban modernization and the departure from

¹¹ Cordelia Camp et al., *Some Pioneer Women Teachers of North Carolina* (North Carolina: Delta Kappa Gamma Society, 1955), 109.

¹² John D. Hicks, *The Populist Revolt: A History of the Farmers' Alliance and the People's Party* (Omaha, NB: University of Nebraska Press, 1961), 422.

the agrarian roots of the nation.¹³ Much of Hofstadter's commentary centers on the idea of the "agrarian myth." He claims that "the United States was born in the country and moved to the city."¹⁴ The "agrarian myth" holds that the collective psyche of white America harkens back to a bygone era in which the yeoman farmer was the hero who "was the ideal man and the ideal citizen."¹⁵ The yeoman farmer worked a small plot of land alongside his family, and was "believed to be both happy and honest."¹⁶ He lived in close connection to nature, which was associated with goodness and purity, and so therefore he was seen as the embodiment morality and civic virtue.¹⁷ Hofstadter further comments that this emotional investment in the land was "not merely secular but religious, for God had made the land and called man to cultivate it."¹⁸ Hofstadter contends that it was fear that created the Populist movement, as opposed to economic hard times, which may have led to a departure from its more liberal ideals to a darker side of Populism. With the enormous growth of urban centers and the influx of immigrants to them, the association of the country with morality and the city with sin grew stronger. Hofstadter argues that these conditions allowed for a condition of moral absolutism which then led to varying degrees of xenophobia, racism, and absolute theories of social practice.¹⁹ He concludes that "much of America still longs for a return of the older individualism and the older isolation, and

¹³ Richard Hofstadter, *The Age of Reform: From Bryan to F.D.R.* (New York: Random House, 1955).

¹⁴ Hofstadter, 23.

¹⁵ Hofstadter, 24.

¹⁶ Hofstadter, 25.

¹⁷ Hofstadter, 25.

¹⁸ Hofstadter, 25.

¹⁹ Hofstadter, 16.

grows frantic when it finds that even our conservative leaders are unable to restore such conditions.”²⁰

In a departure from Hofstadter, Lawrence Goodwyn, in his 1978 work, *The Populist Moment: A Short History of the Agrarian Revolt in America*, opts instead to reinterpret the movement in more social terms as a democratic challenge to industrial capitalism. Departing from earlier depictions of Populism as individualistic, Goodwyn focuses instead on the cooperative aspect of Populism. He describes the movement as an attempt by farmers and other blue-collar workers to “insulate themselves against being intimidated by the enormous political, economic, and social pressures that accompanied the emergence of corporate America.”²¹ Goodwyn argued that the Populist movement was a cooperative coalition of farmers who forged a radical political response to economic pressures which was not only the impetus but created the culture of movement as well.

In *American Populism: A Social History, 1877-1898* published in 1992, author Robert C. McMath, Jr. examines Populism from within the social context as opposed to from a political perspective. McMath claims that it developed “among people who were deeply rooted in the social and economic rural communities” and aims to connect the story of Populism “with the rhythms of family and community life in the countryside.”²² He also examines the farmers’ organizations in relation to other social institutions including churches and schools. McMath argues that it was a combination of forces, namely dashed expectations of rural prosperity, the

²⁰ Hofstadter, 328.

²¹ Lawrence Goodwyn, *The Populist Moment: A Short History of Agrarian Revolt in America* (New York: Oxford University Press, 1978), xxiv.

²² Robert C. McMath, *American Populism: A Social History, 1877-1898* (New York: Hill and Wang, 1992), 17.

conflict arising from the farmer's position "within the larger network of producers in industrializing America," and the idea that the producer deserves to enjoy the fruits of his labor.²³ Where Hofstadter asserts that Populism was a response to the fear that modernity was incompatible with the "agrarian myth," and Goodwyn claimed that it was an economic response to an economic problem, McMath contends that is more a natural response to the changes within the daily rhythms of a farm livelihood as well as the industrializing world around them.

Charles Postel in his 2007 work, *The Populist Vision*, also takes a more modern approach in its examination of the movement asserting that contrary to views of Populists as individualists who were opposed to modernity and completely bound by tradition, the historical evidence suggests instead that Populists "challenged corporate frameworks" and the "inequitable distribution of wealth," and that they "embraced Enlightenment notions of progress as firmly as their opponents did."²⁴ Postel argues that Populism should be regarded as a national movement which also included activism by women "unmatched by any mobilization of American women outside of the churches."²⁵ Postel contends that Populism had an extraordinary impact on American life and democracy, and claims that it was indeed an impetus for a wave of reform that moved into the twentieth century.

It is in Postel's examination of the Populist movement in which the most similarities to the Populist origins and Progressive evolution of the Pineland School are found. While the school was grounded in the Christian faith and the local farming heritage, its focus was clearly upon preparing young men and women for modern life, both with respect to farming as well as

²³ McMath, 51.

²⁴ Postel, viii.

²⁵ Postel, 15.

the world beyond. Also found in the Pineland School and Salemburg's history is the mass mobilization of women discussed by Postel. Female students, farmer's wives, teachers and administrators were the primary engines of Progressivism in Salemburg. Also to be found at Pineland was a great concern with combatting the effects of poverty and the equitable distribution of wealth which are both referenced by Postel as having an emphasis with the movements. Finally, the Pineland School serves as an excellent example of Postel's argument that Populism was an impetus for the Era of Reform with its clear trajectory from Populist to Progressive ideals and projects.

The Pineland School, with its roots firmly planted in the same soil as the Populist and Progressive movements helped not only to educate and launch some of the major players, but also was a mirror for the movements themselves. In spite of its rural and somewhat isolated beginnings, it grew to regional and national notoriety and brought significant and progressive change to its community. From its establishment in 1874 through to 1972 when it closed its doors, the school experienced periods of great growth as well as many transitions and name changes. At first a small co-educational high school, it became the Pineland School for Girls in 1914, and then added Edwards Military Academy for male students in 1935 when it was accredited as a junior college.²⁶ In 1943, the school included Pineland College for male and female students as well as a high school and the Annie Kate White School for Little Girls which served the first through seventh grade.²⁷ This department was created to serve girls between the ages of six and twelve "whose homes had been broken by death or otherwise," and was under the

²⁶ Kellam, xi.

²⁷ Kellam, xi.

direct supervision of Mollie and her husband.²⁸ Its name was changed again in 1965 to Southwood College, when the elementary and high school departments were closed and it became solely a junior college. In 1972, after struggling financially and with declining enrollment, the land was deeded to the state and the school was closed. Throughout its many various incarnations the Pineland School served as a beacon of progressive values and was the heart of the community.

