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THE CONTRIBUTION OF CHURCH SCHOOLS TO EDUCATION IN NORTH CAROLINA 1700 - 1850

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PREFACE

The subject of this essay was slected because of its close connection with the general history of the state. The first topic selected was the "Contribution of Quakers to Education in North Carolina." This topic, however, had been fully covered by Zora Klain in a doctor's dissertation. The purposes of this study, apart from being required for the master's degree, are: to trace the growing "educational conscience" of the state to 1850, to show how the various protestant denominations took care of the situation until the state realized its obligation in the matter of education, and to give some idea of the courses of study used before 1850.

The writer hopes the study on educational practice will help him as a public shool teacher by giving an insight into educational history.

Material on the subject was very difficult to find. In this connection the libraries of Duke University, University of North Carolina, Greensboro College, Guilford College, N. C. C. W., Catawba College, and Greensboro City, were visited. Miss Nellie Rowe of the Greensboro library seemed to take pleasure in providing and searching for material.

78000

The library staffs at Chapel Hill, Duke, Greensboro College, and N. C. C. W., co-operated very helpfully in gathering information.

The chief difficulty was in getting material on the German schools of the period. In the library of the State Historical Commission at Raleigh were some manuscripts written in German which possibly might have thrown some light on the problem. Unfortunately, the writer is unable to read German.

J. F. M.

Greensboro, North Carolina.
May 15, 1933.

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A. FOREWORD

In studying the contribution of church schools to education in North Carolina, it becomes apparent very soon that this state cannot become completely isolated from other sections of the country. Education was in a deplorable state through out the entire period. The condition of education would have been even worse had it not been for the activities of the various denominations. In fact a real public school system was not really started until the appointment of a state superintendent of public instruction to organize, supervise, and integrate a school system -- and such a system was not put into operation until in the fifties*. 1790 to 1850 then was a period of chaotic sectarian instruction supplemented by private schools and "subscription" schools.

The need of education was first seen by those who felt the necessity of being able to read the scriptures. This idea that the ability to read was helpful -- indeed, possibly necessary -- to salvation helped to unify public opinion in favor of education. People were individualistic to a great degree. Each looked at problems from the personal point of view. Thus education was a private matter -- to be gained the same way as a spirited horse or a farm. The Protestant belief that every one should be able to read the scriptures for himself caused a gradual change in attitude toward education.

* State common schools, marking the beginning of a system, started about 1840 and the first superintendent was selected in 1852.

B. BASIS OF EDUCATION

North Carolina was settled by various races. Only time could erase the differences of language, race, and tradition. It was natural that this process of fusing the racial elements would be effected in small groups based on congeniality of place, ideas, and habits of life. By 1850 North Carolina was inhabited by North Carolinians and not by various groups of English, Scotch, Germans, Swiss, and French. The foundation of the state had been laid.

II EPISCOPAL SCHOOLS

A. INTRODUCTION

There was considerable educational activity on the part of the Episcopalians during the colonial period. If, at a swift glance, we think the record poor, let us examine the few records available. In the first place the denomination was not very strong numerically. Also, there was considerable feeling against the denomination on the part of the dissenters.

Charles Griffin, a school teacher and lay reader of Pasquotank Precinct, was probably the first to run a school according to the principles of the denomination and probably the first teacher in the colony. According to the Rev. Mr. William Gordon, who came to the colony in 1709, Charles Griffin came to the colony in 1706 from the West Indies. In describing the excellence of this school, it is said that even Quakers sent their children to it. Prayers were required twice a day -- and all had to respond.

Another early school was at Sarum taught by Mr. Marshburn. This school was in Chowan and was in operation in 1712. Mr. Marshburn was so highly regarded by the missionary Rainsford that he requested the S. P. G. (Society for the Propogation of the Gospel in Foreign Parts) to pay the teacher a salary. The salary would make it possible for Indians to be taught free of charge.

There were several other very interesting colonial schools. The Rev. Mr. James Moir taught a school at Brunswick in New Hanover County. Mr. Moir is said to have lived in the garret and used the down-stairs as a chapel and school-room. This school was in operation about 1745. In 1763 a church school was established in Hyde County. The probable beginnings of this institution was the little school founded by the Rev. Mr. Alexander Stewart, missionary of the S. P. G. Mr. Stewart reported that he obtained a "school mistress" to teach four Indians, two negro boys, and four Indian girls to read and write. There is a tradition in Hyde County that the church school, founded in 1763, existed for sometime*. The Rev. Mr. Daniel Earl, Rector of St. Paul's Parish, Chowan, taught a private school for some years. This school was distinctly of the secondary grade. In addition to the English branches, Latin and Greek were offered (a).

At the meeting of the Assembly in 1764 provision was made for an academy at Newbern. The building was to be erected

* Cheshire Sketches of Church History in N. C. p 1618
(a) Ibid.

by money obtained by public subscription. It seems that church property was to be used as a site. A Mr. Tomlinson, member of the Church of England, was the first teacher. The S. P. G., through the influence of the Rev. Mr. James Reed, encouraged the institution by paying the teacher a small annual stipend. The board of trustees (as of 1764) was composed of the Rev. James Reed, John Williams, Joseph Leech, Thomas C. Howe, Thomas Haslen, Richard Cogdell, and Richard Fenner. Later a charter was granted to the institution which made some changes. An import tax on rum was levied for the benefit of the school. This institution had the marks of a parochial, public, and private school. The requirements that the teacher be a member of the Church of England smacked of sectarianism, the tax on rum for its partial support catered to public support, and the method of selecting trustees was a mark of a corporate body.

The people of Edenton were not far behind those of Newbern in the matter of education. By 1770 it seems that the inhabitants of the town had purchased two lots and erected thereon a school building. The trustees were Joseph Blount, Joseph Hewes, Robert Hardy, Thomas Jones, George Blair, Richard Browning and Samuel Johnston. The schoolmaster was required to be a member of the Church of England, recommended by a majority of the trustees, and licensed by the governor. It did not always follow, however, that the schoolmaster <u>was</u> an Episcopalian. Usually the duties of teacher and preacher or lay reader united in an individual*.

* Ibid.

B. SCHOOLS

1. THE EPISCOPAL SCHOOL OF NORTH CAROLINA

The Episcopal School of North Carolina was founded in 1832 near Raleigh. The committee for the purpose of locating the school purchased 159½ acres of land, giving a note for it, and borrowed $7,500 for the erection of buildings. The school opened June 2, 1834, and was literally over-run with pupils. Apparently the school was beginning most successfully and more accommodations were needed for those who wished to take advantage of the institution. The committee borrowed more money in order to enlarge the facilities.

The affairs of the school were soon going badly. The master lost control of the pupils, the patronage dropped rapidly, and in six years the school was dead. An attempt was made to reopen the school as a seminary for the instruction of those preparing for the ministry, but the South Carolina Diocese refused to co-operate in the matter and so the attempt failed.

The largest number of students enrolled in the school at any one time was 135. $175 covered the entire charges for a year. Day students were charged a fee of $50. A six weeks' vacation for the year was allowed.

2. ST. MARY'S SCHOOL

St. Mary's arose upon the ruins of the defunct Episcopal School of North Carolina. Dr. Albert Smeder opened the institution

for the reception of students in 1842. The purpose of the school was "to secure the training of a complete womanhood in body, mind and spirit, including the affections, the conscience and the will*."

3. TRINITY SCHOOL (RALEIGH)

This institution was founded by Dr. Smeder in 1847. Its first principal was the Rev. Dr. Hubbard who resigned in his second year to become a member of the faculty of the University of North Carolina. Dr. Hubbard was succeeded by the Rev. Mr. Bobbitt who continued the school for three years longer. The school never had over nineteen pupils.

Trinity, Raleigh, should not be confused with Trinity, Chocowinity, in Beaufort County. Trinity, Chocowinity, was founded by the Rev. Dr. N. C. Hughes. The school, enrolling from 15 to 20 pupils, is said to have existed for a number of years.

4. VALLE CRUSIS

Bishop Ives founded an educational and missionary enterprise at Valle Crusis in 1844. It was principally a missionary undertaking, but there was also a school for the training of ministers. The classical department of the school was distinctly a side issue. The whole enterprise failed after a few years.

* Ibid. p. 303.

Bishop Ives has been accused of attempting to establish there a religious order somewhat like a Catholic monastery. The Episcopalians concurred for a time in carrying out Bishop Ives' "Romish" ideas, but finally withdrew their support. Whatever Bishop Ives had in mind, Valle Crusis was a heroic and a romantic undertaking. Its influence, in the then remote mountains, can never be fully measured*.

* Ibid. p. 305-308, 317-318.

III. QUAKER EDUCATION

A. INTRODUCTION

The early history of North Carolina was closely connected with the Quaker Society. George Durant, a Friend* and very influential inhabitant, obtained the first recorded land title from the Yeopim Indians in 1662. The colony was visited by Edmundson and Fox in 1671-72; and it appears that the Society was organized about that time (a).

George Fox began the movement in 1647 which resulted in the establishment of the Society of Friends. Fox taught that one should follow the "inner light," eliminate ostentation, take no oaths but keep to yea and to nay, and "follow the real teachings of Christ."

B. YEARLY MEETING SCHOOL OR NEW GARDEN

New Garden Boarding School was established by the Yearly Meeting, which is the highest authority of the Society in the state. Thus New Garden was from the beginning different from the Quaker schools which will be discussed later. In 1829 a plan was sent on foot by which books were to be placed in the hands of every member of the Society in North Carolina (b). In 1830 a plan was submitted to provide for the establishing of a boarding school under the control

* Smith, History of Education in North Carolina p. 142-143
(a) Klain, Quaker Education in North Carolina p. 18
(b) Klain, Quaker Edudation in North Carolina p. 71-72

and direction of the North Carolina Yearly Meeting, for teacher training and for primary schools in all Quaker communities. In 1832 "The Boarding School Plan" was submitted by a committee selected for that purpose*. A summary of the plan was as follows: (1) The Yearly Meeting to purchase a small farm; (2) the said farm to have an orchard, pasture for cattle, and be well watered by a running stream; (3) The Yearly Meeting to appoint two men and two women from each of the New Garden, Deep River, Western or Southern Quarterly Meetings to have general oversight of the school -- employ teachers, examine progress of pupils, and the like; and (4) board and tuition to be $50 a year, no girls under ten and no boys under 12 to be admitted, all pupils must be "a constant boarding scholar," and only children of Quakers to be admitted (a). It was recommended also that the school "be located near a meeting house, and not on a public road (b)."

The rules for operating the school were very minute. The superintendent had charge of the institution under the direction of the committee. He must keep an account of all expenditures, provide the necessities, direct the farm work, and decide on every request for leave of absence from school. The teachers were to teach those subjects approved by the committee, dine with the pupils, look after the lodging of the pupils and supervise their recreation, and keep boys and girls apart -- except at meetings for worship. The superintendent or teachers were authorized to examine all

* Ibid. p. 71-72
(a) Ibid. p. 72-73
(b) Smith, History of Education in N. C. p. 144.

letters sent from pupils of the institution except those addressed to parents or guardians. A leave of absence to visit home was allowed each pupil after three months and except "on extraordinary occasions" pupils were not allowed to visit friends or relatives, whether they lived far or near, oftener than once in three months. It was also provided that in September and October the pupils should rise at half-past five or six, have breakfast at half-past seven, go into school at half-past eight and get out at half-past eleven, dine at twelve, go back into school at two, school to close at four, and have supper at half-past five. Beginning with November 1 and ending with March 10, the above schedule was changed in that the rising hour was at six or six-thirty and supper was at five. From March 10 to April 10 the schedule was changed back to the first mentioned. From April 10 to September 1 the rising hour was placed at 5, go into school at six and remain until half-past seven, breakfast, go back into school at nine and get out at eleven-thirty, have dinner at twelve, afternoon session last from half-past two to five, have supper at six, and bedtime was from 8:30 to nine through out the year. It was provided also that in recess time the pupils might be employed in gardening or other services as the superintendent directed. Sunday afternoon all pupils must assemble in the school house for the purpose of reading, or listening to the reading of, the Holy Scriptures or other religious books*.

