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THE NORTH CAROLINA STATE BOARD OF PUBLIC WELFARE

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Martial law ruled the people of North Carolina just after the close of the Civil War. The economic, political, and social life of the populace was upset by the recent conflict, and the losses enforced on them by legislative action and military commandeering began to be felt after a few months. Government was administered by the military under the Reconstruction acts and the laws under which the state had operated before the war were outmoded by secession and by occupation as a rebel territory until a framework of government acceptable to Congress could be set up.

During this period various sections of the state and many of its citizens had forced upon them, through daily contact with the unfortunate of their communities, the realization that something should be done to alleviate many social and economic conditions.

In the North Carolina constitution of 1776 there had been no provision for care of the commonwealth's unfortunate and underprivileged citizens. Not until the months approached for the drafting of a new document of that nature could much be done about the omissions. But the time came for the election of delegates to draft for the state a new basic law, and here and there prospective delegates were interested in bettering the social structure of North Carolina.

The constitutional convention opened on January 14, 1868, and three days later the "committee appointed to consider and report upon the best mode of proceeding to frame a Constitution and Civil Government according to the Acts of Congress" recom-

mended that among the standing committees there be one "On Punishment and Penal Institutions."¹

On January 23 the convention adopted a resolution offered by Albion W. Tourgee striking out the word "and" in the committee title and adding "and Public Charities" and requiring that all matters pertaining to public charities be referred to this committee.² The report of the committee on punishment, penal institutions, and public charities was received by the convention on February 11 and passed its third reading on March 10 by a 79 to 11 vote.³ Thus the report of the committee became a part of the state constitution.

On March 13, a few days before the close of the convention, the committee on miscellaneous provisions brought in a report offering a new section to its previously submitted report providing that "officers in the Militia, Justices of the Peace, Commissioners of Public Charities and Commissioners appointed for special purposes shall not be considered officers within the meaning of this section," applying to that section of the proposed constitution preventing double office holding.⁴

The committee report that became the foundation for Article XI of the 1868 constitution as submitted to the convention was modified primarily in the second section dealing with types of punishment recognized and permissible for certain crimes.

As quoted here, the report includes in italics convention changes made by additional wording while the portions enclosed in brackets represent those parts of the original committee report deleted before adoption. As originally written sections 4 and 5 were mandatory upon the General Assembly before substitution of the permissive *may* for the *shall* as used by the committee on penal institutions.

The report was as follows:

REPORT OF THE COMMITTEE ON PUNISHMENT, PENAL INSTITUTIONS AND PUBLIC CHARITIES

The Committee on Punishment, Penal Institutions and Public Charities would submit to the consideration of the Convention the following report:

¹ *Journal of the Constitutional Convention of the State of North Carolina at its Session, 1868*, p. 29. (Hereinafter cited as *Journal of the Convention*.)

² *Journal of the Convention*, p. 57.

³ *Journal of the Convention*, pp. 384-385.

⁴ *Journal of the Convention*, p. 442.

ARTICLE

SECTION 1. The following punishments *only* shall be known to the laws of this State, viz: Death, imprisonment, *with or without hard labor*, fines, removal from office and disqualification to hold and enjoy any office of honor, trust, or profit, under this State.

SEC. 2. The objects of punishments being not only to satisfy justice, but also to reform the offender, and thus prevent crime, [it shall not be allowed to inflict any cruel or unusual punishments; and wilful] murder *and also arson, burglary and rape only, if the General Assembly may so enact, shall be punishable* [only shall be liable to be punished] with death [, while branding, cropping, whipping and the pillory, shall never be allowed].

SEC. 3. The General Assembly shall, at its first meeting, make provision for the erection and conduction of a State's prison or penitentiary at some central and accessible point within the State.

SEC. 4. The General Assembly *may* provide for the erection of Houses of Correction, where vagrants and persons guilty of misdemeanors shall be restrained and usefully employed.

SEC. 5. A House *or Houses* of Refuge *may* also be established at an early period for the juvenile offender, where, under proper supervision, they may be reclaimed from vicious habits and fitted for the duties of citizens.

SEC. 6. It shall be required by competent legislation that the structure and superintendence of the penal institutions of the State, the County Jails, and city police prisons, secure the health and comfort of the prisoners, and male and female convicts be never confined in the same room or cell.

SEC. 7. Beneficent provisions for the poor, the unfortunate and orphan, being one of the first duties of a civilized and christian State, the General Assembly shall, at its first session, appoint and define the duties of a Board of Public Charities, to whom shall be entrusted the management of all charitable and penal State institutions, and who shall annually report to the Governor upon their condition, with suggestions for their improvement.

SEC. 8. There shall also, as soon as practicable, be measures devised by the State for the establishment of one or more orphan houses, where orphans of the poor shall be cared for, educated, and taught some business or trade.

SEC. 9. It shall be the duty of the Legislature, at an early date, to devise means for the education of idiots and the care of inebriates.

SEC. 10. The General Assembly shall provide that all the deaf-mutes, the blind, and the insane of the State shall be cared for at the charge of the State.⁵

⁵ *Public Laws, 1879, cc. 254, 268, 314.*

SEC. 11. It shall be steadily kept in view by the Legislature and the Board of Public Charities that all penal and charitable institutions should be made as nearly self-supporting as is consistent with the purposes of their creation.

G. William Welker, *Chairman*
 G. W. Bradley
 S. W. Watts
 R. T. Long
 J. S. Parker
 W. A. B. Murphy

Milton Hobbs
 T. L. L. Cox
 Willie Daniel
 Clinton D. Pearson
 Bryant Lee
 J. H. Duckworth
 Andrew J. Glover⁶

With the foundation stone provided by the constitutional enactment, the next step was up to the first session of the General Assembly after the adoption of the constitution and that body ratified on April 10, 1869, the first statute setting up the Board of Public Charities.⁷

Without naming the membership the act provided for a Board of five members to serve for terms ranging from one to five years with appointments to vacancies to be made by the governor. The new Board was required to hold meetings on the first Tuesday in January, April, July, and October and might meet at any other time it found necessary but received no compensation for its services except traveling expenses.

Upon the Board fell the duties of investigation and supervision of the whole system of charitable and penal institutions in the state; of recommending such changes in the interest of economy and efficiency as it considered necessary; of studying insanity, idiocy, and physical infirmity; and of considering the general condition of the state as affected by crimes, vagrancy, and pauperism. The Board could require its members to make personal visits to determine the condition of county jails and almshouses and the methods of care and treatment of the inmates.

Yet there still remained the question of who was to compose the membership of the new Board and a resolution was adopted naming Dr. Eugene Grissom, G. W. Welker, Dr. William Barrow,

⁶ *Journal of the Convention*, p. 292 ff.

⁷ *Public Laws, 1868-69*, c. 170.

Dr. G. W. Blacknall, and George W. Gahagan as the first Board of Public Charities.

With both the statute and the appointing resolution failing to specify which member of the Board was to serve or for what term, it fell to the members themselves to settle this formality and when the group met in Raleigh on May 20, 1869, they decided that question by lot. Gahagan drew the one-year term; Blacknall, two years; Welker, three years; Grissom, four years, and William Barrow, five years. Welker was chosen president of the Board and W. J. Palmer was named secretary.⁸

The Board began its work by sending out questionnaires in order to obtain information on jails and almshouses and the number of insane and idiots in the counties. It appointed Dr. Blacknall to visit as many of the local institutions as possible. In addition to his North Carolina visitations, Dr. Blacknall inspected similar institutions in northern and eastern states.

At the beginning of its task, the Board of Public Charities, composed as it was of men of social vision, had the difficult assignment of evaluating in its true perspective a system that had long existed as a result of a philosophy foreign to theirs and foreign to the new practice they sought to bring about.

Dr. Blacknall, in his report to the Board as special agent, which was included in the Board's *First Annual Report* in 1870, wrote:

Our prisons seem to have been established rather to intimidate and deter, than to reform. They punish, but do not, in but few instances, correct. The convict should be surrounded with every good influence possible, such as religious instruction, and the reading of books—having as their object a good moral influence—and, above all, the frequent visits of ministers of the gospel, whose duty, I must think, it is to pay some attention to these people, and try to put them in a way of reformation. As a general thing our jails are miserably constructed, and there is little or no attention paid to the division and classification of prisoners. Every offender, or even one accused of crime—the boy of twelve, put in for a street fight, or some slight misdemeanor, and the hardened criminal, deep dyed in infamy, are all thrown together in filth and idleness, thereby making the jail a

⁸ Board of Public Charities, *First Annual Report*, 1870, p. 5.

seminary of crime and corruption. And once an inmate, ten to one, if the person is not irretrievably lost, and with ideas instilled into their minds which will cause them to discard everything good and follow in the footsteps of some abandoned and god-forsaken jail associate! Therefore I would strenuously recommend, in every case where it is practicable, that great care should be exercised in classifying prisoners, and that special rules and requirements be forwarded immediately to every jailor in the State, as many are of the opinion that muscle alone, and not brain, is all that is necessary for the good management of jails.

I find that another great evil appertaining to the affairs of our prisons — is that the accommodations and appropriations provided for prisoners by the public contemplate scarce anything beyond the bare necessities of life and secure confinement. And when this has been done jail-keepers and the community at large think they have done their duty; and thus it is we find no effort at the reformation of prisoners, and no attempts at improvement or discipline; no provision for moral or religious instruction corresponding with what intelligent and christian sentiment might expect, and public opinion should demand. That there is this lamentable indifference and culpable neglect on the part of our citizens, in reference to their duty in connection with the proper care and management of prisoners, no right minded, liberal man can deny.⁹

At that time, Dr. Blacknall continued in his report, there were from 400 to 500 insane persons confined in jails and poor-houses, or kept at home without proper medical and curative care while awaiting admission to the already overcrowded state institution for the mentally ill.

Of the county homes of that period, Dr. Blacknall said: "Most of them are not only a disgrace to the State, but a sin against humanity; and to make them what they should be, a radical change must be brought about." The buildings were fast falling to pieces, he reported, and were insufficient in size and number with bedding and clothes in bad condition. These institutions, he said, should be visited and "direct information and instruction given those in authority, as to the general management of the institutions and the care of those under their charge, and many other things necessary for their guidance."¹⁰

⁹ *First Annual Report*, pp. 104-105.

¹⁰ *First Annual Report*, p. 103.

The Board was operating without funds. The act setting up the Board provided only that the members were to receive traveling expenses and even this was denied after a few months. At the time of the first annual report (February 10, 1870) the Board's secretary reported expenses totaling \$21.00 of which \$8.50 was for postage and \$12.50 for printing. Stationery was furnished by the Secretary of State.¹¹

In following out its constitutional duty of reporting to the General Assembly, the Board singled out the most glaring injustices in the penal system as a starting point for any changes to be made by the legislative body. It pointed out inefficiency of punishment in the penitentiary when persons were sentenced for very short periods, and recommended that where crimes did not justify terms of as much as six months or more the prisoner be sentenced to the county jail. Short terms, in the Board's opinion, did not have any appreciable effect on the convict nor was he confined for a sufficient duration to be taught a trade or to read and write.¹²

The inequality of sentences was then singled out as a problem needing immediate attention. Giving examples of this practice the Board pointed to instances of five-year sentences being given for arson and for stealing four pieces of meat, and one case of burglary drawing thirty years while another drew only one year.¹³ The Board also emphasized the "brutal treatment" and "cruel neglect" of persons in county institutions for the poor and county prisons and jails.

Records of this period are meager. After the first annual report in 1870, there seem to be no reports available and the Board appears to have kept no minutes until it was revived in 1889 after being practically inactive for 19 years. Some information can be had, however, through the legislative procedures and minor changes and appointments during this inactive period.

While the Board under its statutory charter had the power to require reports and statistics from county officials and officers of state institutions, no penalty was attached if such persons failed or refused to comply with the Board's request. In an

¹¹ *First Annual Report*, p. 29.

¹² *First Annual Report*, p. 18.

¹³ *First Annual Report*, p. 19.

attempt to place more authority behind the Board's constitutional duty of acquiring this information, Senator Welker introduced a bill requiring the commissioners of the several counties to report statistics of their jails and poorhouses to the Board of Public Charities.¹⁴

This enactment made it a misdemeanor for any official to neglect or refuse to comply with the Board's request for information when proper forms were furnished by the Board. It represented the last constructive legislation affecting the supervising Board of the state's charitable and penal institutions that passed both houses of the assembly for the next twenty years. From this time on, for a while, the General Assembly contented itself with filling vacancies in the Board's membership, and eventually even this recognition was lost. Except for the single senate attempt in the session of 1873-74 to provide funds for the Board's expenses, the period of quiescence began with the session of 1870-71 which sorely crippled the Board by removing provision for payment of travel expenses to attend meetings.¹⁵

An undated manuscript, later copied by typewriter with the copy also undated, in the first book of minutes of the Board of Public Charities after it became active again in 1889, so that formal and continuous records were kept, mentioned the 1870-71 act in this manner:

This amendment limited the expenses to one annual meeting. There was no provision for the collecting of statistics etc., or for printing the same. This practically destroyed the Board as it so hampered the work. It remained inactive from 1879 to 1889 through failure to elect by the Legislature or to fill vacancies as they occurred by the successive Governors until the investigations in progress at the State Hospital at Raleigh drew the attention of Governor Daniel G. Fowle to the need of the Board. He looked into the case and complying with the Constitutional requirement and the Legislative act, appointed the following gentlemen to the vacancies then existing: Messrs. E. Burke Haywood, President; Lawrence I. Haughton, Esq.; James P. Sawyer, Esq.; Dr. Charles Duffy, Jr.; and Capt. W. A. Bobbitt. The Board met at the Capitol on the first Tuesday in October, 1889, duly organized and elected C. B. Denson, Secretary. These gentlemen examined the law and found that in the present state of the law no appropriation was available for printing and other expenses necessary to secure data

¹⁴ *Public Laws, 1869-70, c. 153.*

¹⁵ *Public Laws, 1870-71, c. 106.*

from all the counties of the state in reference to their penal and charitable institutions. It was then decided to assign the state institutions to the several members and also the county institutions of their residence. The Secretary was instructed to prepare suitable inquiries to be used in the investigation of the institutions, etc. In short the Board went to work "to make brick without straw," determined to do their part. They defrayed the postage expenses, etc., for two years until the Legislature of 1891 Chapter 491, provided for the Board as follows "That the Board of Public Charities shall receive no compensation for their services except their actual expenses, which, with all office expenses and the printing of all necessary blanks shall be paid by the State Treasurer upon the warrant of the Auditor.

A brief period of living under the post-Civil War constitution showed the people of North Carolina there were many places in which the basic law of the state could be bettered and consequently the General Assembly by act of March 19, 1875, called a convention for revision of the document. Of the numerous proposed ordinances to amend Article 11 of the 1868 constitution, only one change was accepted, and that added to the first section of the article, as it now reads, all but the first sentence which had composed the whole of the section in 1868. This additional provision dealt with the farming out of convicts and placed restrictions upon the classes of convicts so employed and upon their custody and control.

When the Board met a year later it welcomed to membership Dr. James T. Reid of McDowell County, who had been appointed by the governor to fill the vacancy caused by the resignation of James P. Sawyer. In the intervening twelve months the Board members and the secretary had made a few investigations of state and county institutions, while the secretary had held considerable correspondence with other states in an attempt to devise for North Carolina the best possible plan of social welfare.¹⁶

The General Assembly of 1891 repealed the former statutory limitation of expenses of the Board to one meeting a year and permitted actual expenses in attending meetings, office expenses, and the cost of printing and mailing necessary blanks.¹⁷

The plan of obtaining the services of three public-spirited

¹⁶ Minutes of the Board, Oct. 11, 1890.

¹⁷ Public Laws, 1891, c. 491.

citizens in each county for the inspection of all local institutions was developed at this time. Blanks for reporting the conditions of institutions and methods of care and treatment of inmates were to be sent periodically to these boards of visitors by the secretary of the state board.

In 1891 Dr. Haywood resigned as chairman of the Board of Public Charities after having given twenty-four years to public service, and Dr. Duffy was named chairman.¹⁸ Wesley N. Jones of Wake County was named as successor to Dr. Haywood.

That the problem of juvenile delinquency, upon which so much public attention has been focused in recent months, is not by any means new is witnessed by the fact that as early as 1891 the Board recognized "the need of considering some plan for the reclamation of juvenile offenders throughout the state."

Upon the resignation of W. A. Bobbitt, William A. Blair of Forsyth County was named to the Board in December, 1891.¹⁹ Thus began a career of service to the people of the state that has continued without a break until the present. Now about eighty-seven years of age, Colonel Blair, as he is known throughout the state, continues to serve as chairman of the State Board of Public Welfare and attends meetings regularly.

Considerable correspondence was had during this period "in reference to irregularities in the management of county jails and homes and the results attained—also of reform in workhouse treatment—of some scheme for the establishment of a State Reform or Industrial School or Farm for Juvenile Offenders now sent to the Penitentiary or to county jails. . . ." The Board was endeavoring to standardize and modernize the "construction and control of jails and homes." It was decided to circularize the counties ". . . in reference to the treatment of prisoners, in all respects, and the management of the poor;—also to embody such conclusions in regard to the construction of buildings, and the providing of such conveniences for the health and comfort of the inmates in homes and prisoners in jails, as experience indicates. . . ."

Commissioners Jones, Haughton, and Blair and Secretary Denson were named as a committee to draft legislation provid-

¹⁸ Minutes of the Board, June 6, 1891.

¹⁹ Minutes of the Board, December 30, 1891.

ing for "a Reform or Industrial School for Juvenile Offenders; to the end that they may be removed from the Penitentiary or county jails, and subjected to direct reforming influences. . . ." The early attempt to establish a reform school by the Board of Public Charities was supported by the North Carolina Teachers' Assembly, the Farmers' Alliance, the Eastern and Western Conferences of the Methodist Episcopal Church, South, and by various public discussions of the project. It had also been recommended by officials of the State Penitentiary.

Seventeen years were to elapse, however, before this first effort toward rehabilitation of the delinquent youth of North Carolina was to culminate in the opening of the first juvenile correctional institution. Fifty-two years were to intervene before similar schools were established so that equal facilities were available for both sexes and both races of North Carolina's youth.

Commissioner J. T. Reid having died, Dr. T. B. Twitty of Rutherford County was named to his post, but resigned and was succeeded in turn by Major S. W. Reid of Mecklenburg County.

The Board sought also to correct the then common practice of locking up in the same room or same cell with hardened criminals serving sentence those arrested for inability to give bond or pay small fines.²⁰ Much of the space devoted to reporting the Board's activities of this period was given to suggestions for future improvements, calling attention of the public to North Carolina's lag in the various programs of public welfare and urging remedial measures as early as possible.

The year 1896 was "a year of remarkable expansion and improvement in nearly all our institutions for the relief of human suffering,"²¹ but the Board was still concerned because youthful offenders, sixteen years of age and younger, continued to be confined in the state penitentiary. "The question has been pressed for some years of the separation of convicts 16 years old and under from those older and more hardened in crime, and the division of their time between school-room duties and manual task work. It has been held impracticable, because under the law it was necessary to aim to render the institution self-supporting."

²⁰ *Annual Report, 1893*, p. 15.

²¹ *Annual Report, 1896*, p. 5.

Yet, "for the first time in its history the penitentiary has been rendered self-supporting." ²²

A study made in 1896 by the secretary to the Board showed that North Carolina was far behind the other states in provisions for the care of, and pensions paid to, Confederate veterans.²³

The Board's efforts were gradually improving conditions in county homes and jails through the willingness of local boards of visitors to continue their gratuitous service to the welfare of the people of their community. The report of 1896²⁴ said: "It should be noted that in counties where the visiting Board consists of men of experience in this work, who promptly and regularly have been performing these duties for years past, the standard of health, cleanliness and comfort gradually rises, and a degree of attention that seemed satisfactory at first comes to be considered almost neglect, after the educative influences of attention to this important subject." Better management was now in advance of better quarters in most sections of the state.

Legislation suggested for the General Assembly urged uniform registration books for county homes, jails, and workhouses; that clothing be furnished indigent prisoners by the county commissioners, obligatory when demanded by the county health superintendent; the abolition of the "odious practice of letting the care of the poor of the county to the lowest bidder"; quarterly visits by a member of the board of county commissioners to all the poor, wholly or chiefly provided for by the board; and a juvenile correctional school.²⁵

Commissioner Haughton, one of the original appointees to the Board upon reorganization in 1889, died in 1898, his last public service being attendance at a meeting of the Board.

The Board's report of 1897-98²⁶ portrays the advance made by the state in accommodations for care of the mentally ill. ". . . less than twenty years ago the average number of the insane provided for in North Carolina was about two hundred and fifty crowded into one building constructed for 224 patients. Now the three admirable hospitals for the insane accommodate 1,537

²² *Annual Report, 1896*, p. 13.

²³ *Annual Report, 1896*, pp. 15-20.

²⁴ *Annual Report, 1896*, p. 23.

²⁵ *Annual Report, 1896*, p. 60.

²⁶ *Annual Report, 1897-98*, p. 152.

patients, and the whole number under treatment the past year exceeds this by several hundred. It may be fairly estimated that nearly or quite two thousand persons will receive the benefit of the latest modern treatment of insanity in the coming year in our State. This means that North Carolina is treating eight times as many of the insane for about three times the cost of the original number."

Through the work of the Board in bettering the condition of the mentally ill by process of suggestion, by focusing public attention on needed improvements, and by obtaining cooperation of superintendents of the institutions in making the needed changes, North Carolina had come into the limelight of national attention. Other states began communicating with North Carolina to learn the details of its program for the care of the unfortunate,²⁷ while only a few years previously Secretary Denson had had to call upon other localities for information as to advances of the time in public welfare. Comparable progress had been made in care of the orphan and the deaf, dumb, and blind children of the state.²⁸ Yet then, as now, there was the continual need for more funds and more of the various types of facilities.

The Board still stressed the need for a juvenile correctional institution and called attention to the need of the Confederate veterans' home for greater assistance. State aid to the latter had deteriorated to such an extent that private donations had become necessary for its "rescue from destruction." A movement was under way to establish a school for the state's feebleminded children, who were crowding the county homes as the mentally ill had formerly done.²⁹

Early in the twentieth century the Board began to work for the introduction of a parole system in the penitentiary.³⁰ New members on the Board in 1901 were Edgar L. Haughton of Jones County and William F. Craig of McDowell County. Commissioner S. W. Reid had died in 1900.

Captain Denson died after serving fourteen years as secretary to the Board and was succeeded by Miss Daisy Denson, his daughter, who had been named assistant secretary just before

²⁷ *Annual Report, 1897-98*, p. 52.

²⁸ *Annual Report, 1897-98*, p. 155.

²⁹ *Annual Report, 1897-98*, p. 156.

³⁰ *Annual Report, 1901*, p. 177.

her father's death. In 1904 new faces on the Board included those of Cary J. Hunter of Wake County and A. C. McAlister of Randolph County. Dr. Duffy resigned as chairman and W. A. Blair of Winston-Salem was named chairman on October 4, 1904. Colonel Blair has continued to serve in that capacity until the present time. Commissioner Wesley N. Jones resigned from the Board.

At this period a movement was under way in the state to draft a group of laws dealing with youthful delinquents and providing for juvenile courts and a probation system and to this movement the Board gave its full support.³¹ In 1903 the first private child-placing agency came into being with the founding of the North Carolina Children's Home Society at Greensboro.

In January, 1904, the Board had its first regular office space assigned, a room on the second floor of the Capitol. The office work had previously been carried on in the secretary's personal quarters. At this period the Board began to push more strongly for a law requiring compulsory education of deaf and blind children, many of the parents of whom were refusing to give their offspring proper schooling to offset their physical handicap.³² In 1906 the Board was trying to eliminate the practice in county prison camps of confining white and Negro prisoners in the same room at night.³³

In 1907 the work of twenty years for the establishment of a juvenile correctional institution was rewarded by passage of legislation creating the Stonewall Jackson Manual Training and Industrial School, to be located at Concord.³⁴ For years the Board had also joined in the fight against tuberculosis and the 1907 General Assembly provided for the establishment of the North Carolina Sanatorium for the Treatment of Tuberculosis³⁵ and required segregation of tubercular prisoners in the State Prison, county convict camps, and county jails. The first compulsory school attendance law for deaf and blind children was also passed.³⁶ "The Legislature of 1907 has given a wonderful impetus to the charities and corrections, and the brightest page

³¹ *Annual Report, 1903*, p. 11.

³² *Special Report, 1905-06*, p. 10.

³³ *Minutes of the Board*, p. 161.

³⁴ *Public Laws, 1907*, c. 501; *Annual Report, 1907*, p. 7.

³⁵ *Public Laws, 1907*, c. 974.

³⁶ *Public Laws, 1907*, c. 894.

in their history was written by it," the Board said in its 1907 report.³⁷

The *Proceedings of the 34th National Conference of Charities and Corrections*, which met at Minneapolis in 1907, took recognition of the state's progress in social welfare in the following words: "From a few States, notably Illinois, Indiana, Massachusetts and North Carolina, where there has been more than ordinary interest aroused in charities and correction during the past year, the reports are longer than usual. In each case the interest appears to justify the length of the reports."³⁸

In 1908 the Board lost Commissioners Craig and Haughton by death and Joseph G. Brown of Wake County and Henry C. Dockery of Richmond County became new members. The *Revisal of 1905* had changed the term of Board members to two years,³⁹ but the General Assembly in 1909 reverted to the old term of six years in electing the Board that year.⁴⁰ It also permitted the Board or the secretary or some official appointed by the Board to be reimbursed for actual expenses incurred in making inspections of the various charitable and penal institutions.⁴¹ Previously the Board could make inspections only at the time of regular meetings, some of which were held in cities other than Raleigh in order to facilitate such inspections, or at the convenience of the individual members.

In 1909 the Assembly also enacted laws requiring separation of white and Negro prisoners,⁴² which the Board had recommended for a considerable time. Hanging as a means of execution was abolished and electrocution was substituted, thus taking from public view the deaths of condemned criminals. Tubercular prisoners also were to be segregated from others.⁴³ The first legislation for Negro delinquents came in 1909, but no appropriation was provided for an institution. In this year the Board recommended the employment of a regular inspector for institutions because the increased volume of the work occupied all the secretary's time. It recommended a central executive body for control

³⁷ *Annual Report, 1907*, p. 10.

³⁸ *Annual Report, 1907*, p. 132.

³⁹ *Public Laws, 1909*, c. 85.

⁴⁰ *Public Laws, 1909*, c. 500.

⁴¹ *Public Laws, 1909*, c. 899.

⁴² *Public Laws, 1909*, c. 882.

⁴³ *Public Laws, 1909*, c. 567.

of the county prison camps. It was at this time that the Board suggested private contributions in establishing an orthopedic hospital in view of the drain made upon state resources by other charitable institutions. The list of recommendations for improvement in the state's facilities, care, and services for various special groups in its population was of considerable length in the 1909 report,⁴⁴ embodying in all a total of seventeen suggestions.

The Board had worked long for the establishment of a school for the state's feeble-minded children and was rewarded in 1911 by action of the General Assembly in providing for this institution.⁴⁵ For the first time also it was provided by statute that felons and misdemeanants should be clothed differently, the stripes being allotted exclusively to the former class. The Board had long condemned as inhumane and humiliating the old practice whereby those incarcerated in jail for minor offenses had to wear the same prison uniform as the more serious offenders. The prevalence of pellagra in the state's institutions at this period was severely scored. The Board felt, moreover, that it should be given the power to certify child-caring institutions of the state in view of the increasing number of these establishments and of the care with which they should be managed.⁴⁶

Among the suggestions the Board was making in 1912⁴⁷ that later came into being through legislative enactment were registration of all births and deaths, a Legislative Reference Library, a probation law for juvenile and adult offenders, a Board of Parole to replace the conditional pardon law which many persons of the time thought unsuitable, an oral hygiene program in children's institutions, a Confederate widows' home, commutation of sentences for good behavior on the part of all prisoners as well as those in the state prison, and accompaniment by a woman for women patients admitted to the state hospitals.

Upon the death of Commissioner Henry C. Dockery, J. A. McAulay of Montgomery County was appointed to the Board and took his seat in 1912.⁴⁸ Joseph G. Brown accepted another

⁴⁴ *Annual Report, 1909*, pp. 11-20.

⁴⁵ *Public Laws, 1911*, c. 87.

⁴⁶ *Annual Report, 1911*, pp. 12, 17

⁴⁷ Minutes of the Board, p. 11.

⁴⁸ Minutes of the Board, p. 211.

office upon expiration of his term and Charles W. Horne of Johnston County was named in his place.⁴⁹

February 11 and 12, 1913, saw the birth of the State Conference for Social Service in Raleigh with the Board of Public Charities attending and proud of the culmination of long years of struggle to bring about such an organization. In November of that year the Board was also proud to cooperate in the founding of the State Mental Hygiene Society. Eight of the Board's twenty-five recommendations of 1912 were met by the General Assembly of 1913.⁵⁰ The Board had many times called attention to the necessity of removing the State School for the Blind from the crowded downtown section of Raleigh to a space on the outskirts where the students could have more outdoor life. This, too, was provided in 1913 with an appropriation sufficient to purchase the new site.⁵¹

At the beginning of World War I the people of the state were becoming far more conscious of public welfare than ever before. Perhaps the new organization recently formed spread through the communities more quickly the ideals for which the Board of Public Charities had been working for years.

The first law for the protection of children came with the 1915 act⁵² providing for probation of youthful offenders under the age of eighteen in the courts of the state. This was later superseded by the 1919 legislation setting up the system of juvenile courts under which the state is now operating.⁵³

The Board began working in 1916 with a conference committee of the State Conference for Social Service looking to enlargement of the powers and duties of the Board and vastly expanding the program of public welfare. In this year Commissioner A. C. McAlister died and was succeeded by his son A. W. McAlister of Guilford County, who thus began a career of public service second only to that of Commissioner Blair. A. W. McAlister continued as a member of the Board from December, 1916, until he resigned because of ill health in August, 1944.

Since the General Assembly of 1917 had acceded to the request of the Board of Public Charities and the State Conference for

⁴⁹ Minutes of the Board, p. 215.

⁵⁰ *Annual Report, 1913*, p. 10.

⁵¹ *Annual Report, 1913*, p. 11.

⁵² *Public Laws, 1915*, c. 222.

⁵³ *Public Laws, 1919*, c. 97.

Social Service for enlargement of the powers and responsibilities of the Board, the last meeting of the Board of Public Charities was held on April 2, 1917.⁵⁴ Members of the Board at this time consisted of Chairman W. A. Blair, Vice-Chairman Cary J. Hunter, J. A. McAulay, A. W. McAlister, and Charles W. Horne. Commissioner Horne decided, however, that he could no longer serve on the Board.

The new act⁵⁵ increased the Board membership from five to seven, and changed the name to Board of Charities and Public Welfare. All the old members were named by the General Assembly to succeed themselves. It was provided that at least one of the members of the new Board be a woman. To membership were appointed Mrs. Walter F. Woodward of Wilson County and Mrs. J. F. Hill of Durham County. Mrs. Hill could not accept her appointment and the Rev. Livingston Johnson of Nash County was named by the governor.⁵⁶ Mrs. Thomas W. Lingle of Orange County was named for the second vacancy.

One trouble faced the Board immediately—the bill carrying an appropriation for the work, while having passed the senate, through an oversight, was left on the calendar of the house at adjournment. Thus the Board had no immediate funds for operation. This lack was remedied by the Board by borrowing funds from Raleigh banks until the next session of the General Assembly could reimburse it for the operating expenses.⁵⁷ The Board first asked for \$5,000 and later borrowed a like amount, the total being refunded by the legislature of 1919.

In the 1917 act reorganizing the Board, it was given the majority of the responsibilities it possesses today. It was required to inspect and report on the "whole system of the charitable and penal institutions of the state"; to study enumerated social problems and promote the welfare of dependent and neglected children; to inspect and report on private child-caring institutions;⁵⁸ to compel testimony of witnesses; to issue bulletins; to employ as Commissioner of Public Welfare a person with social work training; to recommend social legislation; to encourage employ-

⁵⁴ Minutes of the Board, I, 232.

⁵⁵ *Public Laws, 1917*, c. 170.

⁵⁶ Minutes of the Board, p. 234.

⁵⁷ Minutes of the Board, II, 2, 7.

⁵⁸ *Public Laws, 1925*, c. 90.

ment of county welfare superintendents; and to attend social work meetings.

This statute changed the old county board of visitors into an official county boards of charities and public welfare, allowing this board to be appointed by the board of county commissioners. This method of appointment was changed in 1919 to appointment of the county board by the State Board.⁵⁹ Licensing provisions for child-caring institutions were added to the Board's authority by the 1919 act.

The reorganization authority set up the post of county superintendent of public welfare. He would act as agent of the State Board in the counties; control administration of the poor funds under direction of the county commissioners; look after patients discharged from state hospitals; have oversight of all prisoners on parole or probation and of all dependent and neglected children; promote recreation in the county; assist in finding employment for unemployed persons; and make any investigations in the county asked by the State Board.