The history of the school, and thus the town, began in 1874 when Isham Royal, Confederate veteran and high school principal from the nearby town of Warsaw, was hired by the group of Salem citizens for \$100 a month.²⁹ At that time, the only schools in Sampson County were common schools, all at an elementary level, which made Salem Academy its first high school and the only available institution in the county which could prepare students for university entrance.³⁰ No child was turned away for an inability to pay the school fees. Boys could work on the many nearby farms, and girls assisted with clothes-mending and other domestic chores.³¹ The premise of affording education even to those who were unable to pay remained well into the twentieth century. An ad in *The News Dispatch* in Clinton, North Carolina from 1917 reads, “GIRLS GET READY. Come with or without money. If you are not able to pay tuition, it will be given you. We want to help the girl who needs it.”³²

²⁸ “Pineland College and its Associate Schools,” *The State*, April 21, 1934, accessed February 21, 2015, <http://digital.ncdcr.gov/cdm/compoundobject/collection/p16062coll18/id/2986/rec/1>.

²⁹ Oscar M. Bizzell, ed., 111.

³⁰ Kellam, 3.

³¹ Bizzell, ed., 111.

³² “Pineland School for Girls Opens Sept. 4th,” *The News Dispatch* (Clinton, North Carolina), September 6, 1917, accessed March 25, 2015, <http://www.newspapers.com/image/61991061>.

Royal's respect for education was made evident by growing enrollment numbers and the addition of a literary society in its second year. The topics debated within the literary society, such as prohibition, female suffrage and compulsory education, are indicative of the spirit of progressivism which already pervaded the school.³³ So successful and well attended were these debates, that in 1884, land was ceded by Milton Royal, one of the founding citizens of the school, for the construction of a Literary Society Hall for the Salem School and a Masonic Lodge for the community.³⁴ The school began to flourish, attracting more students, and subsequently, more residents to the area who desired the educational benefits for their children. The "town" grew, adding the C.S. Royal Store in 1890, which offered "everything from plow points to silk."³⁵ In 1899, a post office was established and "burg" was added to the name in order to avoid confusion with the Salem in Forsyth County.³⁶ The town was finally officially incorporated in 1905, but both the school and the town still had significant growth ahead.³⁷

Isham Royal successfully presided over the school for twelve years before resigning and continuing to work as Sampson County School Superintendent. He was succeeded at the growing school by former student, Marion Butler, who would later become editor of the *Caucasian*, a leading newspaper of the Farmer's Alliance, as well as the first and only Populist Party United States Senator in 1895.³⁸ Butler worked hard to promote the school which in 1888, with over one

³³ Kellam, 5.

³⁴ Kellam, 5.

³⁵ Kent Wrench, *Images of America Sampson County* (Charleston, South Carolina: Arcadia Publishing, 2000), 100.

³⁶ Bizzel, ed., 42.

³⁷ Bizzel, ed., 42.

³⁸ Hunt, 2.

hundred enrolled students, was recognized by the *Fayetteville Observer* as “one of the best and most progressive schools in eastern North Carolina.”³⁹

The school’s rapid growth and success, as well as Butler’s growing reputation and connections, was especially evident at the 1888 commencement when over one thousand people gathered to celebrate, hear newly-elected governor Daniel G. Fowle deliver a commencement speech, and watch F. R. Cooper, Sr., the editor for the *Clinton Caucasian*, present a medal for the best orator in the student debate, “Should the Internal Revenue System be repealed?”⁴⁰

Marion Butler’s progressive colors were also beginning to show outside of the school. In the late 1880s he became a member of the North Carolina Teacher’s Assembly, an organization which met to exchange ideas and discuss issues relating to education.⁴¹ Although he was employed by a private school, Butler allied himself with expanded public education.⁴² In 1888, “already a Mason and a member of the Sampson County Agricultural Society; the Teacher’s Assembly; the Knights of Honor, a social charitable group; and the Democratic Party,” he found himself working with the Alliance, newly formed in Sampson County, and days later became its first president.⁴³ The Alliance was predominantly an agricultural organization that sought to improve the lives of farmers as pertaining to legislation and the economy.⁴⁴ This grassroots organization would eventually blossom into a national political movement known as Populism.⁴⁵

³⁹ Hunt, 19.

⁴⁰ Hunt, 19.

⁴¹ Hunt, 19.

⁴² Hunt, 19.

⁴³ Hunt, 26.

⁴⁴ Hunt, 22.

⁴⁵ Hunt, 49.

Butler resigned his post as headmaster of the school in 1888, and took a position as editor of *The Caucasian*, in Clinton, North Carolina where he served as the voice for Alliance politics in Sampson County before launching into his political career which would eventually see him elected as United States Senator in 1895.⁴⁶ While the *Caucasian* did focus on farmer's issues, it did also, as implied by its name, "rage against the perceived outrages of miscegenation and social equality," as well as carry a "White Supremacy" motto on its masthead.⁴⁷ Although politics found Butler championing the cause of education, and also that of rural citizens and farmers, he was still a staunch segregationist and white supremacist.⁴⁸ Where this does seem incompatible with Progressive ideals, his views were not uncommon for Populists of his time, and as argued by Postel, activism such as his with respect to Populist causes, helped to lay the groundwork for Progressivism in the early part of the twentieth century as seen in the example of the Pineland School.

Marion Butler was succeeded as principal of the Pineland School by his younger brother, Major George Butler who served there from 1889 to 1892.⁴⁹ George Butler, like Isham Royal before him, also went on to become a Sampson County School Superintendent before being elected to the North Carolina State Senate in 1897.⁵⁰ George was a staunch advocate for education and was termed "the father of the best public school law ever enacted in North Carolina," for his role in increasing the length of public school terms without raising taxes.⁵¹ He

⁴⁶ Hunt, 2.

⁴⁷ Postel, 199.

⁴⁸ Postel, 199.

⁴⁹ Kellam, 289.

⁵⁰ Street Brewer, "George E. Butler and his brilliant record," Letter to the editor, *The Caucasian* (Clinton, North Carolina), September 29, 1910, accessed December 5th, 2014, <http://newspapers.com/image57402202>.