* Klain. p. 73-74.

The "General Rules to be Observed by the Scholars" showed that the Quakers believed in minutely instructing the youth of New Garden as to the day's actions. The youth was advised to pray on waking, dress quietly, wash face, hands and comb hair, go orderly to meals and classes, behave toward teachers, fellow pupils and others, not whisper in the school-room, observe silent pause before and after meals, no nick names to be used, boys must not climb trees ("dangerous practice"), stay within bounds, conduct one's self becomingly in religious meetings ("not giving way to drowsy, restless disposition"), must not borrow, lend or exchange without permission, and after supper when names have been called pupils must go quietly to rooms, fold up clothes neatly, advised to say prayers and go to bed*.

The mintues of the Yearly Meeting of 1833 showed that the committee to establish the Boarding School had purchased one hundred acres of land near the New Garden Meeting House for $200, and that Elihu Coffin had donated seventy acres to the school. It was noted that $2,000 was sent by Friends in England to be applied on the building, Friends in northern states prepared beds, etc., and that the school was incorporated under the name of New Garden School. (a).

The minutes of 1835 reported the building in process of erection and made a plea for more funds.

* Ibid. p. 74-75.
(a) Ibid. p. 77.

In 1836, the year prior to the opening of the school, a committee was appointed to elect a superintendent and "to correspond with Rowland Green as respects teachers and other things that may be necessary," etc.*.

The trustees made, to supplement the general rules, the following regulations:

1st - No rolling or turned down collars to be admitted, neither on coats, nor waistcoats.

2nd - The use of tobacco by all the students and teachers is strictly forbidden in the house and the total disuse of it recommended elsewhere.

3rd - Each pupil to supply him or herself with a washpan, soap and towels. In addition to this, it is recommended that each one have a shoe brush, or brushes, and strictly to clean their shoes from dirt, before going into school.

4th - Books and stationary that the pupils may in the opinion of the teachers need, the superintendent is to furnish them with, at the selling price, which are to be paid for by the scholar or the person entering him.

5th - The boys will be expected to make their own fires, sweep their school rooms; and by turns, in classes, chop wood and draw or pump water, at such time and render such regulations as the superintendent and principal teacher may agree on.

6th - When out of the house either day or night, each six must strictly keep within the limits prescribed them, except when otherwise permitted.

7th - Newspapers, nor other periodical publications, are not allowed to be taken at the school by the scholars except The Friend.

8th - If the students at any time conclude to request any change, or alteration of these, or other rules, that may be established for the observances, they are to have the privilege of making such request; but it should be done, if at all, in the following manner - First to be reduced to writing, and signed by the applicant, and then to be presented to their teacher, which if not disproved by him, or her, is to be handed to the superintendent who if not dissapproved of by him or her as the case may be, is to lay it before the committee, for their consideration (a)."

* Ibid. p. 80
(a) Ibid. p. 81-82

The New Garden Boarding School opened in 1837. Dougan and Asenath Clark were the superintendents for the first year and they were to receive $300 for their services. Jonathan L. Slocum was the principal teacher with Harriet Peck and Catharin Carnale of the New England Yearly Meeting in charge of the female department. There were fifty pupils -- twenty-five girls and the same number of boys -- that first year*.

The first years of the New Garden School were fairly successful. The starting of a new school to fill the place that it was expected to fill was a heroic undertaking. With remarkable persistence, unrealized courage, and careful economy, on the part of those on whom the institution depended, the school completed each of those early years with determination to continue. Mistakes were made. Rules had to be changed. In other words the school had to fit itself into the world.

By 1845 the Yearly Meeting had become gravely concerned over the school. A committee to advise with the trustees of the New Garden School recommended -- among others -- the following: that three trustees resign every year until the present occupants are changed, after which the three oldest in office resign every year, and their places be filled by members from the same Quarterly Meeting; that board and tuition be raised to $65 with an extra $5 fee for those who study the languages; that frequently changing the teachers is in-

* Ibid. p. 84

jurious to the school and that therefore the trustees select competent teachers; "that the monthly visiting committee be reduced to four, two male and two female;" that a correct account of the expense of entertaining traveling Friends and the representatives of the Eastern, Contentnea, and Lost Creek Quarterly Meetings be kept by the superintendent and their expense be met by the treasury of the Yearly Meeting; and that a committee be appointed by the Yearly Meeting "to procure the number of pupils required to fulfil the object of certain donations intented for the school *."

In 1846 the standing committee to confer with the trustees of the Boarding School found the school to be in an embarrassed condition. Two recommendations were made looking toward the remedying of this condition: People who were not Friends be admitted into the school, under the same rules and regulations as members, by paying $37.50 per session; and the Yearly Meeting subscribe freely in money for the purpose of paying for land recently purchased by the trustees. The amount of money to be raised was $305.00 (a).

The next year the trustees of the New Garden Boarding School reported:-

> In submitting this our eleventh annual report to the Yearly Meeting, we feel thankful that we are able to state that the school has met its current expenses for the year. The average number of pupils has been 37 - 6 of whom have been day scholars.

* Minutes of N. C. Yearly Meeting 1845
(a) Minutes of Yearly Meeting 1846

The trustees have endeavored to have the school supplied with efficient Teachers and to have the order of the school ... and a general manifestation has been evinced by the Public to conform to the rules.

The health of the family has been generally good.

The financial record showed the school to be in no very good shape.

It appears from the accounts of the Superintendents that the School has sustained itself through the year, and leaves a balance on hand of $63.52; and that the balance of debit against the school is $996.43; and that the increase thereon during the year is $25.18. It will be observed that the Goods and Books are taken into the account as available funds -- but in order to make it more plain, that all may comprehend and understand it, we may state that the school owes $3084.51, and that there is due the School on sundry notes and accounts $1984.51, embracing some $200 of doubtful debts; which sum deducted from the amount the School owes, leaves a balance above what is due it of $1,000.

It would also be proper here to state that the whole of the bond for $305 given for the tract of land as reported last year, has been paid, and that only $180 have been received in subscription for that purpose, the balance $125, has been paid out of the funds of the school -- this bond, and the money received on subscription, have formed items in the current account of the year. The product of the farm is estimated at $450.00 *.

The same year the Standing Committee reported as being satisfied with the management of the Boarding School, and recommended that the Yearly Meeting grant the privilege of erecting buildings on the school grounds to individuals, monthly or quarterly meetings as the sittings of the Yearly Meeting necessitate more room.

The New Garden Boarding School opened in 1837 with fifty pupils, and average attendance of sixty-eight, but was not able to maintain that number (a).

* Ibid
(a) Smith, History of Education in N. C. p. 147.

Probably the newness of the enterprise coupled with the excitement created by its establishment account for the large enrollment. In 1848 the number of pupils was thirty-seven, ten of whom were day students -- or those who did not live the dormitories. The school was still in poor financial condition. The superintendent reported the available means at $3,754.85 and the debts at $4,125.70 -- leaving $370.85 without any available means of meeting. In addition, part of the available means was frankly admitted as being uncollectible and also books were listed at retail price less 10%.*

The committee to confer with the trustees made the following report:

> The standing committee report, that after a full and thorough examination into the condition of our Boarding School, and not withstanding its financial condition is no worse than it has been in former years, yet the debt is accumulating, and we feel there is emperative necessity that some movement should be made to place this Institution upon a more Permanent basis; and after a conference with the trustess, we are united in Proposing to the Yearly Meeting, that we enter into subscription to the funds now existing called the Charity Fund and the Common Fund; either of both funds we believe will meet the exegencies of this pressing necessity; that every member of our Yearly Meeting consider it his duty to subscribe to one of these funds, the interest of which is all that will be required. We would propose the term of ten years or during life, that this interest to be punctually paid yearly and applied to lower the price of board and tuition in the school, and also to enable the children of those in indigent circumstances to obtain the advantages of this Institution. If a liberal subscription can now be entered into for either of these funds, it will enable the Institution to go on without incurring further debt, besides the great advantage of bringing it into the reach of all our members.

* Minutes of North Carolina Yearly Meeting 1848

The above funds have existed for some years; they amounted previous to this time to two thousand three hundred and forty one dollars. The members of the trustees and Standing Committee, have now subscribed the sum of Seven hundred and thirteen dollars and thirty-one cents; provided there are two thousand dollars subscribed by the Yearly Meeting. All of which we submit signed by direction* of the Committee by N. B. Hill, Clerk
11th Mo. 9th, 1848

A study of the "Minutes of North Carolina Yearly Meeting for 1849" showed that the Society of Friends was getting down to brass tacks in the matter of a religious and literary education. In that year the trustees of New Garden Boarding School and the members of the Standing Committee agreed that a general committee on education should be appointed by the Yearly Meeting. The functions of the committee on education were to inquire into the condition of education in the various meetings (monthly and quarterly) and report on the same to the Yearly Meeting; furnish a statement as to the number of children between the ages of five and sixteen, and sixteen and twenty-one, belonging to the Society of Friends; show what proportion of them go to school and whether the schools patronized were taught by Friends; determine the length of school term; and promote religious and literary education in every possible way.

The influence of the New Garden Boarding School has not been confined to North Carolina. Many of those educated in her classes moved to the West and numbers of them were successful as teachers, ministers, and "substantial conscientious" citizens (a).

* Ibid. 1848
(a) Smith, History of Education in North Carolina p. 148

C. EASTERN QUARTERLY MEETING SCHOOLS

1. BELVIDERE ACADEMY

Education had been a matter of deep concern with the Friends for years. The Yearly Meeting had repeatedly encouraged the local meetings to look after the education of the children. There was a fear, probably well founded, that the youth would be lead away from the Society of Friends if the Society did not offer proper educational opportunities.

The movement which led to the founding of Belvidere Academy began in 1801 when a committee composed of Benjamin Albertson, Caleb Winslow, Exum Newby, Thomas Hollowell, Aaron Morris, Levi Monden, Thomas Jordan, Mordecai Morris, Joshia Bunday, and Joseph Wilson to solicit money and determine on a place for the building of a school.*

The next year the report of the committee showed there was little or no chance of starting the school as money for the purpose could not be raised. By 1804 nothing had been accomplished and apparently the matter was given up.

Later, however, a school was opened in the Piney Woods Meeting House and Elihu Anthony of New York State was obtained as teacher - Rowland Green contracting for his services - for $340.00 a year with board and traveling expenses from New York. It was also agreed to erect a building forty feet by twenty feet "opposite

* Klain, Quaker Contribution to Education in North Carolina p. 112-115

David White's Machine House" to be used as a school. The name of the school was to be the Select Boarding School of the Eastern Quarterly Meeting.*

The Quaker committee on education believed in making rules. A brief summary of the rules made for the Belvidere Academy were: (1) the school committee to determine the course of study, (2) teachers must put into effect rules adopted by the committee, (3) the school committee (or part of it) should visit the school monthly to examine the progress of the pupils and see that the rules were being carried out (4) the school committee required to report conditions of the school to the Meeting in writing, (5) tuition was placed at three dollars a quarter, or twelve dollars a year, (6) only children of Friends were eligible to enter, and (7) no pupil could matriculate for less than one quarter of twelve weeks. As there was no boarding department at first it was provided that pupils could board where at least one member of the family was a member of the Society of Friends.

The Belvidere Academy -- or what was later known by that name -- opened for work in the new building November 30, 1835, with nineteen students and Edward S. Gifford of Massachusetts as the teacher (a). Gifford received $340 and board for his services.

* Klain says (p. 112 note) that the name Belvidere Academy appeared first in the records in 1865.

(a) See Smith, History of Education in N. C. p. 149-150, and Klain, Quaker Contribution to Education in N. C. p. 120-123.

The number of pupils enrolled steadily increased until at the end of the term there were thirty-two on roll. The school committee also proposed a change in tuition rates: $4 a quarter for Arithmetic, Grammar, and Geography (with maps?); $3 for Reading, Writing and Arithmetic; and $2.50 for Spelling, Reading, and Writing.