The State Board of Charities and Public Welfare was also given instructions to pay special attention to mental illness; to inspect all county homes, jails, and prison camps; and to pass upon the qualifications of county superintendents.

The State Board now began to seek a qualified person to serve as executive officer of the new program North Carolina was initiating. It obtained the services of Roland F. Beasley, a native North Carolinian and publisher of a newspaper at Monroe. Beasley entered office on October 1, 1917, as the state's first Commissioner of Public Welfare. The board membership at this time consisted of Commissioners Blair, McAlister, Hunter, Mrs. Lingle, Mrs. Woodard, and the Rev. M. L. Kesler of Davidson County. Miss Denson continued to serve with the Board as secretary to the commissioner until her resignation in July, 1921.⁶⁰

The Board's ideals of long years' standing were boosted in other ways by the session of 1917. A State Home and Industrial School for Girls was established at Samarcand;⁶¹ the North Carolina Orthopedic Hospital for crippled children was set up

⁵⁹ *Public Laws, 1919, c. 46.*

⁶⁰ *Minutes of the Board, II, 27.*

⁶¹ *Public Laws, 1917, c. 255.*

at Gastonia;⁶² and sweeping reforms in the treatment, housing, health, and handling of prisoners were enacted.⁶³

The Board felt that "three marked tendencies" existed in the developing program of the period covered by the end of World War I and the opening of the second decade of the century. "They are: (1) the tendency to find the facts and interpret them in organized criticism and publicity, (2) the tendency for communities to control community conditions, and (3) the use of trained experts."⁶⁴

The juvenile court law was now in effect⁶⁵ and getting this work under way required a great portion of the time of the Board and the commissioner. To aid in the children's work a separate Division of Child Welfare was set up.⁶⁶ Mrs. Clarence A. (Kate Burr) Johnson, later to succeed Beasley as commissioner, was chosen to head the children's work. The University of North Carolina and the North Carolina College for Women set up a social work school and a department of community service respectively. At the University "more than a score" of county welfare superintendents attended a six weeks' course which became the first of the annual public welfare institutes that have continued without a break to the present time.⁶⁷ In all this the State Board of Charities and Public Welfare had a hand. At this period Mrs. J. W. Pless of McDowell County had succeeded J. A. McAulay on the Board.

In March, 1920, Commissioner Beasley retired to return to his publishing business and the Board chose Mrs. Johnson, head of the Division of Child Welfare, as the new commissioner who entered office in July of that year. Miss Daisy Denson, who had served as secretary to both the old and the new boards for 18 years, also retired. Thus a full new staff, increased in number, was necessary to begin the heavier duties undertaken in 1920.

With the increased staff the office set-up of the Board was reorganized into five bureaus: County Organization, Child Welfare, Institutional Supervision, Mental Health and Hygiene, and Promotion and Education. Thus the agency early started on the

⁶² *Public Laws, 1917*, c. 199.

⁶³ *Public Laws, 1917*, c. 286.

⁶⁴ *Annual Report, 1919-20*, p. 5.

⁶⁵ *Public Laws, 1919*, c. 97.

⁶⁶ *Annual Report, 1919-20*, p. 7.

⁶⁷ *Annual Report, 1919-20*, p. 6.

road that led to the national developments in public welfare a little more than 10 years later.

Early in the 1920's the board set out to convince the people of the state that something could and should be done about many of the unfavorable social conditions which continued to exist. For that matter the whole country was becoming more social-minded with 41 of the states now having official machinery for public welfare work.⁶⁸

In mentioning the changes in the spirit of public welfare work taking place all over the nation as well as in North Carolina the biennial report of this period said: "Chief among these is the emphasis which is now being laid upon the idea of prevention rather than temporary alleviation and palliation as the most important aspect of social work. Public welfare work now tends to look ahead. . . . Another highly important forward step in public welfare work has been the growth of the idea of the advantage of rehabilitation rather than retribution in dealing with criminals, correction rather than indiscriminating punishment. . . . The key to successful public welfare work is expressed in the familiar adage that 'an ounce of prevention is worth a pound of cure.'" ⁶⁹

The Board said in speaking of the difficulties of gaining wide acceptance of a general public welfare program: "The first difficulty is the attitude of a great number of people who see in every public office created an extra burden to them as taxpayers, and an easy berth for some one. . . . Another difficulty to overcome is the necessity for shattering pleasant traditions, that have been carefully nurtured and extensively believed, if we are to be honest with the public and with our own convictions. . . . Then there is a minimum danger of too much centralization of power. . . . Another great handicap in organizing the public welfare work has been the wide gap between our progressive social legislation and our facilities for carrying out the same. . . . The last difficulty to be mentioned is probably the most serious one of all — the need for trained workers to carry out the program and

⁶⁸ *Biennial Report, 1920-22*, p. 8.

⁶⁹ *Biennial Report, 1920-22*, pp. 9, 10.

plan of the State department, and overcoming this difficulty will include to a large extent the solving of all other." ⁷⁰

While a far cry from the welfare staffs of the present time, by the middle of 1922 there were forty-six counties with full-time welfare superintendents, eleven with part-time officers, and the remaining forty-three required the superintendent of schools to serve also as welfare head.⁷¹ "From May 1, 1921, when a systematic keeping of records was established, to June 30, 1922, the end of the fiscal year, approximately 10,000 children came under the supervision of Superintendents of Public Welfare and Judges of the Juvenile Courts." ⁷²

The General Assembly of 1923 acceded to the Board's request and passed the mothers' aid law⁷³ carrying an appropriation of \$50,000 to be spent by the Board in those counties wishing to participate by putting up half the amount of the aid given in that locality. This was a forerunner of the broader and more liberal plan of aid to dependent children in their own homes that came nearly a decade and a half later in the beginning of the public assistance program. The mothers' aid plan had been in operation in several states for some time and the Board had felt strongly the need for such legislation in North Carolina in helping mothers take care of their families in their own homes.

From the standpoint of additional institutional facilities, the 1923 Assembly provided for tubercular prisoners at the North Carolina Sanatorium⁷⁴ and also for the establishment of the Eastern Carolina Training School for youthful white delinquents.⁷⁵ The Board had long been suggesting both of these facilities.

In that same year charges preferred by the head of the Prison Relief Society, an organization with headquarters at Washington, D. C., against conditions at the state prison were the motivating factor in an investigation that resulted later in the year in prison reforms.

"Certain improvements in the state penitentiary such as the abolition of flogging and the dark cell were noted" by the Board at its October 9 meeting that year and during the summer

⁷⁰ *Biennial Report, 1920-22*, pp. 12-15.

⁷¹ *Biennial Report, 1920-22*, p. 16.

⁷² *Biennial Report, 1920-22*, p. 4.

⁷³ *Public Laws, 1923*, c. 260.

⁷⁴ *Public Laws, 1923*, c. 127.

⁷⁵ *Public Laws, 1923*, c. 254.

Governor Morrison requested county authorities to abolish the lash.⁷⁶ Commissioner Cary J. Hunter having died, the Rev. W. L. Hutchins of Davidson County was appointed to the Board in 1923.

In 1924 the Board began specialized work in four selected counties of North Carolina with the aid of a \$30,000 grant from the Laura Spelman Rockefeller Memorial Fund payable in equal installments over a period of three years. It was this fund that allowed the Board, the first in the entire South, to establish on January 1, 1925, its Division of Work Among Negroes with two formal objectives: "Intelligent study of Negro life with its social problems, and the developing of programs in the community through the stimulating of cooperative self-help effort on the part of the Negroes. . . . North Carolina was the first state in the Union to attempt, in a very concrete manner, the active promotion of a public welfare program for Negroes."⁷⁷

The terms as members of the Board of Rev. M. L. Kesler, Mrs. J. W. Pless, and Mrs. T. W. Lingle having expired in 1925, Governor McLean named the Rev. Charles H. Durham of Robeson County, Mrs. Joseph A. Brown of Columbus County, and Mrs. Herbert F. Seawell of Moore County as their successors. In this year, too, the Board was given more spacious quarters in the Agriculture Building.

The state's prison camps in 1925 were coming in for serious and continual criticism from all quarters because of the deaths of prisoners confined in them and the alleged inhumanities wreaked upon the convicts by camp supervisors. The Board's agents made many special investigations of these charges, along with investigations of improper operation of other institutions⁷⁸ and these eventually brought about many changes in the handling of county convicts.

By 1925 there were fifty-seven counties having organized welfare departments, forty-six with full-time superintendents and eleven with part-time workers. Superintendents of schools handled the welfare work in the other forty-three counties. The six larger and more populous counties had expanded staffs to

⁷⁶ *Biennial Report, 1922-24*, p. 68.

⁷⁷ *Biennial Report, 1924-26*, p. 100.

⁷⁸ *Biennial Report, 1924-26*, p. 12.

provide services of one or more workers assigned to probation for boys and girls and for work among Negroes. Guilford County had established a branch office in High Point.⁷⁹

In 1925 the Board divided the state into six districts in which were to be held annual meetings of county officials, social workers, and interested citizens in furtherance of the general program.⁸⁰ These meetings were held continuously in each district until travel difficulties of World War II made temporary suspension necessary. In this year, too, was begun the series of annual public welfare institutes for Negro social workers in North Carolina which are still being held.⁸¹

Mrs. Walter C. Crowell of Union County and D. Colin Barnes of Hertford County were named to the Board in 1927, but Barnes soon resigned and in 1928 was replaced by A. H. James of Scotland County. Dr. C. H. Durham resigned and was succeeded by Dr. Henry F. Long of Iredell County.

The 1927 Assembly provided for the founding of the Farm Colony for women⁸² and also appropriated \$2,000 toward the operation of Efland Home for Negro Girls, which the Federation of Negro Women's Clubs had opened for the care of delinquent girls of that race. Nearly twenty years were to intervene before the state finally opened its own institution for Negro girls. The state government from 1927 until 1939 continued to contribute a small amount to the operation of the Efland Home, which finally closed its doors for lack of proper support.

A Division of School Attendance was created in the State Board in April, 1928, through aid from the Laura Spelman Rockefeller Memorial Fund to help carry out the statutory responsibility of welfare superintendents as chief attendance enforcement officers in the counties.⁸³ After completing its demonstration projects in the school attendance field, this division was eliminated in the State Board in July, 1931.⁸⁴

The 1929 General Assembly passed the first eugenical sterilization law for mental defectives⁸⁵ in the history of the state, a measure long suggested by the Welfare Board, but the statute

⁷⁹ *Biennial Report, 1924-26*, p. 68.

⁸⁰ *Biennial Report, 1924-26*, p. 76.

⁸¹ *Biennial Report, 1924-26*, p. 110.

⁸² *Public Laws, 1927*, c. 219.

⁸³ *Biennial Report, 1926-28*, p. 18.

⁸⁴ *Biennial Report, 1930-32*, p. 13.

⁸⁵ *Public Laws, 1929*, c. 34.

was declared unconstitutional by the North Carolina Supreme Court.⁸⁶ The defect of having no provision for right of appeal was remedied, however, in 1933⁸⁷ when the sterilization law was rewritten.

In 1930 Mrs. Johnson resigned as commissioner and was succeeded by Mrs. W. T. Bost,⁸⁸ who was to continue in office for slightly more than fourteen years. L. R. Varser of Robeson County was named to the Board in 1931, succeeding Dr. Long, and the Rev. Edwin McNeill Poteat succeeded A. H. James in the same year. This year also saw the taking over by the state of all county prisoners for work on the public roads,⁸⁹ a measure advocated years earlier by the Welfare Board. Since the funds from the Laura Spelman Rockefeller Memorial Fund would no longer be available for carrying on the work of the unit of work among Negroes, the state appropriations to the Board were increased for this purpose.

In this period of depression the General Assembly also set up the first fund for boarding care of children in private homes with \$5,000 being allotted for this purpose yearly, and \$50,000 was appropriated for continuing mother's aid.⁹⁰ In its report for the biennium the Board pointed out the value of social work as a safety valve for the country with the responsibilities of the profession vastly increased because of depression and unemployment.

Several staff members of the State Board of Charities and Public Welfare during the depression years⁹¹ were giving part of their time to the work of the governor's Council on Unemployment and Relief and the Board worked hard to have relief expenditures in the counties handled through the welfare offices rather than to have separate establishments set up.

Since the Board supervised all state charitable, penal, and

⁸⁶ *Brewer v. Valk*, 204 NC, 186; 167 SE, 638.

⁸⁷ *Public Laws, 1933*, c. 224.

⁸⁸ *Minutes of the Board*, vol. II, February 25, 1930.

⁸⁹ *Public Laws, 1931*, c. 145.

⁹⁰ *Public Laws, 1931*, c. 429.

⁹¹ Because the whole state budget expenditures had to be severely curtailed, the State Board of Charities and Public Welfare almost lost its entire program in the 1933 General Assembly. The recommended appropriation for board operation was \$30,610. The Bowie substitute appropriations bill would have reduced this amount to \$4,250 and would have practically abolished the work of the department. When the bill was later considered, R. Gregg Cherry, who was one of the introducers of the bill, had the appropriation raised to \$27,990. In final form the figure was set at \$28,360. The substitute bill also would have cut out all mothers' aid funds, but these were later returned. *Minutes of the Board*, vol. II, March 17, 1933.

correctional institutions, it began in 1932 to publish the biennial reports of the individual establishments in a single volume. The institutions and their reports had grown so much in recent years that detailed statistical reports could not be included in the State Board's volume. The practice of the Board in publishing reports for the institutions has been continued since that time.

In 1935 the Board's responsibility was greatly increased through changes in the adoption law making it the central registration point for complete information on all adoption proceedings.⁹² At this time the Social Security Act was before Congress and the North Carolina agency was debating the part it would doubtless have in its administration.

The Emergency Relief Administration, which took care of many of the economic and employment needs of numerous unemployed of the state as the nation worked its way out of the depression years, was liquidated in December, 1935. Certain of its administrative and supervisory phases were continued, however, and a federal grant of \$225,000 to the State Board of Charities and Public Welfare permitted it to assume these duties. The Board was named the sponsor of the state-wide project for surplus commodity distribution, and became the state social service agency charged with certifying applicants to the Works Progress Administration, the Resettlement Administration, the Civilian Conservation Corps, the National Youth Administration, and other federal agencies. In order to handle these increased duties a new division was set up by the Board known as the Division of Field Social Work with representatives assigned to certain areas as liaison between the state office and the local welfare departments and relief offices.⁹³

The Social Security Act was passed by Congress in 1935 and part of its provisions were quickly taken advantage of in North Carolina. The program of Child Welfare Services, not requiring state fund participation, came into the state in April, 1936, when special workers were employed in the child welfare division to handle this program. Other special children's workers were employed in certain counties to be paid from federal funds. It was in the development of plans for this program that the Child

⁹² *Public Laws, 1935*, c. 243.

⁹³ *Biennial Report, 1934-36*, pp. 8, 9, 113-118.

Welfare Advisory Committee became a permanent organization with its formal beginning dating from June 25, 1936. The committee is composed of social workers and representatives of **organizations working with children** throughout the state and has continued functioning to the present time.⁹⁴

The state mental institutions were further provided for in the 1935 General Assembly which approved a \$500,000 bond issue for permanent improvements, this being supplemented by federal funds for expansion of the physical plants.⁹⁵ A better system of parole of prisoners from the State Prison System was also enacted⁹⁶ with the new legislation making the Commissioner of Public Welfare a member of the Advisory Board of Paroles.

The increase in the pressure of work handled by the State Department of Public Welfare at this period made necessary a staff of more than double the number employed a few months previously. With the close of 1936, the State Board of Charities and Public Welfare was ready with bills for the coming legislature giving it a share in administration of the public assistance program in North Carolina which would require state financial participation to make use of federal funds available under the Social Security Act. This new program was to complete the pattern conceived at the time of the 1917 reorganization with a strong welfare program in each county of the state and an enlarged state office supervising the work in the counties.

In preparing to take advantage of the public assistance program inaugurated by the national government, North Carolina was in the position of having two agencies concerned with the three categories of old age assistance, aid to dependent children, and aid to the blind. In 1935 the General Assembly had set up the State Commission for the Blind to handle rehabilitation work among citizens with that handicap.⁹⁷ The program of financial assistance to needy blind persons was added to its duties.⁹⁸

The other two categories, old age assistance and aid to dependent children, were allotted to the State Board of Charities and

⁹⁴ *Biennial Report, 1934-36*, p. 63.

⁹⁵ *Public Laws, 1935*, c. 439.

⁹⁶ *Public Laws, 1935*, c. 414.

⁹⁷ *Public Laws, 1935*, c. 53.

⁹⁸ *Public Laws, 1937*, c. 124.

Public Welfare by the same legislature.⁹⁹ Up until now there was not a full-time welfare department in each of the 100 counties, but provisions of the federal act and the large numbers of needy aged and dependent children to be cared for made such a resource necessary. Thirty-one counties had to be organized with full-time superintendents instead of using the school head as part-time welfare worker in preparation for the coming expansion of social security.¹⁰⁰ A change was made, too, in the appointment of local welfare boards which previously had been named entirely by the State Board. The new legislation¹⁰¹ called for the appointment of one member of the local board by the state organization, one by the board of county commissioners, and the third to be selected by these two appointees. In the event of disagreement as to the third board member, the appointment was to be made by the resident judge of the superior court of the district in which the county was situated.

To take care of the public assistance program the statute created in the State Board of Charities and Public Welfare a Division of Public Assistance, the only unit of service in the state welfare agency having statutory designation.¹⁰² The increase in field work caused by inauguration of public assistance on July 1, 1937, necessitated the development of a special division of casework training and family rehabilitation to take care of the certifying services for surplus commodities, WPA and NYA.¹⁰³ This unit later became the staff development service.

The Board had long been suggesting a system of probation for adult offenders to match the probation offered youthful delinquents, but until 1937 the legislature had not provided the necessary machinery. In that year, however, the State Probation Commission was created and a staff was provided to operate the system as a state agency.¹⁰⁴

The Board's auditing division was established in 1937 with the inauguration of the public assistance program while its statistical service was set up as a unit when the certifying services came into existence early in 1936. In 1937 N. E. Pepper of Stokes

⁹⁹ *Public Laws, 1937*, c. 288.

¹⁰⁰ *Biennial Report, 1936-39*, p. 163.

¹⁰¹ *Public Laws, 1937*, c. 319.

¹⁰² *Public Laws, 1937*, c. 288, s. 1.

¹⁰³ *Biennial Report, 1936-38*, p. 88.

¹⁰⁴ *Public Laws, 1937*, c. 132.

County, and Miss Carrie McLean of Mecklenburg County were appointed to the State Board, serving respectively until 1941 and 1942. John A. Oates of Cumberland County succeeded Commissioner Pepper and Mrs. R. H. Latham of Buncombe County succeeded Miss McLean.

Prior to its move to its present quarters in the State Education Building in December, 1938, the state welfare agency was operating in several different downtown buildings in Raleigh in addition to the space provided in the State Agriculture Building.

"The present quarters embracing nearly the whole of the fifth floor of the largest state office building represent the fourth home of the department since it was established. During the years following the legislature of 1869 when the work of the department was handled entirely by the secretary to the old Board of Public Charities, office space was allotted in the Capitol. Even after reorganization of the old Board into the present State Board of Charities and Public Welfare by the 1917 General Assembly to provide for a commissioner to direct the administrative work of the department, the Capitol still provided office space for four years until the first move in December, 1921.

"This change placed the department on the third floor of the brick building formerly standing at the head of Fayetteville Street on part of the site now occupied by the building housing the Supreme Court and department of justice. This was the site of Peter Casso's famous inn of Raleigh's first days as the capital of North Carolina.

"Five years later, in the early fall of 1926, the department moved into the building provided for the department of agriculture where it stayed for twelve years, the longest time it has occupied any quarters since leaving the capitol building."¹⁰⁵

A bill was presented to the 1941 General Assembly calling for the establishment of the state training school for Negro girls for which the Board had so long been agitating. Considerable favorable sentiment resulted but the press of other items caused the bill to be shelved in favor of a resolution authorizing the governor to appoint a commission to study the proposal for the training school.¹⁰⁶ The commission was appointed and assisted

¹⁰⁵ *Biennial Report, 1938-40*, p. 15

¹⁰⁶ *Public Laws, 1941*, House Resolution No. 633.

in securing passage by the 1943 General Assembly of the act setting up the school for Negro girls in temporary quarters until after the war.¹⁰⁷

In 1941 also there was created the Merit System Council under which the welfare agency along with several other state departments was to operate its personnel and staff.¹⁰⁸ This was the first approach to anything like a civil service system in the state government and was required because of recent amendments to the Social Security Act.

The advent of the war and increased employment soon eliminated all need for certification of persons to federal work agencies, such as CCC, WPA, and NYA, and they passed out of the picture. Replacing the duties and responsibilities once accorded these programs came the service to prospective selectees claiming dependency by their families. In this work the state and county welfare departments spent much time. Other problems of the war were the influx of young girls and women into the military areas and the preparation of plans for evacuation of civilians in event of enemy action.¹⁰⁹

The General Assembly of 1943 passed much social legislation. All the state's mental institutions were placed under a unified Hospitals Board of Control instead of having separate advisory boards for each establishment as in the past.¹¹⁰ This legislation also provided for a general business manager and a general superintendent of mental hygiene for all institutions and laid the basis for operation of future mental hygiene clinics.

The state's correctional institutions were likewise given a single supervisory board with the act providing for the Board of Corrections and Training.¹¹¹ This act set up a commissioner of corrections and a general business manager for these institutions and permitted these two offices to be combined at the discretion of the new board. The Negro girls' school was established and brought under the control of the Board of Corrections and Training.

Because the war was commencing to eliminate surplus farm products and the government was calling for increased produc-

¹⁰⁷ *Public Laws, 1943*, c. 381.

¹⁰⁸ *Public Laws, 1941*, c. 378.

¹⁰⁹ *Biennial Report, 1940-42*, pp. 8-12.

¹¹⁰ *Public Laws, 1943*, c. 136.

¹¹¹ *Public Laws, 1943*, c. 776.

tion from farmers, the surplus commodity distribution program was liquidated in mid-1943.¹¹² The school lunch program was the only feature of this work continued during the war and supervision of this project was properly transferred from the welfare agency to the education authorities.

On June 1, 1944, Mrs. W. T. Bost retired as commissioner of public welfare after having given fourteen years and two months to the service of the people of the state. She was succeeded by Dr. Ellen Winston, former head of the Meredith College sociology department and former consultant for several federal agencies in educational and social welfare fields.¹¹³

Much social progress seems to result in North Carolina during or just after war periods. Continuing this trend the 1945 General Assembly acceded to a long-time request by many state organizations to raise the compulsory school attendance age from fourteen to sixteen years. Although the legislation for this purpose provided for a gradual process of increasing the attendance age with certain exemptions during the war, the provision was to become permanent after the cessation of hostilities.¹¹⁴

This legislature also completely revamped and modernized the laws providing for admission to mental hospitals, eliminating all of the outmoded terminology applied to mental ailments in the earlier statute.¹¹⁵ A revision was also made in the law relating to the Hospitals Board of Control.¹¹⁶

In 1943 the governor appointed a State Recreation Committee as a part of the State Council for Defense and working under the state OCD set-up. This was given statutory basis in 1945 with the creation of the North Carolina Recreation Commission, the first such organization in any state in the country.¹¹⁷

This legislature, too, changed the name of the state welfare agency from State Board of Charities and Public Welfare to State Board of Public Welfare, thus making North Carolina in complete accord with modern social thinking of social service as genuinely public welfare and not as charity.¹¹⁸

¹¹² *Biennial Report, 1942-44*, p. 87.

¹¹³ *Biennial Report, 1942-44*, p. 15. In 1944 A. W. McAlister resigned after his lengthy service on the Board and was succeeded by Frank A. Daniels of Raleigh.

¹¹⁴ *Public Laws, 1945*, c. 826.

¹¹⁵ *Session Laws, 1945*, c. 952.

¹¹⁶ *Session Laws, 1945*, c. 952.

¹¹⁷ *Session Laws, 1945*, c. 757.

¹¹⁸ *Session Laws, 1945*, c. 43.

Among other 1945 legislative enactments were changes in the public assistance laws permitting North Carolina to take immediate advantage of any broadening of Federal social security statutes which will raise maximum grants that may be paid families of dependent children and permitting assistance to be paid children until 18 years of age regardless of whether or not they are still in school. Many counties sought and obtained special acts permitting new limits on taxation for purposes of general relief and a general act permitted up to five cents for this purpose in addition to the former levy of five cents so that ten cents became the new maximum that may be levied for general relief purposes.

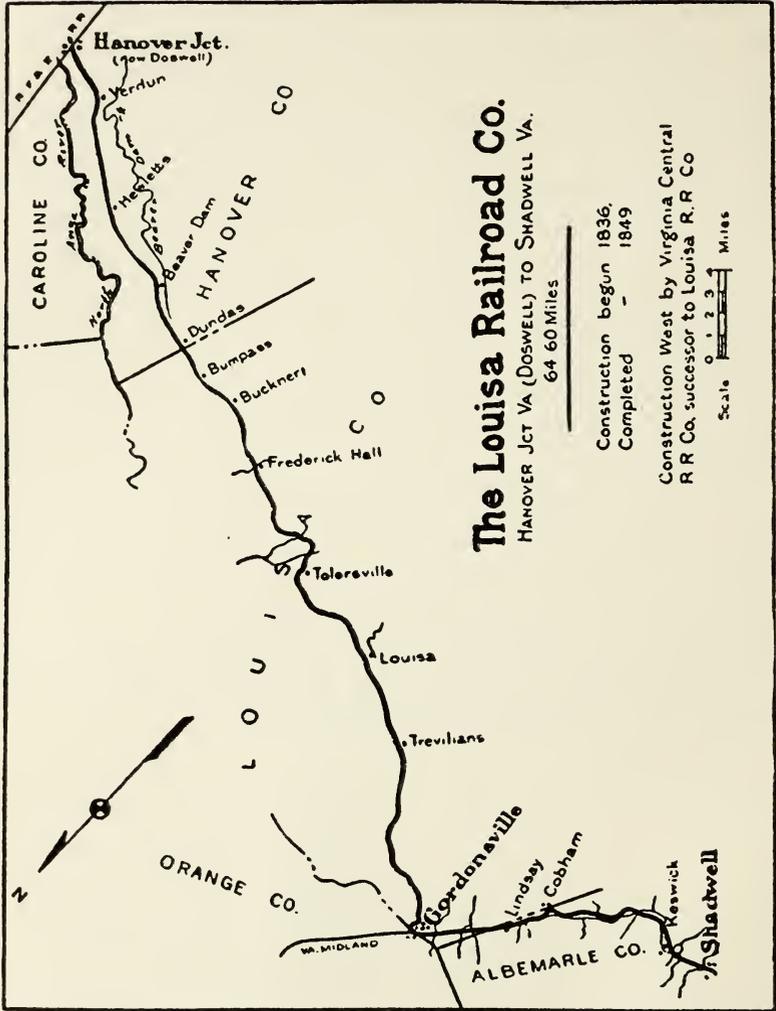
A program for expanding boarding home care for aged and infirm clients was inaugurated at this time with the homes to be inspected and licensed by the State Board of Public Welfare. In the field of child welfare two bills in the specialized field of adoption clarified certain aspects of consent to adoption and inheritance rights of the child, and an altered birth certificate bearing the new name of the child was directed to be sent to the county of the adoptive parents' residence.

The same legislature set up a state medical care program, laid the basis for a hospital to treat spastic children, and placed as top priority in the postwar building program the much-needed enlargement at Caswell Training School. Cancer control and tuberculosis preventive measures were enacted. Within a few months after the close of the 1945 General Assembly the North Carolina public welfare program faced the responsibilities of meeting postwar readjustment and planning for the problems of a return to peace-time living.

The North Carolina Department of Public Welfare currently is composed of four divisions and six special services working with all divisions. The divisions are: Public Assistance, Institutional and Protective Services, Psychiatric and Psychological Services, and Child Welfare. Special services include Accounts and Audits, Statistical Service, Information Service, Staff Development, Personnel and County Organization, and the unit of work among Negroes. Another service is that of field social work which acts as liaison between the state office and the county welfare departments.

In normal times when both state and county offices have full staffs there are 770 persons actively engaged in administration of the state's welfare program. In addition, 300 citizens in the counties act as local boards, administering the public assistance work and advising with the county superintendents of public welfare on the other portions of the general program. With the seven members of the State Board of Public Welfare these make a total of 1,077 North Carolinians directly involved in public social service for all portions of the state's population. Hundreds more staff the state mental, correctional, and medical institutions.

North Carolina thus enters a new peacetime era with well trained public social workers in every county and with long-established physical facilities for the care of mental and physical defectives and juvenile delinquents. It has an adequate parole and probation program; it is stepping forward now with plans for expansion of many of the existing facilities and construction of new plants for care of spastic children, senile patients, and the development of a general medical care program that will in its course add considerably to the clinic facilities and hospital beds available in the state. With these things at hand North Carolina can look to a period of advancement in social welfare in the next fifty years that bids fair to make it the foremost state in the nation in acceptance of the responsibility of the government for bettering the lot of "the poor, the unfortunate, and orphan . . . of a civilized and Christian state."



THE LOUISA RAILROAD, 1836-1850*

By CHARLES W. TURNER

The transportation history of the seaboard states has been treated only very generally so far. Intensive studies of local and state efforts to solve this problem must be made first before the full story can be told with any degree of accuracy. The following article is an attempt to show how the people in central Virginia tried to solve their transportation problem with the use of the steamhorses early in the nineteenth century.

River transportation was proving inadequate before Virginia became a state of the Union in 1778. The trade centers had developed mainly in the Tidewater area where this form of transportation was available, while the inhabitants of the western half of the state found themselves landlocked without any navigable river affording an outlet to the sea. Justices of the peace of the various counties had been empowered by the house of burgesses to select overseers to build and maintain such county roads as were necessary, but these were poorly maintained and were trails leading around trees and through streams, so that carriages frequently became stuck in the red mud. South of Petersburg the soil was low, sandy, and damp, and the roads were impassable for vehicles for a good portion of the year. By 1800 a number of private companies had been chartered to build roads and canals throughout the state. As late as 1830 none of these had effectively solved the transportation problems of any section of the state, and farmers of the western Piedmont and mountain areas still employed the "Walk Away" method of driving the livestock to the eastern markets. Improved transportation would mean a new day for this part of the state.

By the 'twenties the citizens of eastern Virginia had come to feel that railroads would solve the transportation difficulty. They had watched with much interest in the newspapers the railroad experiments in Great Britain and in the northern states, and group meetings were held in the Tidewater towns planning railroad schemes for themselves. When representatives of the Baltimore and Ohio Railroad Company had addressed the Virginia assembly in 1827 requesting a charter from the state, a charter

* For the vital part which this railroad played in the Confederate military strategy, see: Charles W. Turner, "The Virginia Central Railroad at War, 1861-1865," *The Journal of Southern History*, XII (1946), 510-533.

was granted this company; and within the next decade the assembly was chartering such "home grown" lines as the Petersburg, the Portsmouth and Roanoke, the Fredericksburg and Potomac, and the Winchester and Potomac railroad companies. Local schemes providing for short north-south roads were the first to be undertaken; but with the coming of state aid, east-west lines were gradually planned. The extension and consolidation of lines was hindered by several influences: first, the lack of broad vision to see the great value of railroads to the western sections of the state; second, the absence of available capital to invest in these slow-paying projects; and finally, the fact that coastwise and canal transportation in a measure met the needs of many Virginians so that they were reluctant to provide further competition. Furthermore, the delay in railroad development in western Virginia resulted from the dislike of eastern Virginians for the Baltimore and Ohio which was extending its lines in that area and draining off Virginia trade to Baltimore. The assembly was very slow to charter other lines which would only feed into that out-of-state or "foreign" line as it was called, and keen rivalry developed between the eastern and western halves of the state over this problem.

When the state became interested in the demand for internal improvements in the early nineteenth century, a Board of Public Works was created to supervise the undertakings. It was nothing unusual for the state to engage in industry and public works, for a grape vineyard, salt works, and gun factory were operated in the early years of the state. Now, in 1816, the Board, with a civil engineer and his corps, conducted surveys and subscribed financially to transportation projects of the state. The personnel of the Board were political figures and were stockholders directly interested in one or more of the projects who would be anxious to further the success of a particular project. The Board was endowed with the stock then held by the state in turnpikes and canal companies and that stock which the state had accumulated in the Bank of Virginia, and the rule was established that the Board should subscribe to two-fifths of the capital of a particular company chartered to build various types of transportation for the state. This sum was increased to three-fifths in the 'fifties. One

of the companies receiving this aid on such terms in the thirties was the Louisa Railroad.¹

The Louisa Railroad, one of the first railroads in the east to strike west and to scale the Alleghany Mountains, was started by the people of Louisa County, in central Virginia, with substantial state support, for the purpose of supplying a landlocked area in the Piedmont region with better transportation facilities. The following needs would be met: (1) handle the travel and trade of Louisa County located more than thirty miles from navigable water, carrying out tobacco and wheat in exchange for manufactured products, (2) connect with the stage lines which had regular routes over turnpikes running through Charlottesville and Gordonsville, and (3) provide a new means of investment and occupation for a rural people. This line was destined to become a part of the Virginia Central of the mid-nineteenth century and of the present Chesapeake and Ohio Railroad.