⁵¹ Brewer.

was also responsible for legislation that required all school officials to be elected by vote as opposed to appointment, which helped to eliminate the corruption that had previously plagued the process.⁵² He ran for Congress in 1910 on a platform which advocated for public education but lost against the Democratic candidate.⁵³ Although George Butler's tenure at the school was short, he does, with his commitment to public education, fit into the growing tide of progressivism at the Pineland School.

In 1901, recent Wake Forest graduate, George Franklin Edwards, was appointed president of the school, which had since become Salem Academy. He was deeded the school by the board of trustees which included four acres, two dorms and several buildings.⁵⁴ The next year he hired Mollie Roberts, a young Quaker graduate from Guilford College, to teach in the burgeoning academy.⁵⁵ Mollie Roberts would remain involved with the school until 1945, and would become a veritable force within the community.⁵⁶ They married in 1902 and became co-presidents of the school.⁵⁷ Together they expanded the curriculum and began improving the school campus and farm. Their commitment to the access of education, and belief in equitable distribution of wealth, both tenets of Reform Era ideals, was evident by their policy that no one should pay more than \$6 per month for room and board.⁵⁸ When George Edwards died suddenly in June of 1907, Mollie Edwards, already devastated by the loss of their second child in a measles epidemic earlier that year, persevered, and did not let her personal tragedies distract her

⁵² Brewer.

⁵³ "George Butler Nominated," *The Daily Times* (Wilson, North Carolina), August 16, 1910, (accessed December 5th, 2014, <http://newspapers.com/image66560027>).

⁵⁴ Kellam, 290.

⁵⁵ Bizzel, 111.

⁵⁶ Kellam, 289.

⁵⁷ Kellam, 290.

⁵⁸ Bizzel, 112.

from her responsibility to the school or the community.⁵⁹ The 1907-1908 Catalogue for Faculty and Students, imparts the “aim of Salemburg Academy is to inspire students and prepare them for college and life.”⁶⁰ Nothing deterred Mollie from her focus upon the school and her students.

Relief came in the form of William Jackson Jones, who had come to Salemburg to minister at the Salemburg Baptist Church. Mollie recruited him to teach at the school and in December of 1908, they married.⁶¹ Under the supervision of Mr. and Mrs. Jones, the school continued its trajectory of growth. In 1930, Mr. and Mrs. Jones requested aid from President Herbert Hoover in order to create an industrial school for girls in connection with the college. Mollie is reported in the *Daily Times-News* as saying, “We had a very nice chat. I found the president very sympathetic to our cause.”⁶² According to a 1935 article in *State*, a North Carolina periodical, entitled “Keeping Up with the Joneses,” their inaugural co-governance of the school in 1908 saw them in charge of “three frame buildings, four teachers and ten acres of land.” By 1935 when the article was written, there were eight buildings, thirty-two faculty members and 798 acres of land as well as a student body enrollment of over three hundred.⁶³ The development was aided by generous endowments from the Duke Foundation of \$70,000 and \$50,000 from Mollie’s alma mater, Guilford College.⁶⁴ Although the same 1935 *State* article cites Mollie as “the real hustler in the partnership,” claiming that “Mr. Jones has to hold her down sometimes

⁵⁹ Bizzel, 112.

⁶⁰ *Catalogue of the Faculty and Students of Salemburg Academy, 1907-1908*. Salemburg, NC. North Carolina Collection, University of North Carolina, Chapel Hill, NC.

⁶¹ Kellam, 290.

⁶² “Industrial School Asked in Connection with Pineland College,” *The Daily Times-News*, July 18, 1930 (Burlington, North Carolina), accessed March 25, 2015, <http://www.newspapers.com/image/9024804>.

⁶³ “Keeping Up With the Joneses.”

⁶⁴ “Keeping Up With the Joneses.”

when she gets too enthusiastic,” they continued to run the school together until Mollie’s death in 1945.⁶⁵

From her position as co-president and principal at the Pineland School, Mollie would participate in numerous social programs and represents its zenith in progressive causes and activities. She traveled the state speaking at Women’s Club meetings about pressing social issues.⁶⁶ She was a suffragette as well as secretary of the Roanoke and Salemburg Railroad.⁶⁷ She served as Commissioner of the town of Salemburg, secretary of the local organization for rural development, and vice-chairman of the Democratic Party in Sampson County.⁶⁸ She also was active with the Equalization Fund Commission which was organized in order to oversee a more equitable distribution of tax revenue between urban and rural schools, the Interracial Commission which sought to end the widespread lynching of African Americans and improve race relations, and the State Forestry Association.⁶⁹ In keeping with her commitment to rural uplift, in 1912 she was elected president of the Farm Women’s Organization.⁷⁰ In 1916, at a time when racial tensions in the South were particularly volatile, Mollie spoke at the Reciprocity meeting at the State Federation of Women’s Clubs and was referenced in the *Wilmington Morning Star* for discussing in her talk how the “negroes in her community are being helped in a practical manner,” and for urging that the “club women would be of more service to the negroes

⁶⁵ “Keeping Up With the Joneses.”

⁶⁶ Mrs. Al Fairbrother, “Salemburg’s Model Community,” *Everything (Greensboro, North Carolina)*, October 23, 1915, accessed November 23, 2014, <http://newspapers.com/image63768685> .

⁶⁷ “Daniels Speaks at Dunn’s Fair, Woman Makes Hit as Introducer,” *The Wilmington Morning Star*, October 14, 1920, accessed November 23, 2014, <http://www.newspapers.com/image/55648635>.

⁶⁸ Cordelia Camp et al., *Some Pioneer Women Teachers of North Carolina*, 110.

⁶⁹ *Some Pioneer Women Teachers of North Carolina* 110.

⁷⁰ *Some Pioneer Women Teachers of North Carolina*, 110.

and that their efforts in this direction would be appreciated.”⁷¹ Mollie Jones’ call to action to help African Americans within the community marks a departure from the white supremacist views of Marion Butler and illustrates both her, and the school’s, transition into a more modern Progressive era.

In 1921, Mollie was elected as an officer for a newly formed Salemburg Grange, a farmers’ advocacy group.⁷² An article in *The Sampson Democrat* on the formation of the Salemburg Grange reports that Mollie was elected as Grange Lecturer after National Grange Director T. A. DeLancey came to Salemburg to organize a grange “in that progressive center.”⁷³ In their book *Reclaiming the Rural: Essays on Literacy, Rhetoric and Pedagogy*, authors Donehower, Hogg and Schell discuss the role of grange lecturer in the early twentieth century as one increasingly occupied by women.⁷⁴ The lecturer played a central role in grange meetings and in the organization as a whole and found Mollie well suited for the task as “education from cradle to grave was a key value reflected in grange initiatives, from public school advocacy to lectures on farming, household economy, and conservation techniques.”⁷⁵ Lecturers were charged with providing a program for every meeting encompassing a range of subjects which concerned both men and women involved with rural life.