At the end of the second quarter the report of the school committee was short. The school opened with thirty pupils and closed with thirty-seven. Plans were proposed to extend and enlarge the building so as to take care of the boarding students. It was estimated that about $1200 would be required to provide room for forty pupils, the teachers, and superintendents. The school closed just after the report on account of illness.

For a while the school had much difficulty in getting teachers. Gifford resigned on account of the death of his father, after teaching five weeks. Finally Jonathan M. Steere of Rhode Island was employed for $375 a year. He opened school on December 5 and died at the end of a month's service. John R. Winslow taught three and a half months. Christopher Wilson and wife were employed to take charge of the school for $525. He was to furnish a horse and milch cow at his own expense, and also provide some furniture and hire a boy to make fires, haul wood, etc. In addition to the $525 the school committee promised to board him, his wife, child, nurse and boy. The tuition rates were again changed; $3 a quarter for Spelling, Reading, Writing, and Arithmetic; other

English subjects not changed; $6 for Latin; and $7.50 for Latin and Greek*.

$805 was subscribed for the fund to provide the boarding department and a plan was offered to build an addition to cost no more than that amount. As a boarding house could not be rented in the neighborhood, the students were allowed to board out again. It was also decided to admit into the school other than Friends.

In 1841 the school was in very serious financial trouble. Symons Creek and Richsquare Monthly Meetings refused to pay their part of the school debt (a). It was decided to offer the Newbysbridge Boarding (b) School to the Piney Woods Monthly Meeting. The offer was declined and there was much support given to the plan to sell the school. At this time the debt was reported at $827.06. The Monthly Meeting was reluctant to part with the institution and another subscription was started to take care of the situation.

The subscription made it possible to reopen the school. John R. Winslow took charge of the school and Jeptha White finally undertook the boarding part with the understanding that he was to board the students at his own expense and receive amount paid for board as his renumeration. There were about twenty-six pupils in average attendance.

* Klain, Quaker Contribution to Education in N. C. p. 122
(a) Ibid. p. 123
(b) It seems that the name was in the minutes of the Eastern Quarterly Meeting.

Winslow and White continued to operate the school for a few months the next year. Winslow received the tuition for his services and White made what he could out of the boarding department. Later in the year Isabella P. Elliott was engaged to superintend the boarding department and Joseph R. Parker took charge of the instruction. Apparently the school was supporting itself.

Reports in 1848, 1849, and 1850 showed the institution in operation. Members of the Society of Friends were concerned because of the lack of patronage from their own Society -- less than half the students in 1850 were Friends. The school was making a great contribution to that community although at this time it was hardly more than a little common school. It had, however, the earmarks of an academy -- a little Latin was probably offered all along and some Greek from time to time. It was in this period that the institution began to develop into a real secondary school.

2. OTHER SCHOOLS IN EASTERN QUARTERLY MEETING

Information about the elementary schools in the Eastern Quarterly Meeting has been found to be very scanty. Up River, Jessups, Hickory Grove, and Snow Hill were some of the small schools of the Piney Woods Monthly Meeting. There were doubtless others such as Willow Branch or Elm Grove, but the dates of their operation has not been ascertained -- some were probably opened after 1850. There were a number of elementary schools in the Richsquare Monthly Meeting, but when they were started and where they were located I am not able to determine.

D. SCHOOLS OF WESTERN QUARTERLY MEETING

Records - which are very few - indicated that there were a few schools within the limits of the Western Quarterly Meeting. Apparently there were not any schools exclusively for Friends. Educational needs were constantly shown to the people with the result that there was a steadily growing demand for more schools.

E. NEW GARDEN MONTHLY MEETING SCHOOLS

Evidently there were several elementary schools within the bounds of the New Garden Monthly Meeting. The following quotations implied that Quakers were running schools as early as 1817:

> First day, 5th of 9th mo. 1817 -- rode to New Garden in Guilford County and on seventh day, attended at the close of Jeremiah Hubbard's school. After the children had passed through their school exercises, we had a solemn opportunity with them .....
>
> Dr. Caldwell enquired about our school at New Garden, where Jeremiah Hubbard, a well-known Quaker preacher was then teaching, and said -- You ought to pay Mr. Hubbard double price for your tuition, for I hear that he has taught his pupils the art of courting, besides the common branches of a school education ..... *

The New Garden schools were eclipsed by the Yearly Meeting School established there and which grew into Guilford College. The New Garden Monthly Meeting School, however, continued to exist for several years. There were a number of schools in the district, but it seems that no very definite information exists about them.

* Ibid. p. 183

F. DEEP RIVER QUARTERLY MEETING SCHOOLS

The educational institutions in the Deep River Quarterly Meetings were in some ways unique. Richard Mendenhall taught, for sixteen years, a night school at his tannery at Jamestown. It seems that he furnished the materials for instruction and charged nothing for tuition. Both men and boys attended the classes*. Richard Mendenhall was a studious and cultured man and did much to instill a love for education in his community. For some years George C. Mendenhall, brother to Richard, was active in educating his negroes. In 1835 he started a law school on his farm "Tellmont" at Jamestown. Many outstanding lawyers received their legal education in this institution*. There were a number of schools within the bounds of the Quarterly Meeting, but none of them were exclusively Quaker schools and none were entirely controlled and supported by monthly or district meetings.

G. SPRINGFIELD MONTHLY MEETING SCHOOLS

The Springfield Monthly Meeting began to work toward the establishment of a school early in the nineteenth century. Following the library movement there was an attempt to establish a school. A summary of the report of the committee on education was: (1) a plan to raise money to start a school, (2) appoint trustees to hire a teacher and visit the school, (3) those who subscribe

* Ibid. p. 199

to the school fund were entitled to the amount of their subscription in schooling, (4) the teacher and pupils subject to rules and regulations made by the committee and monthly meeting. It was further reported that Solomon Hunt was obtained at a salary of $87.50 to teach the school. Evidently the school was a success because a movement was almost immediately launched to erect a new school house*.

The big contribution of the smaller schools was that they impressed the need of education on their communities and in this way laid the foundation for a public school system.

* Ibid. p. 208-209.

IV PRESBYTERIAN EDUCATION

A. INFLUENCE OF PRINCETON IN NORTH CAROLINA

A summary of the place of Princeton as an educational center for North Carolinians can best be given by submitting a short list of influential North Carolinians who were educated there: Alexander Martin, twice governor of the state and United States Senator; Samuel Spencer, judge of Superior Court; Joseph Alexander, Presbyterian minister and promoter of education; David Caldwell, noted minister and teacher; John Close, minister and promoter of education; Waightstill Avery, lawyer and did much for education and literature; Isaac Alexander, president of Liberty Hall Academy; William R. Davie, prominent Revolutionary soldier, member of constitutional convention, governor, envoy to France, and promoter of education; David Stone, member of legislature, judge, representative in Congress, and United States Senator; Thos. P. Irving, an Episcopal clergyman and scholar; Joseph Caldwell, president of the University of North Carolina; and William Gaston, congressman, judge, and author of our state song; Nathaniel Mason studied at Princeton, but did not complete the course. The early curriculum of the University of North Carolina was modeled rather closely after that of Princeton -- a natural step as the two first presidents were graduates of that institution*.

* Smith, History of Education in North Carolina p. 23-24.

B. ACADEMIES AND SEMINARIES

1. CLIO'S NURSERY AND ACADEMY

James Hall started Clio's Nursery about the time of the Revolutionary War. Hall was born in Pennsylvania in 1744, moved to North Carolina early in his youth, and was graduated from Princeton in 1774. He was said to have led his classes in the exact sciences and that he declined the position as teacher of mathematics in Princeton. In 1776 he was licensed to preach by the Orange Presbytery. In the Revolutionary War the Rev. James Hall played a conspicuous part -- refused a commission as general tendered him by General Greene*. In connection with Clio's Nursery, Dr. Hall opened "an academy of the sciences" which was the first scientific school of the state. Dr. Hall was the only teacher of the academy. Many ministers, lawyers, judges, educators, and a cabinet official were educated under Dr. Hall's direction.

2. DAVID CALDWELL'S SCHOOL

David Caldwell opened his school some years prior to the Revolution, but it was continued well into the period under consideration. Dr. Caldwell was born in Lancaster County, Pa., in 1725. (a) His people were fairly prosperous farmers. Early David was apprenticed to a carpenter. Apparently he learned the trade and worked at

* Smith, History of Education in North Carolina p. 38
(a) Raper, Church and Private Schools in North Carolina p. 38

it for sometime. He was about twenty-five years old when he decided to prepare for the ministry. His college preparation was under the direction of the Rev. Robert Smith*. Caldwell was graduated from Princeton in the class of 1861 with the A. B. degree. At that time he was about thirty-six years old. Before graduation -- probably prior to entering college -- Caldwell had taught school. The year after graduation he taught at Cape May -- continuing, at the same time, his preparation for the ministry. The next year he returned to Princeton as an assistant in the languages, and was ordained and licensed to preach by the Presbytery of New Brunswick*. He did supply work in the New Brunswick Presbytery in 1863 and 1864. In 1865 he was appointed to do a year's missionary work in North Carolina and was installed as pastor of Buffalo and Alamance churches in 1768. Soon after coming to North Carolina he was married to the daughter of the Rev. Alexander Craighead.

Dr. Caldwell was a thorough student -- Carruthers reports that he studied many nights until overcome by sleep and would then lay his head on the table and sleep until morning in that half-sitting and half-reclining position --, a genius as a disciplinarian and instructor, and almost an ideal example of what he taught. Smith says (p. 27 in History of Education in North Carolina) "The most illustrious name in the educational history of North Carolina is that of the Rev. David Caldwell, D. D." His school not only

* Raper, Church and Private Schools of North Carolina p. 38 - 40

served as an academy, but also as a college and theological seminary. Raper* wrote that he knew of but one school in the whole United States comparable to it -- that of the Rev. Moses Waddell of South Carolina.

Many of the students of this "~~boy~~ log college" attained high positions and filled them with distinction. Some of the scholars went on to Princeton, or the University of North Carolina, but many received no further instruction. A number of students became governors of various states, congressmen, lawyers, judges, ministers, physicians, and educators.

3. ZION PARNASSUS

Zion Parnassus was organized by the Rev. Samuel E. McCorkle. Dr. McCorkle was educated in David Caldwell's school and continued at Princeton from which institution he received the A. B. degree in 1772. The school was located a few miles west of Salisbury (a). Samuel E. McCorkle was born in Lancaster County, Pennsylvania, in 1746 and when about ten years old his parents came to North Carolina. He was licensed to preach by the Presbytery of New York in 1774 and installed as pastor of the Thyatira Church in 1777 (b).

* Raper, Church and Private Schools in North Carolina p.43
(a) Smith, History of Education in North Carolina p. 39
(b) Raper, Church and Private Schools in North Carolina p.57

The peculiar feature of Zion Parnassus was the department for teacher training. It was the first normal school in North Carolina. Zion Parnassus indicated the combination of a religious and classical education. The school was noted for the thoroughness of its scholarship. Six out of seven of the first class to be graduated by the University of North Carolina received their preparatory instruction from Dr. McCorkle*.

Students who had received their instruction from Dr. McCorkle filled many useful positions successfully. Many became lawyers, educators, and forty-five became ministers*. Dr. McCorkle's standing as an educator was evidenced by the fact that the board of trustees of the University of North Carolina selected him as the first professor -- that position carrying with it the function of the president. On account of some disagreement, Dr. McCorkle declined the office. He did, however, all he could for the establishment and advancement of the University -- solicited funds, and served on board of trustees among others.

4. FLORAL COLLEGE

Floral College was founded under the influence of the Presbyterians and was chartered in 1847. It was located in Robeson County about four miles from Maxton. The institution had a great local influence and enrolled about a hundred pupils for a number of years. The Rev. John R. McIntosh was one of the first principals.