There was much agitation prior to 1836 for a railroad that would extend from the neighborhood near Taylorsville via Louisa Courthouse to the stagecoach road leading from Charlottesville to Fredericksburg. Later it was proposed to extend this railroad into northwestern Virginia. A connection with the turnpike from Charlottesville would be made at Gordonsville, and thus some business was assured at the outset.² Louisa citizens interested in the railroad met at Louisa Courthouse, September 14, 1835, where it was found that \$590 had been raised to pay for the necessary surveys of possible routes, and the motion was passed to survey routes on both sides of the Little River.³ Whereupon Moncure Robinson, a well-known civil engineer of the state, surveyed the routes early in 1836 and reported that the most suitable route was on the ridge between the Little and North Anna rivers and that no rock excavation would be required. The aggregate cost of preparation of a proper roadbed from Taylorsville to Gordonsville was estimated at \$516,281.⁴

¹ H. D. Dozier, *A History of the Atlantic Coastline Railroad*, pp. 1-21; Joseph Martin, *A New and Comprehensive Gazetteer of Virginia*, pp. 95-100; B. H. Meyer and C. E. McGill, *Transportation in the United States before 1860*, p. 260.

² *Richmond Enquirer*, September 22, November 20, 1835.

³ *Richmond Enquirer*, September 22, 1835.

⁴ Moncure Robinson, *Report upon Surveys for the Louisa Railroad*. (A copy is in the Virginia State Library, Richmond.)

In the General Assembly of 1835-36, the bill to establish the Louisa Railroad Company was passed, after an amendment of **the senate to make the terminus Newark** instead of Gordonsville had been defeated. Frederick Harris, soon to be first president of the company, introduced the bill in the house of delegates.⁵ The charter, dated February 18, 1836, provided for the opening of stockbooks at various points along the proposed route. The initial capital to be raised was \$300,000, sold in \$100 shares; the subscribers might pay as little as \$10 down on each share, and the company would begin operation when 1,000 shares had been sold.⁶

The Louisa Company was supervised by a president and five directors, who selected a secretary, treasury, superintendent of transportation, depot agents, and overseers of shops and upkeep of roadbed. The president and three directors were elected by a majority vote of the stockholders annually, and these officials **had charge of seeing that the railroad was built**. If funds proved insufficient, they had the power to borrow money and issue certificates convertible into stock.⁷ Their main duties were to construct, repair, and maintain the railroad, although certain special duties were placed upon them from time to time, such as the appointment of special boards, the purchase of supplies, and representation of the company before the assembly. Since the Board of Public Works appointed two of the five directors, this gave the state an important part in the affairs of the company. Later when the state had the privilege of appointing three of the Board of Directors, it might well have assumed a directing hand in Louisa Railroad affairs.⁸ The company accepted this relation and seemed to show no fear of state control. In fact, the state appears to have worked closely with the railroad in its efforts to extend and exerted little or no restraining force on the actions of the company. This resulted no doubt from the fact that the company realized that without state aid its finances would not be sufficient. Furthermore, the members of the Board of Public Works and assemblymen were owners of large blocks of stock in the Louisa Company.

⁵ *Virginia Advocate* (Charlottesville), February 10, 1836.

⁶ *Charter of the Louisa Railroad Company* (copy in Virginia State Library), p. 4.

⁷ *Charter of the Louisa Railroad Company*, pp. 6-7.

⁸ *Charter of the Louisa Railroad Company*, p. 6.

The regular stockholder's meetings were held annually, and in addition many special sessions were called during the first years where a majority of the stockholders were required to be present before business could be transacted. At these meetings the president's report was given on the condition of the railroad, recommendations for improving the road were suggested, the usual officials were elected, and copies of proceedings were sent to the Board of Public Works and to the newspapers.

Captain Frederick Harris of Fredrick Hall, who had served in the General Assembly, was chosen first president of the railroad, and he was felt to be qualified having shown great interest in the work and having appeared to be an active, zealous, and efficient manager of his own affairs.⁹ To him much credit is due for the early success of the company. In 1841 he resigned and was succeeded by Charles Y. Kimbrough, a former legislator and a large stockholder. The only other president who served the railroad while it was known as the Louisa Railroad Company was Edmund Fontaine of Beaverdam, re-elected annually from 1845 to 1865.¹⁰ The members of the Board of Directors were local figures who lived along the line. Few changes in the Board's personnel were made during the period.¹¹ John H. Hopkins was appointed by the president and directors as chief engineer. Since he had served in the same capacity for the Richmond, Fredericksburg, and Potomac Company, the officials felt that he would be qualified. A superintendent of transportation was also selected;¹² and after the depots were established the agents were selected to handle the business at various stops to see that the fees and freight were collected, to keep the public informed of schedules, and to handle the mail.

An engineering corps was hired to locate the route for the first section from Taylorsville to Frederick Hall by the summer of 1836,¹³ and these men worked with Hopkins and the company contractor in actually building the line. More than 400 slaves worked on the first stretch under the supervision of overseers.¹⁴

⁹ *Richmond Enquirer*, June 24, 1836.

¹⁰ Malcolm Harris, *History of Louisa County, Virginia* (Richmond: Dietz Press, 1937), p. 78.

¹¹ The first directors were: James M. Morris, Peter Scales, Thomas Johnson, C. Y. Kimbrough, and Charles Thompson, Jr. *Richmond Enquirer*, June 24, 1836; August 8, 1837.

¹² *Richmond Enquirer*, June 21, 1836.

¹³ *Richmond Enquirer*, June 30, 1836.

¹⁴ *Richmond Enquirer*, October 9, 11, 1836; *Richmond Whig*, April 18, 1837.

The company purchased some slaves and hired others from their masters. People along the route often donated their personal help, use of their slaves, and tools. After the original stretch was completed, contracting companies took over the job of building, though the company regularly had to hire help for repair.¹⁵ When the company began to carry out its own transporting, it hired overseers, laborers, carpenters, stone masons, blacksmiths, and mechanics who were employed in the machine shops.¹⁶

The railroad company was granted the privilege to enter private property, where it laid rails and sequestered local building materials purchased from the owner at a fair price. Should there be any disagreement over charges paid on materials so secured, a board of five local persons, selected by the company and Board of Public Works, would decide on the question of damages to be paid. If the tracks intersected a road, the company was required to provide a safe means of passing over its tracks.¹⁷ The construction of the railroad was to begin within two years and was to be completed within ten years,¹⁸ while dividends were to be declared after ten miles of the line was completed. No other railroad was to be allowed the right to build a parallel railroad to compete with the Louisa Company and in return the company must give safe and satisfactory service, with no undue preference shown favored customers. The charges were to be eight cents per person per mile and ten cents per ton for freight.¹⁹

According to the charter the company might purchase rolling stock and carry out its own transporting or contract with another railroad line to perform the service. The expense of construction was greater than had been anticipated; therefore, an act was passed by the General Assembly in March, 1837, allowing the Richmond, Fredericksburg, and Potomac Railroad Company to use its rolling stock over the Louisa line and the R. F. and P. Company would subscribe to \$60,000 worth of shares in the Louisa Company.²⁰ By November the terms were

¹⁵ *Twenty-Eighth and Twenty-Ninth Annual Report of Board of Public Works to the General Assembly of Virginia*, p. 72.

¹⁶ *Thirty-Second and Thirty-Third Annual Report of Board of Public Works to the General Assembly of Virginia*, pp. 432-433.

¹⁷ *Charter of the Louisa Railroad Company*, p. 8.

¹⁸ *Charter of the Louisa Railroad Company*, p. 16.

¹⁹ *Charter of the Louisa Railroad Company*, pp. 14-16.

²⁰ *Charter of the Louisa Railroad Company*, p. 20.

decided upon between the two railroads, whereby the Louisa line agreed to keep up the roadbed, for which the company would receive half of the receipts from the transportation of the mails and freight and two-thirds of the passenger fares. The R. F. and P. Company for providing engines and cars and carrying out transportation would receive half from the freight and mails and one-third from the passenger fares.²¹ When a new agreement was made in 1845, after the Board of Public Works acted as mediator, the R. F. and P. Company agreed to provide the rolling stock, officers, agents, and hands for the train, depots, water stations and shops, together with oil and wood, in return for one-half of the gross income from the passenger, freight, and mail receipts plus \$15,000 annually.²² During 1846-47 much dissatisfaction over this dependence on the F. R. and P. Company was shown. Many felt that the Louisa Railroad was paying too much for the job. The contract was set aside July 1, 1847, and from then on the Louisa Company did its own transporting.²³ The R. F. and P. Company agreed to allow the Louisa Company's cars to be attached to the R. F. and P. cars from Taylorsville to Richmond at the rate of three-fourths of a cent per mile; the Louisa Company would pay \$1,000 per year for advertising, keeping accounts, collecting freight and passenger fees to the R. F. and P.; all cars would be repaired in Richmond; settlements would be made quarterly; and freight charges were fixed at four cents per mile. The charge for lime and marl by the ton was only three cents a mile, however, in order to encourage its use.²⁴ The R. F. and P. Company appeared irked at this separation and refused to sell the Louisa Company new or used equipment to help it get started.

At the first stockholder's meeting in June, 1836, surveys were studied and the financial report showed that \$150,000 worth of stock had been sold. There was overwhelming sentiment in favor of laying the tracks to Newark; but continuation to Gordonsville depended upon the interest and support of the counties of Albemarle, Culpeper, Madison, and Rockingham. This ex-

²¹ *Richmond Enquirer*, November 17, 1837.

²² *Proceedings of the Seventh Annual Meeting of the Stockholders of the Louisa Railroad Company*, pp. 16-17.

²³ J. P. Nelson, *History of the Chesapeake and Ohio Railroad Company*.

²⁴ *Thirty-Third Annual Report of Board of Public Works to the General Assembly of Virginia*, pp. 405-406.

tension was further encouraged when the General Assembly authorized the Board of Public Works to purchase two-fifths of the new capital necessary for continuance of the tracks as far as Gordonsville.²⁵ There was a popular desire to have the Louisa line completed. The people along the right-of-way helped to secure timber and homes were kept busy preparing food for the laborers. A few, however, opposed the project and refused to sell their materials. One man declared that his neighbor's mules were good enough to do his hauling.²⁶

After the route had been fixed on the northern side of the river, the tracks were laid from Taylorsville (Doswell) to Frederick Hall by December 20, 1837. The route proved cheaper and the soil firmer. The event was marked at Frederick Hall by a great celebration. The first engine and three cars left Richmond on the R. F. and P. rails at nine o'clock in the morning and at one o'clock in the afternoon; they arrived at Frederick Hall with a band playing and the colors flying with notables aboard.²⁷ Lieutenant Governor W. F. McFarland and others were chief speakers of the day. Thus the first section of twenty-one miles in length was officially opened.

By December 1, 1838, an extension of twelve miles to Louisa Courthouse was ready for operation,²⁸ and stockbooks were opened to receive funds for the planned extension to Gordonsville, while Orange County citizens interested in the railroad project were requested to meet with the Louisa stockholders. At this point there developed the first controversy as to whether the railroad should be run from Louisa to Gordonsville, which was twelve miles west, or whether it should take a more southern route heading directly towards Charlottesville. President Harris called a meeting of the stockholders for July 20, 1838, to consider extension to the former place.²⁹ In the meantime, some who favored the Charlottesville route assembled at the Albemarle County courthouse for the purpose of considering the new extension. Those who attended the second meeting resolved to prevail on citizens to buy stock in the Louisa Company and

²⁵ *Richmond Enquirer*, February 22, 1837.

²⁶ Harris, *History of Louisa County*, p. 146.

²⁷ *Richmond Enquirer*, December 22, 1837.

²⁸ *Richmond Enquirer*, August 5, 1839.

²⁹ *Richmond Enquirer*, June 19, 1838.

to encourage the assembly to pass an act authorizing the Charlottesville extension. Before closing a committee was appointed to meet with the Louisa stockholders on July 20. Stock was being sold at this time for a six-mile extension west of Louisa to Newark for which some 200 shares of stock had to be sold to meet the cost of \$8,000 per mile. This fact was brought to the attention of the stockholders at the Louisa Courthouse meeting. A large crowd heard Governor James Barbour speak in favor of the Gordonsville extension, and President Harris agreed with him when a vote was taken and the Gordonsville route won.³⁰

The assembly, by an act of March 27, 1839, authorized the extension to Gordonsville, for which \$300,000 worth of stock was allowed to be sold, with the state taking its usual two-fifths. It was felt the extension would accomplish two ends: increase the profits of the commonwealth and the stockholders and be a convenience to the counties of Albemarle, Green, Orange, Madison, Culpeper, Louisa, and Spottsylvania.³¹

Several years later upon reaching Gordonsville, January 1, 1840, the company was ready to continue toward Charlottesville and in 1842 stock was being sold for that extension.³² The construction of this extension from Gordonsville was slow as a result of the lack of interest in that section, however, and as late as April, 1848, invitations for sealed proposals for superstructure, grading, and masonry for a final section of this extension were to be granted.³³

Extension beyond Charlottesville had been agreed upon as early as 1841, for which the assembly permitted the company a \$500,000 increase in capital stock. Harris, in an appeal to the stockholders, mentioned the unlimited resources to be tapped in the new era, such as those from which the Baltimore and Ohio Railroad had benefited. Furthermore, Harris called a meeting of interested persons to assemble at Harrisonburg in 1845. The group met and urged the extension of the Louisa line to their city.³⁴ The company having agreed to this exten-

³⁰ *Richmond Enquirer*, June 19, 1938.

³¹ *Charter of the Louisa Railroad Company*, p. 23.

³² *Richmond Enquirer*, December 8, 1942.

³³ *Thirty-Third and Thirty-Fourth Annual Report of Board of Public Works to the General Assembly of Virginia*, pp. 343-350.

³⁴ *Thirtieth and Thirty-First Annual Report of Board of Public Works to the General Assembly of Virginia*, pp. 62-69, 334.

sion, the next problem was the choice of a route across the Blue Ridge. The choice lay between the Powell's Gap or the Rockfish Gap, and each route had its supporters who were busy raising stock for the extension.³⁵ In the newspapers of the day, arguments were presented for both routes. When William A. Kuper, a civil engineer of Frederick Hall, had made surveys of both routes for the company, he declared the Powell's Gap route was steeper and required too much costly detouring. He concluded his report by stating:

Let me add in conclusion, that your road is to occupy a prominent place in the scale of public improvement, and is destined to effect a complete revolution in the prosperity of Virginia, in developing its agricultural and mining wealth, and in developing a community of feeling and interests uniting the two grand divisions of the state.³⁶

The eastern stockholders of Richmond and Hanover fought for the Powell's Gap route and only gave in when a majority of the stockholders favored the Rockfish Gap route by a vote of 1,048 to 78.³⁷ Although the General Assembly, March 5, 1849, provided for extension to a point near Waynesboro, which the company accepted,³⁸ the grading had been done only as far as Woodville, eight miles west of Charlottesville, by 1850, and several years would have been required to complete a tunnel through the Blue Ridge.³⁹

The Richmond, Fredericksburg, and Potomac Railroad Company was carrying out the transportation for the company and the line from Taylorsville to Richmond belonged to that company; but when the Louisa Company began handling its own transportation in 1847, the cry for extension to Richmond began to be raised. Many felt the company was too dependent on the R. F. and P. Company, that the capital city might well afford two railroad lines, and that the proposed extension would benefit farmers in Caroline, Hanover, and King William counties.⁴⁰ The R. F. and P. Company opposed this move and declared it

³⁵ *Richmond Enquirer*, August 4, 1847.

³⁶ *Richmond Enquirer*, September 13, 1847.

³⁷ *Richmond Enquirer*, September 10, 1847; *Thirty-Second and Thirty-Third Annual Report of Board of Public Works to the General Assembly of Virginia*, p. 67.

³⁸ *Charter of The Louisa Railroad Company*, p. 29.

³⁹ *Thirty-Fourth and Thirty-Fifth Annual Report of the Board of Public Works to the General Assembly of Virginia*, pp. 125-129.

⁴⁰ *Thirty-Second and Thirty-Third Annual Report of the Board of Public Works to the General Assembly of Virginia*, pp. 424-428.

had sole right by its charter to run its rails into Richmond.⁴¹ Nevertheless, the assembly by an act of March 27, 1848, authorized a stock increase of \$200,000 in order that the eastern extension of the Louisa road might be made.

The R. F. and P. sought an injunction to stop this eastern extension. Judge Clopton of the circuit court refused to grant the injunction, saying the assembly had the right to empower the defendant to extend its road to Richmond and that it did not impair the obligation of contract as the plaintiff charged.⁴² The case was appealed in 1849 to the Supreme Court of Appeals, which favored the Louisa Company. Still not appeased, the R. F. and P. Company took the case to the Supreme Court of the United States during the fall term of 1851. The judgment of the lower courts was affirmed and it was stated that the privilege or the monopoly guaranteed to the R. F. and P. Company was that of transporting passengers between Richmond and Washington, but that the assembly did not part with the power to authorize the construction of railroads between Richmond and Fredericksburg for other purposes. Secondly, a grant of franchise to one company to construct a railroad or canal is not infringed by authorizing another railroad or canal to be laid across it.⁴³ The defeated company raised its rates on the section between Taylorsville and Richmond, while the Louisa Company urged its patrons to use the stage between the two points. The eastern extension was not actually completed until 1851. In 1850 the name of the company was changed to the Virginia Central Company, for the rails were being laid beyond the bounds of the County of Louisa. By that date the total length was 64.6 miles.⁴⁴

The financial and service records of the Louisa Railroad Company are of special interest. They show how a rural people invested in a scheme not destined to connect large cities, but rather to head west offering them a place for investment and a new means of transportation. According to the charter the capital stock of the company was \$300,000 to be sold at \$100 a share. As early as June, 1836, \$159,000 of this amount had been sold, and

⁴¹ *Charter of the Louisa Railroad Company*, p. 29.

⁴² *Richmond Whig*, April 27, 1849.

⁴³ *U. S. Supreme Court*, 13, Howard, 71.

⁴⁴ *Thirty-Fourth and Thirty-Fifth Annual Report of the Board of Public Works to the General Assembly of Virginia*, pp. 434-439.

by 1845 \$800,000 had been purchased.⁴⁵ Further extensions had required that the assembly allow the company to increase its capitalization. The state was accustomed to taking two-fifths of the stock of railroad companies, and that was done in this case. In the 'fifties the state increased this to three-fifths. Some of the first stock went slowly and more funds were required. In order to facilitate the sale, persons who had bought stock prior to October 15, 1836, were required to pay only three dollars per share in cash payments, while those who had subscribed after that date were required to pay five dollars.⁴⁶ A month later the president and directors were demanding \$20 per share in order to complete the first sections.⁴⁷

The state's share was taken out of the Internal Improvements Fund, which consisted of funds accumulating from internal improvement projects already in operation, and from the federal grant of a portion of the surplus revenue. Should the amount in hand be insufficient to purchase the two-fifths of the capital stock of the company, the General Assembly passed a second act (1837) providing that the Board of Public Works could borrow on the credit of the state at a rate of interest not exceeding six per cent a year. The total amount borrowed, to be paid to the treasurer of the company, was not to exceed \$120,000. If the state's portion of the railroad dividends more than paid for the interest on the loan, the remaining funds would be used by the state to purchase stock certificates in the railroad. Furthermore, the company was required to use all funds secured the first two years, beginning January 1, 1837, for actual construction.⁴⁸ So slowly did the cash come in that the company threatened to charge interest on its delinquent stock.⁴⁹ All the funds of the Louisa Company were deposited in the Farmers' Bank of Virginia, at Richmond.

Though the General Assembly passed an act to increase the stock by \$300,000 for the Charlottesville extension, the effects of the panic of 1837 were so severe that not a dollar was subscribed for six months, and the stock actually fell in value to 30 or 40

⁴⁵ *Charter of the Louisa Railroad Company.*

⁴⁶ *Richmond Enquirer*, June 24, 1836.

⁴⁷ *Richmond Enquirer*, September 27, 1836.

⁴⁸ *Charter of the Louisa Railroad Company*, pp. 16-19.

⁴⁹ *Richmond Enquirer*, May 2, August 4, 8, 1837.

cents on the dollar.⁵⁰ As late as July 20, 1838, the stockholders were informed that it was necessary to sell 200 additional shares to enable the Gordonsville extension to be finished, leaving out of consideration the tremendous cost of the Charlottesville extension farther on.⁵¹

The capital stock subscribed by March 11, 1839, was \$415,000; of this total \$226,000 was owned by individuals, while \$189,000 was owned by the state.⁵² The company had to take action against delinquent stockholders, and such notices as the following appeared in a newspaper of the day:

February 4, 1840
At 12:30 o'clock
Merchants' Coffee House
A sale of 20 shares of
Delinquent stock will
be made to the highest
bidder for current notes.⁵³

For the eastern extension \$200,000 additional was allowed and the sum was accumulated in three forms: one-third invested in the stock of the company, one-third in bonds payable in ten years, and one-third in cash.⁵⁴ This is the second and last case recorded of the Louisa Company being forced to borrow money during its existence, 1836-1850. If one adds the total funds subscribed, including the amounts contributed by counties beyond the Rockfish Gap, the total stock subscription by 1850 was \$1,500,000.⁵⁵

The cost of the first stretch between Taylorsville and Newark was estimated at \$516,282, and this estimate proved nearly correct for grading, masonry, timber, superstructure, depots, fixtures, spikes, splicing plates, and labor contracted for in the fall of 1836,⁵⁶ making the average cost per mile for the first twenty-one miles \$8,500, including the cost of construction of two water stations.⁵⁷

⁵⁰ *Twenty-Third Annual Report of the Board of Public Works to the General Assembly of Virginia* (copy in Virginia State Library), pp. 52-57.

⁵¹ *Richmond Enquirer*, June 26, 1838.

⁵² *Richmond Enquirer*, March 16, 1839.

⁵³ *Richmond Enquirer*, December 26, 1839.

⁵⁴ *Thirty-Fourth and Thirty-Fifth Annual Report of the Board of Public Works of the General Assembly of Virginia*, pp. 238-241.

⁵⁵ *Thirty-Fourth and Thirty-Fifth Annual Report of the Board of Public Works to the General Assembly of Virginia*, pp. 238-241.

⁵⁶ *Richmond Enquirer*, November 27, 1836.

⁵⁷ *Richmond Enquirer*, August 8, 1837.

The topography of the area proved very good and no sharp curves or deep gradings were necessary for the first twenty-one miles. Excavation and embankment costs did not exceed ten cents per cubic yard. Rails of two and three-fourths inches were used, and the sills were saturated with a solution of corrosive sublimate for a preservative.⁵⁸ Melton and Hunter Company contracted to build the road between Louisa Courthouse and Gordonsville at \$8,000 a mile. Their contract provided that no curve should have a radius smaller than 1,919 feet, that the superstructure should be made of good timber, and that two-and-three-fourths-inch rails should be used. A double track would be laid at several points to provide extra convenience to certain customers such as Mayberry's Iron Foundry.⁵⁹ The iron necessary was secured abroad for \$65 a ton, and local timber cost \$60 a thousand. Contracts were let for the building of the Gordonsville-Charlottesville extension in October, 1847, at \$6,000 a mile, but as much as \$5,000 was spent on buildings alone which were put up at both ends of the extension.⁶⁰

Melton and Hunter contracted to build the eastern extension at \$7,500 per mile where heavier rails were used, and seven miles of this section were laid with the "U" type rail weighing 51 pounds to the yard. Bridge spans of 300 feet and less were used over the Little River, South Anna River, and the creeks between Taylorsville and Richmond. These heavier rails cost \$200 a mile.⁶¹ When in 1850 the Louisa Company became the Virginia Central Railroad, there were seventy-two miles completed at the average cost of \$10,000 per mile.

The administrative cost varied with the general business conditions. For example, in 1836-37 the president received \$1,500; the engineer, \$3,200; the secretary, \$100; the directors, \$2.50 per day. The following year, as a result of the panic, the president's salary was reduced to \$1,000 annually and the others proportionally. Further reductions came in the next decade with the president's salary at \$500 for several years. The superintend-

⁵⁸ *Richmond Whig*, April 18, 1837; *Richmond Enquirer*, August 8, 1837.

⁵⁹ *Richmond Enquirer*, June 27, 1838; *Proceedings of the Fourth Annual Meeting of the Stockholders of the Louisa Railroad Company* (all reports of such meetings may be found in *Public Works Reports*), pp. 72-78.

⁶⁰ *Twenty-Third Annual Report of the Board of Public Works to the General Assembly of Virginia*, p. 58; *Twenty-Eighth and Twenty-Ninth Annual Report*, p. 67.

⁶¹ *Thirty-Third, Thirty-Fourth, and Thirty-Fifth Annual Report*, pp. 127, 436.

ent's salary in 1841 was only \$700 and each of the two overseers was paid \$250, while the agents received an average of \$300 per year.⁶² The total cost of administration for 1840 amounted to \$5,000. By 1843 the Louisa Company was paying out \$72,000 for operation, the main sum going to the R. F. and P. for carrying out its job of transporting.⁶³ After the contract with the R. F. and P. was cancelled in 1847, \$50,000 to \$60,000 was needed for carrying out its own transportation and bonds were issued for part of the expense.⁶⁴ This cost included the wages of laborers, carpenters, stone masons, blacksmiths, and mechanics. For four engines, cars, and the building of shops at Taylorsville, \$41,000 was necessary. Another cost was that of damages claimed against the company.⁶⁵ In 1837 it had been reported that the people of Louisa County were much more content with the compensation offered by the Louisa Railroad than the people in Hanover County.

For the first sixteen months ending June, 1839, the gross receipts of the company equalled \$14,500. Six months after the Gordonsville extension, a 200 per cent increase in receipts was reported. The following year, 1841, there were less returns as a result of a bad crop season and scarcity of currency, but notwithstanding by the fall of 1842 the stockholders were informed that the gross receipts for the six months' period ending by mid-year had doubled over the returns for the year preceding. For the same period a year later, a balance of \$41,895 was reported in the treasury.⁶⁶ The receipts in 1847 exceeded those of 1846 by \$1,814. By carrying out its own transportation, for the period from July, 1847, to July, 1848, a saving of \$10,893 was reported and the receipts were four per cent greater for the first six months of 1849 than for the same period of 1848. The final year, 1850, the receipts totalled \$90,076 for the period ending in September, while for the corresponding period in 1849 they were only \$77,730.⁶⁷

⁶² *Proceedings of the Fourth Annual Meeting of the Stockholders of the Louisa Railroad Company*, pp. 73-78; *Thirty-Second and Thirty-Third Annual Report*, pp. 432-433.

⁶³ *Proceedings of the Eleventh Annual Report of the Stockholders of the Louisa Railroad Company*, p. 7.

⁶⁴ *Richmond Enquirer*, November 16, 1847.

⁶⁵ *Richmond Enquirer*, August 8, 1837.

⁶⁶ *Proceedings of the Fourth and Seventh Annual Stockholders Meeting of the Louisa Railroad Company*, p. 88; *Twenty-Fourth and Twenty-Fifth Annual Report*, p. 34; *Twenty-Eighth and Twenty-Ninth Annual Report*, p. 64.

⁶⁷ *Thirty-Second and Thirty-Third Annual Report*, p. 17; *Thirty-Fourth and Thirty-Fifth Annual Report*, p. 436; *Sixteenth Annual Report of the President and Directors of the Virginia Central Railroad Company to the Stockholders*, p. 17.

The progress of the company is reflected in the dividends declared semiannually, enumerated in the table below:⁶⁸

January-July	15, 1838	— 2%
July-December	15, 1838	— 2½%
January-July	15, 1839	— 3%
July-December	15, 1839	— 3%
January-July	15, 1840	— (Undeclared)
July-December	15, 1840	— 4½%
No dividends	1841-42	
	1843-1847	— 3%
	1847-1849	— 2%

By July 1, 1849, the dividends had been reserved altogether for the purpose of the eastern extension.⁶⁹ Thus the financial difficulties were never very serious and the picture gradually brightened in the fifties.

The first engines as well as the iron needed by the Louisa Railroad Company were purchased in Philadelphia. These engines were of the small wood-burning type and traveled at the speed of from twelve to fifteen miles per hour.⁷⁰ The R. F. and P. boasted in 1837 that with these locomotives it had carried 40,000 passengers without a single accident.⁷¹ The wooden cars, either of the four- or eight-wheel type, flat or covered, were secured in the North, until the company began making them in its own shops in 1847. A careful description of the type of passenger car used is given in the following letter taken from President Fontaine's letter book:

Office of Louisa Rail Road Company
January 19, 1848

Messrs. Betts, Harlan and Hollingsworth
Gentlemen:

I send you a description of the material parts of the body of a passenger car for which I shall be glad to receive an offer to be delivered at Aquia Creek by the 1st of July, all parts not specified to correspond with those specified and all timber not specified to be good and suitable for the car as described.

You will observe the last item described consists of an iron arch and sundry fixtures designed to strengthen the bottom railing of the

⁶⁸ *Thirtieth and Thirty-First Annual Report*, p. 334; *Thirty-Fourth Annual Report*, p. 239.

⁶⁹ *Thirty-Fourth Annual Report*, p. 232.

⁷⁰ *Richmond Enquirer*, December 27, 1847.

⁷¹ *Richmond Enquirer*, January 16, 1838.

car, that is intended as a substitute for the inside plan, etc. You will please state whether your charge will be different if you use the arched bar of iron, omitting the inside plank.

E. Fontaine, Pr. L.R.R.Co.

Passenger Car, all the work to be executed in best workman like manner.

Length of car Out and Out 43 feet 4 inches with two drop platforms of best yellow heart pine 2 ft. 8 x 4 feet.

Body of coach from out to out 38 ft. long 8 ft. x 8 inches wide.

Bottom Rail of best heart yellow pine 38 ft. long 10 x 5 inches.

Top Rail 42 feet long 8 x 3 inches best heart pine or oak to be confined to the pillars with two rivets to each pillar.

Bolsters to be 12 x 13 best white oak, 4 knee plates to each bolster of wrought iron $\frac{5}{8}$ thick by 10 inches wide, each knee plate confined to the bolster with 3 bolts running through the bottom railing of $\frac{5}{8}$ diameter.

(This a substitute for the circular bar of iron extension bolts.) An inside plank riveted to each pillar with 3 rivets and bolted to the bottom rail between every other window with a bolt of $\frac{5}{8}$ diameter, with a nut at the bottom, the plank to be $2\frac{1}{2}$ inches thick by 13 deep.

The Ladies Apartment 6 ft. 4 in. long with a lampbox each side of the door with glass doors inside and out—seats in the ladies apartment to be red plush sofas, back, of the same.

Gentlemen's Apartment to have a passage 16 inches wide, the floor laid with the best yellow pine dressed to $1\frac{1}{4}$ inches; seats put cross-wise, made of mahogany, wide backs, stuffed with best black hair cloth, detached cushions covered with best black hair cloth well stuffed.

Seats 2 feet 7 inches from center to center with a foot piece underneath, water cooler to hold 4 gallons, lamp box on each side of the door as in the Ladies Apartment, with a stove fixed with hand railings and brass knobs.

Drop platform of best heart yellow pine for the floor 2 steps on each side 9 in. wide and 1 foot high, supported on 3 pieces of iron $2\frac{1}{2}$ x $\frac{1}{2}$ confined to the platform, upright rod from the bottom of the platform to the top of the Coach $1\frac{1}{8}$ inches in diameter, balance of Rod for hand railing 1 inch diameter 2 ft. high.

Doors to be 5 feet 10 inches high, 2 inches thick, *panneled* of mahogany, good yellow heart pine or curled maple.

Windows to hoist glass fastened in from the outside with a wooden moulding instead of putty.

Eves from one end of the car to the other 9 inches wide immediately over the windows to throw off rain, etc.

Curtains of strong drab twilled worsted.

The car to be 2 inches higher on the inside than the first one made the Louisa Company.

Painted handsomely on the inside and in a plain substantial manner on the outside.