One of Mollie’s most notable achievements was her instrumental work on the “Model Health Community” project. In 1909, John D. Rockefeller acting on the knowledge that

⁷¹ “Large attendance at Reciprocity meeting,” *The Wilmington Morning Star* (Wilmington, North Carolina), March 16, 1916, accessed December 5, 2014, <http://newspapers.com/image56100972>.

⁷² “Grange organized at Salemburg,” *The Sampson Democrat* (Clinton, North Carolina), February 10, 1921, accessed December 5, 2014, <http://newspapers.com/image61997183>.

⁷³ “Grange organized at Salemburg.”

⁷⁴ Kim Donehower, Charlotte Hogg, and Eileen E. Schell, *Reclaiming the Rural: Essays on Literacy, Rhetoric and Pedagogy*, (Southern Illinois University Press, Carbondale, IL., 2011), 112, Google ebook edition.

⁷⁵ Donehower et al, 114-115.

hookworm infection was a serious impediment to progress in the South, founded the Rockefeller Sanitary Commission and pledged \$1,000,000 to finance its eradication.⁷⁶ “Untold numbers of Southerners- men, women, and children of both races and from every social and economic niche- were leading miserable, unproductive lives as a direct result of the hookworm’s ravages,” writes John Ettling in his book *The Germ of Laziness*, which details the Rockefeller Commission’s hookworm eradication project.⁷⁷ Personnel were dispatched to the southern states to work in conjunction with state, county and community health workers to survey communities and implement health programs.⁷⁸ “Largely due to the efforts of Miss Mollie to apply for nearly anything and everything that she thought might aid, promote, enlarge, or publicize her school,”⁷⁹ Salemburg was selected as a community for study and as an experimental test ground. A 1916 article in *The Wilmington Morning Star* credits the Women’s Club, of which Mollie was the president, with being “an important factor in building up the first model community in the United States.”⁸⁰ In an article titled “Sampson Always in the Vanguard,” by F. A. Oldes, the author comments that “Salemburg’s life began 40 years ago, and even then it began to be a sort of model community, the moving spirit being the late Isham Royall. In the community there, is the Pineland School for Girls.”⁸¹ The Pineland School and Mrs. Mollie Jones were directly involved with the community project. With Mollie at the helm, the entire community busied itself forming

⁷⁶ John, D. Rockefeller, Publication[s] *Rockefeller Sanitary Commission for the Eradication of Hookworm Disease, Volumes 5-9*, (Ulan Press, 2011), 7, Google Ebook edition.

⁷⁷ John Ettling, *The Germ of Laziness: Rockefeller Philanthropy and Public Health in the New South* (Cambridge, MA: Harvard University Press, 1981), 99.

⁷⁸ Bizzel, 99.

⁷⁹ Kellam, 10.

⁸⁰ “Salemburg Women’s Club Wins Prize at Convention,” *The Wilmington Morning Star* (Wilmington, North Carolina), June 24, 1916, accessed March 26, 2015, <http://www.newspapers.com/image/55326961>.

⁸¹ F. A. Oldes, “Sampson Always in the Vanguard,” *The Farmer and Mechanic* (Raleigh, North Carolina), May 19, 1914, accessed November 23, 2014, <http://newspapers.com/image61997183>.

six committees that covered all areas of rural life in the categories of education, social life, farm progress, moral conditions and improvements, health conditions and improvements, and women's work.⁸² A health survey was taken for every citizen, hookworm cases were treated and vaccines for typhoid and smallpox were administered.⁸³ To prevent re-infection, houses and privies were screened, flytraps were installed, and new septic systems were built.⁸⁴ A 1914 article in the *News Dispatch* credits "the Pineland College for Girls is proving to be a large factor in not only the establishment of this community, but the practical work for it."⁸⁵ So proud of their accomplishment, the Pineland girls would greet visitors to the school with a chant:

Brushing, brushing, till we're fainting,
 Washing, scrubbing, rubbing, painting.
 See we're cleaning, what's the meaning?
 Opportunity!! Model community!!⁸⁶

The 1914-1915 Pineland School for Girls catalogue featured the phrase "Located in the First Model Community Organized in the Nation," on the cover and proudly goes into detail about the accomplishment of the school, the community and its new accolade.⁸⁷ In true progressive spirit, in the August, 1915 of *The Educational Monthly*, for which she authored an article regarding their community project, Mollie commented, "One of the most interesting things concerning this organization is that it was organized under the direction of the State and

⁸² Kellam, 97.

⁸³ Kellam, 97.

⁸⁴ "Mrs. W. J. Jones Speaks on Salemburg Community Experiment," *The News and Observer* (Raleigh, North Carolina), October 15, 1915, accessed December 5, 2014, <http://newspapers.com/image80409706>.

⁸⁵ Kellan, 98.

⁸⁶ James L. Leloudis, *Schooling the New South: Pedagogy, Self, and Society in North Carolina, 1880-1920* (Chapel Hill: The University of North Carolina Press, 1996), 175.

⁸⁷ *Pineland School for Girls: Catalogue of the Faculty and Students, 1914-1915*. Salemburg, NC. North Carolina Collection, University of North Carolina, Chapel Hill, NC.

County authorities in hearty co-operation with the community folk.”⁸⁸ Mollie spoke of the success of the program in a talk she gave at the Women’s Club of Raleigh in October of 1915, claiming that “in the last six or eight months there has not been a single death or case of sickness from a preventable disease.”⁸⁹ A century later, the official website for the town of Salemburg still references the title of “Model Community.”⁹⁰

Another of Mollie’s projects which bore all the hallmarks of progressivism was her work on the Penderlea project. Mollie’s efforts with the Democratic Party and the campaign of Franklin D. Roosevelt in 1932 led to her appointment by President Roosevelt⁹¹ to the Board of Directors for the Penderlea Development project, Penderlea Homesteads, Inc. in 1933.⁹² The Guilford College Bulletin cites her role as director of a “government project the object of which is to show the rural people a better way of living.”⁹³

The Penderlea Homestead Farms project was the first of 152 homestead projects under Roosevelt’s New Deal initiative.⁹⁴ For this particular project ten thousand acres of land in coastal North Carolina was purchased with the intent of developing it for settlement and cultivation. In May of 1933, the National Industrial Recovery Act (NIRA) was implemented as law with the purpose of resettling families in order to lift them out of poverty.⁹⁵ Penderlea was to encompass

⁸⁸ Jones, 178.