* Foote, Sketches of North Carolina p. 358

5. EDGEWORTH FEMALE SEMINARY

The real beginning of the Edgeworth Female Seminary was the work of the Rev. William D. Paisley. Mr. Paisley came to Greensboro about 1820. He is credited with organizing the First Presbyterian Church of Greensboro. He took charge of a boys' school and later a school for girls -- this school was in operation in 1827. The first teacher in this school was Miss Judith Mendenhall. In 1831 Miss Ann Salmon was in charge of the institution, and a little later Miss Umphries taught there. Miss Mary Ann Hoye took charge of the school in 1836. Miss Hoye made such an impression on John M. Morehead that he decided to help the advancement of education for girls. In order to carry out that determination he purchased a tract of land and erected on it a four-story building for a school. Miss Hoye was made the principal of the school in 1840. It was one of the finest institutions of its kind in the country and was a success from the first. Among the teachers of the school were the Rev. Mr. John A. Gretter and the Rev. Mr. Gilbert Morgan. In 1845, according to Raper*, the course of study was as follows: first department - Davie's Arithmetic, Bulbion's English, Latin and Greek Grammar, Town's Spelling Book and Analysis, Webster's 8 vo. Dictionary, Woodbridge and Willard's Geography with the use of Mitchell's Outline Maps, History of the United States, Book of Commerce,

* Raper, Church and Private Schools of North Carolina p. 109-111

Elements of Mythology with lectures on Jewish Antiquities, Watt's on the mind with lectures on self-knowledge and self-culture, French, Latin, or Greek Languages, with one ornamental branch; second department - Davie's Algebra, Legendre's Geometry, Newman's Rhetoric, Lincoln's Botany, Paley's Natural Theology, Ancient and Medevial History, Burritt's Geography of the Heavens, and Blair's Lectures; third department - Moffett's Natural Philosophy with experiments, Critical Study of the English Language as the Vehicle of Thought -- its Etymology, Lexicography and History, Abercrombie's Chapter on Reason, with lectures as a system of Practical Logis, Smillie on Natural History, with lectures on Astronomy and Physiology, Alexander's Evidences; fourth department - Philosophy of Mind, Astronomy as a Science, Kame's Elements of Criticism, Critical Study of Milton and Shakespeare, Constitution of the United States, Principles of Interpretation, Wayland's Moral Philosophy, Guizot on Civilization, Butler's Analogy, Lectures on Harmony of Truth, or Method and Plan of Self-Education.

6. CALDWELL INSTITUTE

In 1833 the Orange Presbytery appointed a committee consisting of Alexander Wilson, Harding, Russell, Goodrich, Graham, Atkinson, and Sneed to plan a Presbyterian institute. Later on, in the same year, Joseph Caldwell and Morrow were placed on the committee*.

*Foote, Sketches of North Carolina p. 518

The report of the committee recommended the establishment of a school without delay. The Presbytery accepted the advise of the committee and set to work to establish such an institution. It was provided that the academy be located in or near Greensboro in Guilford County*.

The Caldwell Institute opened in 1836 with the Rev. Mr. Alexander Wilson and Mr. Silas C. Lindsay as instructors. The growth of the institution was such that a third teacher, the Rev. Mr. Gretter, was soon added. In a few years the regular attendance was about one hundred students. In fact, according to Mrs. C. L. Van Noppen in the Greensboro News of April 19, 1925, the school had attained such a reputation that students were attracted from distant states. In 1837 a fifteen-year-old boy rode horseback from the western part of Missouri to enter the institute. He sold the horse upon arrival and used the money to help defray his expenses.

In 1845 the institute was moved to Hillsboro. The school was named in honor of Joseph Caldwell, president of the University of North Carolina. Caldwell encouraged a return to the "old fashioned discipline and studies of Presbyterian classical schools, the course somewhat enlarged (a)." A school was continued in Greensboro at the old location under the Rev. Eli W. Caruthers and Mr. Silas Lindsay.

* Ibid. p. 519
(a) Foote, Sketches of North Carolina p. 520

7. OTHER PRESBYTERIAN SCHOOLS

The Fayetteville Presbytery founded the Donaldson Academy in Fayetteville about the time the Caldwell Institute was started. The manual labor plan was tried in the institution, but proved a failure. The school was carried on successfully in spite of the sale of the building by the trustees, until the Rev. Simeon Cotton, to whom the institution owed its success, resigned in 1846 to accept the presidency of a college*.

The Rev. Mr. David Kerr opened a classical school at Fayetteville in 1791. Mr. Kerr was pastor of the Presbyterian church of the town. He was a graduate of Trinity College, Dublin, and was a noted scholar. Dr. Kerr became a member of the faculty of the University of North Carolina when that institution was opened (a).

Greensboro Academy was chartered in 1816, but very little is known about the first four years of its existence. As a chartered institution for public patronage it may appear more of a private school than a denominational academy. In 1820, however, the Rev. W. D. Paisley, a pupil of the Rev. Dr. David Caldwell and an excellent student, took charge of the institution (b). Mr. Paisley was a Presbyterian clergyman and as the most

* Foote, Sketches of North Carolina p. 521
(a) Smith, History of Education in North Carolina p. 39
(b) Mrs. C. L. Van Noppen's article in Greensboro News of April 19, 1925.

outstanding personality connected with the early history of the school, and one who laid the foundation for its success, it is natural to classify it as a school under Presbyterian influence. Mr. Paisley was succeeded as head of the school in 1829 by the Rev. Silas C. Lindsley*.

* Spelled Lindsay in other references.

C. DAVIDSON COLLEGE

Davidson College was the result of great and cumulative effort on the part of Presbyterian advocates of higher education. Members of the denomination did much to establish an institution of higher learning years before. Queen's College (or museum) was started by them and flourished for sometime in spite of royal displeasure. Liberty Hall was the result of the next step. Circumstances finally doomed that institution. The Presbyterians worked for the establishment of the State University as has already been noted.

The people of the western part of the state found the University so distant that it was not convenient (even if possible) to send many of their sons there. In 1820 a convention at Lincolnton considered the establishment of a chartered institution of learning. The legislature granted the requested charter and named a board of trustees. The Rev. James McRae, pastor of Central Church in Iredell County and a graduate of Princeton, was made chairman of the board. The name of the institution was to be Western College. It was first decided to locate the college near Lincolnton in Lincoln County. In 1824 the trustees decided to locate the college in Mecklenburg County. The failure of Western College was due in part to a variety of interests which apparently could not be brought together -- contention as to location, the fear that teachers employed would not be acceptable to many in the district, and friends of the University were opposed

to the foundation of a possible rival institution*.

In 1835 the Rev. Robert Hall Morrison introduced a resolution at the Prospect Church meeting of the Presbytery of Concord to the effect that the Presbytery was deeply interested in religious education for young men, that the manual labor plan for a college would probably be practiced, and that a committee be appointed to recommend the best ways of establishing such an institution and to select a place of location (a). A committee of eight men -- four ministers and four elders -- were elected by ballot to select a site for the school. The committee failed to select a site within the range of the prescribed territory and a new committee was appointed. Mr. Morrison was the chairman of both the old and new committee. The new committee was empowered to employ an agent or agents to solicit funds for the erection of buildings as soon as the site had been selected. The farm of William Lee Davidson was purchased as a site for the school. The Rev. R. H. Morrison and the Rev. G. P. Sparrow were appointed agents to obtain the funds necessary to start the buildings. $30,392 was subscribed in five months. $1,521 was paid to W. L. Davidson for 469 acres of land.

* Shaw, Davidson College p. 8-10
(a) Raper, Church and Private Schools in N. C. p.147

The following are the principles upon which the proposed school were to be run:

The institution shall be under the direction and control on the Concord Presbytery.

The great and leading object shall be the education of young men for the gospel ministry and the extending of the means of education more generally among all classes of the community.

Its privileges shall be accessable to persons of all denominations of good moral character.

The Scriptures of the Old and New Testatement shall contain the supreme rule of control in the regulation of this institution.

For the promotion of health and to diminish the expense of education all the students of this institution shall be required to perform manual labor, agricultural or mechanical in the manner and to the extent seemed proper and necessary by its directors.

This institution is designed to afford the competent means for the acquisition of an accomplished classical education*.

General Ephriam Davidson, William S. Allisson, Joseph Young, Colonial John Davidson, John D. Graham, Robert Potts, the Rev. John Williamson, the Rev. W. S. Pharr, and William Lee Davidson were selected as a committee to determine the location of each building, contract and superintend the erection of buildings.

In 1837 David A. Caldwell and James Torrence were added to the committee. Joseph Young became treasurer of the institution, but died within a few months. W. L. Davidson succeeded him.

The institution was named in honor of General William Davidson, father of William Lee Davidson. General Davidson was born in Pennsylvania in 1746 and the family moved to what is now Iredell County in 1750. He was educated at Queen's Museum and served with great distinction in the Revolutionary War. In 1776

* Shaw, Davidson College p. 14

General Davidson was made a major and sent to join General Washington. Later he was promoted to lieutenant-colonel and in 1779 his regiment was ordered south to reinforce General Lincoln at Charleston. Having been prevented from entering Charleston by the British, Davidson returned to Mecklenburg where hebusied himself in apprehending Tories and fighting skirmishes. After recovering from a wound sustained in one of the skirmishes, he joined General Sumner and was raised to the rank of brigadier-general. In 1781 he was killed at Cowan's Ford on the Catawba while contesting the crossing of Cornwallis.

Bethel Presbytery in South Carolina was found, also, in pressing need of an institution of higher learning so the Rev. Mr. S. Williamson was appointed to invite that Presbytery to cooperate in building the college. Mr. S. Williamson reported that his invitation was kindly received and that the Bethel Presbytery recommended to the churches of the district to unite with those of the Concord Presbytery in building the institution. Mr. S. Williamson was appointed as the agent to present the claims of the college to the churches of the Bethel Presbytery. It was decided that Davidson College be governed by a board of trustees elected by both Presbyteries -- the number from each being in proportion to their contribution to the college*.

* Shaw, Davidson College p. 19

In 1835 twenty-four trustees were elected: for three years -- William Lee Davidson, Charles W. Harris, Thomas W. Cowan, A. L. Erwin, Joseph Young, John Williamson, R. H. Morrison, James W. Ross; for two years -- John D. Graham, Dr. M. W. Alexander, W. S. Pharr, Dr. Cyrus Hunter, James M. H. Adams, Col. S. Davidson, A. F. Alexander, Ephraim Davidson; for one year -- David A. Caldwell, W. B. Rutherford, H. L. Torrence, A. J. Leavenworth, Dr. D. C. Mebane, the Rev. John Robinson, R. H. Burton, and James Osborne*. The Rev. John Robinson was elected president of the board. The Rev. R. H. Morrison and the Rev. Samuel Williamson were selected to draft a petition for a charter.

The college opened its doors for the reception of students in March, 1837. There were sixty-six students and three teachers. The course of study at this beginning period was listed in "Davidson College" (page 26) as follows: "Day's Algebra, Gibson's Surveying, Adams' Latin Grammar, Sallust, Graeca Minora, with drilling in English grammar, writing, arithmetic, geography, Cicero's Orations, Livy, Euclid's Elements of Geometry, Horance, Plane and Spherical Trigonometry, conic sections, Tacitus, Homer's Iliad, Juvenal, Chemistry, natural philosophy, mental and moral philosophy, astronomy, logic, rhetoric, and a political class book."

Robert Hall Morrison, the first president of the institution, was born in 1798, prepared for college in the Rocky

* Shaw, Davidson College p.21-22

River Academy, entered the University of North Carolina in 1815, was graduated third in the class of 1818, and studied theology at home under the direction of John M. Wilson and John Robinson. R. H. Morrison was the pastor of the Providence Church, Mecklenburg County, for a while, served as pastor of the Fayetteville church for five years, and in 1827 became pastor of the Sugar Creek Congregation. While at Fayetteville the honorary A. M. degree was bestowed upon him by Princeton. It was in that period, too, that he was married to Miss Mary Graham -- sister of Gov. William A. Graham. Mr. Morrison was to receive a salary of $1,200 as president of the college.