To have a bar of iron on each side $3\frac{1}{2}$ in. wide by $\frac{3}{8}$ thick, running from the front bolster to the back bolster — bending with a regular bow, so that the top of the bow of iron just comes to the bottom of the window, the said bar to extend from the bolster to each corner in the manner of a brace and to extend up the corner posts as high as the bottom of the window and the said bar to be made fast to each pillar with rivets — there is to be an extension bolt of $\frac{5}{8}$ diameter between every Pillar with a hooked head to hook on the $3\frac{1}{2}$ inch bar and to go through the bottom rail with a nut at the bottom. Every pillar to be confined to the bottom rail with a pilot-point bolt.⁷²

As we have shown, timber was secured locally for the superstructure and buildings. The wood for fuel was piled along the right-of-way, and water tanks were installed at needed points along the track. In 1850 the equipment of the Louisa Company consisted of eight locomotives, including the "Frederick Harris," "Charles Y. Kimbrough," and the "Westward Ho!," five passenger coaches, three baggage cars, 100 four-wheel cars, 23 eight-wheel freight cars, 16 hand cars, and two switch engines.⁷³

Claudius Crozet, engineer of the Board of Public Works, made a report to that Board in 1840 of the upkeep of the road at that date. He stated that the road was in good order and that the rails used in the Louisa-Gordonsville extension were flat bars but heavier and better in quality than those used in the first stretch. The superstructure, he reported, was of inferior quality.⁷⁴ B. M. Jones, holding a similar position, in May, 1851, went on a hand car to inspect the road. He found it in a fairly good state of repair, though he recommended taking up all the light rails, replacing them with a heavier type. The scrap iron along the route and these lighter rails could be collected and sold. The estimated cost of relaying the iron was given at \$200 per mile.⁷⁵

When the R. F. and P. Company did the transporting for the Louisa Railroad, a daily train of sixteen cars for passengers and freight service was used. The train traveled up and back the same day. The first trains of 1837 left Richmond for Frederick

⁷² Edmund Fontaine's Letter Book (found in the files of the Chesapeake and Ohio Railway offices, Richmond, Virginia).

⁷³ *Sixteenth Annual Report of the President and Directors of the Virginia Central Railroad Company to the Stockholders*, p. 19.

⁷⁴ *Twenty-Fourth Annual Report*, p. 85.

⁷⁵ *Twenty-Fifth Annual Report*, p. 235.

Hall at twelve-thirty in the afternoon and departed at four in the morning for Richmond.⁷⁶ In 1842 the company operated a separate freight train which left Richmond regularly for Gordonsville one day and returned the next, while the passenger train reached Taylorsville (Doswell) for breakfast and Charlottesville by four in the afternoon. Since the extension was not complete to Charlottesville until 1849, part of the trip was taken by stage. In 1850 one could breakfast at Taylorsville at six-fifteen in the morning and arrive at Charlottesville at one o'clock in the afternoon.⁷⁷

The first fares published in 1837 were:⁷⁸

From Frederick Hall depot to	Beaverdam	\$0.75
“ “ “ “ “	Taylorsville	1.75
“ “ “ “ “	Richmond	2.75
“ “ “ “ “	Fredericksburg	3.75

The charter had provided that passengers be carried at the rate of \$.10 a passenger mile and freight at rate of \$.08 a ton mile. In 1840 the passenger rate was lowered to \$.085 a mile and in 1847 was lowered again to .06. The freight charge of \$.08 dropped more slowly.⁷⁹

The rates on tobacco from Newark to Richmond were \$.25 per hundred pounds in hogsheads and on wheat \$.15 a bushel. These were the two main crops of the region. Furthermore, marl, lime, plaster, and shells were carried at a very reasonable rate, which reflected the interest of the Louisa Railroad in the improvement and settlement of the land in order to develop the country through which it passed and indirectly to stimulate its own business.⁸⁰ From June, 1842, to June, 1843, there had been collected at Beaverdam 307,663 pounds of freight and at Gordonsville 2,610,000 pounds.⁸¹ The first station was midway between Taylorsville and Frederick Hall and drew freight from a poor farming section, while the second drew from the rich Green Springs area.

⁷⁶ *Twenty-Third Annual Report*, p. 66; *Richmond Enquirer*, December 27, 1839.

⁷⁷ *Richmond Enquirer*, March 7, 1839; *Richmond Whig*, March 17, 1842; *Richmond Whig*, December 24, 1850.

⁷⁸ *Richmond Enquirer*, December 27, 1837.

⁷⁹ *Richmond Whig*, December 24, 1850.

⁸⁰ *Richmond Whig*, March 24, 1840; *Proceedings of the Eleventh Annual Meeting of the Stockholders of the Louisa Railroad Company*, pp. 10-11.

⁸¹ *Thirtieth and Thirty-First Annual Report*, p. 343.

In 1847, when it began doing its own transporting, the Louisa Company charged for all freight at the point of sending, and the usual list of produce carried included wheat, oats, tobacco, corn, cornmeal, bacon, butter, apples, yarn, lard, pig iron, beef, pork, and lumber of all kinds.⁸² The following table of 1850 shows the charges from Richmond to the points included:⁸³

<i>Freight</i>	<i>Louisa C. H.</i>	<i>Gordonsville</i>	<i>Charlottesville</i>
60 lbs. wheat	\$.08½	\$.11	\$.13
Corn 56 lbs.	.07½	.10	.11
Tobacco in casks	.21	.30	.33
Hogs and sheep	.35	.35	.40
Bacon, butter, lard	.20	.22	.25
Fish bl. and Salt			
per sack	.30	.30	.38
Dry goods 100 lbs.	.33	.34	.35
Groceries 100 lbs.	.25	.28	.30

A customer appraised the benefit of the railroad in 1840 by saying that the freight charge on wheat transported from Trevilians to Richmond by rail was eighteen cents per ton, twelve cents cheaper than by wagon. This amount saved could be invested in shares of stock which offered a three per cent dividend. He was of the opinion that the farmer instead of the capitalist should own the stock.⁸⁴ In 1851 T. Ruggles, a civil engineer, predicted that the cost of transporting a barrel of flour from Staunton to Richmond would be only \$.80 when the westward extensions were complete. This would reduce the cost of railroad transportation to one-third that charged by other means of transportation.⁸⁵ In addition, other services were rendered such as special trains for the opening of the extensions and on other important occasions such as the big state Whig convention which was held in Richmond in October, 1840. The R. F. and P. Company fitted out some flat cars and used extra heavy engines for the transporting of the delegates.⁸⁶ As early as 1839 a contract was made to carry the United States mail, for which the company received \$75 per mile per year. In 1847 the line received \$5,100

⁸² *Richmond Enquirer*, June 29, 1849.

⁸³ *Richmond Whig*, December 24, 1850.

⁸⁴ *Richmond Enquirer*, February 22, 1840.

⁸⁵ *Thirty-Fifth Annual Report*, pp. 216-217.

⁸⁶ *Richmond Whig*, September 25, 1840.

for the task.⁸⁷ Only three accidents were recorded. One occurred two miles above Louisa Courthouse in November, 1839, resulting from an explosion of gun powder in a freight car. A train hand was killed and the engineer and fireman were stunned,⁸⁸ whereupon President Harris ordered that no explosives thereafter be carried. The remaining mishaps had to do with the burning of property in 1846 and 1850.⁸⁹

The Louisa Company was rendering an important service by 1850, and it was destined to become one of the foremost railroads in the state. The extensions stretched as far as the Jackson River by 1861, ten miles west of Clifton Forge, where the road stopped until after the war. During the war the Virginia Central Railroad rendered a great service in bringing supplies from the Valley of Virginia for the Southern armies. The men who captured John Brown traveled over it, and Stonewall Jackson used it on a number of occasions. The road remained fairly intact up until 1865, when it was almost entirely dismantled; the rolling stock was sequestered, bridges were destroyed, and the treasury was depleted. It was rebuilt after the war and in 1878 was absorbed into the Chesapeake and Ohio System.⁹⁰

The Louisa Company was of great service to the region through which it ran. B. M. Jones, in a report to the Board of Public Works in the fifties, showed that the land of the counties traversed by the railroad had increased in value nearly one-third between 1830 and 1850. The population of Louisa County alone increased by twelve per cent between 1836 and 1860, while in the decade before it had suffered a three per cent loss. The tobacco and wheat production almost doubled in Louisa County after the construction of the line.⁹¹ The census reports for 1850 and 1860 show the effect of the railroad. Albemarle, Hanover, and Louisa were counties served by the road. If a comparison is drawn between these counties and two others, Goochland and Loudoun, which are in the same region yet unaffected by the Louisa Railroad, the results show that the great economic development was

⁸⁷ *Thirty-Third Annual Report*, pp. 216-217.

⁸⁸ *Richmond Enquirer*, November 19, 1839.

⁸⁹ *Thirty-Second and Thirty-Third Annual Report*, p. 17; *Thirty-Fourth and Thirty-Fifth Annual Report*, p. 135.

⁹⁰ Malcolm Harris, *History of Louisa County*, pp. 147-148; Nelson, *History of the Chesapeake and Ohio Railway*, p. 13.

⁹¹ B. M. Jones, *Railroads: Considered in Regard to Their Effects Upon the Value of the Land in Increasing Production, Cheapening Transports, Preventing Emigration and as Investment for Capital*, pp. 15, 46, 96-97.

in the three railroad counties, while the other two were relatively static or declining.

Counties	Population				Improved Acres	
	(Free)	(Negro)	(Free)	(Negro)	1850	1860
	1850		1860			
Albemarle	1,875	13,338	12,103	13,916	220,467	245,272
Hanover	6,539	8,393	7,482	9,483	188,064	141,205
Louisa	6,423	9,864	6,183	10,194	185,649	156,950
Goochland	3,863	4,737	3,814	6,139	76,971	83,424
Loudoun	15,081	5,641	15,021	5,501	208,454	220,266

Counties	Value		Wheat (bu.)		Tobacco (lb.)	
	1850	1860	1850	1860	1850	1860
	Albemarle	\$3,746,281	9,157,646	278,575	302,307	1,456,300
Hanover	\$2,005,259	4,203,120	157,388	237,402	404,550	2,428,971
Louisa	\$2,534,084	4,203,120	199,521	258,265	1,584,285	4,798,087
Goochland	\$2,035,643	2,520,327	141,969	147,129	724,208	2,900,533
Loudoun	\$8,349,371	10,508,211	563,930	396,297 ⁹²

Increased population, land values, production, and trade, resulting in part from reduced rates and improved transportation, indicated a higher standard of living in the area served by the Louisa Railroad Company. What was taking place had been predicted in 1845 in an article of the *Hunt's Merchant Magazine* entitled "Railroad Movements in Virginia!" Railroads will bind the regions together; tap the wealth, resources of the region; cause the interior to be settled; lead to the growth of Richmond and make the watering places more accessible."⁹³ Newspapers carrying notices of farms for sale advertised that the Louisa Railroad made markets accessible, while agricultural societies of the day stressed the economic value of the railroad in hauling fertilizer to farmers at little more than cost.⁹⁴

Today the Louisa Railroad Company has passed into oblivion and a big interstate rail line has taken over; the bare facts of its history are not known generally, and yet beneath them lies a story of adventure and romance—a story of men who had both the vision and the will to build. It is a story of the joy of accomplishment, the problem of depression, and the disaster of war.

⁹² *Seventh Census of the United States, 1850*, pp. 256-278; *Population of the United States, 1860*, pp. 501-511; *Agriculture of United States in 1860*, pp. 154-163.

⁹³ *Richmond Whig*, November 11, 1845.

⁹⁴ Remark of William Overton of Louisa before Albemarle Hole and Corner Club, November 9, 1850, *Southern Planter*, XI (1851), 281.

It is a story of progress, increased land values, doubled crops, increased population, and new business. It is a story of engines which labored heroically to transport Stonewall Jackson and the soldiers in gray until the rails were destroyed and the capital was depleted. In the final analysis the story of the Louisa Railroad Company, along with other local projects of such nature, is part of the history of our modern transportation system.

HENRY HARRISSE ON COLLEGIATE EDUCATION

Edited by EDGAR W. KNIGHT

Henry HARRISSE is known for his distinguished work as bibliographer, as energetic student of the literature of the discovery of the New World, and for his contributions to the literature of history and geography. From the little that has been written on or about this man and his life of "tumultuous scholarship" and from some of his own writings he appears as a very individualistic and somewhat erratic character. But very important in the long list of his writings are two essays on collegiate education, apparently written when he was at the University of North Carolina in the 1850's. One of these was published at Columbia, South Carolina, in 1857. The other essay, apparently never until now published, is given below and contains also views on collegiate education which may have some interest and significance for higher educational institutions in this country today.

It is believed that HARRISSE was born in France in the second quarter of the nineteenth century, although there are conflicting statements about the exact place and date of his birth.¹ His first appearance in this country is said to have been in Charleston, South Carolina, when he was perhaps about eighteen years of age. It is also said that he had a post as teacher in Mount Zion Academy at Winnsboro in that state; and it is suggested that his keen intellectual qualities were highly respected by President James H. Thornwell (he refers to him as "the eminent Dr. Thornwell"), of the South Carolina College, which in 1853 conferred on HARRISSE an honorary master's degree.² HARRISSE

¹ Kemp P. Battle refers to him as "A native Frenchman" and spells the name HARRISSEE. *History of the University of North Carolina*, I, 644. See Randolph G. Adams, *Three Americanists* (Philadelphia: University of Pennsylvania Press, 1939). Michael Kraus, in *A History of American History*, p. 294, says "HARRISSE was born in Paris in 1830, came to the United States as a child, and studied at the University of South Carolina." See Henry Vignaud, *Henry HARRISSE, Etude Biographique et Morale*. (Paris: 1912). Vignaud says (page 5) that HARRISSE "cachait le lieu et la date de sa naissance." He suggests that perhaps HARRISSE feared that if people knew from whence he came they would know what he wished to conceal; that he was weak enough to hide the fact that the blue blood of the AYRANS did not flow fully in his veins and "qu'il appartenait a la grande famille semitique." Vignaud also says that HARRISSE was the son of a furrier who was believed to have come from Russia and, although an Israelite, married a Parisian, and that HARRISSE was born in Paris March 23, 1829. See also *The National Cyclopaedia of American Biography*, XVIII, 37, 38.

² Adams, *Three Americanists*, p. 1. *The Catalogue of South Carolina College for 1854*, p. 29, lists HARRISSE as one of those "persons upon whom honorary degrees have been conferred besides those that are included amongst the bachelor of arts-year, 1853-degree, A.M." The citation is not given. Letter of July 8, 1946, to Edgar W. Knight from Ruth Jones, Assistant to the Director of The South Caroliniana Library, University of South Carolina. Afterwards HARRISSE generally followed his name to most of his letters with "A.M." But opposite page 4 of his autobiographic letter to Barlow, in which he included the title page of his translation of the philosophical works of Descartes, he wrote "Henry HARRISSE A.M. [sic!]"

seems to have been acquainted with and had high respect for Thornwell's educational views which students of American educational history consider sound and highly advanced for the time. There is some internal evidence that HARRISSE was acquainted with *Thoughts on the Present Collegiate System in the United States*, by President Francis Wayland of Brown University, which was published in Boston in 1842 and is accounted one of the distinguished discussions of the subject before 1860; and also with the energetic interest of Professor George Ticknor of Harvard College in improving collegiate education in that institution and perhaps in the United States generally.³

HARRISSE became an instructor in French in the University of North Carolina in 1853 and later was "professor *pro tem* in the Georgetown Jesuit's College" in Washington. He became a lawyer and said that he had gone to Chapel Hill to study law. He sought the advice of Judah P. Benjamin on opportunities for legal practice in New Orleans but, influenced by Stephen A. Douglas's "all sorts of promises of preferment," went to Chicago instead and there in September, 1857, HARRISSE set himself up as a lawyer. Apparently somewhat an indifferent practitioner of the law, he dabbled a bit in journalism in that city until a lucky coincidence took him in the early 1860's to New York and a post as "legal correspondent to the Havana branch of a Spanish bank." In that city he met and made a fast friendship with Samuel L. M. Barlow, influential and successful lawyer, connoisseur of art, and enthusiastic book-collector, especially of rare items of Americana. In these artistic and literary interests HARRISSE was very much at home; and two decades later he wrote for Barlow some confidential autobiographic sketches or letters which provide some information concerning HARRISSE's extraordinary career.⁴ "Yes, twenty years have now elapsed

³ Ticknor wrote to Thomas Jefferson, June 16, 1823, and tried to arouse the interest of the father of the University of Virginia in higher educational reform. Jefferson's reply, July 16 of that year, furnishes one of his earliest explicit statements on the elective system. In that reply he said: "I am not fully informed of the practices at Harvard, but there is one from which we shall certainly vary, although it has been copied, I believe, by nearly every college and academy in the United States. That is, the holding the students all to one prescribed course of reading, and disallowing exclusive application to those branches only which are to qualify them for the particular vocations to which they are destined. We shall, on the contrary, allow them uncontrolled choice in the lectures they shall choose to attend, and require elementary qualification only, and sufficient age. . . . The rock which I most dread is the discipline of the institution, and it is that on which most of our public schools labor. The insubordination of our youth is now the greatest obstacle in their education." H. A. Washington (editor), *The Writings of Thomas Jefferson*, VII, 300-302.

⁴ Adams, *Three Americanists*, pp. 6-8. These materials, by HARRISSE's request never published, are in the New York Public Library. A photocopy is in the University of North Carolina library, Chapel Hill.

since I first ventured to knock at your door on Fifth Avenue, begging leave to examine. . . ." HARRISSE was always examining, with or perhaps without leave, in an effort to get at the sources of things historical.

HARRISSE is perhaps best and most favorably known for his services to American scholarship. He was a keen student, a bibliophile and devoted book-collector, a distinguished bibliographer, the author of the "monumental volume," *Bibliotheca Americana Vetustissima*, and remarkable works on Columbus, and he "produced no less than ninety-one separate titles, books, monographs, papers and articles, each one of which was a noteworthy contribution to American history."⁵ HARRISSE is also known for his unhappy experiences at Chapel Hill with students, colleagues, the administration, and the trustees.⁶ In the University of North Carolina he "raised the devil generally on the board of trustees and faculty of her University by my strenuous efforts to improve the curriculum and pedagogical methods according to a system of my own."⁷

In a volume in the New York Public Library entitled "Essays, Memorials, etc., 1854-1857 HARRISSE," appears a letter of October 23, 1856, written by HARRISSE from Chapel Hill to the "Executive Committee of the Board of Trustees" of the University of North Carolina, Raleigh, which shows that he and the authorities of that institution must have got along badly together:

Gentlemen:

In writing the sundry memorials which were lately laid before the Board, my object was to promote the best interests of the University. To that end I have pointed out the reforms which were needed, and adduced all the necessary proofs. I can do no more!

Very much against my wishes, and contrary to my expectations, the contest is degenerating into a personal strife; which can only injure the future welfare of the institution.

⁵ Adams, *Three Americanists*, p. 2.

⁶ HARRISSE was sharply critical of trustees, as will be seen from his discussion of that subject in the essay below.

⁷ HARRISSE to Barlow, autobiographic letter, p. 35. The date of the letter is August 10, 1883. In his letter accompanying the autobiographic materials HARRISSE called them "the rigmarole I wrote against time and to kill it. . . ."

"Recollect that the accompanying *Epistola* is not to be printed,—at least in my life-time, if ever.

"The reasons are obvious. Its contents cannot afford the slightest interest to any one beyond two or three personal friends; and the style is a sort of gibberish, written 'with a running pen,' which without considerable emendations would appear ridiculous in print." HARRISSE also asked "that no one be allowed to take a copy" of the materials and only four "amiable persons," whom he named, were to be permitted to read them.

I am one of the youngest members of the faculty, and can be easily spared. Under such circumstances, I deem it proper to proffer my resignation of the office I hold in the University, to take effect at any time you may wish to appoint between today and the end of the present session.

Should the Committee decide to institute an inquiry, I ask leave to remain until it is carried out.

I have the honor to be, Gentlemen,

Your obedient servant

Henri HARRISSE, A.M.

Instructor of French in the N. C. University.

The next page in the volume in the New York Public Library contains the following:

The Trustees decided in my favor against the faculty. Having thus attained my object, I returned my resignation, which was accepted the following session.

I had in the meanwhile graduated in the law school, and soon afterwards left the d—d place, never to see it again!

Hy H sse.

The University has since been squelched by Gov. Holden.⁸

This article deals, however, with HARRISSE'S interest in collegiate education, on which he published in 1857 *An Essay on the Literary Institution Best Adapted to the Present Wants and Interests of Our Country*.⁹ This seems to have been an adaptation of "An Essay 'on the organization, regulation and management of a Literary Institution best adapted to the wants and interests of North Carolina'" which he had written in August,

⁸ Although there is no date on this piquant comment, it was obviously written after HARRISSE'S letter of October 23, 1856. W. W. Holden was appointed provisional governor of North Carolina by President Johnson early in 1865 and served until December 15, 1865, and three years later he was elected governor of the state. Holden was a powerful member of the Board of Trustees of the University which at its first meeting under the new constitution of 1868 dismissed President David L. Swain and the faculty.

The letter above was written in connection with the "Hedrick case." Professor Benjamin Hedrick, native North Carolinian and an honor graduate of the University in the class of 1851, had been dismissed and his professorship declared vacant by the trustees October 18, 1856. He had always been a Democrat and in the state elections in August prior to his dismissal had voted the Democratic ticket, but he had expressed favor for John C. Fremont for the presidency of the United States on the newly formed Republican Party. HARRISSE was the only member of the faculty who stood up for Hedrick during the unfortunate controversy. See J. G. deR. Hamilton, "Benjamin Sherwood Hedrick," *The James Sprunt Historical Publications*, Vol. 10, No. 1 (1910); R. D. W. Connor, *North Carolina*, II, 120-23; John Spencer Bassett, *Anti-Slavery Leaders in North Carolina*, pp. 29-47; Kemp P. Battle, *History of the University of North Carolina*, I, 524, 644, 655-57. Holden was editor of the *North Carolina Standard*, the most influential paper in the State, was the leader of the pro-slavery and secession sentiment in North Carolina, and was determined to drive Hedrick from Chapel Hill.

⁹ Columbia, S. C.: Steam Power-Press of R. W. Gibbes, 1857. Adams, *Three Americanists*, p. 6, note 18, gives 1858 as the date of publication. The only copy of this essay that I have seen is in the New York Public Library and bears the date of 1857. A photocopy and a microcopy of the essay are in the University of North Carolina library, Chapel Hill.

1854.¹⁰ In his autobiographic letter to Barlow, August 10, 1883 (note opposite page 35), HARRISSE said that the essay written for the trustees of Normal College was "embodied in an *Essay on the Literary institution best adapted to the wants and interests of our own country*, printed at the expense of the Honb. William C. Preston, of South Carolina." In the same note HARRISSE wrote that Barlow would find a copy of the North Carolina essay "in a MS. volume (4° size) containing my scrimmage with the Faculty, which I placed in the lower shelf of the book case on your right hand side when you face the window, *in the little room adjoining the black library*, about two feet from the corner. Next to it is a bound volume containing a series of N. C. University catalogues and addresses:— both of which I gladly make you a present of. But I don't want them to go with yr. library should you ever sell it."

The essay on a literary institution best suited to North Carolina led HARRISSE into another kind of controversy which until now seems to have received no attention in the educational history of that state. This controversy had its origin in the early part of 1854 when the trustees of Normal College offered a prize of \$200 for the best essay on the "Literary Institution" most suitable to that state. The announcement was as follows: ¹¹

A PRIZE ESSAY

The Trustees of Normal College will give \$200 for the best essay on the organization, regulation and management of a Literary Institution best adapted to the wants and interests of North Carolina. The essay must determine the grade of the institution, whether College, Academy, High School, &c., the number, qualifications and duties of the trustees; the rules and regulations for teachers and students; the amount and method of instruction; expenses and building accommodations; whether students should study in private or classroom; whether they should board at private houses or at a steward's hall; whether the Institution should be denominational or otherwise, and all other things necessary to be known and determined in establishing and conducting an Institution.

¹⁰ So far as I know this essay has never before been published. The original is the property of The New York Public Library and is used here by special permission. Letter from Robert W. Hill, Keeper of Manuscripts, to Edgar W. Knight, October 14, 1946.

¹¹ *Greensboro Patriot*, February 4, 1854. Normal College grew out of Union Institute and was given a charter by the legislature of North Carolina in 1851. This was amended November 21, 1852, and made the governor of North Carolina *ex officio* president and "the common school superintendent, should such an officer exist," *ex officio* secretary of the board of trustees of the institution. The office of state superintendent of common schools was created by legislative act, December 4, 1852, and Calvin H. Wiley assumed its duties, January, 1853.

Each competitor for the prize will direct his essay in a sealed envelope, postpaid, to B. Craven, Normal College, N. C., on or before the first day of September, 1854. The names of the judges will be published at least a month previous, said judges to be men of unquestioned ability. The trustees will retain for their own use, all essays examined, and pay the prize for the one selected by the judges.

Jan. 27, 1854.¹²

The materials which follow bear upon the competition for the prize of \$200 in which HARRISSE submitted his essay. But these materials do not indicate why the plans for the contest were not concluded; how many essays were submitted; why the writer of the letter of August, 1854, to President Craven (whether HARRISSE or one of his friends) felt compelled to conceal his identity; nor the identity of the writer of the obviously satiric "Extracts from the Diary of a Diplomat." Adequate evidence on these questions seems now not to be accessible. But it is evident from the letters and other materials that follow that there was some disappointment — perhaps a bit of bitterness, on the part of HARRISSE at least — and that the plans announced by President Craven, January 27, 1854, and published in the *Greensboro Patriot* the following February 4 were not carried through to fulfillment. In some of these materials appears suggestion of bad faith. Senator REID wrote that if he had the power to do so he would have the matter "investigated with a view to having justice awarded to the competitors for the prize." A letter from a gentleman "of highest respectability" on the communication from Charleston, South Carolina, discussed in the *Greensboro Patriot* of March 3, 1855, said "there is apparently a breach of faith on the part of the Trustees of Normal College. . . ." And the editor of that paper in the same article expressed the hope that "some friend of Normal College will see the propriety of having the matter explained. . . ." Governor THOMAS BRAGG wrote on the subject at least once to President Craven and at least twice to Professor F. M. HUBBARD, a colleague of HARRISSE;

¹² A note on the page preceding the essay by HARRISSE, in the volume in the New York Public Library, is as follows:

"The Essay by Henry HARRISSE (for the \$200 prize offered by the Trustees of the State Normal College) on the management of a Literary Institution best adapted to the wants and interest of North Carolina; with various Letters and other MS. relative to the non-fulfillment of the project by the Trustees, and the newspaper comments of that time, 1855.

"This collection includes two essays by Henri HARRISSE, one printed, the other the original MS. with a key; the original letters of Gov. Thos. Bragg, the Hon. David S. Reid, B. Craven; the memorial of Henry HARRISSE to the Board of Trustees; newspaper cuttings in reference to the Controversy which resulted in the dismissal of 'Mr. Black Republican Hedrick &[.]'

President Craven wrote to Professor Hedrick, also of the faculty of the University of North Carolina. Governor Bragg said in his letter to Professor Hubbard, May 4, 1855, that President Craven seemed "indignant that any one should suppose that he would permit a copy [of HARRISSE'S essay] to be taken." And Governor Bragg expressed the hope for an early end of the unfortunate matter.¹³

The controversy which these materials exhibit may seem after nearly a century a sort of *mons laborat, nascitur mus*; but for those immediately concerned in North Carolina in the middle 1850's it must have been more than a trivial episode. The contest doubtless provided some lively academic gossip in Chapel Hill.

As already noted, this article deals primarily with HARRISSE'S views on higher education a century ago. But out of the plans for the "prize essay" came not only the controversy here briefly treated but also the unpublished essay which follows and around which HARRISSE evidently prepared the essay published at Columbia, South Carolina, in 1857. The earliest comment on the entire matter seems to be the following anonymous letter:

August 1854.

Mr. B. Craven
Normal College, N. C.

Dear Sir:

Sometime since I read in a stray paper,— the "Ballot Box" I believe—a notice said to have been originally published in the "Greensboro Patriot" by the Trustees of "Normal College" offering a prize of \$200, for the "best essay on the organization, regulation and management of a Literary Institution best adapted to the wants and interest of North Carolina."

Having given some attention to the subject of collegiate institutions; trusting to the sincerity of the above proposal; and, being anxious to promote the cause of education within the range of my limited abilities, I immediately sat down to writing; and, now Sir, I take the liberty of requesting you to file the accompanying essay; or, submit

¹³ The originals of the unsigned letter of August, 1854, to President Craven, "Extracts from the Diary of a Diplomat," the letter of Senator Reid to HARRISSE, the letters of Governor Bragg to Professor Hubbard, and President Craven's letter to Professor Hedrick are in the New York Public Library. The items from the *Greensboro Patriot* may be found in the issues indicated. Clippings of these items are in the New York Public Library; photocopies and microcopies of all these materials now are in the library of the University of North Carolina, Chapel Hill. The letter from HARRISSE to Reid, February 3, 1855, is in the State Department of Archives and History, Raleigh, and a photocopy is in the library of the University of North Carolina, Chapel Hill.

the same to the impartial consideration of the judges appointed to that effect.

Circumstances which I ought not to disclose, require me to conceal my name and place of residence. I shall, however, make myself known at no very distant time.

With sincere regards and deep regrets,
I am truly yours.

P.S. Being under the impression that this letter and its contents may never reach Randolph County, allow me to ask you to send a few lines directed to "X.Y.Z.4" *Baltimore Maryland*, stating whether you have received it.

If you desire to communicate anything else to me, you can do so, either through the same channel, or an insertion in the Greensboro Patriot of September 9th inst.

Yours &c &c

The next item on the controversy seems to be the following:

Columbia, S. C., Oct. 20th 1854.

Extracts from the Diary of a Diplomat.

Mr. Craven, I believe, (Mr. C. bows)— my name is Johnson, Sir, of So Carolina— would like if you are at leisure to have a few minutes conversation with you.— The object of my visit, Sir, is to obtain some information from you relative to an advertisement which appeared some months ago calling for essays on education in N Carolina— I represent a third party in the matter and am anxious to obtain for him all the facts of the case as it now stands.

Mr. C— They are soon told, Sir. We have had some unexpected detention in awarding the prize, but there will be no breach of faith. The chief difficulty was to find the right sort of men for judges; men who were bold enough to face something new and would yet have weight with the old system advocates. We expect to make up the number of judges this winter in Raleigh and the prizes will be certainly awarded before spring. (Dead pause)—

I suppose (said I) it will occupy them some time, the examination of the essays— you have received a good many I expect.

Yes, Sir, several. There have been 3 or 4 small affairs and two large ones, and now that the time has been extended I am expecting others daily; indeed I have been told I might expect some.

Well, what is the arrangement you intend to make, Mr. Craven, about the names of the authors— how will you identify the successful candidate?

Well, I suppose the writers will hand in their names in time in some sealed form or whatever plan they may select. As yet not one of them has given me his name.

Well, sir, what seems to be the favorite plan adopted by them— do they sign the piece with some fictitious name, or how?

No, Sir,—one of the large essays came without any sign or name attached— it was mailed from Baltimore and was accompanied by a letter (sealed) to the Examining Committee which of course I could not open. The other large one had no post mark at all upon it; but with directions that I should acknowledge the receipt by writing to— Armstrong, or XYZ Baltimore, which I directed the Post Master to do, and he told me he had done it. (q:e:d)

You still contemplate publishing the names of the judges, Mr. Craven, before the prize is awarded?

Oh yes, Sir. We thought that would be proper to have the names of the judges announced at least a month before the decision, in order to afford the candidates time to withdraw their essays in case they disliked the character of the judges.

(After a pause)— I rejoined “My friend was at a loss to explain the silence in the papers on the subject of the decision— so much time had elapsed since the day fixed for the essays to be all handed in, and—”

Yes, I suppose so, and I ought to have given some notice before now. As it is, I sent off only a few days ago a notice to be inserted in the Greensboro Patriot of next week, giving the description of the different modes adopted by each writer to introduce his piece to the Trustees, such as the directions he gave where to be addressed &c in order to let each know his piece had been received.

(Another pause)— I have your authority then for stating that other contributions will be yet received?

Yes— oh yes— you may say until Christmas, I suppose.

Well, Mr. Craven, your college seems to be thriving in spite of your want of room &c &c &c &c &c &c &c

Here ends the Extract

The letters and other materials that follow should speak for themselves:

No. Ca. University, Chapel Hill Feb. 3 1855.¹⁴

To

The Honorable David S. Reed.

Dear Sir:

I was shown a few moments ago a letter from you to one of our fellow citizens, which is so kind and obliging, that the very style of it induced me to make in my turn an appeal to your well known complaisance.

¹⁴ D. S. Reid Papers, vol. III, 1850-1856, p. 360. State Department of Archives and History, Raleigh.

The matter is simply this:

In the month of January 1854, Mr. B. Craven, in the name of the Trustees of Normal College, (over which you then presided *ex-officio*) offered through the newspapers a prize of \$200 "for the best essay on the management, regulation and organization of a Literary Institution best adapted to the wants, and interests of North Carolina."