⁸⁹ “Mrs. W. J. Jones Speaks on Salemburg Community Experiment.”

⁹⁰ “About Us,” Welcome to Salemburg, North Carolina, accessed March 4, 2015, <http://www.salemburg-nc.com/about.html>.

⁹¹ Kellam, 10.

⁹² *The Guilford College Bulletin*, Volume XXVIII Number 1 January, 1935, accessed March 5, 2015, https://archive.org/stream/guilfordcolle28291931935/guilfordcolle28291931935_djvu.txt .

⁹³ *The Guilford College Bulletin*.

⁹⁴ “Penderlea Homestead Museum Facts,” Penderlea Homestead Museum, accessed March 25, 2015, <http://www.penderleahomesteadmuseum.org/facts.html>.

⁹⁵ U.S. United States Department of the Interior, *National Register of Historic Places Continuation Sheet*, by Jennifer Martin Mitchell, 13000803, Durham, NC, 2013, accessed March 5, 2015,

4,500 acres and would “provide low-cost homes on small tracts of good soil for 300 to 400 families” [...] “selected from the ranks of farmers who have been attempted to eke out an existence on isolated farms, and who are on relief rolls.”⁹⁶ John Nolen, who was a noted landscape architect and city planner, was selected to plan the community.⁹⁷ Nolan, also a progressive, commented upon his belief that the “farm city” provided the only relief from the economic woes of the time and that the solution to the problem was “the building of farm communities that provide the necessary social and family satisfactions.”⁹⁸ Clearly, with its goals of using farming and education to provide relief from poverty, the Penderlea Homestead project fell well within Mollie’s realm of expertise.

The innovative community was laid out in a crescent shape with the communal center in the middle. There was a twenty-three acre school campus which included a library, gymnasium, workshop, auditorium, cafeteria and home economics building. Farm and community services such as a grist and feed mill, vegetable canneries, a furniture factory, general store, and a social building were also provided. The individual tracts of land were ten acres and included a home equipped with electricity and running water, as well as a barn, and accommodations for poultry and hogs.⁹⁹ The sizes of the homes varied according to the size of the families who, in order to qualify for selection, had to be “white, married and protestant.”¹⁰⁰ Applicants could not own

<http://www.nps.gov/nr/feature/places/pdfs/13000803.pdf> .

⁹⁶ “Big Homestead Project for NC,” Statesville record and Landmark (Statesville, North Carolina), January 2, 1934, accessed March 5, 2015, <http://newspapers.com/image3457034> .

⁹⁷ *National Register of Historic Places Continuation Sheet.*

⁹⁸ *National Register of Historic Places Continuation Sheet.*

⁹⁹ “Penderlea Homestead Museum Facts.”

¹⁰⁰ Justin Williams Pope, “Farm Community Celebrates Visit of Eleanor Roosevelt,” *Star News Online* (Wilmington, NC) February 5, 2013, accessed March 25, 2015, <http://www.starnewsonline.com/article/20130205/ARTICLES/130209776?p=2&tc=pg>.

significant property holdings and required letters of recommendation, most importantly from clergy members.¹⁰¹

By 1937, 112 families were settled in the community. In June of that year, Penderlea was honored by a visit from First Lady, Eleanor Roosevelt. Ten thousand people were present for the First Lady's address which was broadcast on a nationwide hookup, in which she declared that "We in America have made tremendous gains from the depression, in my opinion, by learning to work together."¹⁰² Claude Moore recalls the festivities in the *Mount Olive Tribune* and also placed Mollie Jones as a speaker in the program which featured Mrs. Roosevelt along with addresses by U.S. Senator Robert R. Reynolds, N.C. State Treasurer, Charles Johnson and General Manos McClosy, Commandant at Ft. Bragg.¹⁰³ Eleanor Roosevelt also wrote about her visit in her *My Day* column which ran six days a week from 1935 to 1962. She records her observation that "there is a similarity of type in the people that make up these homesteads," and that perhaps it is the commonality of striving for a goal.¹⁰⁴

Mollie Jones continued her work at the Pineland School until her death in March of 1945. Faculty member Alsa Gavin remembered her as a female Moses with "When she spoke, it seems the water parted,"¹⁰⁵ so great was her will and drive to accomplish. At the time of her death, Pineland was comprised of:

¹⁰¹ Pope, "Farm Community Celebrates Visit of Eleanor Roosevelt."

¹⁰² "Obscure Masses Praised by First Lady at Wallace Fete," *The Daily Times-News*, (Burlington, North Carolina) June 12, 1937, accessed March 25, 2014, <http://www.newspapers.com/image/52605533>.

¹⁰³ Claude Moore, "Our Heritage: Eleanor Roosevelt's Visit Recalled," *Mount Olive Tribune* (Mt. Olive, North Carolina), accessed March 26, 2015, <http://files.usgwarchives.net/nc/wayne/heritage/eleanor.txt>.

¹⁰⁴ Eleanor Roosevelt, "June 12, 1937," *My Day*, accessed March 26, 2015, http://www.gwu.edu/~erpapers/myday/displaydoc.cfm?_y=1937&_f=md054666.

¹⁰⁵ Kellam, 13.

six separate schools, on a thirty-five plus or minus acre campus, where over six hundred and fifty male and female students, preschool through two years of college students were housed and educated.

A large staff of sixty teachers and personnel resided in or nearby, and there was a fifteen hundred acre farm, where fifteen families maintained, grew and produced food for the school's five separate dining rooms.¹⁰⁶

With the absence of Mollie Jones, the Pineland School began a slow decline. Year by year, operations of the farm that had fed the students for decades shut down, until the school finally closed its doors in 1972.¹⁰⁷ Without Mollie's indefatigable spirit and know-how, financial problems and flagging enrollment had necessitated its closure.¹⁰⁸ The town of Salemburg, which still claims its foundation as "on the basis of religion and education,"¹⁰⁹ as well as the county itself, lost its progressive spirit with Mollie. In recent times Sampson County can be described as predominantly conservative with 85% of the white vote in Sampson County going to conservative candidates in 2012.¹¹⁰ According to the 2010 US Census, Sampson County residents living below the poverty line was five percent higher than the North Carolina state average, and the residents who were without a high school diploma was ten percent higher.¹¹¹ While it may not be entirely accurate to correlate this downward trend in graduation rates and income with voting habits, it does suggest that the reverence for education and social equality as

¹⁰⁶ Kellam, 12.