Patrick Jones Sparrow was born at Lincolnton in 1802. It became necessary while yet a child for him to support his mother. His love of books was so great that it attracted the attention of the man for whom he worked and a place was obtained for him in Bethel Academy. At that time the Rev. Samuel Williamson was the teacher of the academy. After graduation from Bethel Academy, he taught school and studied privately; in 1826 he was licensed to preach and became the pastor of the Presbyterian Church at Lincolnton. In addition to his pastoral duties, he was principal of the male academy at Lincolnton. Later he became the pastor of the Unity Church and in 1834 accepted the pastorate of the Presbyterian Church at Salisbury. He also acted as co-principal of the Salisbury Male Academy. The Sixth Presbyterian Church of Philadelphia called Mr. Sparrow to take the pastorate before the end of his first year as professor

in Davidson College. The offer was finally declined. The trustees showed their appreication to Professor Sparrow by increasing his salary to $1,200 a year.

The second year found the college progressing in many ways. Its student body was about sixty-seven within a few days of the start of the session -- a considerable increase over the first year. Yet all was not going well. The student body was somewhat rowdy -- misconduct was not unusual. Seven were suspended for misconduct during the session.

An examination of the financial affairs of the institution showed that $15,082 had been collected by May 21, 1838*. John Blair of Yorkville, S. C. endowed a scholarship with ten shares of bank stock and Mrs. Jane Lide left $1,100 to be used in preparing young men for the ministry. In the same year the Bethel Presbytery elected the Rev. John LeRoy Davis, the Rev. Pierpont E. Bishop, Dr. Geo. W. Dunlap, and Mr. John Springs as trustees of the college.

The manual labor system proved unsuccessful. It was very convenient to awkwardly break a mattox handle over a stump or plow directly into a green stump. It seemed the vogue when hauling wood to drive the horse at a trot and so scatter half the wood on the way. There was a rule that all workers must return to the college at the ringing of the bell. The students took advantage of the rule in various ways. One way was to tie a pig to the

* Shaw, Davidson College p. 32

bell rope, give it enough corn to last until work was started, and then? Tools were lost, broken, and scattered by those to whom the work did not appeal. The plan was abandoned after a trial of about four years.

In January 1839, Dr. Morrison was allowed to relinquish his duties at Davidson for a while in order to improve his health. The expected improvement did not take place. Finally, in 1840, he resigned the presidency. In the same year Professor Sparrow was called to the Hanover Congregation, Prince Edward County, Virginia. While holding that position, he was elevated to the presidency of Hampden-Sidney College, which position he held until 1847. Dr. Morrison finally settled on his farm in Lincoln County; gave his attention to farming and preaching to his neighbors. Professor Sparrow died in Alabama, November 10, 1867, and Dr. Morrison at his farm, May 13, 1889.

The Rev. Samuel Williamson, D. D., became the new president as well as professor of mathematics. Dr. Williamson was born in York County, South Carolina, in 1795 of Scotch-Irish parentage. He received his college preparation from the Rev. Robert B. Walker of South Carolina and the Rev. James Wallis at Providence Academy. He entered the senior class of the College of South Carolina in 1817. For some years after leaving college he lived in the home of the Rev. James Adams, taught in the Bethel Academy, and studied theology under the direction of his host. It seems

that not only the instruction of the Rev. Mr. Adams appealed to Dr. Williamson, but his family also -- he was married to the daughter of Mr. Adams about 1822. Shortly before that event he had been licensed to preach. Dr. Williamson remained at the helm of Davidson for thirty years.

Professor Sparrow's place was taken by the Rev. S. B. O. Wilson. Mr. Wilson was born in Virginia, educated at Princeton and the Union Theological Seminary of Virginia. He taught ancient languages at Davidson for twelve years.

Mr. Mortimer D. Johnston, A. M., madethe third member of the faculty. Professor Johnston was born in Rowan County, N. C. He was graduated from Jefferson College, Pennsylvania, in 1835. He served the college twelve years and, on his resignation, was warmly thanked by the board for his faithful and able work*.

In the spring of 1843 the student body number 84 seventy-four. In spite of the increase in enrollment, the little institution was in constant difficulty. It became necessary to sell some of the college land and even then there was a shortage of $1600 in addition to $2300 due the faculty (a). The catalog of 1843-44, probably the first to be issued, listed eighty-four names as the student roll of the college. The price of board was listed at $60 for a term of ten months, tuition at $30, and room rent with servant service at $6. Testimonials of character were required

* Shaw, Davidson College p. 52
(a) Shaw, Davidson College p. 53

of all those who registered. Another requirement listed in the catalog was that the students must "attend divine worship and Bible recitation on the Sabbath*.

The trustees planned for the enlargement of the institution in 1844. The following resolutions were made:

1. That when we shall secure the endowment of at least three additional professorships -- when we shall see five or six able professors at Davidson College emparting able and faithful instruction in their several departments; and each comfortably located in a suitable residence on the College campus; when we shall see comfortable dormitories erected sufficient to accommodate two hundred students, with corresponding facilities as to the extension of the apparatus and Library with suitable halls -- then and not till then our aims will appear to have been accomplished.

2. That in the deliberate judgment of this Board an additional sum of not less than one hundred thousand dollars is indispensable to accomplish our designs, and to meet the needs of the public as to extensive and thorough education.

3. That we do regard it with the divine blessing, as perfectly practicable on the part of the Presbyterian Church in this State and the upper part of South Carolina, with the generous aid which may be confidently expected from others, to make Davidson College what its founders and friends wish, and the wants of the public demand.

4. That with a view to the complete endowment of Davidson College, the Board proceed to elect an agent of the institution with a salary equal to that of a Professor in College (a).

Such optimism, foresight, and common sense as the above resolutions indicates an indefinite strength of the college. The trustees were not overcome with the present difficulties but

* Ibid. p. 75
(a) Shaw, Davidson College p. 55

were looking forward to a greater institution of very extensive influence. It was a sign of greatness that the struggling institution could look through its difficulties to a time of greater usefulness.

A requirement which the professors must meet, which was in perfect line with the thought of the day though sounding of bigotry at the present perspective, was that faculty members must declare their belief in the Old and New Testaments, in the Presbyterian Articles of Faith, and promise to teach nothing contrary to them. The duties of the faculty were: to give faithful instruction, watch over morals, maintain wholesome government and discipline, have control over buildings, assign rooms, and visit rooms (day or night) to see that they were kept orderly*.

* Ibid. p. 56

V METHODIST INSTITUTIONS OF LEARNING

A. GREENSBORO COLLEGE

The Methodist denomination was the first body to establish colleges for women in the South. The first woman's college in the South was established in Georgia; the second was chartered in North Carolina. A charter establishing Greensboro College was obtained in 1838. The instrument was secured through the Virginia and North Carolina Conferences. The matter was first referred to the Virginia Conference and then taken up by the North Carolina Conference, which had just been established.

A site, consisting of forty acres, was obtained and the college building was started in 1843. In 1846 the building was completed and ready for occupancy.

The Rev. Solomon Lea was the first president. He resigned in December, 1847, and was succeeded by the Rev. A. M. Shipp, D. D., of South Carolina. The Rev. Dr. Shipp continued in the office until 1850, when he was succeeded by the Rev. F. Deems, at that time a professor in the University of North Carolina and later the pastor of the Church of the Strangers in New York City. The Rev. Mr. Shipp later became a professor in Vanderbilt University.

* Smith, History of Education in North Carolina p 120-121

B. DUKE UNIVERSITY

1. BRANTLEY YORK

Brantley York was born about six miles from Franklinville, Randolph County, on January 3, 1805. He was named for William Brantley, a Baptist preacher who had made a deep impression on his parents.

The York family, so Brantley said, came from Yorkshire, England, sometime during the first half of the eighteenth century. Eli York, Brantley's father, was in his teens when Cornwallis camped at Salem. It was thought that York was a kind of practical chemist and made gunpowder for the Americans. Brantley's life was anything but easy. His father allowed drink to get the better of him, with the result that the family home was lost. Then came a period of moving from place to place, the children working out for the neighbors.

The people of the period were described as being ignorant, superstitious, and believing in witches and fortune-telling. A self-styled fortune teller predicted for Brantley that "He will end his ignominous career on the gallows*".

York's formal education was meager. His first contact with school was at the age of four. He went with his

* Autobiography of Brantley York.

sister to a school taught by "Master Short." One day was enough for the little fellow; Master Short frightened him out of his wits. Short was just what a teacher shouldn't be. He was a confirmed drunkard. Apparently it was against the rules for the teacher to drink during school time, but legal for the master to sleep off during this period the results of a nocturnal debauch. At the age of eight Brantley went to a real school-master and was taught " to spell in five syllables*". At the end of the term he "acted a part in a dialogue*." The rest of York's education was obtained by listening to sermons, reading -- he was a subscriber to a library society --, and self-directed study. As a youth he mastered arithmetic and acquired the ability to write a beautiful hand -- such accomplishments made him a noted person locally.

At twenty-four he saw his first English grammar, which he set himself to master. He continued his studies in the fields of Latin, Greek, mathematics, natural philosophy, logic, and rhetoric. "Within a few years his fame as a teacher had risen and he was known as one who could teach geometry, surveying, Caesar, Virgil and could read the New Testament in Greek*."

Brantley York was converted at the Ebenezer Church under the preaching of Christenberg, the Methodist preacher, then on the Deep River Circuit. The Deep River Circuit belonged to the South Carolina Conference -- giving some idea of the size of

* Ibid.

the circuits in those days. At twenty-six York was licensed to preach. In 1838 he planned to join the North Carolina Conference of the Methodist Church, but by some misunderstanding the Presiding Elder withdrew his recommendation and York returned to Randolph County to found Union Institute, which grew into Duke University.

Like the great English poet, John Milton, Brantley York became blind when in the height of his powers. This misfortune probably impeded his career, but did not stop it. For more than fifty years Brantley York taught and preached. He records great waves of religious fervor, midnight sermons, wrestling all night with forces of evil, and going days without food*. York was a man of marvelous energy and activity. He was ever busy, teaching, preaching or lecturing. There is hardly a county in the state that did not at one time furnish him with a class in grammar or a congregation. His influence for religion and education was very great -- probably founding more schools than any man in America. Among his educational activities was the founding of Union Institute, Clemmonsville High School, Olin High School, and he taught in Rutherford College. He said that he taught fifteen thousand people, and lectured and preached eight thousand times.

* Ibid.

2. BRAXTON CRAVEN

Braxton Craven was born in Randolph County on August 26, 1822. Little is known about his family, but evidently he was left an orphan at an early age. At a tender age he went to live with Nathan Cox, a Quaker of the region. Mr. Cox was a very prosperous farmer, growing various crops and raising much live stock. As he was not a slave owner, the labor of a smart boy came in very handy. Braxton learned to do many things -- saw logs, run the mill (Nathan Cox owned a grist mill and a distillery also) make brandy, whiskey, cider, shoes, ploughs, horse shoes, barrels, candles, etc. Markets were scarce in those days and Nathan Cox's wagons went as far as Fayetteville and Bennettsville, S. C. with the surplus crops. On these trips Braxton learned wagoning. It was on one of these trips that Craven fell under a horse and was painfully injured. A storekeeper gave him a speller to quiet him while his injured leg was being bandaged.

The speller opened a new world to the boy. With it he taught himself to read and laid the foundation of his education. Jack Byers opened a school in the neighborhood and Nathan Cox allowed Braxton to attend. It has been said that labor, however fatiguing, could not detract from the charm of studying at night. While attending Byers' school,

Braxton looked after the mill at night -- when it was necessary to run the mill at night -- and while there carefully prepared his lesson by the light of a fire for the classes next day. Thus almost unaided Braxton Craven mastered the elementary branches of English education. The next step was to get up a subscription school. To carry out this project it was necessary to leave the Cox household.