A certain number of essays were sent from different quarters and received by Mr. B. Craven; but no answer of any kind was ever made; the prize has not been awarded, and although it was publicly promised that the name of the judges would be published upwards of six months ago, I am sorry to say that the disappointed [*sic*] authors are still awaiting the fulfillment of a pledge which they apprehend to have been made without the knowledge or consent of the gentlemen who then composed the board of Trustees. The fact is that such proceedings are so manifestly unjust and at variance with their well-known principles, and high character, that I take upon myself to apprise you of the whole transaction, hoping that you will have the matter investigated, and justice done to whosoever justice is due.

I remain, Dear Sir,

Your most obedient and respectful servant
Henri Herrisse, A.M.

P.S. Allow me to express the desire of not having my name used in connection with Normal College.

Washington City,
February 6, 1855

My Dear Sir:

I have the honor to acknowledge the receipt of your polite letter of the 3 instant, making inquiry in relation to the prize of \$200 offered by Rev. B. Craven, of Normal College, for the best Essay on the organization and management of a Literary Institution in North Carolina.

Altho' the charter of Normal College made the Governor, for the time being, President *ex officio* of the Trustees, yet I never visited the college, nor did I at any time take part in their proceedings. Your letter, I believe, is the first intimation I ever had that such a prize had been offered. I am therefore uninformed about the matter and wholly unable to give you the desired information.

Never having participated in the management of the institution [*sic*] I do not feel responsible for its action. The nominal connection I had with the college ceased when I went out of the Executive Office. If I had the power to do so I would have the subject to which [you]

allude investigated with a view to having justice awarded to the competitors for the prize.

My best wishes.

I am, very respectfully,
Your obt. servant,
David S. Reid.¹⁵

Henri HARRISSE, Eq.,
Chapel Hill, N. C.

P.S. I presume Mr. Craven would give you information on the subject.

"A PRIZE ESSAY."

The Patriot of the 4th of February, 1854, contained a communication in behalf of "The Trustees of Normal College," proposing to "give \$200 for the best Essay on the organization, regulation and management of a Literary Institution best adapted to the wants and interests of North Carolina." The communication was furnished by a friend, and, as we supposed, a Trustee of the College; and was copied from the Patriot into a number of the papers of the State. We heard no more of the matter for some time. But owing, we presume, to our proximity to the Institution, or from the fact that the aforesaid communication first appeared in this journal, there has [sic] recently been various inquiries of us for information on the subject. We can only reply that we know nothing of the matter except what appeared in the communication which we published.

Some two months ago we received a communication from Charleston, S. C., animadverting rather severely on the managers of the College for not complying with their proposition. This Charleston communication was withheld, because we were ignorant of the character of the writer. We have this week received a private letter from a gentleman of this State of the highest respectability, making inquiries on the subject. After stating that information had been sought of him on the subject, the writer of this letter adds:—"Now since the matter has attracted the attention of many persons, both in and out of the State, there should be some public explanation, if any can be given. For as it now stands, there is apparently a breach of faith on the part of the Trustees of Normal College, which might act injuriously to the interests of the College, and, in fact, the character of the Trustees themselves. I wish you would let me know, as early as possible, the truth of the matter. I would be very glad to be able to satisfy the

¹⁵ Reid was elected governor of North Carolina in 1850 and served from 1851 to 1854, when he was elected to the United States Senate. It is not clear why as governor he had no part in the activities of Normal College, under whose amended charter of 1852 he was ex officio chairman. Apparently he considered his official relation to Normal College purely nominal.

gentleman above alluded to, who is a citizen of the State and a fine scholar, that all is fair and in good faith."

We would gladly enlighten our friends on this subject, if we could. We hope some friend of Normal College will see the propriety of having the matter explained, which, we presume, can be done to the satisfaction of the public.¹⁶

PRIZE ESSAY¹⁷

Normal College, March 6, 1855.

It was determined on consultation, that good and sufficient reasons existed for postponing the adjudication of the Essays, and letters were sent to all persons who had sent essays notifying them to that effect, allowing them the privilege of withdrawing, changing or disposing of their production as they might choose; except in reference to an essay purporting to have come from Baltimore, and a gentleman from South Carolina claiming the control of said essay, called at the College, heard our arrangements, and agreed to the same.

All persons having forwarded essays will be allowed full command of the same; those who are still writing must have them completed in a few months and all in our hands at the appointed time, will be fairly and faithfully judged, and the Premium paid according to the first notice. The shortness of the time allowed to writers, and the difficulty of procuring proper judges have been the chief causes of delay.

We have quite a number of essays on hand, and expect several others. Due notice will be given of the judges and the time of adjudication. Of all the persons interested, we have heard of none dissatisfied except the one mentioned in the Patriot, and I am sure, he would not have been, had he understood the arrangement and acquiescence of so many others equally interested. The very best talent has entered the list, and we hope at no distant day, competent judges will send forth to N. Carolinians, a production worthy the highest consideration. If any now chooses to attach blame to the mode of proceeding, he must not inculcate any Trustee of Normal College except myself; I made the arrangement with the writers, and on the part of the Trustees, am responsible for the result.

B. Craven.

¹⁶ *Greensboro Patriot*, March 3, 1855. At the end of the last sentence of the clipping of this article, Harrisse had written, without date: "It never was [explained to the satisfaction of the public]—for the simple reason that it was a regular swindle on the part of that fellow Craven, H."

¹⁷ *Greensboro Patriot*, March 17, 1855.

Raleigh
April 20th, 1855

Sir.

I have the honor to acknowledge the receipt of your favor of the 15th instant together with the statement made by your friend.

I will write to Mr. Craven on the subject and hope that he will see the propriety of promptly returning the essay to the owner or to such friend as he may authorize to receive it.

For the present I do not see that I can do anything more.

With the highest respect

I am sir
Yours truly
Th.^s Bragg.

Rev.^d F. M. Hubbard,
Chapel Hill

Normal College
April 27, 1855

Mr. Hedrick

Sir

I have the honor to acknowledge your letter directing me to secure a certain Manuscript.

From the description given, I am unable to determine what one may be designated. I think it probable you mean one signed "Excelsior," and it only contains some 75 or 80 pages, those of 100 or more are all marked in some way. I shall be happy to send the Manuscript, if you will designate more closely.

Very respectfully
B. Craven

Raleigh
May 4th, 1855

Sir.

I last evening received a letter from Mr. Craven, President of Normal College, in reply to one addressed by me to him, on the subject of the manuscript essay of your friend— He says that he has written to Prof^r Hedrick that, he will send it to him if he will designate it, as to enable him to select it from many others and that he would have done so before had Mr. H. given him the necessary information. He authorizes me to say that no one has read a line of the essay, and seems indignant that any one should suppose that he would permit a copy to be taken.

Will you allow me to say that I hope the matter may end here— I will not trouble you with my reasons for such a suggestion— I think your own good sense and discretion will furnish enough.

I am sir, Most respectfully and truly yours.

Rev.^d F. M. Hubbard,

Th.^s Bragg.

HENRY HARRISSE'S NORTH CAROLINA ESSAY

The title page of Henry HARRISSE'S essay "on the organization, regulation and management of a Literary Institution best adapted to the wants and interests of North Carolina" bears the date of August, 1854. The essay itself is divided into "Part First" and "Part Second" and the author's notes are given in smaller type between rules in the essay. The notes of the editor are used wherever it seems safe for him to presume to identify the persons, books, and things to which HARRISSE often alludes in casual and easy manner.

Although the essay itself bears the date of August, 1854, the "Conclusion" to it bears the date of August 10, 1855. The original announcement of the "prize essay" bore the date of January 27, 1854; and the letters and other materials on the controversy that the contest provoked began as early as August, 1854, a year before the date on the "Conclusion." The essay follows:

AN ESSAY "ON THE ORGANIZATION, REGULATION AND MANAGEMENT
OF A LITERARY INSTITUTION BEST ADAPTED TO THE WANTS AND
INTERESTS OF NORTH CAROLINA."

"Man cannot propose a higher and holier
object for his study than education, and
all that appertains to it."

Plato.

The main object of education consists in disciplining the mind, giving to it habits of activity, spontaneous and continued attention, ready recollection, analysis, generalization; in fine, to teach men to think. It requires no high-wrought arguments to demonstrate this truth, nor elaborate vindications to exonerate it from the attacks of prejudice. It is obvious. And whether we consider the student as "an end unto himself," or his academical career as "an instrument towards some ultimate end," the principle it involves loses none of its authority. This truth, however, is not exclusive; and further, we hold it reconcilable with the well-known dictum of Aristotle, that men, in their youth, "ought to be instructed in things subservient to the purpose of external accommodation, in proportion to their utility or necessity." *

* Gillies' Aristotle Polit. B.V.

To others, better qualified to elucidate and harmonize metaphysical abstractions, we leave the task of showing the impossibility of con-

ceiving how the mind can receive impressions, either true or fallacious, abstract or concrete, without retaining indelible traces of the instrument which produced them; and the absolute necessity, therefore, of selecting these instruments, not only as regards their specific worth as training mediums for the time being, but also as channels of knowledge and means to "instruct the student in things subservient to the purpose of external accommodation." Practical questions, when considered too abstractly, — often with the intention of placing them beyond the reach of plain and unassuming thinkers, — or discussed in the abstruse form and wording of philosophical argumentation, — induce distrust, check sincere investigations, and fail to convince. Clothed in logical subtilities, these questions, thus garbled and obscured, may please, perhaps, idle lawyers and presumptuous rhetoricians, but they can never interest the worthy citizen who yields sooner to the dictates of common sense than to the cavils of sophistry.

We will then condense and simplify, as much as we can, whatever recondite notions may occasionally and necessarily spring from the very nature of our subject.

1. Knowledge is necessary to man at all times. How can we realize the idea of reason without assimilating to it the idea of knowledge? You may easily represent to yourself mind without knowledge, as you sometimes think of a steam-engine unsupplied with steam, or the circulatory organs deprived of blood; but from the moment you speak of locomotion, of circulation, of reason, you must add the idea of vapor, of fluid, of knowledge.

We cannot then, deem with Sir William Hamilton,¹⁸ "the mere profession of scientific truths, for its own sake, valueless." *

* Sir Wm Hamilton. *Discussions on Phil. & Lit. &c Appendix III.*

Knowledge is a compound of multifarious materials; and each one of these materials, say, "fact," has a value — not the only value — enhanced or lessened, proportionally as it promotes the intellectual progress of the student. It often happens that of two of these "facts" being equal in point of immediate utility, one possesses inherent qualities denied to the other. As, for instance, a fact, the acquisition of which is an exercise well fitted for sharpening the mental faculties of the student, and at the same time for increasing his individual sum of useful knowledge; whilst the other fact only trains the faculties, and leaves besides nothing but useless knowledge. In this case, is it not self-evident that the former ought not to be preferred to the latter? We should then, in the process of education, so select and employ those facts, as to unfold the mental powers of the student, and simultaneously increase the sum of his useful knowledge.

¹⁸ Sir William Hamilton (1788-1856) was a Scottish metaphysician and author of *Lectures on Logic*, and *Discussions in Philosophy, Literature and Education*.

Have our collegiate and academical systems been framed in accordance with the above principles? In no instance can it be said with truth that the training of the mind and the acquisition of necessary information, have been so blended as to promote both. One is, with us, always rendered subservient to the other; and if the course adopted in one institution aims at promoting the training, the other keeps only in view the advancement of the student's scientific attainments. The studies selected in the former result in no ulterior utility whatever, and for the present, (chiefly on account of the mode of teaching) are no better training, perhaps, than other studies, which if properly taught, would certainly both invigorate his mental powers, and increase his acquaintance with facts. In the latter, science, and the application of science to the arts, are the sole objects of their attention; although the instructor does not seem to be aware that his pupils' mind is not yet ready even for the comprehension of such specific facts; which, in consequence, only clog their memory with crude elements; and, if the understanding is not naturally very vigorous, forever impair at least their originality of thought and acuteness of perception.

The range of collegiate studies is far from extensive, nor is it so perfect as not to admit of a change. It would be well then to enquire whether some new studies might not be introduced; others, left out so as to obtain a greater allowance of time, or elevated in point of importance, and taught in a way better calculated to leave a permanent impression upon the pupil's mind. What are the studies that must be abandoned; which ones should be introduced in their stead; what improvements might be successfully applied in the mode of teaching; what is the system of education best calculated to improve the mind of the students, and at the same time leave a residue of knowledge both applicable and useful; in fine, what is the character of the literary institution best adapted to the wants and interests of North Carolina"? Such are the questions which we propose to solve, and, we trust, to the satisfaction of impartial and practical thinkers.

11. All our colleges, universities and classical academies, seem to have adopted a stereotyped course of studies and mode of instruction. From Bowdoin to Austin, and from Wake Forest to St. Vincent's,¹⁹ there is only one curriculum and a uniform method of teaching the same. Is it that these preferred studies possess specific virtues altogether denied to the other branches of human learning, and that with-

¹⁹ Bowdoin College in Maine, incorporated in 1794. Austin College was established in Texas in 1849, by the Presbyterians of that state. The establishment of the University of Texas, located at Austin, was not provided for until 1858. Wake Forest College in North Carolina was founded by the Baptist State Convention of that state in the early 1830's. The institution was chartered as an academy in 1834 and as a college in 1838. It may not be clear to what "St. Vincent's" here refers. Vincentians or Lazarists, founded in France in the seventeenth century for missionary and charitable purposes, became identified with Catholic secondary and collegiate education in many countries and established institutions in several places in the United States. Patrick J. McCormick, S.T.L., "Teaching Orders of the Catholic Church," in Paul Monroe, editor, *A Cyclopaedia of Education*, V, 529.

out the pale of certain authors and syntax, no science, no literature ever can in an equal degree train the mental powers, impart desirable knowledge, and at the same time promote the graceful and ornamental accomplishments of the student? If it be so in truth, we must lament the narrowness of our resources, and strive by all means to enlarge the circle— but we feel secure on that score.

To impeach the importance of classical studies, is out of the question. When properly and fully taught, and under certain circumstances, they are emphatically the most profitable of all studies. They train several important faculties, and lay open to our eager curiosity the lores of ancient philosophy, poetry and eloquence. Through them we may form our taste, develop our imagination and acquire the only true notions of literary excellence. To obtain such momentous results, however, it is absolutely necessary that they should be studied constantly, fairly and thoroughly, — a partial or interrupted application being altogether worthless, if not hurtful. "A little elementary instruction," says Cousin,²⁰ "is always good for something, but a little Latin and Greek, badly taught, can be of no advantage, and may even become a source of great inconvenience." *

* Cousin. De l'Instruct. Publ. dans quelques pays de l'Allem. Vol. II.

We justly wonder at the advanced state of German scholarship; but is any one so blind to truth as to imagine that the course followed at Mersburg, at Frankfort or at Grimma, is at all similar to that pursued in Yale or at Princeton?

At Eisenach, Schulpforta, or any of those Gymnasia where the German youth are educated, the students enter the Institution between the age of ten and twelve, having already acquired a certain knowledge both of Greek and Latin, — not so extensive, to be sure, as that required for admission into the Freshman class of our Colleges, but certainly more accurate and better digested. A period of seven years is indispensable to go through the whole course; and, independently of the time devoted to the preparation of the lessons under immediate and constant supervision of responsible monitors or of rigid tutors, they average not less than thirty-two recitations of one hour each a week, whilst in our colleges, they never have more than fifteen.† In

† At the celebrated St. Thomas Schule of Leipzig, the first class has even so many as forty one recitations a week!

²⁰ Victor Cousin (1792-1867), French philosopher and educator, member of the faculty of the University of Paris, member of the Council of Public Instruction in the cabinet of Francois Pierre Guillaume Guizot, and minister of public instruction in France and director of the Normal School. He studied the school system of Prussia in 1831 and published his observations and conclusions under the title *Rapport sur l'etat de l'instruction publique en Prusse*, which is among the most important of all reports on educational conditions in Europe in the second quarter of the nineteenth century. It was largely because of this report that the French educational law of 1833 was enacted. The report was translated into English and published in England in 1834, was reprinted in New York the following year, and had considerable influence in this country, especially in Massachusetts and Michigan. Edgar W. Knight, editor, *Reports on European Education*, pp. 114-122.

the first and second years, the German student has only four recitations in Latin and two in Greek, a week; but in the third year the number rises to fourteen in Latin and five in Greek; in the fourth, twelve of Latin, five of Greek; in the fifth, eleven Latin, six Greek; and in the last year nine Latin and six Greek. That is to say, 3000 lessons in the dead languages. In addition, not only the Latin language is spoken, but in the latter part of the course, all the exercises are held in it.*

* Cousin, who heard one of these recitations at the gymnasium of Weiman, where they had to translate and explain in Latin, a passage of Plato's Republic, says that the Professors expressed themselves, "justly and forcibly," and the students "fluently and with clearness."

No student can ever pass from a lower class, without sustaining a very strict examination; and it does not follow, as with us, because he has been two sessions a Sophomore, that he must, as a matter of course, enter the Junior Class. Nor do long vacations ever break the link. And yet, all these labors are only preparatory to higher studies. After being graduated at the Gymnasium, the student—if he really designs to master Greek and Latin,—enters the University, and goes through another course in the *Seminarium Philologicum*, which requires several years more, it is true, but which at last enables him to appreciate the beauties of a Homer or the eloquence of a Demosthenes. Then, and only then, the object of his classical education is attained: the treasures of ancient literature are placed within his reach.

Some will answer that the German mind is naturally slow, heavy, turbid, and that it requires such constant efforts to infuse into it, even the first rudiments of any kind of knowledge. Others pretend that they seek only after erudition and obsolete learning. We beg leave to remark, in the first place, that the Germans are neither slow nor turbid; misty they may be, but it is only in their metaphysics, and not in philological researches or the elucidation of classical authors. If they study the dead languages with so much diligence, it is because they are well aware of the necessity of understanding perfectly all the refinements, spirit and genius of a language, whether dead or living, in order to discern the excellence of its poets or prosaists; and as they have found from experience that arduous studies, constant efforts and unremitting attention are absolutely required to become well versed in the classics, they succeeded in framing a system of education which cannot fail to initiate the German student into the sublime excellencies of the Greek and Latin writers.

In the second place, we deem it preposterous to imagine that so enlightened a people as the Prussians certainly are, should strive with so much perseverance to instil nothing but erudition into the mind of all their pupils. Moreover, this far-famed erudition is the

result of subsequent and special studies pursued at the Philological Seminaries of Heidelberg, Jena or Berlin.

Admitting even,— were it only for the sake of argument, that the Teutonic youths are dull and altogether unable to acquire any kind of classical learning, unless patiently “hammered into their heads”; to render this objection at all plausible, it will still be necessary to prove, either that so much Latin and Greek is not necessary to appreciate Thucydides and Tacitus, or that with *our* system of education, and the time *we* devote to it, our scholars acquire quite so much learning as the Germans. To refute this, we need only compare the Bowdoin prizes at Harvard or the Berkleian²¹ premiums at Yale with the extempore composition in Latin of the *Abiturienten-examen* at any of the 140 gymnasia of Prussia. Why, let any impartial observer who claims to understand anything at all about such literary performances, look over the Latin Salutationes of the First Honor men of our colleges, just as they are handed in to the Professor for revision:— the answer will then be obvious.

Shall we also tax the English and French with slowness of intellect? Yet, they devote several years more than we do to *their Studia Humaniora*. At Henry IV, St. Barbe or Stanislas, the pupil is likewise subjected to a “Sexennium.” Ten hours a day, six days in the week, and eleven months in the year, are wholly occupied with study. We do not recollect at present the exact number of recitations in the dead languages, but it certainly falls not short of that at Pforta or Ratisbon. As for Oxford and Cambridge, every one knows through what ordeals the gownsman has to pass in his Classical Triposes²² and previous studies under private tutors, before getting his bachelorship. A perusal of the questions asked for the Easter-Term examination of the Freshmen at Trinity, would be of itself sufficient to chill the enthusiasm of our proudest Seniors.

We would not insist, if it had not been promised by very able advocates of the study of the Latin and Greek languages in this country, as superior means of promoting mental habits, that the maturity of these habits is to be measured “by the degree and accuracy of the knowledge.”

In point of natural abilities, it is incontestable that the Americans are certainly not inferior to the Europeans. The comfort which our people enjoy; the extensive diffusion of elementary knowledge among all classes; and the freedom of our political institutions, cannot but

²¹ The Bowdoin Prizes at Harvard under the bequest of Governor James Bowdoin, A.B. 1745: “For the advancement of useful and polite literature among the Residents as well graduates as undergraduates of the University. . . .” These prizes “may be conferred for original dissertations in English, Latin, or Greek, or for translations of prescribed passages from English into Latin or Greek.” The Berkeley scholarships and prizes at Yale were offered through income from gifts by George Berkeley, who came to Rhode Island in 1729 and who conveyed to Yale College his estate near Newport as a foundation for graduate scholarships and undergraduate prizes.

²² Final honors examinations in the classics.

promote the further acquisition of learning. In proportion to their population, the United States possess, perhaps a greater number of Universities and Colleges, than any one trans-atlantic state, except Prussia; our students commence their education at a more advanced age, and with a maturity of mind far beyond the Germans or French:—How is it, then, that notwithstanding such great advantages and the number of young men we have already educated in the last fifty years, and who have devoted themselves to teaching or Literature, America has not yet produced a single classical scholar, whose philological labors ever drew or merited the approbation of competent and impartial judges,—whilst she can justly boast of astronomers, engineers, and mathematicians equal in many respects to any in Europe? Legare however brilliant and studious, was no Niebuhr, and Dr. Anthon, despite the wide diffusion of his works, or shameless plagiarisms as they may be justly called— is certainly no Boeckh! ²³ Why are most of our editions of the classics so inferior, and whenever English or German reprints, always clogged with such frothy notes? Why do we find the speeches of our statesmen, the orations, lectures and addresses delivered by our literary characters, uniformly interlarded with trite Latin quotations, — derived no doubt from a Taylor or a Watson, — and hackneyed historical citations, which the most unpretending Sophomore of a Prussian High School would blush to quote? It is in these palpable examples, if no where else, that we must look for the state of scholarship in a country. They alone can tell whether the American system of education really quenches our thirst at the “Pierian spring.”

How many of our graduates can read the ancient authors of Rome and Athens in the original, with sufficient ease to enjoy and appreciate them? Alas! but few; and these owe their rare proficiency to subsequent studies and congenial pursuits. If then, we do not initiate the American scholar into these only repositories of undoubted literary excellence, are we more successful in training their minds through the medium of these very classical studies?

That this can be done, and perhaps more successfully with Thucydides or Juvenal than Euclid or Laplace,²⁴ is an opinion which Sir

²³ Hugh Swinton Legare (1793-1843), American lawyer and statesman, was born in Charleston, was graduated at the College of South Carolina at the age of seventeen, studied law for three years in South Carolina, and then went to Europe where he studied languages in Paris and jurisprudence at the University of Edinburgh. He served in the national House of Representatives and as Attorney-General of the United States, and was appointed Secretary of State *ad interim*. Barthold Georg Niebuhr (1776-1831), German historian and statesman, is said to be among the first students to introduce the scientific spirit and principles into historical study and research. Dr. Charles Anthon (1797-1867) was an American classical scholar and editor of many classical works and handbooks. He served for many years as professor of Greek and Latin at Columbia College, New York City. Philip August Boeckh (1787-1867) was a German classical scholar, professor in the University of Heidelberg and later in the University of Berlin.

²⁴ Marquis de Pierre Simon Laplace (1749-1827), French astronomer and mathematician, author of the famous *Mécanique Céleste* in five volumes, “a monument in mathematical genius.”

William Hamilton and Professor Pillans²⁵ have very able defended; – but do *we* do it? Can *we* ever do it? Do *we* employ the proper means of doing it?

In what consists our method of teaching the classics? Only in endeavoring to get the student to give the bare meaning of a text. Whether he learns it through the previous reading of an obliging class-mate, his own guessing powers or the memorizing of the passage in one of Mr. Bohn's²⁶ literal translations, seems to be of no moment to his instructor. In fact, these translations are so openly and universally used, that we venture the assertion that in nine of our colleges out of ten, if a professor in his official capacity, sees any of them in the book-case, upon the table, or in the hands of the student anywhere except in the recitation room, not only does he not reprimand him or seize the book, but considers it not even a breach of discipline worth the trouble of a verbal report to the Faculty. The instructors are so well aware of the fact, that they have contrived a certain plan, – not to check the evil, this seems to be beyond their power, – but to mitigate its effects in a very peculiar manner. They give lessons of four pages instead of two; as if the *quantity* ever could in any way compensate for the *quality*; or as if their main object was to obtain the reading of a certain number of lines without any regard whatever to the *modus operandi*. Now if the study of the dead languages form the bone and sinew of our curricula, because of its specific properties when exclusively applied to the training of the mind, who can deny that in this case the use of translations, whether authorized or illicit, baffles the chief purpose of education, and mocks both teachers and students? If any one doubts, let him peruse the following remarks from one of the highest authorities on Education, Joannes Burton: "When the boy has these helps and incitements to idleness at hand, he will make less use of his own powers of understanding. Assisted by the wealth of others, he will bring nothing from his own store. In a word, he will think it no longer necessary that anything should be done by his own personal exertions; and like an ignorant stranger in an unknown country, submitting to be led by a blundering and treacherous guide, he will wander about without knowing whither he is going." *

* Exord. to Sect. IXth of Vicesimus Knox' Essays.

It is but just to add, however, that few college instructors willingly tolerate the use of translations; we have even heard it denounced

²⁵ Professor James Pillans was born in Edinburgh in 1778, received his education in the Edinburgh High School, of which he later became rector, and the University of Edinburgh in which he served for many years as professor of humanity and laws. As rector of the Edinburgh High School he introduced the monitorial system of instruction which attracted students and observers from many countries. He wrote on educational subjects and was the author of many textbooks.

²⁶ Henry George Bohn (1796-1884), British publisher of editions of standard works of history, science, archaeology, theology, the classics and of translations, and dealer in rare books.

from the pulpit; and for an obscure Clarke or Phillips who advocates it, we will find ten celebrated Burtons and Knoxes who loudly reprobate such a pernicious resort to subterfuge and incentive to sloth.

When we say that the study of Latin and Greek exercises and invigorates the mind in a greater degree than some other branches of learning, we attach, we fear, to the word "study," a meaning somewhat different from that generally understood by American instructors. A mere verbal translation, often in impure or disconnected English, with grammatical answers, now and then, is NOT the kind of study calculated to improve greatly the pupil's mental powers. The mind, to derive any profit from a classical course, requires constant appeals to other means of far greater efficacy. Frequent transpositions from Latin into Greek, and from English into Latin; daily written exercises and compositions of verses in these languages; immediate translations into Latin from an English text read aloud; extempore and exegetical readings; turning different dialects into each other, and English verse in Iambic Trimeters &c &c – such are among the multifarious means to which the teacher must resort, if he has truly in view the training of his pupil. It is the method pursued at Leipzig, Paris and Oxford.

Can we, in America, where our children from their very infancy, contract obdurate habits of physical and mental independence, where any kind of restraint is considered a tyranny, and the age of fourteen entirely too early for collegiate instruction, can we ever think of introducing such a system and its necessary train of restrictions and innovations? For, how could we pretend to teach the languages in this way, unless a change of diet, studies in common and under the watchful eyes of rigid tutors, a confinement and catalogue of severe penalties, such as no American youth would ever submit to, were also introduced? Yet, we candidly believe that one is subservient to the other; and in this, lies the secret of the strict discipline so uniformly enforced in all the gymnasia and colleges of Europe.

Admitting even, – again for the sake of argument – that such a severe method can be introduced here, it is useless, and with our old system of instruction we average as many good scholars as they do anywhere in Europe; that if we do not enable the student to read easily, or at all, the Gorgias and the Pharsalia in the original, we marvellously succeed in sharpening his faculties with no other means than verbal translations, – insomuch as four Latin exercises a term at Harvard, one at Yale every two weeks, and a Salutatory Oration once a year in all the other colleges, answer the same purpose; – in fine, that we do not teach the languages either as a specific training, or to lay open the treasures of classical excellence, but only because a knowledge of the Latin and Greek languages, – such knowledge as it may be – is absolutely necessary to understand the etymology of our own, though

"it has been ascertained that the English now consists of about 38,000 words, of which 23,000 or nearly five eighths are Anglo-Saxon in their origin," * it would still be worth while for us to enquire whether the

* Shaw's Outlines of English Lit. C.I.

establishment of another of these seats of learning where the ancient languages compose the greatest part of the curriculum, would promote in a higher degree the interests, or be "best adapted to the wants of North Carolina."

III. We have neither the time nor the space to discuss at length whether the mind of the student should be especially and wholly trained in view of the particular pursuit he intends to follow in after life; or whether there ought to be only one training for all students, without regard to the profession he may ultimately adopt. It seems to us, however, that although a physician requires a mental discipline altogether different from a lawyer, a merchant from a farmer, and an engineer from a politician, the training preparatory to the acquisition of the specific facts required for the successful prosecution of a profession, should be general. It is necessary to all, and such as no man, whatever be the nature of his ulterior aim, can dispense with.

But, how far, and how long, must the students be subjected to this general training? Is it necessary that the totality of the four years spent in college, should be devoted to it? If so, where and when is he to acquire the knowledge, the bare knowledge, so indispensable to his success in life? We deem it dangerous to leave it to the student to acquire it by himself where and when he pleases; and to postpone it indefinitely is to run too great a risk of his not acquiring it at all. Students should be considered not as they *ought* to be, but as *they are* and ever will be! As soon as they get rid of collegiate shackles,— and often before— they launch at once into the study of a profession. The intended lawyer enters an attorney's office, studies the theory and practice of the Law, hastens to obtain his county court license, and without any further preparation, assumes all the duties and functions of active life. The medical student follows a similar course; and the engineer, whether mentally and bodily prepared or not, immediately enrolls himself for a surveying expedition.

On the other hand, has it been fairly tested whether "the instruction in things subservient to the purpose of external accommodation," might not be rendered an excellent mental exercise? And, if so, why not prefer such "utilitarian" studies, since they may simultaneously train the mind and impart the necessary knowledge, which the student "is not expected" to acquire at college, and cannot obtain afterwards, — the functions of active life being too exclusive?

There are sciences, which viewed either in the light of training mediums or of utilitarian studies, are intimately connected with the

ulterior actions and thoughts of most men. Who will deny that a thorough study of Whately²⁷ and Dugald Stewart,²⁸ under competent instructors and in the proper manner, will enable the student to comprehend better all the intricacies of the Shelley's case,²⁹ if these, indeed, can ever be understood at all? Can it be doubted that the collegian who engages in the construction of a railroad, already master of Geology, Analytic and Descriptive Geometry, will settle a question in Tennelling, Statics, or Dynamics, more promptly, and perhaps more accurately than even the experienced Engineer who can work it only by the aid of borings, models and algebraic formulae?

But, because the methods of fluxions and ratios, are not of paramount use to an agriculturist, or the Reduction of Hypotheticals at all necessary to the welfare of a physician, must we thrust Logic and the Higher Mathematics out of our curriculum; or establish separate colleges for the training of those who expect to pursue different professions? This would be impracticable, if not absurd. Still, let us not be too exclusive, and endeavor so to frame our course of studies as to suit as much as possible the interest of all; which at present is far from being the case. In truth it never was the case. "It seems to be a defect in our system of education," ineffectually said Priestley,³⁰ more than seventy five years ago, "that a proper course of studies is not provided for gentlemen who are designed to fill the principal stations of *active life*, distinct from those that are adapted to the *learned professions*. We have hardly any medium between an education for the counting house, consisting of writing, arithmetic and merchant's accounts, and a method of instruction in the abstract sciences; so that we have nothing liberal, that is worth the attention of gentlemen whose views neither of these two opposite plans may suit." *

* Priestley. Essay on a course of Liberal Educat.

We ask whether these remarks do not apply with as much force to the majority of young men in North Carolina as to the gentry of Lancaster? The necessity of a change in our collegiate system of education is no new topic; and even in the Northern States, where they are so proud of their literary institutions, many a severe pamphlet has been written to censure the course followed in the colleges of New England. We have none of these at hand, but in

²⁷ Richard Whately (1787-1863), English logician and theologian, writer, and professor of political science at Oxford, archbishop of Dublin, author of *Christian Evidences*.

²⁸ Dougald Stewart (1753-1828) was a Scottish philosopher. He was educated at Edinburgh and served as professor of moral philosophy in that institution.

²⁹ The reference is to a celebrated and apparently highly complicated but important decision or rule in the law of real property, given or laid down by Lord Chancellor Sir Thomas Bromley in the early 1580's, which operated in the United States as a part of the common law. It was abolished in England in 1925 and by statute has been repealed or modified in several of the American states.

³⁰ Joseph Priestley (1733-1804) was an English chemist and physicist and writer whose experiments had considerable influence upon the development of chemistry.

referring to President Wayland's³¹ Report to the Corporation of Brown University or to Mr. George Ticknor's³² Remarks on the changes in Harvard College, the reader will see that we do not stand alone in the opinion which we so freely expressed. "Who," asked the celebrated historian of Spanish Literature, "who in this country, by the means offered to him, has been enabled to make himself a good Greek scholar? Who has been taught thoroughly to read, write and speak Latin? Nay, who has been taught anything at our colleges with the thoroughness which will enable him to go safely and directly to distinction, in the department he has thus entered, without returning to lay anew the foundations of his success? It is a shame to be obliged to ask such questions; and yet there is but one answer to them. . . ." *

* Ticknor. Remarks on the Changes in Harvard Col.