¹⁰⁷ Kellam 15.

¹⁰⁸ "Money Closes 1875 College," *The Gastonia Gazette* (Gastonia, North Carolina), December 2, 1972, accessed February 18, 2015, <http://newspapers.com/image3407227>.

¹⁰⁹ "About Us."

¹¹⁰ "Sampson County," Politics North Carolina, accessed March 3, 2015, <http://politicsnc.com/sampson-county/>.

¹¹¹ "Sampson County, North Carolina State and County Quick Facts," United States Census Bureau, accessed March 3, 2015, <http://quickfacts.census.gov/qfd/states/37/37163.html>.

well as other progressive values, is no longer present to the degree that it existed in the first half of the twentieth century.

Today, all that remains of the Pineland School is a police training academy that occupies the former Pineland campus. For nearly three quarters of a century the school was a bastion of progressive activism that spawned several progressive politicians and fostered a community that flourished in the spirit of social progress and working together. Most of Mollie Jones' life was spent in the service of her school, her community and her state. Her legacy of accomplishments, from her work to improve the health of Salemburg and make it the nation's first model community, to her unceasing efforts to improve North Carolina education and agriculture, appears almost too numerous to be credited to a single individual. According to Charles Postel's theory on the origins and legacy of American Populism, it is the Populist Movement which laid the groundwork for, and made possible the many successes of the Progressive Era. In the history of the Pineland School, from its humble beginnings at the hands of a group of farmers, to Populist giant Marion Butler, and finally to Mollie Jones and her numerous social causes, the movement from its Populist origins to the Progressive Era can be clearly seen. The Pineland School and the community of Salemburg in the mid-twentieth century were a shining example of what can be accomplished through education and cooperative efforts.

Primary Source Bibliography

Catalogues of the Faculty and Students for the Pineland School:

Salemburg Academy: Catalogue of the Faculty and Students, 1907-1908. Salemburg, NC. North Carolina Collection, University of North Carolina, Chapel Hill, NC.

Pineland School for Girls: Catalogue of the Faculty and Students, 1914-1915. Salemburg, NC. North Carolina Collection, University of North Carolina, Chapel Hill, NC.

These catalogues are part of a collection from The North Carolina Collection at UNC, that cover a range of years, from 1904 to 1917 and bridge a transition of the school from co-ed academy to a school for girls. They offer insight as to the size, enrollment numbers, curriculum, faculty, features as well as photographs of the school. The catalog from 1914 includes the newly acquired label of Model Community and reflects the school's involvement in the undertaking.

The Guilford College Bulletin, Volume XXVIII Number 1. January, 1935. Accessed March 5, 2015.

https://archive.org/stream/guilfordcolle28291931935/guilfordcolle28291931935_djvu.txt.

This 1935 Guilford bulletin references Mollie Jones as a 1896 alumnus citing her activities at the Pineland School as well as her appointment to Board of Directors for the Penderlea Project.

Jones, Mollie. *The Educational Monthly*, Volume 1, No. 1, March, 1915. ed. Frederick Augustus Merrill. Athens, Georgia: The Normal School. Accessed January 24, 2015. Google ebook edition.

<https://books.google.com/books?id=i8ApAQAAAMAAJ&pg=PA196&lpg=PA196&dq=%22Mrs.+W.+J.+Jones%22+Pineland&source=bl&ots=49-Yan-pmX&sig=XruWIIvK0n0sRqNI8fPexGKfWvs&hl=en&sa=X&ei=usLFVIjzHcylNtvagwg&ved=0CEIQ6AEwBjgK#v=onepage&q=%22Mrs.%20W.%20J.%20Jones%22%20Pi>.

This is an article written by Mollie Jones for The Educational Monthly in which she details the efforts by herself, the Pineland School, and the people of Salemburg involved in

creating the Salemburg Model Community. Jones discusses the process, the involvement of the Sanitary Commission and the benefits they enjoyed having completed their goal.

“Keeping Up With the Joneses.” *The State*. August 24, 1935. Accessed February 21, 2015.
<http://digital.ncdcr.gov/cdm/compoundobject/collection/p16062coll18/id/4348>.

This article from The State offers insight into the lives of Mollie Jones and her husband as well as on the history and growth of the school. It was published at the apex of the school’s success and provides information regarding the extent of its growth. It also discusses Mollie Jones’ robust activism and describes the school and Mollie Jones as “progressive.”

Kellham, Sharon. *We Were Sandspurs Within the Dash: 1874-1974*. Boone, NC: Kellham Publishers, 2010.

This text contains a history of the school, the founding families, the surrounding town as well as personal reflections of faculty and students. It contains a timeline of the various incarnations of the school as well as letters of recommendation from area politicians and business owners attesting to the quality of education to be found there. While not an academic source, it offers a wealth of information on a subject that is mostly absent from academic scholarship.

Moore, Claude. “Our Heritage: Eleanor Roosevelt’s Visit Recalled,” *Mount Olive Tribune* (Mt. Olive, North Carolina) Accessed March 26, 2015.
<http://files.usgarchives.net/nc/wayne/heritage/eleanor.txt>

This digitized article from the Mt. Olive Tribune provides a personal recollection of the visit of First Lady Eleanor Roosevelt to the Penderlea Settlement and also places Mollie Jones, along with other dignitaries, as a speaker at the celebration that recognized the opening of Penderlea as well as the visit of the First Lady.

Newspapers.com Articles listed in order of appearance:

“Commencements at Salemburg.” *The Wilmington Morning Star* (Wilmington, North Carolina). June 8, 1915. Accessed December 7, 2014. <http://newspapers.com/image5542201>.

“Pineland School for Girls Opens Sept. 4th.” *The News Dispatch* (Clinton, North Carolina). September 6, 1917. Accessed March 25, 2015.
<http://www.newspapers.com/image/61991061>.