Braxton's next step toward an education was to enter Guilford, then New Garden Boarding School. New Garden at that time was under the direction of Nureus Mendenhall. Mendenhall was a capable student -- graduate of Haverford College, Haverford, Pennsylvania, and had studied medicine in the Jefferson Medical College of Philadelphia. In addition to being a noted teacher of the classics, he was a physician and civil engineer. Craven left New Garden when he was nineteen, having thoroughly mastered the Latin and Greek classics, the higher mathematics, and history, which was offered in the institution.

Braxton Craven returned to his native community and became the assistant of Brantley York at Union Institute Academy.

In 1850 Craven successfully passed the examination of Randolph-Macon College for the A. B. degree. The next year the University of North Carolina made him an honorary Master of Arts.

Like Brantley York, Braxton Craven was a Methodist preacher, having been licensed when sixteen years of age. For many years he was one of the leading members of the North Carolina Conference, differing there from York, who never joined the Conference. Nearly all of Craven's life was spent as a teacher. He saw Union Institute become a Normal College and the Normal College become Trinity College. For a brief period he served as a Methodist pastor in Raleigh.

3. BEGINNINGS - UNION INSTITUTE

In 1838 Brantley York was engaged to teach a small school near what is now Trinity in Randolph County. In August he moved from this school, Brown's School-house, to a new building. The new building was too small for the sixty-nine pupils who presented themselves at the new school. York and others began to work for a permanent educational institution to be erected for the community. A committee on education, composed of Brantley York, General Alexander Gray and J. M. Leach was appointed. The name Union Institute Educational Society was given to the body planning the school to show that a union of two communities, one Quaker and the other Methodist, was intended.*

The Society erected a frame building fifty feet by twenty-five feet, with an eight-foot passage through the center,

* Autobiography of Brantley York p. 45-47

thus having two rooms of equal size. The constitution of the Society provided that the principal of the school and all officers of the Society were to be elected by ballot*. The corner-stone for this building was laid July 4, 1839. Quite an elaborate affair was made of the occasion with addressed by Brantley York, J. E. Leach and J. M. Leach.

About 1840 or 1841 Braxton Craven became the assistant to Brantley York at Union. York was elected principal in 1840 over the Rev. Franklin Harris, and in 1841 over John D. Clancy. The next year York did not stand for re-election and recommended his assistant for the position. Brantley York had worked vigorously and effectively at Union, but the loss of sight in one eye, among other reasons, caused him to sever relations with the institution he had founded.

Brantley York was most effective as an itinerant teacher, he was of the circuit rider type -- powerful and vigorous. It was, however, fortunate that the institution passed into the hands of a different type of man. Craven was a more thorough student than York. A man of deeper insight and instincts if not of greater spirituality. Craven did not just take control of Union, he made it his own. It became his child, his life, his aspirations -- he lost himself in it.

* Autobiography of Brantley York p. 45-47

The Union Institute became well known throughout this section. Students came from Virginia and South Carolina as well as from this State. The teacher training department made the institution verypopular. At that period there were probably no teacher training institutions in the South. Craven gathered all the material he could find on common schools. He studied the European systems as well as American systems, and published his ideas concerning a public school system under the title of "Theory of Common Schools." In this period education, and especially training teachers, was sadly neglected. There was no school system, no Superintendent of Public Instruction; no recognized standard for teachers. Certificates were granted by the counties -- and there were wide variations in practice.

4. TO 1850

The student body of Union 1843 to 1850 numbered from twenty-eight to one hundred and eighty-four, with an average of about one hundred and five. The gross income during the period varied from $300 to $1,850, with an average of about $1,200.

In 1850 the Union Institute became Normal College. The state legislature gave the institution a right to award teachers' certificates, but refused to give any financial assistance. A student with one year of training received a certificate good for one year; two years' training a two-year certificate, and those who completed the normal course received a life certificate -- the normal course covered three years. The college also had a right to license preachers.

C. OTHER EDUCATIONAL INSTITUTIONS

A number of institutions had their beginnings in the period. The Asheville Female College was started in 1842. It was the property of the Holston Conference. The Carolina Female College opened its doors in 1850. The Rev. Mr. Alexander Smith was the first president. Louisburg College grew from the Franklin Academy, which was chartered in 1786. The Thomasville Female College was opened in 1849 by Mrs. Mock. This institution had as its chief aim the preparation of students for the Greensboro Female College. It was essentially, then, a secondary school -- in spite of the name. The Warrenton Academy and the Warrenton Female Academy were influential institutions of learning. Both had a very romantic history. Accounts of them carry one back to an age very different from the present period. The Warrenton Academy was founded in 1841 by a Presbyterian minister. Later the institution came under the control of a board of trustees who were members of the Methodist church. The Wayne Female College was started in Goldsboro in 1834. For more than twenty years the Borden Hotel Building was used for the school. The Rev. Mr. James H. Brent was the first president and Dr. S. Morgan Cloes served one year as president. The erection of buildings in Weaverville for the accommodation of the Holston Conference was the srarting of Weaver College. The buildings were used as a school when the Conference was not in session*.

* Reep, <u>The Educational Influence of the Methodists</u>

VI BAPTIST INSTITUTIONS

A. WAKE FOREST COLLEGE

Wake Forest represented a move on the part of the Baptists of the state to provide better educational facilities for those preparing for the ministry -- secondarily, to afford Baptist students an opportunity to acquire a "literary education" in an institution under the auspices of their own denomination.

In 1829 the "Benevolent Society" was organized for the purpose of more effectively disseminating the gospel throughout the state. In 1830 the Baptist State Convention was organized and the "Benevolent Society" dissolved and transferred its funds to the Convention. The constitution of the Convention stated that its principal purposes were the education of the ministry and the promotion of home and foreign missions.

The Convention of 1832 decided to establish a school. The Rev. William Hooper, chairman of the committee on education, favored the purchase of a site and the building of a school. The attitude of the Convention reflexed the influence of the friends of education: "Resolved, That the Convention deem it expedient to purchase a suitable farm and adopt other preliminary measures for the establishment of a Baptist literary institution in this state, on the manual labor principle."

° Smith, History of Education in North Carolina p. 102

In 1832 the board of managers selected a site for the institution and decided to call it Wake Forest Institute. The Rev. Dr. Samuel Wait, D. D., the general agent for the Convention, collected funds and materials for the school.

Dr. Wait, who was born in Washington County, New York, graduate of Columbian College, Washington, D. C., was elected principal in 1833. He had come to North Carolina in 1827. "No sooner had he made North Carolina his home than he began to labor for the organization of a Baptist State Convention, the foundation of a Baptist college, and the establishment of a Baptist paper, all of which he was instrumental in accomplishing°." Dr. Wait served as head of Wake Forest until 1846. Later he became president of a college for women in Oxford and then pastor of churches in Caswell County. He died in 1867 "honored and respected by all, and loved with surpassing devotion by the Baptists of North Carolina."

The legislature was deeply prejudiced against the Baptists and the obtaining of a charter was a difficult matter. Dr. Wait described the charter thus: "This created a board of trustees of such individuals as were desired, with certain provision for perpetuating themselves, allowed the institute to acquire funds to the amount of $50,00, continuing the obligation to pay taxes as on all private property, and to be in force or continue twenty years and no longer°."

° Ibid. p. 103.

The doors of Wake Forest were opened the first Monday of February, 1834, with an attendance of about twenty-five. By the following August the enrollment had grown to about seventy. The school buildings consisted of a frame dwelling, a carriage house (sixteen feet by twenty, used as a lecture hall), and seven log cabins for dormitories.

It was first provided that each student labor in the field for three hours, receiving a compensate of 3¢ an hour. Later the requirement of manual labor was reduced to one hour a day, and after four years the system was abandoned.

The expenses, by the month, of attending the institution in 1835 were as follows: Board $6; tuition in Latin, Greek, etc. $2; tuition in English $1.50; and washing $1. There were no charges for room and firewood.

In 1838 the charter was amended, changing Wake Forest Institute to Wake Forest College. The new charter allowed the trustees to confer the usual degress, hold 600 acres of land and $250,000 free from taxation. The time limit was extended to fifty years. Also, in this same year, "Old Building" was completed. It was one hundred and thirty feet long and sixty-five feet wide, and four stories high. The cost of the edifice was about $15,000. It provided accommodations for about one hundred students in addition to containing two lecture halls and a gymnasium.

The college expenses, by the year, in 1839 were: tuition $45; room rent $2; bed and bedding $4; wood $2; servant's hire $2; and deposit for repairs $2.

In 1844 Dr. Wait resigned the presidency and was succeeded, in 1846, by the Rev. William Hooper, D. D., LL.D. Dr. Hooper, who was the grandson of the signer of the Declaration of Independence, was born near Wilmington, graduated from the University of North Carolina, and studied theology at Princeton. He became, in 1816, the professor of ancient languages in the University of North Carolina. Two years later he entered the ministry of the Episcopal Church and for a like number of years was rector of St. John's church in Fayetteville. On account of a change in his religious views, he resigned the rectorship and again entered the University as a professor of rhetoric -- leaving a second time to take a position on the faculty of the College of South Carolina. It was from the College of South Carolina that Dr. Hooper came to take the presidency of Wake Forest. He resigned as president of Wake Forest in 1848 on account of the financial conditions of the country. After 1848 he gave his attention to the higher education of women. He died in 1876 and was buried on the grounds of the University of North Carolina.

The college faced a most serious condition in 1848. The liabilities amounted to $20,000, the state was pressing for a return of its loan of $10,000, and the balance due on the building was being urged. The president of the college and the president of the board of trustees resigned on account of the difficulties and the trustees failed to make provision to meet the obligations. Dr. Wait, the Rev. J. S. Purefoy and others, friends of the college, rallied to its assistance. The result was that the institution was relieved temporarily and before 1850 the whole indebtedness had been removed. The Rev. J. B. White succeeded Dr. Hooper as head of the institution.

Somewhat later Wake Forest came to offer four degrees: three bachelor's and the master's. To obtain the "Bachelor of Letters" degree the student must do successful work in Latin language and literature, Greek language and literature, English language and literature, moral philosophy, political science, experimental physics, and French or German. The requirements for the "Bachelor of Science" degree were a proficiency in English language and literature, pure mathematics, physics, applied mathematics, chemistry, natural history, political science, and French or German. The course leading to the "Bachelor of Arts" degree was as follows: Latin language and literature, pure mathematics, physics and applied mathematics, moral philos-

ophy, political science, and junior chemistry, zoology, and geology. Also a pre-medical course was offered*.

By 1850 Wake Forest had passed the experimental stage; its success was practically assured. The institution has played and is playing an important part in the field of higher education in the state.

B. BEGINNINGS OF CHOWAN COLLEGE

Before 1840 Mrs. Harriet Banks ran a mixed school in Murfreesboro. After her death John L. Pritchard opened an academy there. Pritchard afterwards became a Baptist preacher. The Rev. A. McDowell, a graduate of Wake Forest, succeeded Pritchard. The academy was merged into the Chowan Female Institute (a).

* Smith, History of Education in North Carolina p. 107-8
(a) McGirt, The Development of Public Education in Scotland County p. 29

VII GERMAN SCHOOLS

A. MORAVIAN

1. THE EDUCATIONAL "SET UP"

The Moravians came to North Carolina by the way of Pennsylvania. The group was composed of those who came directly from Europe and those who had unsuccessfully attempted to make a settlement in Georgia. In 1752 plans were made to begin a settlement in North Carolina. Bishop Spangenberg led the exploring expedition from Pennsylvania. After Bishop Spangenberg had surveyed the land purchased for the settlement, eleven men were sent out to prepare for the colony. Among the pioneers were two ministers, a physican, skilled artisians such as a miller, baker, gardener, farmer, carpenter, tailor, shoemaker, etc. Immediately upon arriving at Wachovia, the men set to prepare for the coming colony.