Though referring so often to pertinent authorities, and expressing ourselves rather frankly, we do not mean to cast blame upon this or that particular college, either in North Carolina or out of it. Upon the whole, the institutions in the Old North State, are perhaps superior to any in the country. Her University has educated many men who afterwards became eminent; and its alumni do not fall below the standard of American scholarship; but we must confess that neither North Carolina nor any other state in the Union, professes that kind of institution which, having in view both the mental training and the acquisition of useful knowledge, can, through a particular system of instruction, so train its pupils as to enable them to study afterwards any profession whatever with better success; impart the indispensable knowledge which they have not the opportunity of studying when out of college; and, at the same time, give to all those who expect to lead the life of independent farmers, merchants, and citizens, an education that may become from the moment they graduate, an inexhaustible source of literary enjoyment and of materials for thought.

We are well aware that there is hardly a college in the United States which does not lay claim to such a system; but experience has shown, and we hope to have demonstrated, that such is not the case;— however strenuous the effort and meritorious the intention.

³¹ Francis Wayland, *Report to the Corporation of Brown University, on Changes in the System of Collegiate Education* (Providence, R. I., 1850). In 1842 Wayland had published at Boston *Thoughts on the Present Collegiate System in the United States*. The Report recommended some rather radical changes in the collegiate program and both publications stimulated considerable discussion in this country. Wayland, who was president of Brown University for many years, was a strong advocate of the mental disciplinary theory of education.

³² George Ticknor was professor of Spanish language and literature at Harvard. His *Remarks on Changes Lately Proposed or Adopted in Harvard College*, published at Boston in 1825, was one of the earliest arguments for reform in the collegiate curriculum in this country. Ticknor was greatly impressed with the ideals of German scholarship and thoroughness and intellectual freedom.

Let us take one of our graduates, for instance, either from Yale, Dartmouth or Franklin.³³ If he has been faithful in the prosecution of his collegiate studies, he can read in a day, perhaps, five pages from an easy Greek author,— not however, without irksome and repeated appeals to the lexicon; of Latin, ten pages. In mathematics, he understands many of the propositions in Playfair,³⁴ Davies³⁵ or Pierce,³⁶ but cannot apply the principles involved in them; nor can he solve the examples in Descriptive and Analytic Geometry. Of Logic, he knows but little, and what he understands of Rhetoric is naught, unless being previously endowed with literary taste, he has availed himself of all opportunities to practice writing. His knowledge of Mental Philosophy amounts almost to nothing; — a mere reading of Abbott's *Abercrombie* or sundry chapters selected here and there in Locke, without any clear and comprehensive lectures to elucidate the principles, give an outline of the History, and show by concise illustrations the "structure," action and characters of metaphysics, — will always prove ineffectual to young students. Now, what has he learnt about History, the most useful, the noblest of all studies? Alas! we dare not answer. On the other hand, has he been taught his own language? Can he write it grammatically, with force and purity? Can he even spell correctly? Ten, twenty, thirty exceptions in a hundred do not alter the case. The welfare of the commonwealth demands that *all* should be at least able to speak and write their mother tongue with perfect accuracy. They all must know the history of their own language; perceive its excellence, feel its force, search its hidden treasures, and be prepared to appreciate the classical monuments of our national literature. We cannot rest satisfied with a show of bombastic and sophomorical periods. We will not call a ridiculous knack of words: elegance, force, eloquence;— a shallow knowledge of Latin and Greek: learning, literary attainments, source of taste and erudition; — a superficial acquaintance with Mathematics and Chemistry: science, practical information, useful knowledge! It is time, high time, that sensible people should cease to repeat with the late Judge Murphey,³⁷ after a lapse of thirty seven years, that "it is a reproach upon all the literary institutions of our country, that the

³³ Franklin and Marshall College had been formed by the union of Franklin College, Lancaster, and Marshall College, Mercersburg, Pennsylvania. There were also Franklin College, Franklin, Indiana, 1844, and Franklin College in New Athens, Ohio; and Franklin College was the early name of the University of Georgia.

³⁴ Charles Playfair (1748-1819) was a Scottish mathematician and physicist.

³⁵ Charles Davies (1798-1861), author of a well-known and widely used series of textbooks on mathematics.

³⁶ Benjamin Osgood Peirce (1809-1880) was an American astronomer and mathematician.

³⁷ Archibald D. Murphey (1777-1832), eminent North Carolina jurist, pioneer in educational and economic reforms, "father of the common schools" of that state, whose report on education (1817) offered the first definite proposal for a public school system in North Carolina.

course of studies pursued in them teach most young men only how to become literary triflers." *

* Judge Murphey. Reports to the Legislat. of No. Ca. (Nile's Regist. 1819)

To conclude:

The increasing prosperity of North Carolina; the late discovery of rich mines; the building of important railroads; the impulse given to internal improvements; the constant endeavors of the Legislature to promote education; and, above all, the spirit which after a slumber of many years, now pervades her people, will effectuate ere long, such a transformation as never was before witnessed in any State. Be prepared for that great renovation; educate your young men in view of the coming progress; enable them to second the impulse, and you shall not prove inefficient to exalt North Carolina to that lofty station among her sister States, which she always deserved, and, we hope, will not fail soon to occupy!!

PART SECOND

"For if you will have a tree bear more fruit than it hath used to do, it is not anything you can do to the boughs, but it is the stirring of the earth, and putting new mould about the roots, that must work it." (Bacon)

"SHOULD THE INSTITUTION BE A COLLEGE, ACADEMY, HIGH SCHOOL & C & C?"

I. Our Institution resembles neither a College, an Academy, nor a High School; but as we should avoid introducing foreign words or coining new terms, we adopt the word "College" as the nearest we can find in the English language. Johnson and Bailey³⁸ define it "a number of persons acting or living under the same laws and the same rules; applied especially to those who devote themselves to learning or religion." Learning "consists in the knowledge of facts imparted through instruction and study," says Webster. It is self-evident that the object of our Institution is to collect a number of persons willing to live under the same rules, in order to devote themselves to learning;— which we purpose to impart to them through instruction. We may then, in all propriety, employ the word "College," though we should reject certain branches of learning usually taught in collegiate institutions.

Being convinced that the study of the Latin and Greek languages — (as now taught and as they will ever be taught in this country—) does

³⁸ Nathan or Nathaniel Bailey (d. 1742), English philologist and lexicographer, who published in 1721 *An Universal Etymological English Dictionary* which Samuel Johnson (1709-1784), English writer and lexicographer, is said to have used liberally in preparing his famous *Dictionary of the English Language* which appeared in 1755.

not enable the student to read the classical authors with sufficient ease in the original to appreciate their literary excellence, and use them as models of taste and style, or vehicles of information; and that considered specially as a means of mutual training, this study when partially taught does not discipline the mind in a higher degree than other studies which, besides professing this quality, may also impart a great deal of useful and necessary knowledge, the Greek and Latin languages form no part of our curriculum.

That which we substitute instead, is neither new nor obsolete. It consists merely in extending several of the very studies pursued in all the literary institutions of this country, adding a few others, and adopting a method of instruction which exacts more from both student and instructor. Through this method, the whole sum of physical and mental application which can be expected from an American youth in educational pursuits, will be obtained.

The vast amount of time hitherto devoted to an imperfect acquisition of the dead languages, we transfer to a profound study of our own language and literature, a foreign tongue universally spoken, that can be acquired in a few years, and which at the same time trains the mental powers in a satisfactory degree; a comprehensive study of History, both ancient and modern; Drawing and Penmanship, Mental Philosophy, Logic, Constitutional Law, Political Economy, Mathematics, Natural Philosophy, Chemistry, Geology and Gymnastics, complete the course.

"THE NUMBER, QUALIFICATIONS AND DUTIES OF THE
TEACHERS."

II. The Faculty to whom are committed the government and instruction of the students, consists of seven members, viz: a Professor of Mental Philosophy, Political Economy and Constitutional Law. This chair is filled by the President:— a Professor of French Language and Drawing; a Professor of History, Antiquities and Geography; a Professor of Mathematics and Natural Philosophy; a Professor of Chemistry, Geology and Minerology; an adjunct Professor of English Literature; and an Instructor in Gymnastics who also fills the office of Marshall. The youngest member of the Faculty is ex-officio, Secretary of the body.

As soon as the endowment will allow it, assistant professors will be added to all the departments, except the English.

The qualifications of the teacher are naturally to be sought in his proficiency to teach the branch of science or learning entrusted to him. And to repeat here, that he must be a thorough master of his Department; accustomed both to teach and study, — "for the one exclusive sign of a thorough knowledge is the power of teaching" — a strong friend of the institution; a man who is ever above the petty

selfishness and jealousy which so often prevail among the members of academical senates and looks upon the profession of teacher, more as the discharge of a noble, *life time* and solemn duty, than a make-shift or means of temporary support, would perhaps appear trite or idle. There are, no doubt, some specific requisites which we must expect from our Instructors; these, however, will be defined under the head of "Method of Instruction."

The moral qualities of a teacher have always been a subject of earnest enquiry; and as it would be the height of presumption in us to comment upon a topic so completely investigated by such men as Quintillian [*sic*]³⁹ Burton, Locke and Rollin, we beg leave to answer the above query, by a quotation from the great Roman rhetorician.

"Let the master above all things," says Quintillian, "bear towards his scholars the affection of a parent, and look upon himself as succeeding to the place of those who have delivered them over to his care. Let his discipline be without asperity, and his indulgence without cheapness; thus he will secure their affection, and avoid their contempt. Though far from being passionate, yet he is not to dissemble whatever requires amendment. Let him be plain in teaching, patient of labor, and punctual rather than precise. Let him readily answer the inquisitive, and of himself examine those who are otherwise. In commending the exercise of his pupils he ought neither to be niggardly nor lavish, because the first begets disgust, the other negligence." *

* Guthrie's Quintillian B. 11. ch. 2.

As for the duties of the teachers, there is hardly a digest of collegiate by-laws, which does not clearly define them. These rules constitute the whole amount of experience ever gathered on the subject of education; and they have so often been revised, corrected and improved, that we deem the digest of any college whatever as good a compendium as can be desired. In fact, the instructor's duties, from the humble assistant of an "old field" teacher to the dignified professor in a State University, are similar in the main; and differ only in those unimportant particulars, which arise from the peculiar locality, or importance, of the Institution.

They all declare that it is his duty to inspect the conduct of the students within the college walls; to see that the hours of study and retirement are faithfully observed, the students not out of their rooms at improper times; that the quiet of the campus is not disturbed by noises, shouts, or boisterous calls; to suppress all disorderly conduct; examine in turn the rooms of the college at least once a week, and see that cleanliness and neatness are preserved. In fine, he must be vigilant in carrying into effect any law of the institution and report to the Faculty, such transgressions as ought to be punished by that body.

³⁹ Marcus Fabius Quintilianus (35-93 A.D.) was a distinguished Roman rhetorician whose *Institutio Oratoria* is considered one of the greatest treatises on a liberal education. Harris puts a "c" and an extra "l" in the name.

He is not permitted to engage in pursuits for emolument unconnected with the service of the College; and, if a clergyman, cannot take charge permanently of any church, in or out of the village where the Institution is located.

“THE POWERS AND DUTIES OF THE TRUSTEES”

III. A Trustee is generally a retired public officer, a gentleman of leisure or an influential lawyer who knows but little and cares still less about the management of a literary institution. His title was conferred as a mere compliment, or on account of his well known abilities in other pursuits. Often, however, it is simply by reason of his high-sounding name. We know of such trustees who have been figuring in college catalogues for twenty years, without ever attending a single monthly or annual meeting.

Our trustees are men of experience and activity. We do not wish a numerous board, but a few diligent members who are required and never fail to attend, all the regular examinations; thus adding by their presence, importance to a ceremony which in some colleges is rapidly degenerating into a solemn mockery.

The number of trustees is limited to ten. The President of the college is ex-officio a member, has a vote, but is ineligible to the office of chairman of the Board. He, however, with four of the trustees, can call occasional meetings whenever it appears necessary. Six members and the President of the college are the number to constitute a quorum, and to fill up, by ballot, any vacancies that may occur either in the Board or in the Faculty.

The trustees elect, and may remove from office, the President and all the officers connected with the Institution.

They prescribe and amend the course of studies to be pursued by the students. They meet regularly at the end of each term, and **individually** visit the college by turns at least four times in the year.

They have the exclusive right of expelling a student; and may reverse all sentences of suspension pronounced by the Faculty. All other penalties, their degree and mode of infliction, are wholly left to the Faculty. We need not add that corporeal punishments of any sort are strictly prohibited.

The Trustees confer degrees; and if anyone fails to attend the board during four stated meetings in succession, it is deemed a refusal to act, and the board proceeds to appoint a successor; except of course in case of sickness or temporary absence from the State at the time.

“RULES AND REGULATIONS FOR TEACHERS AND STUDENTS”

IV. Here again, as in chapter II, we must refer to the digest of any collegiate by-laws; leaving to the teachers themselves, whatever local

alterations may prove necessary. As for sundry regulations which we wish to introduce, they will be found at length in the chapter treating of the method of instruction, and others. These new regulations are not so numerous as to require a separate chapter; and if we ventured to sum them up under one head before exhibiting an outline of the system, they would appear totally disconnected, and perhaps, unintelligible or trifling.

One, however, we beg leave to expatiate upon. It is the extreme facility with which a student is so often permitted to pass from one class to another, without professing even the amount of knowledge strictly necessary to understand the studies of his own class. In American colleges, we frequently see students who scarcely ever study during the session. They get one of their classmates to read over the lesson to them whenever there is a probability of being "called up." If they fear that on account of their constantly bad recitations they run the risk of being brought before the Faculty,— which rarely proves of any avail—; marked "bad" on the report, or "disapproved"— which is seldom the case, though often apprehending it— they devote themselves during a day or more, perhaps, to an earnest and unwholesome study of their text books. Thus cramming and "reviewing" that which they never before learned; and by dint of close application during a short time, abundance of literal translations and the friendly assistance of learned class-mates, they save themselves from a mere though apparently serious, threat of rustication or dismissal.

We use the words "mere threat" because it has become of late a prevailing opinion in some institutions, that a great number of students is the only evidence of the prosperity of a college, — thus forgetting "that the intrinsic excellence of a school is not to be confounded with its external prosperity, estimated by the multitude of those who flock to it for education." * To be better able to issue yearly

* Hamilton. Discussions. App. 111.

a crowded catalogue, they leniently admit candidates who are deficient in some studies under the pretence that they may afterwards "make up" — as if the college course and every day's task were not already sufficiently difficult and absorbing, to engross all their time; — add the names of those who have left the Institution, or been expelled, or deceased for some time; and often slide over offences which would be punished severely, if thereby their singular scale of collegiate prosperity were not to show a decrease by the omission of a few names.

Whether it is possible for any student to require in two days what is deemed necessary by sensible persons to study during five months is one of those questions which may be solved in a satisfactory manner when we consider how many ignorant students do graduate, and how

few are turned out of college as deficient in scholarship, though deserving it. Now, there is not perhaps a single evil in the whole catalogue of collegiate nuisances which, so loudly calls for immediate censure and extirpation.

The attention of European professors has long been awakened on the subject for it is a mischief which at one time reigned there likewise; but by energetic measures they have succeeded at last in palliating its pernicious consequences. In many colleges it is totally eradicated.

"In Prussia," says Mr. Cousin," a salutary severity presides over the admission of the student into another division. With us, the Imperial Regulations also prescribe two examinations in the year, but these, as well as many others, are not enforced (1831); so much so that the higher classes are sometimes filled with students who are not able to follow the course therein pursued. Outwardly it does very well; the classes are numerous, the receipts large and the college has the appearance of being in a prosperous condition; but at bottom, there are only a dozen students who profit by the instruction. On the contrary, enforce the regulations, and by strict examinations close the entrance of the higher classes to the students who are not able to profit by them, it will subject to constant studies those who wish to be admitted, and cast out of college after a few trials, those who will have been thus convicted of not being fitted for literary and scientific studies. There will be a smaller number of students in the higher classes, but these will be able to follow the Professor's lessons; their knowledge will faithfully represent the degree of proficiency which they have attained; and both the parents and the community, will know what to think of it." *

* Cousin. Instr. Publique. Conclusions.

These remarks from such high authority, cover the whole ground. We have nothing to add.

"THE AMOUNT AND METHOD OF INSTRUCTION."

V. There is only one session, which commences on the first Friday in September, and continues forty-five weeks, including public speaking, examinations and Commencement.

The session is divided into three terms of fifteen weeks, at the end of which terms all the classes are examined by divisions in presence of the Trustees and Faculty. In this way, a frequent opportunity is offered to the students who have been successful in the prosecution of their studies, to pass into a higher section; and an annual vacation of seven weeks is secured. This is more than sufficient. In the Royal Colleges of France, where a greater amount of study and confinement

is required of the collegians, they have only one month,— but we must make allowances for the nature of our pupils, their habits, and the bad condition of our Southern roads.

Let no smile of incredulity play on the lips of our readers; an imperious necessity demands that collegiate vacations should be shortened in duration, and less frequent. In themselves, these vacations are productive of good,— the bow keeps on the stretch better from being occasionally unstrung,—but when recurring often, the perturbation they occasion in the studies is too great. The very anticipation of them makes itself felt; and it takes at least two weeks to settle the mind of the student after his return. We have introduced then, only two holidays, viz—. Christmas, which lasts ten days, appointed by the Faculty, and the 1st day of April.

The public speaking of the graduating class takes place the very week preceding Commencement. No member of the other classes, declaim publicly on the occasion. The number of students is limited to two hundred. It can never be increased; even with the addition of professors and buildings. The students are divided into four classes called Freshmen, Sophomores, Juniors and Seniors. Each one of these classes is subdivided into two divisions. The first division consists of the more advanced scholars; and at the end of each term, those of the second division who have stood a satisfactory examination join the first division; those who have not, remain where they are; or after one more unsuccessful trial in the same division are dismissed. This system we are told works well at West Point; and we do not see why it should not meet with a like success in our college. By these means, the more attentive students proceed rapidly and are not thwarted in their career by the “gentlemen of leisure” whom President Barnwell⁴⁰ is reported to have said, we must expect to admit and retain, and endure, and graduate, in all the institutions throughout the length and breadth of this blessed country.

The classes recite and hear the lectures by divisions. They study by sections of one fourth of the whole class, when it numbers 50; of one third when less than forty.

All the students, *Seniors not excepted*, have three recitations a day during five days in the week; on Saturday they recite twice, and Sunday only once. Monday and Saturday mornings are set apart for Drawing; the former on account of the Sabbath evening, and the latter of the Debating Societies, which prevent the preparation of a recitation for the following morning.

As in all other colleges, they have prayer every day at Sun rise and at Sun down; and service in the Chapel on Sundays.

⁴⁰ Robert W. Barnwell (1801-1882) became president of the College of South Carolina in 1835, succeeding Thomas Cooper, whose theological liberalism or radicalism had greatly reduced or had threatened to reduce the prestige of that institution.

DEPARTMENT OF ENGLISH GRAMMAR LITERATURE AND
COMPOSITION; ELOCUTION RHETORIC & LOGIC.

It is a remarkable fact that many of the American statesmen and politicians who have had the advantage of a collegiate education, write their mother tongue with less perfection than might be expected. Their style is often forcible, their logic overpowering, and none of their stirring appeals ever fail in effect; but if we lay aside our admiration or partiality, patriotism or party-spirit to analyse the rhetorical part of their orations, we find that the words in themselves are not of the purest choice, whilst the sentences are rarely framed with taste and simplicity. Their diction is energetic, but irregular, and frequently lacks grammatical accuracy. How few of the celebrated speeches which have stirred the souls of all hearers either within the Halls of Congress or on the Public Squares, but appear to us who are not under the spell of the orator's eloquent accents, cold stiff and disconnected. Is it so with Bossuet's⁴¹ Panegyrics or Burke's speeches?

Many, if not all, of our periodicals are written in very indifferent English. In fact, we know only of Mr Joseph Gale's⁴² editorials, which can be compared for purity of style to a London Times' leader; and though allowances must be made for the provincialisms, newly coined words, cant terms, which always will creep into political arguments or newspaper controversies it must be conceded that a better choice of words and more carefully wrought sentences, might be used in all our public prints; inasmuch as the majority of editors are Alumni of our colleges.

We ascribe this defect to the little attention paid to the study of English Grammar and Rhetoric. When do we recite in Murray⁴³ or Fowler? Only at the Preparatory school simultaneously with Bullion and Andrews. Why, in many instances, we never open an English grammar after we have passed the age of twelve; we even look upon it then with undisguised contempt. The little we learn in after life about the structure and character of our native language is wholly derived from a kind of involuntary imitation. "If any one among us have a facility or purity more than ordinary in his mother tongue" said Locke,* "it is owing to chance or his genius or anything, rather

* Locke. Of Education. 189.

than to his education or any care of his teachers." It is true in all our colleges the Professor of Rhetoric faithfully corrects whatever errors, both of style and grammar, he may detect in the compositions of his

⁴¹ Jacques Benigne Bossuet (1627-1704), French divine, writer, bishop of Meaux, and celebrated pulpit orator.

⁴² Joseph Gales (1761-1841) was born in England, came to this country in the latter part of the eighteenth century, and in 1799 founded in Raleigh, North Carolina, the *Raleigh Register*, a weekly Jeffersonian journal, which he edited with high distinction until 1832.

⁴³ Lindley Murray (1745-1826), American grammarian.

pupils, but we should not lose sight of the fact, that the student enters college with an exceedingly scanty knowledge of his own language; and the arrangements are such, that he can write compositions only once in three weeks; and even then he aims more at sophomoreic periods than grammatical accuracy. What our pupils imperiously want, consists in a firm and broad basis; in principles never to be forgotten, and imparted through a simple method, which speaks louder to the understanding than to the memory.

A rule of grammar is almost as complex as a metaphysical abstraction; read the *Hermes*,⁴⁴ peruse the Divisions of Purley! In truth, it is nothing but an abstraction; and there is such a great difference between inculcating principles of this sort through a mere mechanical process, to lie dormant in the memory until age and necessity unfold them to your astonished understanding, or by mental exertions, proportioned to your wants and abilities, that we gladly avail ourselves of this opportunity to elevate the study of the English *grammar* to a station worthy of its importance;— The sneers of pedants, and the contemptuous smiles of college snobs to the contrary notwithstanding.

We constantly praise a Chaucer and a Milton, a Bollingbroke and a Burke; but are we thoroughly, or at all, acquainted with their writings? Are we even prepared to appreciate the style and genius of these master spirits of our vernacular literature? Alas! we often do not read their works at all; and when we do so, it is only in after life, without any guide to point out the beauties, or make us feel the sublimity of their masterly compositions. It is not sufficient to peruse books, were it with the most unrelenting attention, to be at once qualified to perceive their excellence. A certain discriminating taste and respectable acquaintance with the principles of Rhetoric, are necessary to judge of the merits of any literary production whatever. This power of sound criticism is not altogether innate, — at least in the state required for its immediate application. It is unfolded, if not required, only by constant and enlightened comparisons with well selected models; judicious analysis and critical observation under the guidance of an experimental teacher.

The college is the place to obtain these first principles; and we are so convinced of their importance, that neither time or attention is spared in our Institution, to ground them deeply in the student's mind.

In this department, we devote three lessons a week during the three terms of the Freshman class to a comprehensive study of the Grammar, and one every five days to the writing of an original composition, setting forth in a prescribed manner the syntactic principles studied during the week, and the preceeding, — but no other.

In the Sophomore year, a work on Rhetoric (Whaley's), and another

⁴⁴ Pertaining to Georg Hermes (1775-1831), German Roman Catholic theologian, professor of theology in the University of Bonn.

on criticism (Kame's)⁴⁵ together with appropriate lectures, exhibiting the history, character and philosophy of language, together with a composition absorb the four recitations allotted every week during the whole year to this department.

In the Junior class, they also write a composition, and read select passages from English classical authors, which they analyse orally in presence of the whole division. Any student can read thirty pages of Atterbury or one act of Ben Johnson in two hours. Now 4000 pages well chosen from among our standard writers, and elucidated in the above manner, cannot fail, it strikes us, to initiate the student into the merits of the English Literature.

Logic is with us a last study, absorbing two recitations a week during the first and second terms of the Senior class. It is time that our pupils should be convinced of the importance of Logic, and be shown that it is a highly useful study, which, when properly taught, trains the mind of the older members of college better than any other.

The third recitation in the three terms is devoted to the Professor's criticisms upon the speeches written during the week; and the two last recitations of the third term, to the history of English Literature. Twenty-five lessons are more than sufficient for a careful study of Shaw's Outlines.

DEPARTMENT OF MATHEMATICS, NATURAL PHILOSOPHY AND ASTRONOMY.

Without sharing entirely the utter scepticism of Sir William Hamilton, or the excessive enthusiasm of Dr. Whewell as regards the excellence of mathematical studies, we believe with the former that mathematics have been greatly overrated as an invigorating exercise of the reasoning faculties; and readily grant to the latter, that this science considered in itself, or "in its subjective results," as Sir William is wont to say, must be left, at least as a co-ordinate, to find its level among the other branches of academical instruction.

The principal ground upon which we introduce Mathematics into our scheme is not then, as many Cantabrigians candidly affirm, because they are means of forming logical habits better than logic itself; or similar reasons based altogether upon partiality or fancy. This would be preposterous in the extreme, especially at this time, when nearly every body has perused the remarkable dissertation of Hamilton on the subject, and lent credence to the crowd of unimpeached and unimpeachable authorities, from Descartes to Newton, which he adduces to support his arguments. We appeal to better reasons, and shelter ourselves under the "ancient and universal observation" that as different studies cultivate the mind to a different development, the

⁴⁵ The reference may be to Lord Henry Home Kames (1696-1782), Scottish lawyer and philosopher who wrote on many subjects and was the author of *An Introduction to the Art of Thinking and Elements of Criticism*.

end of a liberal education should be "the general and harmonious evolution of its faculties and capacities in their relative subordination"; – and it is incontestable that the study of Mathematics, without being at all a specific, is a useful exercise of intelligence, which may unfold several of these very faculties.

The student is admitted into the Freshman class with a competent knowledge of Arithmetic and the simple Equations of Algebra. We carry him through the equations of the First degree, and the whole of Euclid in the first year.

Logarithms, Plane Trigonometry, Navigation, Analytical (Bourdon's in the original) and Descriptive Geometry are studied in the Sophomore year. Too little attention is paid to the latter in our colleges; yet it is a study which may sharpen the mental powers quite as well as Analytics, and is by far the most useful to any but future Astronomers. It is for the want of Descriptive study and drawing that such general ignorance prevails among pretty well educated men with regard to plans and sections of Buildings, Machinery, Works of arts &c &c. They seem utterly incomprehensible to them. They cannot realise how one plane can cut another and be represented all on one plane.

Differential and Integral calculus (Boucharlat's in the original) Natural Philosophy (Young's) and Astronomy complete the mathematical course; which we believe from experience, can be gone through with the 463 recitations allotted to this department; – including the necessary lectures and experiments on Hydrostatics, Pneumatics, Magnetism &c.

In the Junior year, not less than twenty hours, taken from ten different nights are devoted to a practical application of Astronomy.

And, so as to improve the powers of continued attention, we adopt the suggestion of Dugald Stewart viz:– to accustom the student to pursue long trains of demonstrations without availing himself of the aid of any sensible diagrams, "the thoughts being directed solely to those ideal delineations which the powers of conception and of memory enable us to form." *†

* Dugald Stewart. *Elm. of Phil.* 1. pt. ch. IV.

† Pestalozzi used the above method with perfect success, and the superiority of the graduates of the Polytechnic school is partially ascribed to this system of studying Mathematics.

[Johann Heinrich Pestalozzi (1746-1827), famous Swiss educational reformer, whose influence was very extensive in the United States, especially after 1860. HARRISSE, in his statement above that "the end of a liberal education should be 'the general and harmonious . . .,' is obviously attempting to recollect Pestalozzi's well-known definition of education as "the natural, progressive and harmonious development of all the powers and faculties of the human being."]

DEPARTMENT OF ANTIQUITIES, HISTORY AND GEOGRAPHY

3. When Priestly [*sic*] was only a poor and unknown tutor in a poor and unknown academy at Warrington, he wrote an Essay "on a course of liberal education for civil and active life" which might still be read with advantage. In this remarkable performance, he earnestly inveighs against the course of education then pursued in England; and points out faults which neither his just remarks nor the experience of nearly a century, have succeeded in alleviating in the least.

After showing that the difficulty is how to fill up with benefit those years which immediately precede a young man's engaging in the higher spheres of active life in which he is destined to move, what does he recommend as the new article of academical instruction "having a nearer and more evident connection with the business of active life, and which may therefore bid fair to engage the attention and rouse the thinking powers of young gentlemen of active genius"?* History, Civil History!

* Priestley. Essay on Educat. p. 1.

And so it should be. History tends to invigorate the sentiment of virtue, and enables us to form just ideas both of the strength and weakness of human nature; it is a pleasing and interesting study which serves to amuse the imagination, and interest the passions; it improves the understanding; evinces facts essential to all knowledge; frees the mind from many prejudices; and in fine fits men for the business of life. These reasons are Priestley's, and spring from common-sense.

Now, peruse the catalogue of any American college, and see how limited is the place this important study holds in the Curriculum! We are aware of only two regular and special professorships of History in the United States; one of which, the McLean, at Harvard, is not and perhaps never was, filled. In the other colleges it is added as a fifth wheel in a wagon; and at the University of Virginia, where they ought to know better, History is hardly taught at all.

With us, the Freshmen recite in Weber's Outlines, and Bogesen's Antiquities.

The Sophomores in Antiquities and Tytler's Universal History.

The Juniors in Hume's History of England and American Constitutional History. During the Senior year, they write original Hist. Dissertations.

Geography is mostly taught in the Freshman class, and occupies 38 recitations. These, together with the amount of geographical knowledge required for admission, and the constant references made in connection with the historical course during the three following years,

are amply sufficient to render the student, if not a thorough master at least a respectable adept, in this useful branch of knowledge.

Without thinking with Vossius⁴⁶ and Locke, that maps ought to be intrusted to boys so early as the age of six, we are so convinced that engravings, globes &c., greatly exercise the eyes and memory, and accelerate the improvement of the scholar in presenting new ideas clearly to his apprehension, that not only all our halls and recitation rooms are furnished with these implements, but during the Sophomore year, half of the drawing lessons are devoted to geographical sketches and maps. In the Junior class the student is often required to draw on the blackboard, whilst the recitation is going on, plans of cities, the march of armies through conquered countries &c. &c. so as to blend as much as possible, Geography with History.

DEPARTMENT OF THE FRENCH LANGUAGE AND LITERATURE

4. It is often urged that the chief excellence of the dead languages consists in training the mind to a higher degree than any other study. Why? Is it on account of the peculiar nature of the Greek and Latin idioms and syntax, or because the study of any language whatever calls forth the strongest and most unexclusive energy of thought? The first of these reasons is certainly plausible, though the grammatical structure of these two languages, always appeared to us much simpler than the French participles or German paradigms, but we are not aware of its having ever been urged, except in the easy form of mere association. Stephanus and the philologists of old, who so earnestly advocated and did so much for the study of the Greek and Latin, aimed not at proving their educational virtues, which is a consideration altogether of modern origin. It was the richness, the force, the euphony, the literature which they justly and loudly praised. As for the second reason, it is founded on truth. The grammatical intricacies of all languages are nearly akin, and to overcome them requires the same faculties. Every argument which can be adduced on that score in favor of the Greek and Latin languages, will apply with equal force to any modern language whatever. With this difference, that a spoken tongue is always better understood and taught than a dead one. As we need that peculiar kind of training which the study of a language alone can give, it remains to make a choice.

If we look only for barren difficulties, the Chinese, with an endless variety in its collocation of unchangeable roots, must be preferred to the German, and the German to the French. But common-sense tells us that the difficulties we seek are not of the sort; and the first claim which a language should have on our choice, lies in its utility, perfection and literature.

The German or the Spanish, then, might be taught with advantage.

⁴⁶ Gerhard Johann Vossius (1577-1649), German classical scholar and theologian.

The former, on account of its copiousness and the affinities it bears to our own language; the latter, because of its importance to Southern students, and the richness of its idiom, which could not fail ultimately, if generally read and spoken, to work a desirable change in the euphony of the English tongue. But, as we do not wish our students to possess only a smattering, but a thorough acquaintance with ONE foreign language, we do not follow the example of the New York University, and others, where they are taught, *nolens volens*, French in the Freshman class, German in the Sophomore, and Italian and Spanish. Let any one that has ever attempted to study a modern language at College, state how much he has learnt in one, in two, in three years! No, only one of these languages is taught in our Institution, but we expect our students to be able by the time they are graduated, to read, to write, and perhaps speak it with ease and accuracy.