- Brewer, Street. "George E. Butler and his brilliant record." Letter to the editor, *The Caucasian* (Clinton, North Carolina). September 29, 1910. Accessed December 5th, 2014. <http://newspapers.com/image57402202>.
- "George Butler Nominated." *The Daily Times* (Wilson, North Carolina). August 16, 1910. Accessed December 5, 2014. <http://newspapers.com/image66560027>.
- "Industrial School Asked in Connection with Pineland College." *The Daily Times-News*, (Burlington, North Carolina). July 18, 1930. Accessed March 25, 2015. <http://www.newspapers.com/image/9024804>.
- Fairbrother, Mrs. Al. "Salemburg's Model Community." *Everything* (Greensboro, North Carolina). October 23, 1915. Accessed November 23, 2014. <http://newspapers.com/image63768685>.
- "Daniels Speaks at Dunn's Fair, Woman Makes Hit as Introducer." *The Wilmington Morning Star*, (Wilmington, North Carolina). October 14, 1920. Accessed November 23, 2014. <http://www.newspapers.com/image/55648635>.
- "Large attendance at Reciprocity meeting." *The Wilmington Morning Star* (Wilmington, North Carolina). March 16, 1916. Accessed December 5, 2014. <http://newspapers.com/image56100972>.
- "Grange organized at Salemburg." *The Sampson Democrat* (Clinton, North Carolina). February 10, 1921. Accessed December 5, 2014. <http://newspapers.com/image61997183>.
- "Salemburg Women's Club Wins Prize at Convention." *The Wilmington Morning Star* (Wilmington, North Carolina). June 24, 1916. Accessed March 26, 2015. <http://www.newspapers.com/image/55326961>.
- Oldes, F. A. "Sampson Always in the Vanguard." *The Farmer and Mechanic* (Raleigh, North Carolina). May 19, 1914. Accessed November 23, 2014. <http://newspapers.com/image61997183>.
- "Mrs. W. J. Jones Speaks on Salemburg Community Experiment." *The News and Observer* (Raleigh, North Carolina). October 15, 1915. Accessed December 5, 2014. <http://newspapers.com/image80409706>.
- "Big Homestead Project for NC." Statesville record and Landmark (Statesville, North Carolina). January 2, 1934. Accessed March 5, 2015. <http://newspapers.com/image3457034>.
- "Obscure Masses Praised by First Lady at Wallace Fete." *The Daily Times-News*, (Burlington, North Carolina). June 12, 1937. Accessed March 25, 2015. <http://www.newspapers.com/image/52605533>.

“Money Closes 1875 College.” *The Gastonia Gazette* (Gastonia, North Carolina). December 2, 1972. Accessed February 18, 2015. <http://newspapers.com/image3407227>.

Newspapers.com is a commercial newspaper database where issues of more than 3,500 papers can be searched as far back as the 18th century. Because it features numerous small publications from North Carolina, I was able to find a wealth of information with respect to Mollie Jones, as she is largely absent from published and scholarly material.

“Pineland College and its Associate Schools,” *The State*, April 21, 1934, accessed February 21, 2015, <http://digital.ncdcr.gov/cdm/compoundobject/collection/p16062coll118/id/2986/rec/1>.

This article in The State magazine provides information about the vigorous growth of the Pineland School and its various divisions, departments and surrounding farm. It also provides information about the cultural, spiritual and social lives of the Jones', the teachers, and students of the school. Details about the curriculum, accommodations, facilities and tuition and fees are also included.

Pope, Justin Williams. “Farm Community Celebrates Visit of Eleanor Roosevelt.” *Star News Online*. (Wilmington, NC). February 5, 2013. Accessed March 25, 2015. <http://www.starnewsline.com/article/20130205/ARTICLES/130209776?p=2&tc=pg>.

This newspaper article features the Penderlea Settlement Museum and discusses the visit by First Lady Eleanor Roosevelt to the site. The article also provides information about how the families for the settlement were selected and what they could expect in their first few years.

Rockefeller, John, D. Publication[s]. *Rockefeller Sanitary Commission for the Eradication of Hookworm Disease, Volumes 5-9*. Ulan Press, 2011. Google Ebook edition. http://books.google.com/books/about/Publication_The_Rockefeller_Sanitary_Com.html?id=qxegAAAAMAAJ.

Included in this text are the data and report findings of the Rockefeller Sanitary Commission which was founded for the purpose of eradicating hookworm in the South as it was recognized as having a detrimental effect upon the productivity of the population. The report goes into detail about the measures taken to eliminate the parasite and prevent its recurrence as well as the methodology behind the massive undertaking of testing and treating such a large population. This information is relevant to the designation of Salemburg as Model Community for the measures it took to assist the commission and treat and prevent hookworm and other infectious diseases.

Roosevelt, Eleanor. "June 12, 1937." *My Day*. June 13, 1937. Accessed March 26, 2015. http://www.gwu.edu/~erpapers/myday/displaydoc.cfm?_y=1937&_f=md054666.

My Day, was a column written by First Lady Eleanor Roosevelt, that ran six days a week in syndicated papers for nearly thirty years and detailed the various activities in which she was involved. This particular day's entry is about her visit to the Penderlea Settlement in 1937 and discusses the events of the day and her impressions of the settlement and its people.

"Sampson County, North Carolina State and County Quick Facts." United States Census Bureau. Accessed March 3, 2015. <http://quickfacts.census.gov/qfd/states/37/37163.html>.

This website provides raw census data regarding the population and demography of Sampson County and is included to provide information about the current economic climate and population.

U.S. United States Department of the Interior. *National Register of Historic Places Continuation Sheet*, by Jennifer Martin Mitchell. 13000803. Durham, NC, 2013. Accessed March 5, 2015. <http://www.nps.gov/nr/feature/places/pdfs/13000803.pdf> .

This is the Historic Registration document for the Penderlea Settlement and provides information regarding the establishment of the settlement, the facilities and geography and the planning. It includes details regarding the tracts of land and homes provided to the settlers as well as information about the success of the endeavor.

Secondary Source Bibliography

“About Us,” Welcome to Salemburg, North Carolina. Accessed March 4, 2015. <http://www.salemburg-nc.com/about.html>.

This is the official Salemburg website which includes city data, commercial, and historical information. It is included to provide information about the current culture of Salemburg as well as information about its enduring reference as a “Model Community.”

Bizzell, Oscar M., ed. *The Heritage of Sampson County, North Carolina 1784-1984*. Newton Grove, NC: Sampson County Historical Society, 1983.

This is a comprehensive, encyclopedic volume compiled by amateur historians which addresses the local, political, agricultural and social history of Sampson County, as well as information about civic organizations, family histories, and profiles of notable citizens. It features a lengthy section on the development of education in Sampson County with a sizable entry on Salem Academy and the town of Salemburg. Although published more than thirty years ago, it remains the most complete text on Sampson County and its history.