As the Moravians had learned the value of education in their old home, it did not occur to them to do without schools in the wilderness to which they had come. The first settlers in North Carolina built their rustic homes in the forest and lived a wild, lonely life. This was not true of the Moravians. In some respects their colony in North Carolina reminds one of the Pilgrims or Puritans. The people settled in groups and built a church as soon as a shelter had been provided. Practically

every minister was also a teacher. Usually separate schools for boys and girls were maintained*.

Fries (in his Records of the Moravians in North Carolina, volume III, p. 1005) says, "But whereas it is one chief Aim of the Brethren's Unity that the children should already in their tender years receive a right impression of the depravity of human nature and the Salvation that is in Christ Jesus, therefore not only the children exclusive of their schools, but also the Boys and Girls who are put to some employment, are by the Minister of the place instructed and catechised about the fundamental truths of the Gospel, which are laid before them in such a manner that they are at the same time shewn how they may attain to the enjoyment of that grace and store of Salvation which is procured by the bloody atonement of Jesus."

Thus the religious motive was chief in their educational aim. The schools were controlled by the ministers and elders. Such an educational policy must have been somewhat narrow from the present day view, but what an advance over that of the settlers on the banks of the Pasquotank and Chowan ! Also, while there seems to be little information about them, there were schools in all the Moravian congregations.*

Boys who were intended for students were started in the Paedagogium which prepared them to enter the seminary.

* Fries, Records of Moravians in North Carolina Vol. III p. 1005

In the seminary the course of study consisted of oriental languages, history (needful knowledge of history being taught?), philosophy, mathematics and divinity. This course prepared the students for the missionary field, the ministry, and teaching.

Fries (p. 1008) gives us the side light on Moravian custom and education: "The Office of Teacher in a Congregation is always committed to a Man that is ordained and thoroughly versed in the Holy Scriptures, and he is called a Preacher. And although in the Unity of the Brethren also such Brethren are made Teachers who have not studied Divinity in Universities as usual, yet for common no others receive such appointments as those who understand the Bible in the oriental languages and have a knowledge of Divinity."

2. SALEM MALE ACADEMY

The best known of the Moravian Schools were the Salem Male and Female Day Schools. These schools were to the Moravians and people of the Salem district what Newbern and Edenton academies were to their localities. The Salem Female Day School grew into Salem College. This institution outgrew its local setting, so to speak, and has rendered a unique service in the education of young women.

3. SALEM FEMALE ACADEMY

Salem Female Academy was founded in 1802 and has been in continuous operation since. The Rev. Mr. Samuel Kramsch opened the first school October 31, 1802. The congregation house was used to house the school. In 1803 work was started on a school building. The new building, which was two stories high and had accommodations for sixty girls, was dedicated July 16, 1805. The building was used until 1873 when it was remodeled.

The first teachers were the Rev. Samuel Kramsch, principal; Sophia Dorothea Reichel; Maria Salome Meinung; and Johanna Elizabeth Praezel. The Rev. Mr. Kramsch guided the destinies of the academy until 1806. He was born in Silesia, Prussia, in 1758, the son of a Lutheran minister who died leaving a large family while Samuel was just a child. As a child and youth Mr. Kramsch studied in the Moravian school at Gradenberg. In 1783 he landed in Philadelphia on this way to Bethlehem, Pa., to become principal of the boys' school there. Later he taught in Nazareth Hall and in 1792 came to North Carolina to take charge of Hope. Just before leaving Pennsylvania he was married to Susanna Elizabeth Langgaard, a daughter of a professor of Bethlehem Seminary. Kramsch was a botanist and an artist of ability as well as a good linguist and general scholar. Mrs. Kramsch proved hereself an able internal manager of a boarding school*.

* Clemwell, History of Wachovia in North Carolina p. 317

From 1806 to 1816 the Rev. Abraham Steiner served as head of the institution. He was born in Bethlehem, Pa., in 1758 and educated at Nazareth Hall. He taught for sometime in the Boys' Day School at Bethlehem and served several years in the capacity as head of the church store at Hope, New Jersey. After a missionary journey to the Indians with the Rev. Mr. J. Heckewelder, Mr. Steiner took charge of the church store at Bethbara, N. C. In 1801 he was ordained and went to the Hope charge. From this position he was called to the principalship of the academy, serving in this capacity for ten years.

Gotthold B. Reichel became principal of Salem Female Academy in 1817. He was the son of Bishop Reichel who had taken a very prominent part in the founding of the institute. The new principal was born and educated in Nazareth, Pa., On coming to Salem he was connected with the Boys' School, taking charge of that institution in 1811. From that position he was called to Salem Female Academy which he served for seventeen years.

John Christien Jacobson succeeded G. B. Reichel as head of the Salem Female Academy. Before coming to Salem Female Academy he had served for seven years as preacher of the Bethania congregation. John C. Jacobson was born in Denmark in 1795. For eight years he attended a boarding school at Christiansfeld and then entered the higher school at Niesky. On coming to

America he became a member of the faculty of Nazareth Hall, leaving that position for Bethania. In 1844 Mr. Jacobron resigned and returned to Nazareth Hall.

The Rev. Mr. Bleck entered upon his duties as principal of Salem in 1844. He was born in Lebanon, Pa., in 1804, educated at Nazareth Hall, and from 1823 to 1831 a member of the faculty of that institution. Mr. Bleck was succeeded in 1848 by the Rt. Rev. Emil Adolphus de Schweinitz. Mr. de Schweinitz was born in Salem in 1816, educated at Nazareth Hall and in Germany, taught at Nazareth Hall, andheld the principalship of Salem until 1853. Later he was made a bishop.

In the early period the curriculum of Salem Female Academy consisted of reading, grammar, writing, arithmetic, history, geography, German, plain needle-work, music, drawing, and ornamental needle-work. Pupils between the ages of eight and twelve were admitted and were allowed to remain in school until fifteen. The curriculum was gradually enlarged until a fair collegiate course was offered the select class°. Eventually the age limits for entrance and leaving were changed.

° See Salem Academy in Smith, History of Education in North Carolina

B. LUTHERAN AND REFORMED

1. ATTITUDE TOWARD EDUCATION

The first German colonists to settle in North Carolina were those led by Baron de Graffenreid. They were from protestant districts of Germany -- districts which, like the Moravian region, were harassed by war. The people had suffered terribly in the Thirty Years' War and other disturbances. Several thousand finally settled in the English colonies in America. This first group, with de Graffenreid's Swiss, settled in the Newbern district. The colonists were probably adherents of the Reformed and Lutheran churches, but became members of the Church of England*.

The German settlements in the interior of North Carolina were started about 1750. The colonists came in so gradually that it was sometime before the population was large enough to build churches and maintain ministers. Material on their schools is very scarce, yet Bernheim says (p. 154 in History of German Settlers, etc.) that "the place of the minister was filled by the schoolmaster who commonly read the sermon and prayers." Evidently the Germans established schools of some sort very soon after their settlement.

* Bernheim, History of German Settlers, etc. p. 255

2. TEACHERS AND EDUCATIONAL WORK OF SYNOD

Dr. Muhlenberg's view as to the requirements which teachers and preachers should meet is interesting. "It would not be necessary to torment such subjects (those preparing to be teachers or preachers) many years with foreign languages; it would be sufficient if they possessed mother wit, a compendious knowledge and experience of the marrow and rap of theology, could write a tolerable hand, understand their vernacular (German) and the English tongues, and the elements of Latin. They should also possess a robust bodily constitution, able to endure every kind of food and weather, and especially have a heart that sincerely loves Jesus and his lambs*."

In 1772 Christopher Rintelmann and Christopher Layrle were sent to Europe to get teachers and ministers for the Lutherans of North Carolina. They were directed to apply in Hanover -- as the king of England was also theelector of Hanover. The mission was highly successful. The Rev. Adolph Nussmann and Mr. Gottfried Arndt were persuaded to come to the province. Also the Lutherans of North Carolina were placed under the supervision of the Consistory of Hanover and the University of Gottingen. This arrangement gave promise

* Bernheim, History of the German Settlers, etc. p. 255

of being of great assistance to the Lutherans of the province. The Revolutionary War caused a breakup in the arrangement.

For many years the Lutherans of North Carolina sent their young men who were preparing for the ministry to Pennsylvania or South Carolina for their education. As implied heretofore, the earlier Lutheran ministers were educated in Europe. North Carolina depended on the mother country for her teachers and preachers; usually the same man held both positions.

In 1826 the General Synod of the Lutheran church founded a theological seminary in Gettysburg, Pa., and the South Carolina Synod in 1830 took upon herself the task of founding and supporting a seminary of her own. The Rev. John G. Schwartz, a graduate of the College of South Carolina, was elected the first professor. The young man was only twenty-three years old at the time. Death soon removed him for the position.

The necessary building for the institution was erected in 1833 and the Rev. Dr. E. L. Hazelius of Gettysburg, Pa., was elected professor of Theology and Mr. Washington Muller, a graduate of the College of South Carolina, was made principal of the "classical academy" division of the institution. Dr. Hazelius was a native of Silecia, received his collegiate education in Saxon and Prussia, and was graduated in 1797 from the Moravian Theological Seminary at Niesky. He came to America

in 1800, taught at Nazareth, Pa., in Hartwick Seminary (New York), and at Gettysburg, Pa., before coming to Lexington, S. C.

In 1836 the Synod of South Carolina sent a committee composed of Dr. Hazelius and Mr. Henry Muller to present the proposition of joint control of the institution by the North Carolina and South Carolina Synods. The committee presented the following proposal to the North Carolina Synod:

1. The South Carolina will allow that of North Carolina such share in the government of the institution established at Lexington as their porition of the funds will equitably entitle them to:

2. The students from North Carolina that enter the Seminary shall be entitled to free tuition, as well as the students from South Carolina:

3. The fund collected by our brethren of North Carolina shall remain under the control of the Synod of North Carolina and only its yearly proceeds made over to the Treasurer of our seminary*.

The North Carolina Synod unanimously accepted the proposition. The Rev. William Artz and Colonel John Smith, with the Rev. H. Graeber and Moses L. Brown as alternates, were selected as a committee to meet with the South Carolina Synod. The committee was instructed to adhere strictly to the proposition as presented to and adopted by the North Carolina Synod and to promise to raise a sum of money no larger than that "reported to them by the different pastors by the first day of the following October*."

* Bernheim and Cox, History of Evangelical Lutheran Synod of North Carolina p. 65-66

In 1837 the Rev. Mr. Artz reported that it had been agreed:

1. That the directors in North Carolina be instructed in writing and their opinion obtained of any transaction anent the seminary.

2. That no important change be made in the government of the institution without theconsent of the North Carolina Synod.

3. That either synod may annul the agreement if opinion in that synod favors dissolution*.

This agreement remained in force until 1855, when the North Carolina Synod established an institution of its own.

3. PLEASANT RETREAT ACADEMY

The German settlers, as has been mentioned, had some teachers who were able to provide secondary educational opportunities to a limited number of the youth. One of the best known of these academies was Pleasant Retreat Academy which was founded in 1813. The founder, John A. Mushatt, came to North Carolina in 1810 from Connecticut and was a graduate of Yale. It is said that he was a staunch believer in the hickory rod.

One of the best known teachers of the academy was Jeremiah D. Murphey. Apparently boys were as mischievous in those days as now. Mr. Murphey and his wife lived in the upstairs part of the academy. One night a group of boys tied a

* Ibid. p. 66.

pig to the bell rope. The next day every boy in school received a flogging. The pupils were unusually well-behaved just after the prank, but the schoolmaster found some excuse or pretense to whip every one.

If the success of the school can be measured by the success of the pupils, Pleasant Retreat was a great success. Some of the outstanding students of the academy were: - James P. Henderson, governor and senator of Texas and a major-general in the Mexican War; Michael Hoke, a lawyer and political leader of North Carolina; W. A. Graham, twice governor of North Carolina, United States Senator, Secretary of the Navy, and Whig candidate for the Vice-Presidency of the United States; David Schenck, lawyer, judge, and historian; William A. Smith, lawyer and judge; and Hoke Smith, governor of Georgia, United States Senator, and member of the Cabinet°.