As the choice of this one language is vested in us, we select the French.

Locke remarks that the pupil should learn some other language than his own; "this nobody doubts of," says he, "when French is proposed." * The reasons are obvious, if we believe Vicesimus Knox:⁴⁷

* Locke. 162.

"The French Language abounds with authors elegant, lively, learned and classical. A scholar cannot in this age, dispense with it. To be ignorant of it, is to cut off a copious source of amusement and information. I need not expatiate on its utility to the man of business, and the ornament it adds to the accomplished gentleman. Its use and its grace are sufficiently understood." †

† Vicesimus Knox. *Liberal Educat. Sect. XV.*

In this Department, the recitations of the Freshman Class are devoted to the Grammar and written exercises.

In the Sophomore year they read Voltaire's Charles XII and St. Pierre's *Etudes de la Nature*.⁴⁸

In the Junior year, Racine and Corneilles's Tragedies and Moliere's Comedies. The grammar used in this class is Chassal's in the original.

In the Senior, they read extracts from Marot, Montaigne and the early writers. The 3rd term is exclusively devoted to the History of French Literature.

Throughout the course, they study the grammar, write exercises and memorize colloquial sentences. Lectures are occasionally delivered

⁴⁷ Vicesimus Knox (1752-1821), English divine, popular and voluminous writer on miscellaneous subjects.

⁴⁸ Bernardin de Saint-Pierre (1737-1814), Frenchman of letters and engineer, who was influenced by Rousseau. His *Etudes de la Nature*, which appeared in three volumes in 1784, "was an attempt to prove the existence of God from the wonders of nature."

in the vernacular tongue; and once a month, on Saturday, the Junior and Senior classes, hold conferences by sections, in which the French language is exclusively spoken.

DEPARTMENT OF CONSTITUTIONAL LAW, POLITICAL ECONOMY
AND MENTAL PHILOSOPHY.

5. However strange it may appear to the most lenient observer, in all our Colleges it is at the very time when the student's mind is ready to unfold itself fully, and to derive benefit from three years training, that they relax the discipline and lessen the studies to which, he was hitherto subjected. From the moment he gets to be a Senior, he may linger in bed whilst his college-mates are at work; and has only ten recitations a week instead of fourteen.

With us, the Senior studies are the most arduous, the lessons the longest; and besides the lectures, the members of this class recite thrice a day.

During the first term and part of the second, three recitations a week are devoted to the Statute law of North Carolina and Story's⁴⁹ Commentaries on the Federal Constitution.

It has been hinted that self-government is a kind of intuitive knowledge with us. This we do not doubt.— Are not the Americans the chosen people? But we nevertheless deem it necessary to our young men to study carefully under the supervision of a very able and impartial instructor, both our State Laws and the United States Constitution.

"In a country where free institutions prevail and where public opinion is of consequence," says Sir John Herschel in his well-known letter to Dr. Adamson, "every man is to a certain extent a legislator; and for this his education (especially when the government of the country lends its aid and sanction to it) ought at least so far to prepare him, as to place him on his guard against those obvious and popular fallacies which lie across the threshold of this as well as of every other subject with which human reason has anything to do. Every man is called upon to obey the laws, and therefore, it cannot be deemed superfluous that some portion of every man's education should consist in informing him what they are!"* Judge Story's

* Discussions. 712.

interpretations are often tainted with party spirit, but where can we find in works accessible to students, a clearer exposition of our complex system of constitutional checks and balances?

In the second term, they study Political Economy, — a capital antidote for some of Story's doctrines.— Wayland, together with Bastiat's

⁴⁹ Joseph Story (1779-1845), jurist, and associate justice of the Supreme Court of the United States.

Sophismes (in the original) are our text books. The main reason for our selecting Wayland in preference to Say, is that he sums up the elements of the science in a much smaller compass, thus enabling the student to get through with the whole work.

The bulk of a volume! This is an important consideration when speaking of framing a new course of studies. We distrust huge college books, and would rather select a little 12^m containing but few principles— provided they are well chosen and clearly enunciated— than a large 8 vo, crowded with facts, and exhibiting the whole doctrine in an indigestible manner. We have so little time to devote to the multifarious sciences which necessarily compose our curriculum!

We are in favor, however, of very large print. Dugald Stewart's Elements, as printed at the Cambridge Press, are certainly easier to understand than the diamond edition to be found in most libraries.

The first part of the above work, we select; not without the deep regret of being unable to find time for the study of the second. This volume was written, taught and studied, twenty years before the second part issued from the author's pen; and it may be considered as an independent work. Our admiration for Dugald Stewart is unbounded; and we do not hesitate to say that his Elements, together with a compact manual of the History of Philosophy, is sufficient to impart to the student a faithful, though elementary, conception of the science.*

* Tennemann's Manual is excellent, but Johnson's Translation is so inferior, and our prejudices against Mr. Morell, who revised the latter, so insuperable, that we give the preference to a French compendium by Charvat.

It is in this Department, that we expect the greatest efforts on the part both of the student and his instructor. Lectures, and elucidations derived from practical illustrations, free from cant and, if possible, technical phraseology; a constant watch over the audience to detect what is understood and what is not so; questions plainly stated, —with some instructors it is more difficult to comprehend the question than give the answer—; repeated generalization of the substance in new language every time, &c — must often be resorted to, if the instructor has truly in view the mental improvement of his pupils,— for indeed, Philosophy, “the thinking of thought, the recoil of mind upon itself, is the most improving of mental exercises, conducing above all others to evolve the highest and rarest of the intellectual powers.” †

† Edinb. Rev. Apr. 1849.

DEPARTMENT OF CHEMISTRY, GEOLOGY AND MINERALOGY

6. The utility and invigorating qualities of these studies are too obvious to require any vindication whatever. At this very moment,

there is scarcely a North Carolinian who does not feel the necessity of the science of Geology. The Dan and Deep River coal fields, the iron ore of Nash, and the Guilford copper mines, point out the future destinies of the Old North State; and farmers, lawyers and merchants are seen daily to quit the plow, the brief and the yardstick, to go in search of these bountiful gifts of Nature. Nor will they seek in vain! And if their energetic endeavors sometimes create a smile of incredulity, let it not be forgotten that Science has not yet uttered its last words nor Experience belied the promise of its adepts.

In this Department, Botany, Zoology and Physiology are studies in the Sophomore year.

Chemistry occupies two recitations a week throughout the Junior year. The course is that followed everywhere. Beginning with the history and nomenclature, the student is carried through the Laws of Heat, Light, Electricity &c &c., to Pneumatic and Organic Chemistry, embracing the Acids, metals &c. and illustrating the doctrine of chemical reaction, the Atomic Theory &c by numerous experiments, in the preparation of which the students are called upon to assist, so as to become familiar with chemical manipulations. They also have frequent exercises on the blackboard in chemical problems, solved by formulæ and calculation.

In the Senior class, they study Mineralogy and Geology. It is useless to add that the great mineral zones are described by references to maps and sections; and in the lectures the appropriate minerals and specimens are often exhibited and noticed with reference to the geological formations of the State, and to the relations of all their features to the agriculture and other resources of the country.

DEPARTMENT OF DRAWING, PAINTING AND PENMANSHIP.

7. The number of recitations in this Department is rather large, but we must bear in mind that it is taken from days hitherto devoted to idleness or pleasure. Drawing may be easily rendered a good relaxation of the mind and a source of enjoyment to students. It will besides endow them with a talent both useful and agreeable.

In this Department, one hour every Monday morning is devoted to Penmanship, and one also on Saturday morning, to Geographical maps.

In the Sophomore year, they practice the rudiments of drawing, shades and ornament.

In the Junior, Figure, Perspective and Landscape.

In the Senior, Drawing as applicable to the Mechanical Arts and Architecture and Painting in water colors.

DEPARTMENT OF GYMNASTICS.

8. It cannot be doubted that the generality of our students do not present that healthy appearance so often to be found in the gymnasias

of Wurtemberg or High School of England. This physical defect may be ascribed to several causes. viz: the quantity and quality of the food which they so rapidly eat three times a day without the use of tonics of any kind; the immoderate use of tobacco, and the total want of exercise.

No one can reasonably expect to reform all these evils at once. Meat, American students must have often and plentifully; tobacco, they will chew and smoke; wine might be dangerous; but exercise can be easily enforced on them.

We scarcely see the inmates of our colleges ride, fence, row or take long walks. Many of them are fond of hunting, but few indulge in the sport. In fact, the greatest part of the leisure time allotted [*sic*] to them, they spend in loitering from room to room, or lolling on their beds to puff bad cigars and doze over trashy novels. Yet, who can deny the absolute necessity of bodily exercise? The ancients, who had better views in many respects than the moderns in the art of training youth, made of gymnastics one of the four requisites of their education. The Greeks and the Romans were thoroughly convinced that the mind could not be sound, unless the body was likewise in a **healthy** state. Hence it is that we never clear away the rubbish of any Hellenic city, without discovering the ruins of several palaestrae. There is hardly a single ancient author on medicine who does not explicitly state that gymnastics are as necessary for the preservation of health as drugs for the cure of disease. We even hear of a celebrated adept in the art of healing (Asclepiades), who was so ingenious in the invention of exercise, to supply the place of physic, that by these means— to use the words of Pliny— “he rendered himself the delight of mankind.”

If gymnastics, then were considered by such physicians as Hippocrates and Galen, as so conducive to the health of men who passed nearly their whole existence in public squares, how necessary must we deem bodily exercise when thinking of youths who are unavoidably subjected during many hours to immobility and confinement? We therefore earnestly urge the introduction at all schools, academies and colleges, of jumping, climbing, wrestling, boxing, running, &c; in fine, of compulsory exercise of any kind. This, they must have, were it only, like Petarius, at the end of every second hour, a twirling of their chairs for five minutes;— but as the latter might create confusion in the classroom, we have instead, a gymnasium in the open air, in the practice of which all the students are required to partake during one hour every day except Saturday and Sunday, from 12 to 1 P. M., under the supervision of an instructor who also fills the office of marshal.

As College Marshal, he is charged with the general superintendance [*sic*] of all the buildings, grounds, &c. He oversees all repairs and cleansings which the Faculty may direct; informs the Professors of

any disturbance caused by the students, and assists in detecting the offenders. He has also the supervision of the servants employed about the College, hires them, receives and measures the wood; and no bill for fuel can be paid without his certificate.*

* There are in New York and Philadelphia, many German "turners" who are qualified for the office, and whose services could be secured at a salary of \$400 per annum.

EXPENSES AND BUILDING ACCOMODATIONS [*sic*]

VI. But very few colleges in America can support themselves without the help of private donations or appropriations from the Legislature. The University of Virginia, Brown, Alabama and many others, if not all, were liberally endowed even before they went into operation; and the South Carolina College has cost the State nearly a million of dollars within the last 45 years. Hence it is that these Institutions can afford so to lower their price of tuition as to render it accessible to all. At the University of Michigan, they make no charges whatever; at Bowdoin, they amount only to \$24, at Hamilton, \$26, Dartmouth \$27; but these colleges have resources of their own; and as our Institution is supposed to rely solely upon itself for support, we adopt the average price for tuition, room rent, &c, &c, viz \$60 per annum.

The number of students is limited to 200, which yields an income (on paper) of \$12,000. This sum we deem sufficient to cover the actual expenses of the Institution.

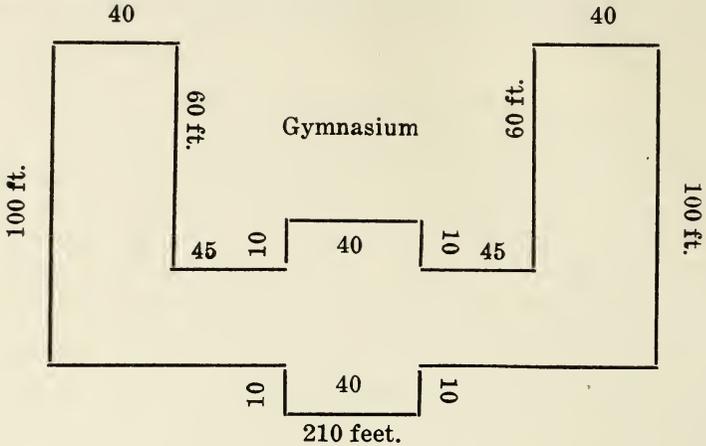
For the present, and with the understanding that they will be doubled as soon as the endowment will allow it, we fix the President's

salary at	\$1,500
the Professor's at	1,200
the adjunct Professor's at	1,000
the Marshal's at	500

We think it impossible to get and keep men of abilities for less than 2 or \$3,000 a year, inasmuch as their labors are great and confinement still greater. Nor must we lose sight of the fact that we require from our instructors accomplishments and talents not often to be found in the generality of American Professors. It is a misconceived economy or near-sighted policy, to curtail the teacher's compensation. It tends to render him anxious to leave the college as soon as he can obtain a more profitable situation elsewhere; and thereby hinders him from bringing to the discharge of his duty, the predilection, nay, the enthusiasm, so necessary to the prosperity of any literary Institution.

As for the building accomodations [*sic*], they consist of 100 dormitories,— 6 recitation rooms, one of which serves for a Laboratory; 10 studying rooms for 15 students, each containing desks and a rostrum;— 2 debating Halls for 100 members; a Library, which is also to be used

for the drawing classes and a Chapel. The whole comprehended in one building, 3 stories high – fronting 210 feet, with wings of 100 x 40 feet each, and a portico on the main building of 40 feet front and 10 feet projection; a corresponding projection to be in the rear of the building, viz:



“WHETHER THE STUDENTS SHOULD STUDY IN PRIVATE
OR CLASSROOMS?”

VII. It is the collegian's nature to be prone to idleness; to consider study as a severe infliction and the college discipline as a tyranny, which he constantly and ingeniously strives to elude. Even those who are urged to application by the laudable ambition of acquiring knowledge, college honors or the commendations of their fond parents, often look upon the day's recitation as a task which they endeavor to alleviate. Hence their frequent use of translations, readiness to avail themselves of the Professor's occasional mistakes in giving out the lesson; and those little associations when the preparation of the lesson is carried out in concert, each member contributing his share of lexical researches to the mass; or the best scholar in the company translating the text aloud for the accomodation [*sic*] of his artful classmates.

This natural tendency to self-indulgence is greatly abetted by the excessive liberty granted to our students. Provided they are in their rooms at a stated time, nothing more seems to be required of them. They may occupy the study hours in reading newspapers, dozing in a rocking chair or whittling soft pine sticks, no one will or can compel them to study. If they do not know their lesson, they get a bad mark, and in the opinion of the Faculty, stand low in the scale of scholarship. A very unenviable estimation, no doubt, but which has no influence whatever upon their ulterior conduct. They are too well aware

that a student is hardly ever dismissed from college on account of deficiency; or refused to be re-instated after an easy trial, when perchance he has been "disapproved." In some institutions it may even be said that the greatest danger he runs of losing his diploma is to be short of the money required to pay the college fees.

Such an unlimited freedom of action is altogether out of place within the walls of a college. Both the curriculum and the study must be compulsory and attended to. No door should be left open to shifting or evasions of any kind. Every expedient should be adopted to obtain the utmost degree of perseverance and continued attention; in fine, all inducements, all temptations towards inaction and idleness must by all means be removed. Close application, prolonged mental efforts should be enforced on students, whatever be their age, wealth, intellectual superiority or family connections. Is there anything more unjustifiable, more revolting, than to see a student placed above the rules of college, and setting at defiance both teachers and citizens, because he is the son of an influential man?

We repeat it: the spirit of competition or the hope of reward stimulates only a few; necessity works upon all. Young men naturally shrink from protracted and active thinking, but we firmly believe with Sir William Hamilton, that mental exertions, however difficult and irksome when first enforced on the student, after a while become easy and agreeable. "This effort," says the great Scotch metaphysician, "is at first and for a time painful, positively painful, in proportion as it is intense, and comparatively painful, as it abstracts from other and pleasurable activities. It is painful because its energy is imperfect, difficult, forced. But, as the effort is gradually perfected, gradually facilitated, it becomes gradually pleasing; and when finally perfected, that is, when the power is fully developed, and the effort changed into a spontaneity, becomes an exertion absolutely easy, it remains purely, intensely and alone insatiably pleasurable." *

* Discuss. "Oxford as it might be." 693.

Every class, except the Senior, is divided into four equal sections. Each one of these sections studies apart; thus forming little agglomerations of twelve students, more or less, who study in common, in a room separate from the rest, and under the responsible supervision of a Senior who prepares at the same time his own recitations. This Monitor who is taken from among the most respected and orderly in his class, is exempted from paying college fees of any kind; and, if necessary, is sworn to a faithful discharge of his monitorial duties. Like the sargeant at the Polytechnic School, or the *Obergeselle* at the Gymnasium of Pforta, he is responsible for whatever disorder occurs in the classroom; he reports the students who appear to muse, talk or remain idle instead of studying, and aids his companions in the

preparation of their lessons, either in answering questions or repeating occasionally the Professor's recommendations.

Each member of the Faculty visits in turn all the class-rooms during study hours.

The hours of recitation are for the first divisions of all classes, twenty minutes before Seven, and twenty minutes to Eleven A.M. and Four P.M.

The second divisions recite at Eight A.M., Two P.M., and twenty minutes past Five P.M. (as soon as the endowment will allow an increase of instructors, the different divisions of the four classes will all recite and study at the same hour.)

Two hours are allotted for the preparation of each lesson; the first of which they study in their own dormitories, at night; the second and the third, in their respective classrooms, in the manner above stated, and during the two hours preceding recitation.

At the ringing of the bell, they march out to the Recitation-room under the conduct of the monitors. The Professor awaits the class at the door; makes his entrance after the former has called the roll and repaired to his own recitation room; the whole class rise as he enters, and the recitation commences. It takes one hour and twenty minutes; these twenty minutes being devoted to a verbal exposition of the next lesson, and whatever remarks the Professor may deem necessary to elucidate the text-books; he then dismisses the class. Like the former public Reader at Oxford, he is required to remain for a certain time in the room after the lesson is over, in order to answer all pertinent questions that the monitors cannot explain, and which might be put to him by the students.

The Seniors study all their lessons in private; but recite in the same manner as the other classes.

The balance of the time is altogether at the student's disposal.

"WHETHER STUDENTS SHOULD BOARD AT PRIVATE HOUSES OR AT A STEWARD'S HALL?"

VIII. Experience has shown that it is impossible for a college of any importance to establish a Steward's Hall which can give permanent satisfaction to students, the faculty and parents. Most of the rebellions that formerly occurred in our literary institutions arose from the scantiness or inferior quality of the fare served up at the college tables. Even in Europe, where the students are certainly not too prone to sedition, when we hear of an academical rebellion, we may take it for granted that it has originated in the bad quality of the food; - which, indeed, is often intolerable.

At Harvard, from their first establishment in the year 1636, until 1849, when they were abolished, Commons have been an incessant source of disturbance, the trustees, worried by continual and just

complaints, erected some years since a new hall, and greatly improved both the fare and accommodations. Six months had not yet elapsed under this arrangement, "before," says President Josiah Quincy,⁵⁰ "an open revolt of the students took place on account of the provisions, which it took more than a month to quell." * Not long ago in the South

* Quincy's Hist. Harv. Univ. Vol. 11. 540.

Carolina College, within the precincts of which a Steward's Hall had been lately built at great expense, and where the fare was both clean and plentiful, the dissatisfaction soon became so great, that it manifested itself by an open sedition. After dismissing eighty or ninety students, the Faculty were at last obliged to render Commons optional and to license private boarding houses.

If we could, as at Cambridge or Oxford, where the tables are constantly supplied with such an abundance of wholesome and well prepared victuals, flanked by decanters of beer, port and sherry, that no Cantabrigian, from the supercilious Fellow Commoner to the modest and diligent *Sizar* who dines gratis on the remains of his table, is ever heard to utter a complaint, we would recommend, perhaps, the introduction of commons; unfortunately all the college records testify against such expectations. The experiment of satisfying all parties on that score, has been repeatedly tried, and the more so because at one time it was thought indispensable to the welfare of the institution that students should take their meals in common, and under the supervision of the professors; but the result of such attempts has always been either a transient success or a total failure. The bursarship invariably falls into the hands of a steward who is either incapable of providing for a good table, or too eager to become rich at the expense of the students' comfort and appetite.

At Yale, whilst the overseers earnestly endeavored to conciliate the students in their efforts towards improving commons, "the conviction was increasing that they were no essential part of college," to use President Woolsey's own words, "that on the score of economy they could claim no advantage; that they degraded the manners of students and fomented disorder. The experiment of suppressing them has hitherto been a successful one." † We may add, that this example has

† Presid. Woolsey. Hist. Disc. 1850.

been followed by the majority of colleges, North and South; steward's halls and commons have been abolished, "and with them have departed the discords, dissatisfactions and open revolts of which they were so often the cause."

⁵⁰ Josiah Quincy (1772-1864), president of Harvard College (1829-1845), author of *A History of Harvard University*.

So as to avoid all such difficulties, and believing that it is not necessary to restrict the student's liberty in such paltry matters as eating, either in private or in common, nay, that the stir and bustle generally exhibited at the table is beneficial to their digestion and comfort, we allow our pupils to take their meals at private boarding houses, — provided the house is licensed by the Faculty; a lady always presides at the table; no intoxicating liquor is permitted to be drunk in the establishment, and the misconduct of students, at any time in the house, is reported to the Faculty.

“WHETHER THE INSTITUTION SHOULD BE DENOMINATIONAL
OR OTHERWISE?”

IX. We confess to be altogether unable to find a single plausible reason in behalf of denominational colleges; on the other hand, we deem it obvious that any institution purporting the education of Christian youths, should be free from sectarian influence.

Religion must be imparted to collegians, not, indeed, to promote the interest or progress of any particular creed, but to supply the most imperious of human wants; purify and direct all the aspirations and passions of man, and fit him for the discharge of those solemn duties which he owes to himself, to God and the Commonwealth.

Let the Bible then be taught and expounded within the walls of our college; let its truths and sublime precepts in all their lofty simplicity be inculcated on the youthful mind of our pupils; let them even exalt in hymns of praise and gratitude for the precious gifts which the Supreme Ruler has so bountifully bestowed on them; but let us beware of dogmatic teachings, lest we should entail a continuance of religious intolerance, and weaken the cause of Protestantism in perpetuating the strife of sects.

Our institution, therefore is not denominational. Clergymen of different denominations, taken from among the Faculty and Ministers in the neighborhood, are invited to preach by turns to the students.

All the classes are required to attend Divine Worship in the College Chapel on Sunday forenoon; and in the afternoon the Freshmen and Sophomores recite in the Historical parts of the Old and New Testaments.

The Juniors, in Wayland's Moral Science and the Seniors in Butler's Analogy.

“OTHER THINGS NECESSARY TO BE KNOWN AND DETERMINED
IN ESTABLISHING AND CONDUCTING AN INSTITUTION.”

X. 1. It is only just that in departing from the institution after having fulfilled all his collegiate duties, the students should receive a certificate of proficiency. In point of reason, a few lines written by the President, in the name of the Faculty, on a mere scrap of paper,

would answer as well as the most elaborate parchment; but, at times, especially when dealing with young men, we must make the part of human frailty. A diploma, nay, a title, is then necessary.

In itself, the word "*Baccalaurens*," (if really derived from *baccis laureis*,) may be properly affixed to a proficiency in sciences or belles-lettres, without requiring the bachelor to be at all versed in the humanities. The addition of the words *artium* or *literarum* to the title of bachelor, alone, on account of a long assimilation with a proficience in the Latin and Greek languages, might perhaps appear out of place if applied to our graduates. But, in using the term "Bachelor of Philosophy," we can give no just offence to the intractable votaries of Oxford, of Cambridge, of Yale; and will thus realize, we trust, one of the highest aspirations of American students.

2. The graduating class is arranged in four divisions. The first division consists of the two students who have obtained the highest marks throughout the course, in all the departments, except gymnastics and Drawing; – these being mechanical accomplishments, oftener the gift of nature than the result of study. The Faculty confers on one the First Honor, and on the other the Second Honor. The Honors are never divided between two or more individuals. We know that the difference between the candidates is rarely, if ever, so slight as not to admit of a distinction; and, if in some institutions they are awarded to four, five and sometimes six students, this discrepancy must be ascribed generally to a catering for popularity or a tame apprehension of causing dissatisfaction to the class. Strange to say, in the South Carolina College, it was just the reverse, – an unlucky division of the First Honor between two scholars, brought about the change we now advocate.

The First Honor man delivers the Salutatory oration, and the Second Honor man, the Valedictory to the graduating class.

The second division consists of the six students who next to the Honor men stood the highest throughout the course in one or more departments. The best scholar in English or in Mathematics, for instance, receiving a separate distinction. This discrimination applies to all the Departments. The member of this division who stands the highest in the Department of Modern languages, declaims an original French oration at Commencement.

The third division consists of four second-rate students, taken from among those who distinguished themselves in the six above named departments.

The second and third divisions, (except the members who stood first only in gymnastics or drawing), deliver speeches on commencement day.

The last division is composed of the remaining Seniors who have simply passed their last examination.

3. The hope of a palpable reward, however slight in point of pecuniary worth, is at times a powerful incentive to students. The sets of finely bound books or the simple wreath of ivy awarded at the Sorbonne are often more highly valued than the most pompous newspaper accounts of these literary contests. It is a natural ambition which urges the student to untiring efforts, and it frequently achieves what all other means failed to accomplish. We feel confident that in many instances the "Deturs" of the Hopkin's Foundation,⁵¹ have been more productive of good than the well-deserved commendations which the Professors rarely fail to lavish on their favorite pupils.

We therefore add to the diplomas of the First and Second Honor men, a set of not less than twelve books, finely bound; and to those who received the distinctions, six handsome volumes, all selected from standard authors. The distinction man in Drawing gets a box of Mathematical instruments; the best gymnastician receives a pair of silver spurs.

We also award for the best English Composition— the competitors to be Freshmen, — a gold medal. For the best historical dissertation — the competitors to be Sophomores — a gold medal. For the best French composition — the competitors to be Juniors, — a gold medal. For the best essay on Moral or Intellectual Philosophy — the competitors to be Seniors, — a gold medal.

4. The roll is not called in the Chapel; the monitors report the members of their sections who are absent. Each section has a separate pew. Calling the roll aloud, will do for a barrack, but it is not becoming in a place of public worship.

5. The use of tobacco, in any way, is strictly prohibited. The faculty may remove from the institution any student who has thrice infringed this rule.

6. Our college confers no honorary degrees of any kind; nor are the graduates of three years standing, or more, entitled to the "Mastership."⁵²

7. No student can be admitted to a partial course; — all the studies being obligatory.

⁵¹ Edward Hopkins was a London merchant who came to this country in 1637, was several times governor of Connecticut, and made some important educational gifts to New England for the purpose of providing "some encouragement in those foreign plantations, for the breeding up of hopeful youths, both at the grammar school and college, for the public service of the country at future times." Part of the income of one of his gifts is still used at Harvard College for the purchase of books called "Deturs" for meritorious students. Detur is the Latin for "Let there be given."

⁵² Before 1860, and perhaps later, the master's degree was often conferred on graduates of three years beyond the A.B. degree, upon the payment of a fee, no additional work or attendance being required. Professor Samuel Eliot Morison says (*Three Centuries of Harvard*, p. 35) that "in the nineteenth century it was a saying that all a Harvard man had to do for his Master's degree was to pay five dollars and stay out of jail." For a good account of the practice of awarding honorary degrees in the United States see Stephen E. Epler, *Honorary Degrees: A Survey of Their Use and Abuse* (Washington, D. C.: American Council on Public Affairs, 1943).

CONCLUSION

No mercenary motive urged me to compose this essay. I was convinced that a thorough reform in our collegiate system was absolutely necessary to the progress and prosperity of our State; and in the hope that I might thus promote the welfare of North Carolina, I gladly availed myself of this opportunity of committing to writing the results of several years' observation and experience on the subject of collegiate education.

Whether the accompanying project will ever be carried out; and, if so, prove successful, is a question which time alone can solve. Suffice it to say, that I sincerely believe in its practicability; and to the stern critics who will not fail to censure the freedom of my remarks or carp at the boldness of the foregoing scheme, I can only answer, in the words of the eminent Doctor Thornwell,⁵³ that "in the effort to realize the conception of a perfect education, we are apt to forget that there is no such thing as absolute perfection in the matter, that all excellence is relative, and that the highest recommendation of any plan is that it is at once practicable and adjusted to the wants and conditions of those for whom it is provided." *

* Rev. Dr. Thornwell. Letter to Gov. Manning.

H. H.

State University. Aug. 10th 1855.

⁵³ The letter of President James H. Thornwell, of the South Carolina College, to Governor Manning of that state, on education, November, 1853, ranks high among the most important statements on that subject produced in the South prior to 1860. The General Assembly of South Carolina ordered the publication of 5,000 copies of the letter. In this letter Thornwell points approvingly to the report of Victor Cousin for which HARRISSE apparently had high respect; and Thornwell's position that an educational institution should be non-denominational but not anti-Christian may have influenced HARRISSE'S views on this subject.

BOOK REVIEWS

Correspondence of Thomas Jefferson and Francis Walker Gilmer, 1814-1826. Edited by Richard Beale Davis. (Columbia: University of South Carolina Press, 1946. Pp. 163. \$2.50.)

The history of lost and found manuscripts is always intriguing to historians. Fifty-seven years ago William P. Trent used two bound volumes of Jefferson-Gilmer correspondence. Soon afterwards these volumes were sold—the Jefferson-to-Gilmer volume of fifteen letters intact, and the Gilmer-to-Jefferson volume of fifty letters broken up and sold as separate items. When Richard Beale Davis wrote, in 1939, his biography of Gilmer, *Francis Walker Gilmer: Life and Learning in Jefferson's Virginia*, he lamented the fact that these letters could no longer be found.

By a rare stroke of good fortune the Jefferson-Gilmer letter-book came to the University of Virginia library, and all fifty of the Gilmer-Jefferson letters were reunited in the collections of the Missouri Historical Society in St. Louis.

Dr. Davis makes available here the sixty-five letters in these two volumes and some additional letters from Jefferson owned by the Massachusetts Historical Society. Fewer than a half dozen of the seventy-one had been previously published.

Francis Walker Gilmer, an able young Virginian, began his quest for knowledge in Jefferson's neighborhood of Albemarle and continued it at the College of William and Mary under the quickening guidance of the president of that institution, Bishop James Madison. Although the law was his profession, his interests, like those of his friend Jefferson, were universal.

Professor Davis's preface, introduction, textual and bibliographical note, and index are well done, and the format is pleasing.

The letters are well worth publishing for, although they add little to our knowledge of Jefferson, they furnish many additional details regarding the choice and background of the members of the first faculty of the University of Virginia, whom Gilmer had secured in Great Britain; and through the collection are interesting comments by two men of keen intellect on affairs—personal, local, and national. For example, in the fall of 1824 the aged Jefferson, looking forward with happy anticipation to a visit from Lafayette, wrote Gilmer that the enthusiastic recep-

tion of the general in America would have an excellent effect on the country since "every occasion which rallies us to a single object, rekindles our union in mutual affection and strengthens the habit of considering our country as one and indivisible." And Jefferson's formula, written in 1816, for the hospitable treatment of guests (though familiar to readers of the *Memorial Edition of the Works of Thomas Jefferson*) is worth repeating: "I wish you and he [Correa] could concert your movements so as to meet here, and that you would make this your headquarters. It is a good central point from which to visit your connections; and you know our practice of placing our guests at their ease, by showing them we are so ourselves and that we follow our necessary vocations, instead of fatiguing them by hanging unremittingly on their shoulders."

Richard L. Morton.

College of William and Mary,
Williamsburg, Va.

Lincoln and the South. By J. G. Randall (Baton Rouge: Louisiana State University Press. 1946. Pp. xii, 161. \$1.50.)

The author of this little volume of thoughtful, cognate essays—the latest published volume of the Walter Lynwood Fleming Lectures in Southern History at Louisiana State University—has had exceptional training in preparation for writing authoritatively on the subject. Long a student of every aspect of Abraham Lincoln's life, he is the author of numerous books concerning him. He, without doubt, knows more about Lincoln than anyone has ever known; and in writing of him, with keen appreciation and warm admiration for the things that made him great, he has shown more poise, more balanced judgment, more scholarly objectivity than anyone who has attempted a serious appraisal of the war President. Neither here nor in his other writings is to be found any trace of the emotional idolatry and unthinking hero-worship which have tended to create a Lincoln legend, or, perhaps more properly, a Lincoln myth.

Four essays make up the volume. They are "When Lincoln Looked South," "Lincoln and the Border," "Design for Freedom," and "Design for Peace." Of these the first and last are given more extensive treatment than the others.