Camp, Cordelia. *Some Pioneer Women Teachers of North Carolina*. North Carolina: Delta Kappa Gamma Society, 1955.

This text appears to have been privately published and is sixty years old, but is included as it is one of only a few published sources that have biographical information about Mollie Jones. The book is comprised of a series of short biographical entries detailing the lives and accomplishments of celebrated North Carolina teachers.

Chesser, John. “Carolinas growth update: urban changes, rural losses,” UNC Charlotte Urban Institute. April 18, 2012. Accessed April 10, 2015. <http://ui.uncc.edu/story/urban-growth-rural-population-loss-nc-sc-2011>.

This web article discusses the economic and population decline in rural North and South Carolina and proposes possible reasons for the downward trends. It includes current data and statistics and is included to provide information about the current economic climate in Sampson County.

Donehower, Kim, Hogg, Charlotte, and Schell, Eileen E. *Reclaiming the Rural: Essays on Literacy, Rhetoric and Pedagogy*. Southern Illinois University Press, Carbondale, IL., 2011. Google Ebook edition.
<https://books.google.com/books?id=nXfVQX2HFb4C&printsec=frontcover&dq=Donehower,+Kim,+Hogg,+Charlotte,+and+Schell,+Eileen+E.+Reclaiming+the+Rural:+Essays+on+Literacy,+Rhetoric+and+Pedagogy&hl=en&sa=X&ei=2Ac5VfS4OMWZNtCvgOAH&ved=0CB4Q6AEwAA#v=onepage&q=Donehower%2C%20Kim%2C%20Hogg%2C%20Charlotte%2C%20and%20Schell%2C%20Eileen%20E.%20Reclaiming%20the%20Rural%3A%20Essays%20on%20Literacy%2C%20Rhetoric%20and%20Pedagogy&f=false>

Reclaiming the Rural: Essays on Literacy, Rhetoric and Pedagogy is a series of academic essays that examine how rural communities are sustained through literate action. They discuss the role of granges, grange lecturers and the inclusion of women into rural action and directly relates to the position held by Mollie Jones in the Salemburg Grange.

Ettling, John. *The Germ of Laziness: Rockefeller Philanthropy and Public Health in the New South*. Cambridge, MA: Harvard University Press, 1981.

Ettling's text chronicles the history of the Rockefeller Sanitary Commission for the Eradication of Hookworm Disease which affected nearly forty percent of the South. Upon the discovery that hookworm infection caused lethargy and a lack of productivity, a commission was organized to research a manner of eradication so as to improve life and productivity in the southern states. Although the book is over thirty years old, it remains as one of the most authoritative sources on the venture.

Goodwyn, Lawrence. *The Populist Movement: A Short History of the Agrarian Revolt in America*. Oxford: Oxford University Press, 1978.

This text provides a comprehensive background on the Populist movement and the Farmer's Alliance. Published in the 1970s, it offered new political language for the interpretation of democracy and credits the Populist revolt with being the largest democratic movement in American history. Goodwyn's analysis of American Populism was an important

step in Populist and Reform Era historiography. It's inclusion, in spite of its age, is necessary to illustrate the development of the historiography of American Populism.

Hicks, John D. *The Populist Revolt: A History of the Farmer's Alliance and the People's Party*. Lincoln, N.B.: University of Nebraska Press, 1959.

Originally published in 1931, this work on the Populist Movement and the Farmer's Alliance provides insight as to ideas about the origins of the Populist movement and is included in order to demonstrate how the theories regarding Populism's origins changed over time. Hicks' work represents some of the earliest scholarship on the subject and is still referenced in current scholarship.

Hofstadter, Richard. *The Age of Reform*. New York: Random House, 1955.

This text provides historical context of the era between 1890 and 1940, known as the Era of Reform, and highlights in particular the Populist and Progressive movements as well as New Deal reform. Hofstadter's theories regarding Populism's origins and the "agrarian myth," were revolutionary in their time and are still referenced to this day. Instead of focusing entirely upon economic factors as the impetus for the movement, Hofstadter instead argues that it was a fear of modernization and a longing to return to an idealized agrarian American past that mobilized the Populists. His ideas represent a crucial turning point in the discussion on Populism and are thus, necessary to the historiography.

Hunt, James L. *Marion Butler and American Populism*. Chapel Hill: The University of North Carolina Press, 2003.

Hunt's text is a biographical account of Marion Butler who led the Farmer's Alliance of North Carolina and served in the U.S. Senate as a Populist from 1895 to 1901. Prior to this he was both a student and Headmaster at Salem Academy. This biography of Marion Butler provides information about the social environment surrounding the founders of the school, as well as historical background regarding the Farmer's Alliance and the Populist movement which played a role in the founding and development of the school, as well as the town of Salemburg.

Leloudis, James L. *Schooling the New South: Pedagogy, Self, and Society in North Carolina, 1880-1920*. Chapel Hill: University of North Carolina Press, 1996.

This work provides a general background for education in the South as well as an overview of the cultural forces at work during the timeframe. It specifically mentions Salemburg

and the Pineland School and provides an account of the role the School played in the Rockefeller Sanitary Commission's work in Salemburg and its designation as a "Model Community."

"Penderlea Homestead Museum Facts." Penderlea Homestead Museum. Accessed March 15, 2015. <http://www.penderleahomesteadmuseum.org/facts.html>.

This is the website for the Penderlea Settlement Museum. Mollie Jones was placed by President Roosevelt on the Penderlea Settlement Board of Directors to assist the project on matters related to farming, social work and education. This website provides information about the history of Penderlea.

Postel, Charles. *The Populist Vision*. New York: Oxford University Press, 2007.

Postel, in his award winning work on the origin and legacy of the American Populist Movement, argues that the members of the movement embraced modernity, contrary to Hofstadter's theory in which they feared it. Postel further contends that the Populist Revolt of the late nineteenth century, paved the way for the Progressive movement in the twentieth century. He also highlights the mass mobilization of women within the movements. It is this Populism origin theory that finds the most similarities with the history of activism at the Pineland School.

"Sampson County." Politics North Carolina. Accessed March 3, 2015. <http://politicsnc.com/sampson-county/>.

This website provides current census and electoral data for Sampson County, North Carolina and was included in order to provide information about the current population and political climate.

Wrench, Kent. *Sampson County*. Charleston, SC: Acadia Publishing, 2000.

While not an academic source, this text provides a broad overview of historical Sampson County as well as the culture, and its place within North Carolina history.