4. BEGINNINGS OF CATAWBA COLLEGE

In 1838 the North Carolina Classis showed its deep concern for higher educational facilities.

> Resolved, that this classis is deeply sensible that the prosperity of our German Reformed Zion, under the blessing of God, chiefly depends upon our literary and benevolent institutions.
>
> Resolved, that the present encouraging prospects of our institutions afford ample ground for greater and more efficient effort on the part of the members of this classis and increase their obligation to secure the permanent endowment of our schools.

°Connor, R. D. W., Settlements of Germans
(North Carolina Day Program, Friday, December 18, 1908)

Resolved, that in the selection of a Professor of Theology, at the approaching meeting of Synod, we do unanimously agree in instructing our delegates to support the re-election of Dr. Mayer, knowing him to be the choice of the South*.

These resolutions were brought about by the election of a professor in a Reformed Seminary, but they show the earnest concern of the Classis for their educational institution and for education in general.

By 1849 the movement to establish an institution of higher learning led by Judge M. L. McCorkle was making great headway and in 1851 Catawba College opened its doors. This institution began its work in Newton.

* Clapp (editor) Historical Sketch of the Reformed Church in North Carolina p. 63-64.

CONCLUSION.

One of the most noticeable characteristics of early Carolina was the almost total absence of educational opportunities. This was particularly true in the period of few churches and ministers. Griffin and Marshburn stand out in this age as pioneers of education.

The calling of preachers into the province and state was deeply significant educationally. Many of them - especially Episcopalian, German, and Presbyterian - were teachers usually as well as ministers. There was no conflict in the two offices, schoolmaster and minister, because the chief motive for education was religion. The ministers felt that it was necessary to afford, in some way, an opportunity for the layman to learn to read the Bible for himself. The minister usually took the duty upon himself to prepare students, who wished to enter the ministry, for the theological course. A few outstanding preacher-teacher-statesmen were David Caldwell, Samuel McCorkle, Gottfried Arndt, and Samuel Kramsch. These men were leaders in laying the foundation for public education in North Carolina by showing the necessity of education. These early schools, then, were narrow as they had but one objective or purpose - to prepare the student for college.

The academy was founded as a result of a need for a more litural and practical education. In addition to college preparation, the academy offered certain "commercial" and practical courses. Thus, comparatively, a large number

of people were attracted to the academies with the result that learning was more widely spread. A few of the noted academies were David Caldwell's "Log College", Caldwell Institute, Salem, Edgeworth, and New Garden.

Teacher training was a problem that had to be solved if many schools were built. The Rev. Samuel McCorkle was one of the first to recognize the need for teacher training and attempt to meet it. At Zion Parnassus he established the first "normal" department in the state. New Garden came to be very important as a teacher training institution, though there was no "normal" department. The most extensive attempt at teacher training was made at Union Institute (name changed to Normal College) where Braxton Craven labored to standardize teacher's certificates and raise the type of teaching in the common schools.

Up to 1850 practically all education - except higher education offered at the University of North Carolina - was provided by church schools or schools under religious influence. There were a few private schools offering work of secondary rank scattered over the state. A list of the better known denominational colleges in existence in 1850 included Davidson, Trinity, Greensboro, Guilford, Salem, and Wake Forest.

The church schools, then, laid the foundation for a public school system by: (1) offering educational opportunities until the state recognized its duty, (2) creating

public sentiment in favor of education, (3) recognizing the need of standard certificates for teachers, and (4) calling attention to the need of specialized training for teachers. It was on this basis that Wiley built up a system of public schools in the years from 1852 to the Civil War.

VIII APPENDIX

1. EARLY METHODIST EDUCATION

The Methodists were rather late arrivals among the denominations of North Carolina. A period of revival, in which one of the leading personalities was John Wesley, led to the organization of the denomination. John Wesley (1703-1791) started a movement of reform in England, the results and teachings of which were not entirely acceptable to the Episcopal Church. The Wesley followers were not separated from the Episcopalians and organized into a distinct sect until 1784°." The first missionaries were sent to America in 1769 -- some Methodists were probably in America prior to that date (a). The name "Methodist" was applied to them in derision by those to whom the strictness of the doctrines did not appeal.

The first Methodist attempt to establish an educational institution in America was in 1780. It seems that the first plan for such an institution was drawn by Mr. John Dickens -- of whom Bishop Asbury said,"He reasons too much, is a man of great piety, great skill in learning, drinks in Greek and Latin swiftly; yet prays much and walks close with God ...(b)."

° World Book (see Methodist Vol. 7, John Wesley Vol.12
(a) Grissom, History of Methodism in North Carolina p. 26
(b) Ibid. p. 134

The school did not materialize immediately and it is unknown whether this subscription was applied to the Cokesbury College, Maryland, or to the Cokesbury School, North Carolina. The Cokesbury School was located in Davie County "on the west side of the Yadkin River" at the house of Hardy Jones°. Apparently the institution was opened before 1793. The length of life of the school has not been ascertained -- and probably never will. Bishop Asbury described the school as being housed in a building twenty feet square and two stories high, and situated in a position overlooking the Yadkin River. The bishop was deeply impressed by the fact that the building was well lighted with windows°. James Parks was appointed a principal of the school for 1794. At the end of the year Parks located -- whether he continued the school or was relieved by someone else has not been determined. Apparently the Cokesbury School was not in operation in 1799. This institution was the first Conference school in America.

° Grissom, History of Methodism in North Carolina p. 136

2. CRAVEN'S THEORY OF COMMON SCHOOLS
(From Trinity Alumni Register, April, 1915)

While it is the duty of all men in every station of life to pay proper respect to the maxims and practices of the past, it is equally important that they should investigate and think for themselves. School teaching has hitherto received but little attention -- as a science it has scarcely been studied at all -- it is consequently encumbered with the crude notion of an infant people, who know more of anything else than mental cultivation. A proper view of general principles is thought to be conveyed in the following articles:

I. ARRANGEMENTS

1. School houses should be spacious, well finished, capable of being warm in winter and cool in summer; the windows should be large with glass and shutters, the sills not being more than two feet from the floor; the seats should all have backs and fronts, and be made of different heights to suit different sizes; each seat should accommodate two and only two scholars. Children should not be compelled to sit around the fire in order to be comfortable, but the whole room should be kept sufficiently warm. Some place should be prepared for hats, baskets, umbrellas, etc., that everything may be in order. Finally the school house should be enclosed.

2. Every school should be furnished with axes, water-buckets, fire shovel, black-board, map of the United States, Holbrook's apparatus, and English Dictionary, and a hand bell; all of which would cost about $20.

3. Schools should open at 8 o'clock in the morning, have a recess of 15 minutes at 10, stop for dinner at 11½, resume at 1, have recess at 2½, and close at 4. This arrangement will allow six hours for study, which is amply sufficient for children, three for amusement and three for labor -- averaging the year. Such a course would be favorable for both mind and body.

4. Some time before and after school and perhaps a portion of the noon time should be devoted to drilling exercises, such as sounds of letters, laws of orthoepy, etc. etc.

5. Commencement, recess, close, and recitation should always be at a specified time, and a signal given by a handbell or something equally appropriate.

6. Not more than one scholar should leave the house at the same time, some mark of absence should then be left and a speedy return required.

7. No scholar should be permitted to study out of the house in school time. Each scholar, large or small, should have a seat and be required to stay at it in time of school.

8. Teachers should not indulge in the plays and sports of the scholars, for by such course moral influence is greatly weakened if not lost.

9. The practise of "turning out teachers" is full of mischief, and should be "hooted" from civilized society.

II MANNER OF TEACHING

1. Schools should be strictly silent; none being allowed to speak but the teacher and those who are speaking or reciting to him.

2. Books should be uniform, and scholars should be regularly and thoroughly classed.

3. Specific lessons should be given on all subjects and recitations exacted. Allowing scholars their own time to learn lessons as well as permitting them to pursue studies upon which they do not recite are pernicious practises.

4. As soon as children have learned the letters of the alphabet or while learning them, they should be taught the sounds which they represent. This will best be done by writing the letters on the blackboard and practising the learners separately and in concert.

5. Pronunciation should be learned by rule, because it would be more accurate and of easier acquisition; the present mode being uncertain, interminable, and without system.

6. In spelling polysyllables the learner should pronounce from the first upon each syllable.

7. Orthoepy and orthography (i. e. pronouncing and spelling), with and without the book, should be learned in connection and as nearly as possible at the same time.

8. In connection with spelling, the meaning and use of words should also be learned.

9. As soon as children can pronounce monosyllables, they should be taught to read them in easy sentences, proceeding in the same manner with two syllables, three, etc. In Webster's speller everything should be learned as the child advances.

10. Spelling should never be discontinued in the common schools, but the spelling book should be used only by those who study it: whatever book the learner is using will always afford proper spelling and defining exercises.

11. Great care should be taken that children learn to ready correctly; if they were correctly taught in regard to stops, tones, etc., from the first, wrong habits would be avoided and proper ones easily formed.

12. Writing should be commenced at an early period and assidiously practised until a neat and accurate penmanship is acquired.

III COURSE OF INSTRUCTION

A regular system is of utmost consequence both to accuracy and success; and no small amount of time is now lost in our common schools for want of a regular course. We believe the following subjects and classification adapted to the cultivation of the mind and the wants of the people.

1. Spelling and reading. While the child is learning these, it may be allowed to write on the slate during a small portion of each day; it will also be profited by studying Holbrook's apparatus of solids, figures, minerals, maps, etc. The spelling book should not be relinquished until any combination of letters can be pronounced, and all the rules of orthoepy can be accurately given.

2. Reading, writing on paper, the first principle of oral arithmetic, primary lessons in geography, exercise on the rules of orthography.

3. Reading, writing short sentences, oral and written arithmetic, and primary geography -- scholars should write after a copy until they learn to shape their letters correctly.

4. Reading, writing, composition, arithmetic, and geography.

5. Composition, arithmetic, geography, and English grammar.

6. Arithmetic, English grammar, United States history, and astronomy.

7. English grammar, bookkeeping, and mensuration.

8. Algebra, natural philosophy and English poetry.

9. Geometry, chemistry, and physiology.

The old books may be retained where it is not practicable to buy new ones, but uniformity should at once be secured if possible.

IV PUNISHMENT

1. All punishments that mortify, that is, such expedients as punish by the mortification they inflict, should be totally abandoned; this will include dunce-blocks, leather spectacles, carrying rules, standing up to be pointed at, and all such practises.

2. Privations, such as keeping the offender from play at recess, noon, etc., may be used advantageously; but the great instrument of school order and obedience is moral influence, and where this, properly used, fails to maintain the teacher's authority, nothing but the "rod" is sufficient. We believe the rod is, at present, used with but little discretion and by far too often.

3. Teachers might avoid the necessity of severe punishment, except in rare cases, by carefully cultivating the nobler principles of the heart, and by avoiding occasions of offence.

V QUALIFICATIONS OF TEACHERS

1. None who indulge in any of the grosser vices should by any means be allowed to teach: such as swearers, drunkards, gamblers, etc. The present pretense of requiring a "good moral character" is mere form.

2. Certificates should be called in as often as once in two years in order to guard against bad character, and raise the standard of scholarship.

3. Candidates after October 1st, 1850, should pass an approved examination on orthoepy, orthography, reading, writing, arithmetic, geography, English grammar, and all certificates given out prior to that time should expire January 1, 1851; thence onward the requirements should gradually increase.

4. Written questions should be given to candidates and written answers requires, which questions and answers should be preserved.

5. Female teachers should be encouraged; their services are much needed.

VI MISCELLANEOUS

1. It is right and very appropriate that the teacher should read a portion of the bible to the scholars each morning at the commencement of school.

2. Chanting geography is an exercise conducive to health, and in connection with ordinary mode of studying is perhaps beneficial.

3. Public examinations, when thorough and well conducted, are useful and should be practised.

E. C. Brooks in Trinity Alumni Register, April, 1915.

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