Lincoln's Southern birth is of course well known. It is perhaps not so widely known that his father, grandfather, and great grandfather were all Virginians; that from time to time, to the end of his life, he spoke of himself as a Southerner, and that he had at least one Virginia first cousin who fought four years in the Confederate Army. Mr. Randall points out also that even after the boy Lincoln crossed the Ohio at the age of seven, he was, as long as he remained in southern Indiana, in the midst of Southern influences, and that to a somewhat less degree perhaps, this was true after he went to Illinois. There, for example, his three law partners, Stuart, Logan, and Herndon, were Southern-born. So were his close associates, Browning, Speed, and Lamon; and his wife, Mary Todd, was a member of a notable and proud Kentucky family.

Nor was this all. Lincoln was in politics a typical Henry Clay Whig, though, to mark him as even more Southern his essential political views were those of Thomas Jefferson, the great Southern liberal.

With respect to opinion the same trend is to be noted. On the great sectional issue of slavery, he was never, until he was forced to adopt emancipation as a war policy, in any sense an abolitionist, and even then he had little in common with those who bore that title. Mr. Randall makes it clear that, while Lincoln detested slavery as an institution, he regarded the Negro about as any better-class Southern slave-owner did.

On the matter of state rights his position differed little from that occupied by countless thousands of Southern Unionists.

In the second essay Mr. Randall presents in a most illuminating way Lincoln's clear understanding of the sentiment of the border states, which made his policy towards them seem to him, in spite of bitter criticism and hostility in his party and in the North generally, of paramount importance to the preservation of the Union. Here was, in the author's words, "a broadly Southern region whose white population exceeded that of the Confederate South. Thought patterns, modes of life, tones of speech, and political attitudes in this great area give far more reason to call its men and women Southern than to call them anything else." To save them to the Union seemed to Lincoln the only way to save the Union, and today it is not to be doubted that he was right.

The author makes it clear that not all the results seemed good to Lincoln. Notable among these was the partition of Virginia. But, as he too often did, he yielded to Congress and thus to the radicals.

Not so, however, did he yield in the case of Fremont and Missouri. The state was the storm center of the border, and there real civil war raged. And there, too, was Fremont who "almost reached the stature of Poland as a trouble-making issue. He was more than a man. He was a name or a symbol. He was the darling of the abolitionists, the pet of the radicals. He was whitewashed by the congressional committee on the conduct of the war." And Lincoln unhorsed him, immediately to save Kentucky, and beyond that, probably, to preserve presidential independence.

The third essay deals with Lincoln's policy as President with respect to slavery. He sought at first to secure a gradual, voluntary, and compensated emancipation, to be followed by colonization. As is well known this failed of acceptance North and South, and finally with doubts and misgivings he issued a preliminary proclamation with limitations, followed three months later by the final one, declaring his action a war measure, and feeling it to be subject to an adverse decision of the Supreme Court. For this reason he advocated the passage of a constitutional amendment.

Mr. Randall points out another aspect of Lincoln's policy. It was moulded with full belief and intention that Southern co-operation should be encouraged, with the realization that much had to be done in the process of emancipation and afterwards to secure justice to white and black alike. But he shows clearly how the very enthusiasm and fervor with which emancipation came to be regarded soon resolved into fact. "To hold an emancipation meeting furnished a greater thrill than to welcome large numbers of freed Negroes into a Northern community with promises of economic opportunity." All of which gave to practical politicians an opportunity for achieving their selfish purposes in much the same fashion in which they had used the abolition and humanitarian movement prior to 1861. As Mr. Randall phrases it, "The concomitants of emancipation got

out of Lincoln's hands. He could issue his proclamation, but he could not control the radicals."

In the final essay Lincoln's magnanimous and statesmanlike intentions towards the defeated South are clearly and fairly stated, as is also what the author terms "a wretched sequel" to the agreement in Richmond with Judge John A. Campbell. "The Lincoln at Washington had to retreat from the generosity and practical wisdom of the Lincoln at Richmond." In other words Lincoln yielded to the radicals. Mr. Randall continues, "It is a great historical error to suppose that the radicals succeeded in their maneuvers only after Lincoln's death. The fact is that they were as determined and as potent in stopping Lincoln as they were later, with precisely the same intent, in stopping Johnson."

Badly as the South was treated in Reconstruction, Lincoln, with the aid of his successor, it is true, won one striking victory over the radicals: "The almost universal policy as to the prosecution of individuals who had supported the Lost Cause was non-vindictive and this non-vindictiveness was largely Lincoln's doing."

This volume, as is characteristic of Mr. Randall's works, is a distinct and valuable contribution to the historiography of the Civil War. It is not one primarily in facts; there are few stated or alluded to that are not familiar to the close student of Lincoln. The contribution is rather to be found in the thoughtful analysis of facts, movements, and events; in the application of the author's intimate acquaintance with Abraham Lincoln; and in the interpretation of all these things in their relation to his theme. No one has been better qualified for the task he undertook, and no one, conceivably, could have been more successful in handling it.

Apart from all these things the book is delightfully readable.

J. G. de Roulhac Hamilton.

The University of North Carolina,
Chapel Hill, N. C.

Carolina Chronicle, The Papers of Commissary Gideon Johnston, 1707-1716.
By Frank J. Klingberg (Los Angeles: The University of California Press,
1946. Pp. x, 186. \$2.00.)

Dependable documentation of the founding and growth of the American churches is still far from complete. This applies particularly to the Anglican movement in the colonial South. The

result is that Anglicanism of that period is generally misunderstood and is often unfairly criticized. Indeed, it is my impression that non-Anglicans of the revivalist and non-liturgical tradition have usually drawn upon biased or inadequate sources in their estimate of churchmen of the colonial establishments. Colonial clergymen, it is said, were usually trifling, irresponsible, devoid of true piety, and inefficient. Recent research by Brydon, Goodwin, and others makes these easy generalizations look questionable. Can it be that Anglicans of this period have been the victims of an *evangelical complex*?

The editor of *Carolina Chronicle* is clearing up the mists that have long obscured colonial Anglicanism. His *Anglican Humanitarianism in Colonial New York* (1940), and his *Appraisal of the Negro in Colonial South Carolina* (1941) have both illuminated important aspects of colonial religious life and thought. The present study contains documentary material of the greatest importance to students of colonial culture, and especially to historians of early Anglicanism.

These papers, covering almost a decade, throw a flood of light on the social and religious conditions of the colony. Already by the time Johnston arrived in the colony he found a mixture of racial stocks and religious loyalties, including Scotch Presbyterians, French Huguenots, and English Quakers. These and other groups confronted the commissary with a religious problem of great perplexity. His object was to convert the colony wholly to his own religious views, but in spite of great tact and vigilance he met with failure. Although the Church of England enjoyed the status of establishment, colonists of non-Anglican faith always outnumbered the Anglicans. Thus it is no surprise that the Anglicans became the object of jealousy and abuse on the part of the Dissenters.

These letters throw much light on the inner life of colonial Anglicanism. Here is evidence that the colonists were extremely sensitive to being dictated to by the mother country. Local vestrymen were jealous of their prerogatives, and they resented interference from the Bishop of London, or from his commissary. Only with the greatest tact could Johnston get the parishoners to follow his wishes. He himself constantly suffered the pangs of sickness and poverty. His wife had to supplement the purse by

“drawing pictures.” More than once he longed for the homeland, and he begged the bishop to allow him to return to England and occupy even the poorest parish in his diocese.

This was not to be his fate, and he labored with utmost devotion among the colonists until 1716, when he met death by drowning.

Dr. Klingberg’s editorial work on these papers is of exceptional merit, and his introduction to the volume is clear, discriminative, and illuminating. The calendar and the index add to the scholarly value of the monograph.

H. Shelton Smith.

Duke University,
Durham, N. C.

Theory and Practice in Historical Study: A Report of the Committee on Historiography. (New York: Social Science Research Council. 1946. Pp. xi, 177. \$1.75.)

This little volume, prepared under the direction of the Committee on Historiography of the Social Science Research Council consisting of Merle Curti, chairman, Charles A. Beard, Shepard B. Clough, Thomas C. Cochran, Louis Gottschalk, Jeannette P. Nichols, Richard H. Shryock, and Alfred Vagts, was “designed to help clarify thought about history and to aid historians in teaching and writing it.” It admits that historical research and writing may be approached with a scientific spirit and methodology but frankly asserts that “every written history, particularly that covering any considerable area of time and space, is a selection of facts made by some person or persons and is ordered or organized under the influence of some scheme of reference, interest, or emphasis—avowed or unavowed—in the thought of the author or authors.” The volume contains a foreword by Chairman Curti, six chapters by different authors, and an index.

In the first chapter, Charles A. Beard presents “Grounds for a Reconsideration of Historiography.” In the second chapter, “Controlling Assumptions in the Practice of American Historians,” John Herman Randall, Jr., and George Haines, IV, survey “major influences, especially movements of thought, which have affected the study and writing of American history in the last three quarters of a century.” They show that selection and interpretation were the practice of the “scientific” and “objective” founders

of the historical profession in America "who in theory denied it" and assert that the most important writings in American history since 1920 have employed "principles of selection and interpretation of which their authors are clearly conscious."

The third chapter, "What Historians Have Said About the Causes of the Civil War," by Howard K. Beale, is a case study of the causal factors in the writings of more than one hundred historians about the Civil War. The same facts have had different meanings to different historians, and it seems impossible to find answers "of scientific exactitude to questions about the history of human activities and motivations."

In the fourth chapter Charles A. Beard discusses "Problems of Terminology in Historical Writing. The Need for Greater Precision in the Use of Historical Terms" and Sidney Hook presents as illustrations the varied meanings and uses of a list of words.

The Committee on Historiography sets forth in the fifth chapter twenty-one "propositions" which it considers "as valid, as useful for the advancement of learning and as worthy of submission to the judgment of historians in general." Some of these propositions will provoke argument in the profession as they did in the Social Science Research Council and the group of seventy historians to which they were submitted.

The sixth chapter, an excellent "Selective Reading List on Historiography and Philosophy of History," by Ronald Thompson, and the index complete a provocative volume which deals a devastating blow to the old concept and ideal of objectivity in the theory and practice of historical study.

A. R. Newsome.

The University of North Carolina.
Chapel Hill, N. C.

HISTORICAL NEWS

The fiftieth annual convention of the North Carolina Division of the United Daughters of the Confederacy was held at Wilmington on October the 10th. At the business session of the convention the following officers were elected: Mrs. A. L. Thompson of Greensboro, president; Mrs. W. L. Johnson of La Grange, first vice-president; Mrs. R. P. Reece of Winston-Salem, second vice-president; Mrs. P. S. Rothrock of Mount Airy, third vice-president; Mrs. A. T. St. Amond of Wilmington, historian; Mrs. Grady Ross of Charlotte, recorder of crosses; Mrs. Paul Fitzgerald, Pelham, recording secretary; and Miss Jeannette Biggs of Oxford, registrar. The Lane Banner awarded to the district turning in the best report was won by District No. 9 of the Cape Fear Chapter.

The Moore County Historical Association, on July the 18th, opened its museum of the Early Moore County Days. Mr. Malcolm Fowler, past secretary of the North Carolina Society of County Historians, was guest speaker at the opening of the exercises. Mr. Leland McKeithen is president of the Association. The museum will be open daily to the public.

Riddle of the Lost Colony, by Melvin Robinson, a teacher in the public schools of Atlantic, North Carolina, was published in October by Owen G. Dunn & Co., New Bern. Mr. Robinson presents the theory that Cedar Island was the scene of the White Colony instead of Roanoke Island, as other historians have said. This book has provoked much discussion among the people interested in the history of the Lost Colony.

Dr. Benjamin Burks Hendrick, a native of Woodland, Georgia, and lately head of the department of history and political science of the Woman's College of the University of North Carolina at Greensboro, died at West Dresden, Maine, October the 27th. Dr. Hendrick received his education from Mercer University and Columbia University. He taught at Columbia University from 1912 to 1923, coming to the Woman's College in 1923. Among his books were *The United States Since 1864*,

written in collaboration with L. M. Hacker in 1932, and *The South Looks at its Past*, co-authored in 1935 with A. M. Arnett, also a member of the staff of the department of history of the Woman's College.

The North Carolina Society of County Historians, on October the 6th, made a tour of Richmond County. The tour consisted of a visit to the Richmond Manufacturing Company, one of the first cotton mills in North Carolina, which began operation as early as 1837, was burned by Sherman's Army in 1865, was rebuilt as Great Falls in 1869, continued operation until the depression of the 1930's, and the building is still owned by the Gore family; General William Henry Harrington's estate, situated ten miles south of Rockingham, and originally containing 17,000 acres; the Harrington family cemetery; the brick mansion of General Alfred Dockery, which was built in the late 1830's; the Cartledge Creek Baptist Church, where a business session was held in the auditorium; and the old Scotch Fair Grounds at Ellerbe. Lunch was served at W. H. (Billy) Covington's Spring, four miles north of Rockingham.

At the business meeting, Dr. D. T. Smithwick of Louisburg was elected president; W. H. Covington of Rockingham was elected vice-president; and Mrs. Hal M. Worth of Asheboro was elected secretary-treasurer. The next meeting of the Society was scheduled to be held November the 16th at the Carolina Inn, Chapel Hill.

"The Mystery of Peter Ney," by Herbert Revenel Sass, appeared in the *Saturday Evening Post*, November 16th, 1946.

"Some of the Bundy Family as Pioneers in America," by Alice Ann Bundy, deals with the early Quaker settlers in the Albemarle section of North Carolina, particularly in the counties of Pasquotank and Perquimans. This article appeared in the *Indiana Magazine of History*, XLII (September, 1946), number 3.

On September the 29th, the Old Union Methodist Church, near Randleman, Randolph County, celebrated its 160th anni-

versary. Rev. S. M. Needham, pastor of the church, delivered the sermon at the morning meeting. At noon a picnic lunch was served, after which Dr. J. Lem Stokes, Jr., of Rock Hill, South Carolina, delivered the address. The church was first known as Bell's Meeting House—named in honor of William Bell—and was constructed in 1786. The church was not recorded as a denominational unit until 1802, when Bishop Francis Asbury preached there. The present structure was built in 1932 after a fire had destroyed the former building.

On September the 30th, in the State Capitol, Raleigh, Rear Admiral L. T. DuBose of Charleston, South Carolina, commander of the Sixth Naval District, presented to Governor R. Gregg Cherry on behalf of the state, a placque containing the war record of the United States Steamship *North Carolina* during World War II. A flag of the United States, which was carried by the *North Carolina* through the many battles in which it participated, was also presented to the state. Captain T. J. O'Brien, current skipper of the battleship; Mr. Josephus Daniels, former Secretary of the Navy; Lt. Commander R. L. Lowell, assistant gunnery officer; Chief Turret Captain E. H. Richardson; and Chief Boatswainsman Mate, V. J. Allen, participated in the program. The Battleship *North Carolina* participated in the following campaigns: The Guadalcanal-Tulagi landings; capture and defense of the Guadalcanal; Eastern Solomons; New Georgia; Gilbert Islands; Marshall Islands; Bismarck Archipelago; Asiatic-Pacific raids; Western New Guinea; Marianas; Leyte; Luzon; Iwo Jima; Okinawa; and Third Fleet supporting operations in the final phases of the war and the occupation of Japan.

The twenty-second annual meeting of the North Carolina Society of Mayflower Descendants was held at Pinehurst, November the 30th. The following officers were elected for the ensuing year: Mr. Ralph Bolles Coit of Greensboro, governor; Mr. Morton LaBaron Church of Charlotte, deputy governor; Mr. Gaylord O. Shepherd of Asheville, secretary-treasurer; Mr. Burnham S. Colburn of Biltmore Forest, historian; Mr. Samuel

J. Ewin, Jr., of Morganton, counselor; and Rev. Douglas L. Rights of Winston-Salem, elder. The following persons were renamed to their respective offices: Mrs. Thomas J. Byerly of Winston-Salem, Mrs. Curtis Bynum of Asheville, Mrs. Preston Wilkes, Jr., of Charlotte, and Dr. Wallace E. Caldwell of Chapel Hill. Officers of the General Society from North Carolina whose names were announced were Mr. Burnham S. Colburn of Biltmore Forest, former governor general, a member of the general board; Mrs. Charles S. Bryant of Biltmore Forest, deputy governor general; and Mrs. Stuart W. Cramer of Charlotte, assistant deputy general.

The Historical Society of North Carolina held its semi-annual meeting at Greensboro College on November the 30th. Dr. Adelaide L. Fries of Winston-Salem read a paper entitled "Life and Labors of Lewis David de Schweinitz, a Minister of the Moravian Church." The presidential address was presented by Dr. Alice M. Baldwin, dean of women at Duke University. At the business meeting the following officers were elected for the coming year: Dr. Archibald Henderson of Chapel Hill, president; Dr. M. L. Skaggs of Greensboro, vice-president; and Dr. Cecil Johnson of Chapel Hill, secretary-treasurer.

The Western North Carolina Annual Methodist Conference unveiled a marker on October 5th, in Beaverdam Valley near Asheville to the memory of Bishop Francis Asbury, who preached there 150 years ago. Dr. P. S. Kennett, retiring president of the Conference Historical Society, Rev. C. Moody Smith, pastor of the Asbury Memorial Church, Rev. W. G. McFarland, president of the Historical Society, Dr. E. P. Billups, chairman of the Conference Committee on Workers, Dr. Edgar H. Nease, president of the Southeastern Jurisdictional Historical Society, Dr. Elmer T. Clark, president of the Methodist Historical Association, and Rev. McMurray Ritchie, secretary-treasurer of the Conference Historical Society, participated in the program.

The Ney Memorial Association held a meeting at the Third Creek Presbyterian Church in Rowan County on November the 17th, and discussed plans for the erection of a memorial wall at the cemetery where Peter Stuart Ney is buried. Rev. M. R.

Williams, Jr., of Davidson County, formerly a navy chaplain, spoke at the morning services. A picnic dinner was served on the grounds, after which a business session was held.

Mars Hill College celebrated Founder's Day, October the 12th. Founder's Day is observed annually at the college on the birthday of Edward Carter, who gave the four acres of land on which the first building of the college was erected in 1856. The college opened in 1856 as the French Broad Baptist Institute, and W. A. G. Brown was the first president. The General Assembly in 1859 chartered it as Mars Hill College. Most of the college buildings were burned during the Civil War.

On October 9 the North Carolina Society of the United States Daughters of 1812 held the fall business meeting at the Cape Fear Hotel, Wilmington. On the same day the North Carolina Society of the Daughters of American Colonists held the fall business meeting in the Education Building of St. Paul's Lutheran Church, and the North Carolina Society of the Daughters of Colonial Wars held a business session at the Cape Fear Hotel. In the evening a joint banquet of the several Societies was held in St. Paul's Lutheran Church. The program consisted chiefly of music.

Among those present at the annual session of the Southern Historical Association at Birmingham, Alabama, October 31-November 2, were Drs. Fletcher M. Green, Hugh T. Lefler, L. C. MacKinney and J. Carlyle Sitterson of the University of North Carolina, Drs. Nannie May Tilley, Ernest W. Nelson, and Joseph C. Robert of Duke University, Dr. James W. Patton of State College and Dr. Christopher Crittenden of the National Archives. During the meeting Dr. J. Carlyle Sitterson read a paper "Lewis Thompson, Carolinian, and his Louisiana Plantation of 1848-1888; A Study in Absentee Ownership," Dr. Hugh T. Lefler read a paper "Travelers in the English Continental Colonies, 1607-1750," Dr. L. C. MacKinney read a paper "The Renaissance: A Problem Child for Historians," Dr. Nannie May Tilley read a paper "Daniel Lee, and Scientific Agriculture in the South," and

Dr. Ernest W. Nelson read a paper "The Renaissance: Concept and Epoch." Dr. Joseph C. Robert lead a discussion group on "The Free Negro," Dr. Christopher Crittenden presided at a round table of discussion of book reviews, and Dr. James W. Patton gave the annual report of the secretary-treasurer. Dr. Nannie May Tilley was elected to membership on the executive council for the three-year term ending with 1949.

Dr. Cecil Johnson of the department of history at the University of North Carolina has been promoted to a full professorship.

On December 5 Dr. R. D. W. Connor, Craige professor of jurisprudence and history, addressed the faculty and students of the University of North Carolina and townspeople of Chapel Hill, on the subject of "The Founding and Development of the University of North Carolina."

Dr. Alice Barnwell Keith of Meredith College has been promoted to associate professor of history.

Dr. Lillian Parker Wallace, acting head of the department of history at Meredith College, has been promoted to associate professor of history.

Dr. Alice Barnwell Keith has just published "The Baptists and Reconstruction in South Carolina, 1865-1876," in the October, 1946, issue of the *Review and Expositor*.

The fourth revision of *A Syllabus of the History of Civilization*, by Drs. Lillian Parker Wallace and Alice Barnwell Keith, has just been published by the Technical Press.

Drs. Bayrd Still, Arthur Ferguson, and Richard L. Watson, who have been on leave of absence in the Army Air Corps, and for the past several years have been assigned to the Historical Section of the Air Corps in Washington, D. C., have resumed

their appointments at Duke University. Dr. Still has been promoted from assistant professor to associate professor of history.

Dr. Harold T. Parker has been promoted from instructor to assistant professor of history at Duke University.

Dr. Robert H. Woody of the history department of Duke University has been granted a sabbatical leave for the year 1946-47.

Dr. Paul H. Clyde of the history department of Duke University has been granted a sabbatical leave for the second semester of the academic year 1946-47.

Dr. Dorothy M. Quynn of Duke University, who has been on leave of absence for the past two years, has returned to the department of history.

Dr. Gilbert L. Lycan, formerly of Queens College, is now head of the department of history and political science at John B. Stetson University, Deland, Florida. Dr. Lycan recently received a grant of \$1,000 from the Carnegie Endowment to enable him to complete his book on the foreign policy of Alexander Hamilton.

Dr. Algie I. Newlin, professor of history and political science, Guilford College, has been granted a leave of absence in order that he may reestablish the Friends' Center in Geneva, Switzerland. This work, under the auspices of the Friends Service Committee of London Yearly Meeting and the American Friends Service Committee, will support and strengthen Swiss Quakerism, will include work with students in Geneva, and will maintain contacts with other Friends' Centers abroad. Dr. Newlin's family will accompany him. They intend to leave February 1, and remain away three semesters.

Miss Dorothy Lloyd Gilbert, associate professor of English at Guilford College, recently published two articles. These articles, based on the early history of Quakers in the Guilford College community, were "First Friends in New Garden in North Caro-

ina," *Bulletin of the Friends Historical Association*, vol. 34, no. 2 (1945), and "Quaker Migration to the Western Waters," *East Tennessee Historical Publication*, no. 18 (1946).

Dr. Catherine E. Boyd, assistant professor of history at the Woman's College of the University of North Carolina, is author of an article entitled "The Beginnings of the Ecclesiastical Tithe in Italy," *Speculum*, April, 1946 (published by the Mediaeval Academy of America, Cambridge, Massachusetts).

"The Citizen and the Social Sciences," by Dr. Richard Baroloph, assistant professor of history, the Woman's College of the University of North Carolina, appeared in *Social Education*, November, 1946.

Miss Jessie Sue Bynum has accepted a position with the Department of History of Queens College. Miss Bynum, a graduate of Huntingdon College, Montgomery, Alabama, has completed her residence requirements at the University of Chicago for a Ph.D. in history, and comes to Queens from Wesleyan College, Macon, Georgia, where she was a member of the history faculty for two years.

On December 10 The North Carolina Society of the Palatines held its semi-annual meeting at Pine Lodge in Jacksonville. After enjoying a picnic lunch, a tour was made of Camp Lejeune. New members were reported from North Carolina, Virginia, and Massachusetts.

The First Methodist Church of Lenoir observed its 100th anniversary, December 22. Dr. Litaker, pastor of the church since 1917, and Bishop Clare Purcell delivered the centennial messages. The choir rendered special music at the celebration.

The State Literary and Historical Association held its forty-ninth annual session in Raleigh, December 6, at the Sir Walter Hotel. At the morning session Dr. Nannie M. Tilley, Duke University, read a paper entitled "Agitation Against the American Tobacco Company in North Carolina, 1890-1911." Mrs.

Bernice Kelly Harris, a novelist, gave a talk entitled, "Layman's View of the Book Business," and Mr. LeGette Blythe, editorial writer of *The Charlotte Observer*, reviewed the books submitted in the Mayflower Cup contest. Following these papers was a business meeting, at which the following officers were elected for the ensuing year: Dr. Carlyle Campbell, Raleigh, president; Mr. Carl Sandburg, Flat Rock, Mrs. Charlotte Hilton Green, Raleigh, and Mrs. Lawrence Sprunt, Wilmington, vice-presidents; and Mrs. Ernest A. Branch, Raleigh, acting secretary-treasurer. At this meeting a motion was made by Mrs. Charles A. Cannon, and seconded by Miss Gertrude Weil, that the North Carolina Society of County Historians be invited to meet with the State Literary and Historical Association and allied societies at the 1947 annual sessions. This motion was unanimously carried.

At the evening session Mr. Ralph B. Coit, Greensboro, governor of the Mayflower Society of North Carolina, presented the Mayflower Society award to Miss Josephina Niggli, Chapel Hill, for her book, *Mexican Village*, which was judged the best book published during the year by a resident of North Carolina. Instead of presenting a replica of the Mayflower Society Cup, a check for \$50.00 was presented to Miss Niggli in lieu thereof. Dr. Robert B. House, Chapel Hill, president of the Association, delivered his presidential address entitled "On Autobiography." Following this address, Dr. Edwin Mims, Vanderbilt University, delivered the principal address entitled "Semi-Centennial Survey of North Carolina's Intellectual Progress." Following this address a reception was held for members and guests of the Association.

The North Carolina Society for the Preservation of Antiquities held its sixth annual session in Raleigh, at the Sir Walter Hotel, December 5. Mrs. Charles A. Cannon, Concord, brought presidential greetings, and Mr. Paul Green, Chapel Hill, presented life membership certificates to those who had become life members since the last annual meeting. Other persons on the program were: Mr. J. C. B. Ehringhaus, Raleigh, who read a paper entitled "Ancient Albemarle"; Mrs. Duncan Winston

Wales, Edenton, who read a paper, "The Old Court House Speaks"; Mr. John W. Graham, Edenton, who read a paper entitled "The King's Justice and Colonial Law (as Administered in Chowan County Court House)"; Mr. Josephus Daniels, Raleigh, who read a paper entitled "Joseph Hughes, the Signer"; Mrs. Inglis Fletcher, Edenton, who read a paper, "The Inheritors"; and Mrs. Susan H. Nash, Williamsburg, Virginia, and Boston, Mass., who read a paper, "Furniture of the 18th Century." Following these papers, a reception was held for members and guests of the Society. At the business meeting of the Society the same officers were re-elected for the ensuing year, with the exception of Mrs. Ernest A. Branch, Raleigh, who had been acting secretary. Mrs. Branch was elected secretary-treasurer for the coming year.

On December 5, the Archaeological Society of North Carolina held its annual meeting at the Sir Walter Hotel in Raleigh. Mr. T. M. N. Lewis, head of anthropology of the University of Tennessee, read a paper entitled "In the Beginning," and Reverend Douglas L. Rights, president of the Wachovia Historical Society, Winston-Salem, gave a review of books. Later a tea was given at the Woman's Club of Raleigh in honor of the allied societies. At the business meeting the following officers were elected for the ensuing year: Dr. John Gillan, Chapel Hill, president; Mr. H. M. Doershuk, Badin, vice-president; Dr. Raymond Adams, Chapel Hill, secretary-treasurer; and Reverend Douglas L. Rights, Winston-Salem, editor. The following persons were elected to the executive committee: Dr. C. Sylvester Green, Durham, Mr. J. M. Cutliff, Raleigh, and Dr. W. L. Stinespring, Durham.

On December 4, the North Carolina State Art Society held its twentieth annual session at the Sir Walter Hotel in Raleigh. Mr. J. C. B. Ehringhaus presided at the meeting. Mrs. Katherine Pendleton Arrington, Warrenton, brought presidential greetings. Mr. Lloyd Goodrich, research curator of the Whitney Museum of American Art, New York, delivered a lecture entitled "Winslow Homer" and illustrated the lecture with colored lantern slides. After this lecture awards were presented

for the annual prizes. Mr. Kenneth Evett, Winston-Salem, won the first prize for his painting, "The Carpenter," Miss May Leath Thomas, Athens, Georgia, was awarded second prize for her painting, "Muted Birds," and Miss Harriet Bogart, Richmond, Virginia, was awarded the third prize for her "Old Richmond." The same evening a reception and a preview of an exhibition were held in the North Carolina State Art Society galleries in the Library Building. At the business meeting the following officers were elected for the ensuing year: Governor R. Gregg Cherry, honorary president; Mrs. Katherine Pendleton Arrington, Warrenton, president; Miss Lucy Cherry Crisp, Greenville, Mr. John Allcott, Chapel Hill, and Mrs. James Latham, Greensboro, vice-presidents; Mrs. Henry M. London, Raleigh, executive secretary; and Mrs. Betsey London Cordon, Raleigh, treasurer.

On December 6, the thirty-fifth annual session of the North Carolina Folk-Lore Society was held in Raleigh. Dr. A. P. Hudson, Chapel Hill, read a paper "Songs of the North Carolina Regulators." Dr. Newton I. White, Durham, made a report on "Progress toward Publication of the Frank C. Brown Collection." Miss Josephina Niggli, Chapel Hill, read a paper, "Some Folkways of a Mexican Village," and Mr. Marshall Ward, Balm, read a paper entitled "Jack Tales." After these papers a business session was held at which the following officers were elected: Mr. J. D. Clark, Raleigh, president; Dr. Newton I. White, Durham, Dr. Cratis D. Williams, Boone, Dr. Richard Jente, Chapel Hill, vice-presidents; and Dr. A. P. Hudson, Chapel Hill, secretary-treasurer.

Mrs. Eileen Northcutt of Cary on November 1 joined the staff of the State Department of Archives and History. She is stenographer-secretary in the Division of Publications.

Miss Frances Harmon of Statesville on December 1 joined the staff of the State Department of Archives and History. She is a graduate of Pfeiffer Junior College, Misenheimer, North Carolina, and Furman University, Greenville, South Carolina, with majors in history and political science.

The Institute of Early American History and Culture, Williamsburg, Virginia, announces that it is prepared to provide a limited number of Grants-in-Aid of Research in the field of early American history and culture to the year 1815. These grants will be available to those who have definite projects of research in progress. Applications must be received by April 15, 1947; announcements of awards will be made June 1, 1947. Information and forms for application may be procured from the director of the Institute, Goodwin Building, Williamsburg, Virginia.

Books received include Lillian Adele Kibler, *Benjamin F. Perry, South Carolina Unionist* (Durham, North Carolina: Duke University Press, 1946); *The Duke Endowment Year Book No. 14, Including Annual Reports of the Hospital and Orphan Sections* (Charlotte, North Carolina: The Duke Endowment, 1946); Jonathan Daniels, *Frontier on the Potomac* (New York, New York: The Macmillan Company, 1946); Grace Gardner Griffin, *A Guide to Manuscripts Relating to American History in British Depositories Reproduced for the Division of Manuscripts of the Library of Congress* (Washington, D. C.: The Library of Congress, 1946); Louisa Frederick Hays, *Hero of Hornet's Nest, A Biography of Elijah Clark, 1733-1799* (New York, New York: The Hobson Book Press, 1946); George Washington Paschal, *A History of Printing in North Carolina, A Detailed Account of the Pioneer Printers, 1749-1800 and of the Edwards & Broughton Company, 1871-1946, Including a Brief Account of the Connecting Period* (Raleigh, North Carolina: Edwards & Broughton Company, 1946); Frank Gouldsmith Speck, *The Iroquois, A Study in Cultural Evolution* (Bloomfield Hills, Michigan: Cranbrook Institute of Science, 1945); Kemp Plummer Battle, *Memories of an Old-Time Tar Heel* (Chapel Hill, North Carolina: The University of North Carolina Press, 1945); Stefan Lorant, *The New World, The First Pictures of America. . .* (New York, New York: Duell, Sloan & Pearce, 1946); A. J. Hanna, *Recommended Readings on Florida* (Winter Park, Florida: Union Catalog of Floridiana, 1946); Blake McKelvey, *The Rochester Historical Society Publications Fund Series, XXIII: Part I—The Life and Work of Jane Marsh Parker, Part*

II—*Water Power Documents* (Rochester, New York: The Rochester Historical Society, 1946); Ollinger Crenshaw, *The Slave States in the Presidential Election of 1860* (Baltimore, Maryland: The Johns Hopkins Press, 1945); Roscoe Collins Clark, *Three Score Years and Ten, A Narrative of the First Seventy Years of Eli Lilly and Company, 1876-1946* (Indianapolis, Indiana: Eli Lilly and Company, 1946); and Brainerd Dyer, *Zachary Taylor* (Baton Rouge, Louisiana: Louisiana State University Press, 1946).

CONTRIBUTORS OF THIS ISSUE

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